



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

## **Higher Secondary School Certificate (HSSC)**

### **Examination Syllabus (For the Year 2025)**

### **Religious Studies – XI**

**Based on Provincial Revised Curriculum, Sindh**

**Prepared by:**

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## Preface

The Ziauddin University Examination Board (ZUEB) was established under Sindh ACT XLI 2018, with the primary objective of enhancing the quality of education in Sindh. ZUEB is responsible for administering examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) in alignment with the most recent revisions to the National Curriculum, as outlined by the Directorate of Curriculum Assessment and Research (DCAR), Sindh. Through its ordinance, ZUEB is mandated to provide examination services for both English, Urdu, and Sindhi medium candidates from private schools across Sindh. This examination syllabus reflects ZUEB's dedication to achieving the educational goals set by the provincial authorities.

In collaboration with subject professors, ZUEB has developed a comprehensive syllabus for each subject. It is important to distinguish between the syllabus and the curriculum. The syllabus serves as a guide for both teachers and students, outlining the key areas of focus within the subject. It provides students with a clear understanding of what is expected of them in their studies and helps them prepare effectively for their exams.

This examination syllabus incorporates all cognitive outcomes derived from the Provincial Curriculum Statement, ensuring that assessments are both valid and reliable. While the focus is primarily on the cognitive domain, significant emphasis is placed on the application of knowledge and understanding.

The syllabus is made available to all stakeholders via the ZUEB website to assist affiliated schools in planning their teaching. It is crucial to note that the syllabus, rather than the prescribed textbook, forms the foundation of ZUEB examinations. Additionally, this syllabus supports the development of learning materials for both students and teachers. ZUEB remains committed to supporting students undertaking the SSC and HSSC courses by facilitating their learning outcomes through this detailed syllabus document.

To further assist in the learning process, ZUEB provides a dedicated e-resource tab on its website, offering both text-based and video content on various subjects. These 15-20 minute instructional videos, created around key subject concepts, allow students to learn at their own pace and convenience. The videos can be used as a reinforcement tool to revisit lessons already taught or as pre-lesson material. This initiative is an ongoing effort, and new videos will continue to be uploaded.

We encourage all students and educators to make the most of these resources for a more enriched and flexible learning experience.

Sincerely,



Shahbaz Nasim  
Head – Measurement & Testing  
Ziauddin University Examination Board

## **Rationale For The Reviewed Provincial Curriculum**

The process of revising the National Curriculum 2006 began in August 2004, when the newly elected government of Pakistan initiated education reforms across the country. These reforms included the introduction of a new National Education Policy, a National Education Census, and a revision of curricula (Ministry of Education, 2009).

In practice, the overhaul of the secondary school curriculum began in 2006, leading to a review of the scheme of studies for classes I to XII and the revision of curricula for 25 compulsory subjects.

The 18th Amendment to the Constitution of Pakistan, enacted in 2010, significantly altered the federal provincial relationship by abolishing the "concurrent legislative list." This amendment granted provinces greater legislative and financial autonomy in sectors such as education and health. The most notable implication of the 18th Amendment for education was the transfer of responsibility for curriculum development, syllabus planning, policy formation, and educational standards to the provinces, marking a significant step forward for education.

In Sindh, the School Education Department tasked a Curriculum Review Team with revising the National Curriculum 2006 for all subjects. The goal was to create a curriculum better suited to the needs of students and teachers while aligning with the principles of the 18th Amendment. Subject-specific curriculum review committees were established to critically examine and align the curriculum's content, both contextually and textually, ensuring coherence across various subjects. The Bureau of Curriculum (BoC) played a crucial role in organizing workshops and meetings in Hyderabad to facilitate the completion of this task. The support of numerous educationists, researchers, and teachers was invaluable in successfully revising the curriculum.

The revised National Curriculum, along with the original version, is available on the DCAR website at [http://dcar.gos.pk/BoC\\_Other\\_Pages/curriculum\\_dev.html](http://dcar.gos.pk/BoC_Other_Pages/curriculum_dev.html) for easy access.

The Ziauddin University Examination Board (ZUEB) SSC and HSSC syllabi are developed in accordance with the Sindh Revised Curriculum. To date, textbooks for various subjects have been developed based on the revised curriculum.

## **Aims of the Syllabus of Religious Studies:**

The Aims of teaching Religious Studies to students at Higher Secondary School Level is to:

- Enhance students' character so that they can contribute significantly to society.
- Change students' attitudes and actions towards other people, teach them social skills and pure ethical principles.
- Recognize the significance of ethical teachings in religious and social life and their primacy.
- Use "role-models" to put human values into practice.
- Develop students into socially responsible individuals.
- Practice and encourage members of all faiths to socialize.

## **Objectives of the Syllabus of Religious Studies.**

### **Introduction to Religion**

- Understand the religious teachings from the perspectives of sociology, philosophy, and psychology.
- Assess how the scientific method of teaching religion improves its overall acceptability.
- Examine the opinions of experts on this topic, such as Tyler, Frazer, Freud, and Rudolf Otto.

### **Religions of Pakistan**

- Understand the history of each of Pakistan's major religions, including Buddhism, Sikhism, Islam, Christianity, Hinduism, and Zoroastrianism.
- Study the fundamental tenets of Pakistani religions.
- Examine the fundamental lessons that are shared by all of them.

### **Social and Moral Values**

- Understand the concept of Social justice and equality.
- Study about the institutions that are robust, receptive, and equitable which serve as protections.
- Understand the value of time.

### **Social Etiquettes**

- Understand the benefits of adhering to manners in all spheres of life.
- Study about the manners required in educational settings.

### **Personalities**

- Learn passionately about the lives, personalities and works of the legendary Nelson Mandela, Mother Teresa, Abdul Sattar Edhi, Dr. Muhammad Yunus, Gool Minawala/Nusswanjee Mehta, and Naguib Mahfouz.

**ZIAUDDIN UNIVERSITY EXAMINATION BOARD**  
**STUDENT LEARNING OUTCOMES (SLO) CATEGORIZATION**  
**XI- RELIGIOUS STUDIES**

**Detailed Syllabus**

Topics	Student Learning Outcomes	Cognitive Levels		
		K	U	A
Sociological, Philosophical and Psychological understanding of Religions.	<ul style="list-style-type: none"> <li>Define Sociology.</li> <li>Define Philosophy.</li> <li>Define Psychology.</li> <li>Discuss that Sociology, Philosophy and Psychology relate to human being.</li> <li>Describe how their applications help in the creation of healthy and tolerant society.</li> <li>Explain how all religions cater to the Sociological, Philosophical and Psychological needs of the human beings.</li> </ul>	* * *	*  *  *	
Impact of society on religion (a general survey)	<ul style="list-style-type: none"> <li>Define Society.</li> <li>Describe the impact of society on a religion.</li> <li>Explain how society bridges the divergence.</li> </ul>	*	* *	
The concept of transcendental unity of religions.	<ul style="list-style-type: none"> <li>Define Transcendence.</li> <li>Discuss how Transcendence is with God alone.</li> <li>Explain that all religions believe in the existence of one God, so there is transcendental unity among them.</li> </ul>	*	* *	
Scientific approach towards religion. (TYLER, FRAZER, FREUD and RUDOLF OTTO)	<ul style="list-style-type: none"> <li>Explain Scientific Approach.</li> <li>Describe the correlation between religious facts and science.</li> <li>Describe according to Sir James Frazer, known for his research in mythology, how human belief progressed.</li> <li>Describe outlines of his most famous work/book “The Golden Bough”.</li> <li>List the areas of philosophy discussed by TYLER-BURGE, with emphasis on Philosophy of Mind.</li> <li>Explain the “Psycho analysis” of Sigmund Freud.</li> <li>Explain its utility in understanding the behavior.</li> <li>Describe the life and contributions of RUDOLF OTTO, one of the most influential scholars of Religion.</li> <li>Explain the concept of ‘NUMINOUS’.</li> </ul>	*	* * *  *  * *	
Detail accounts of the Religions of Pakistan and their strengths:- <ul style="list-style-type: none"> <li>Islam</li> <li>Christianity</li> <li>Hinduism</li> <li>Sikhism</li> <li>Zoroastrianism</li> <li>Buddhism</li> </ul> (History, basic	<ul style="list-style-type: none"> <li>Define Strength in this context.</li> <li>Discuss from the census 2017 report the strength of the followers of the religions of Pakistan.</li> <li>Describe the adverse effects of the population growth rate.</li> <li>Discuss the need and suggest means to control it.</li> <li>Define History.</li> <li>Describe the origin, development and present status of the Religions of Pakistan.</li> <li>Suggest practical steps to be taken to further enhance mutual harmony.</li> <li>List the basic beliefs of the Religions of Pakistan.</li> </ul>	*    *  *	*  * *  *	*

beliefs, systems and places of worship (spiritual aspects), basic teaching with details, rituals of birth and death).	<ul style="list-style-type: none"> <li>Discuss the similarities in letter and spirit among them.</li> <li>Categorize the systems of worship being observed faithfully by the followers of the Religions of Pakistan.</li> <li>Describe with pictures the most prominent, historical places of worship in Pakistan pertaining to them.</li> <li>Name the places of worship with which they are called.</li> <li>Explain the spiritual aspects of the worship.</li> <li>Describe the basic teachings of the Religions of Pakistan.</li> <li>Provide similarities in these teachings.</li> <li>Explain how the Rituals of birth and death are to be followed in letter and spirit.</li> <li>Assess the spirit working behind the observance of these Rituals.</li> </ul>	*	* * * * * *	*
Ethical Values Social justice, Equality of human beings safe guarding the society and its Institutions:-	<ul style="list-style-type: none"> <li>Define Social Justice.</li> <li>Explain its Yard-stick.</li> <li>Discuss that every human being is legally entitled to social Justice and Equality.</li> <li>Define Equality.</li> <li>Explain the types of Equality.</li> </ul>	*  *	* *	
States Institutions	<ul style="list-style-type: none"> <li>Name the State Institutions of our country.</li> <li>Discuss their performance with regards to Social Justice /Equality.</li> </ul>	*	*	
Religious Institutions	<ul style="list-style-type: none"> <li>Explain the major functions of a religion in a society.</li> <li>Describe the role of Religions Institutions in our society in this regard.</li> </ul>		* *	
Educational Institutions	<ul style="list-style-type: none"> <li>Explain the Education System of Pakistan.</li> <li>Name the most prominent Educational Institutions.</li> <li>Discuss the status of Social Justice and Equality in the Education System/Policies.</li> </ul>	*	* *	
Social Institutions	<ul style="list-style-type: none"> <li>Name the major Social Institutes in society.</li> <li>Describe their general features.</li> </ul>	*	*	
Importance of Time and Punctuality.	<ul style="list-style-type: none"> <li>Explain the importance of Effective Time Management.</li> <li>Explain why it is of utmost importance for students.</li> <li>Define punctuality.</li> <li>Describe the benefits of punctuality.</li> <li>Explain why punctuality is important in every walk of life.</li> </ul>	*	* * * *	
Etiquettes of work place:-	<ul style="list-style-type: none"> <li>Define Etiquettes.</li> <li>Explain the importance of proper etiquette.</li> <li>Describe the likely ingredients of proper work etiquette.</li> <li>Explain the drawbacks of improper etiquette at work places.</li> </ul>	*	* * *	
Management level	<ul style="list-style-type: none"> <li>Explain the functions of Management.</li> <li>Discuss how to tactfully and successfully manage any situation.</li> </ul>		* *	
Sub-ordinates	<ul style="list-style-type: none"> <li>Explain the orders &amp; rights of Boss.</li> <li>Describe how right subordination is a ladder to higher positions.</li> </ul>		* *	
Service providers	<ul style="list-style-type: none"> <li>Explain how service providers have very important role to play in the success of any project.</li> <li>List the service providers.</li> </ul>	*	*	

	<ul style="list-style-type: none"> <li>Explain why service providers need to be smart, upright etc.</li> </ul>		*	
Visitors	<ul style="list-style-type: none"> <li>Describe purpose of visit.</li> <li>Explain how to act in order to get maximum benefit of the visit or from visitors.</li> </ul>		* *	
Nelson Mandela	<ul style="list-style-type: none"> <li>Describe the early life of Nelson Mandela (known as Madiba in South Africa).</li> <li>Explain Apartheid giving examples.</li> <li>Discuss his successful epic struggle against apartheid.</li> <li>Discuss the aims and objectives of “Truth and Reconciliation Commission set by him as a president of South Africa.</li> <li>Explain that his Nobel-Laureate (peace 1993) was rightly conferred with Nishan-e- Pakistan.</li> </ul>		* * * * *	
Mother Teresa	<ul style="list-style-type: none"> <li>Describe the early life of Mother Teresa.</li> <li>Explain her title ‘Mother’.</li> <li>Discuss that her life’s mission was to serve others.</li> <li>Describe her notable contributions.</li> </ul>		* * * *	
Abdul Sattar Edhi	<ul style="list-style-type: none"> <li>Describe the early life of Mr. Abdul Sattar Edhi the angel of Mercy.</li> <li>Describe the humanitarian services being rendered by Edhi Foundation in Pakistan and world over are backed entirely by private donation.</li> <li>Describe working of world’s largest volunteer ambulance network run by Edhi Foundation.</li> <li>Explain his Quote “No religion is higher than humanity”.</li> </ul>		* * * *	
Dr. Muhammad Yunus	<ul style="list-style-type: none"> <li>Describe the life of Dr. Muhammad Yunus from beginning to the receiving Nobel-Prize in 2006.</li> <li>Explain the concepts of Microcredit and Micro Finance.</li> <li>Discuss the working of Grameen Bank and its Net-work.</li> </ul>		* * *	
Naguib Mahfouz	<ul style="list-style-type: none"> <li>Describe the life of Egyptian writer Naguib Mahfouz.</li> <li>Discuss that his literary works explored the themes of Existentialism.</li> <li>Define Existentialism.</li> <li>List his entire literary works.</li> <li>Describe the literary work which earned Nobel Prize for him in 1988.</li> </ul>	* *	* * *	
Gool Minawala/ Nusswanjee Mehta	<ul style="list-style-type: none"> <li>Describe the early life of Nusswanjee Mehta and his worthy family/ community.</li> <li>Describe the general condition of the then Karachi.</li> <li>Describe his successes during Mayorship of Karachi.</li> <li>Explain why he chose to be prominent part of Pakistan Boy Scouts Association.</li> </ul>		* * * *	



## Table of Specification (TOS)

**Table 1: Number of Student Learning outcomes (SLOs) and their cognitive distribution**

Topic No.	Topic	Student Learning Outcomes			Total
		K	U	A	
1	Sociological, Philosophical and Psychological understanding of Religions.	3	3		6
2	Impact of society on religion (a general survey)	1	2		3
3	The concept of transcendental unity of religions.	1	2		3
4	Scientific approach towards religion.	1	8		9
5	Religions of Pakistan	4	11	2	17
6	Ethical Values, Social justice, Equality of human beings safe guarding the society and its Institutions:-	2	3		5
7	States Institutions	1	1		2
8	Religious Institutions		2		2
9	Educational Institutions	1	2		3
10	Social Institutions	1	1		2
11	Importance of Time and Punctuality.	1	4		5
12	Etiquettes of work place:-	1	4		5
13	Management level		2		2
14	Sub-ordinates		2		2
15	Service providers	1	2		3
16	Visitors		2		2
17	Nelson Mandela		5		5
18	Mother Teresa		4		4
19	Abdul Sattar Edhi		4		4
20	Dr. Muhammad Younus		3		3
21	Naguib Mahfouz	2	3		5
22	Gool Minawala/ Nusswanjee Mehta		4		4
	<b>Total</b>	<b>20</b>	<b>74</b>	<b>2</b>	<b>96</b>
	<b>Percentage (%)</b>	<b>21%</b>	<b>77%</b>	<b>2%</b>	<b>100%</b>

**Note:**

1. Table 1 identifies the Student Learning outcomes and their cognitive distribution (Knowledge, Understanding, and Application).
2. The table shows that the share of knowledge is 21% with 20 SLOs, Understanding is 77% with 74 SLOs, and Application is 2% with 2 SLOs.
3. Please note that Table 1 does not translate to marks distribution in the exam paper and weightage of each topic is calculated separately in Table 3

**Table 2: No. of SLOs and their % Share per Topic**

<b>Topic No</b>	<b>Topic</b>	<b>Total SLOs</b>	<b>% Share of SLOs</b>
1	Sociological, Philosophical and Psychological understanding of Religions.	6	6%
2	Impact of society on religion (a general survey)	3	3%
3	The concept of transcendental unity of religions.	3	3%
4	Scientific approach towards religion.	9	9%
5	Religions of Pakistan	17	18%
6	Ethical Values, Social justice, Equality of human beings safe guarding the society and its Institutions:-	5	5%
7	States Institutions	2	2%
8	Religious Institutions	2	2%
9	Educational Institutions	3	3%
10	Social Institutions	2	2%
11	Importance of Time and Punctuality.	5	5%
12	Etiquettes of work place:-	5	5%
13	Management level	2	2%
14	Sub-ordinates	2	2%
15	Service providers	3	3%
16	Visitors	2	2%
17	Nelson Mandela	5	5%
18	Mother Teresa	4	4%
19	Abdul Sattar Edhi	4	4%
20	Dr. Muhammad Yunus	3	3%
21	Naguib Mahfouz	5	5%
22	Gool Minawala/ Nusswanjee Mehta	4	4%
	<b>Total</b>	<b>96</b>	<b>100%</b>

**Note:**

1. Table 2: shows the % share of SLOs per Topic.
2. The Topic of Religions of Pakistan has the highest % share of SLOs at 18%, followed by scientific approach towards religion with 9%.
3. Please note that Table 2 does not translate to marks distribution in the exam paper and weightage of each topic is calculated separately in Table 3

**Table 3: Exam Paper Specification, Types of Questions,  
No. of Questions per Topic, Marks Allocation**

<b>Topics</b>	<b>Section A MCQs @ 1 mark each</b>	<b>Section B CRQ/SAQs @ 4 marks each</b>	<b>Section C ERQ/DAQs @ 10 marks each</b>
<ul style="list-style-type: none"> <li>Sociological, Philosophical and Psychological understanding of Religions.</li> <li>Impact of society on religion (a general survey)</li> <li>The concept of transcendental unity of religions.</li> <li>Scientific approach towards religion.</li> </ul>	2	1	1
<ul style="list-style-type: none"> <li>Religions of Pakistan <ul style="list-style-type: none"> <li>Islam</li> <li>Christianity</li> <li>Hinduism</li> <li>Sikhism</li> <li>Zoroastrianism</li> <li>Buddhism</li> </ul> </li> </ul>	2	2	
<ul style="list-style-type: none"> <li>Ethical Values, Social justice, Equality of human beings safe guarding the society and its Institutions:- <ul style="list-style-type: none"> <li>States Institutions</li> <li>Religious Institutions</li> <li>Educational Institutions</li> <li>Social Institutions</li> </ul> </li> <li>Importance of Time and Punctuality.</li> </ul>	2	2	1
<ul style="list-style-type: none"> <li>Etiquettes of work place:-</li> <li>Management level</li> <li>Sub-ordinates</li> <li>Service providers</li> <li>Visitors</li> </ul>	2	1	
<ul style="list-style-type: none"> <li>Nelson Mandela</li> <li>Mother Teresa</li> <li>Abdul Sattar Edhi</li> <li>Dr. Muhammad Yunus</li> <li>Naguib Mahfouz</li> <li>Gool Minawala/ Nusswanjee Mehta</li> </ul>	2	2	1
<b>Total Questions to be given</b>	<b>10</b>	<b>8</b>	<b>3</b>
<b>Total Questions to be attempted</b>	<b>10</b>	<b>5</b>	<b>2</b>
<b>Maximum marks obtainable</b>	<b>10</b>	<b>20</b>	<b>20</b>

**Note:**

1. Table 3 displays Paper specification, 3 types of Questions used, and the number of questions per topic to be used, and their marks distribution per section.
2. The Exam Paper consists of 3 Sections:
  - a. Section A = Multiple Choice Questions (MCQs)
  - b. Section B = Short Answer Questions / Constructive Response Questions (CRQs)
  - c. Section C = Detailed Answer Questions / Extended Response Questions (ERQs); require more detailed answers necessitating a broader understanding of concepts, and complex calculations compared to CRQ

**ZIAUDDIN UNIVERSITY EXAMINATION BOARD**  
**GRADE XI – RELIGIOUS STUDIES**  
**SCHEME OF ASSESSMENT**

**Maximum Marks: 50**

**Section ‘A’: Multiple Choice Questions (20%) 10 Marks** **(1x10=10)**

Multiple Choice Question will cover the complete Syllabus

- Each MCQ carries 1 mark
- Given MCQs will be = 10 MCQs
- All MCQs to be answered

**Section ‘B’: Short Answer Questions (40%) 20 Marks** **(5x4=20)**

- Short Answer Question must be given from the prescribed Syllabus all content is to be followed.
- Eight (8) Short Answer Questions may be given. Each Question having (4 Marks). In this Section Student shall attempt (5 Questions).

**Section “C” (Detailed Answer Questions) (40%) 20 Marks** **(2x10=20)**

- Three (3) Detailed Answer Questions may be given in this section and (2 Questions) are to be answered and each Question having (10 Marks).

## DEFINITIONS OF COGNITIVE LEVELS

### Remember

Remembering is the act of retrieving knowledge and can be used to produce things like definition or lists. The student must be able to recall or recognize information and concepts. The teacher must present information about a subject to the student, ask questions that require the student to recall that information and provide written or verbal assessment that can be answered by remembering the information learnt.

#### Question Stems

- Can you name all the ...?
- Describe what happens when ...?
- How is (are) ...?
- How would you define ...?
- How would you identify ...?
- How would you outline ...?
- How would you recognize...?
- List the ... in order.
- What do you remember about ...?
- What does it mean?
- What happened after?
- What is (are) ...?
- What is the best one?
- What would you choose ...?
- When did ...?
- Where is (are) ...?
- Which one ...?
- Who spoke to ...?
- Who was ...?
- Why did ...?

### Understand

The next level in the taxonomic structure is Understanding, which is defined as the construction of meaning and relationships. Here the student must understand the main idea of material heard, viewed, or read and interpret or summarize the ideas in their own words. The teacher must ask questions that the student can answer in their own words by identifying the main idea.

#### Question Stems

- Can you clarify...?
- Can you illustrate ...?
- Condense this paragraph.
- Contrast ...
- Does everyone think in the way that ... does?
- Elaborate on ...
- Explain why ...
- Give an example
- How can you describe
- How would you clarify the meaning
- How would you compare ...?
- How would you differentiate between
- How would you describe...?
- How would you generalize...?
- How would you identify ...?
- Is it valid that ...?
- Is this the same as ...?
- Outline ...
- Select the best definition
- State in your own words
- This represents ...
- What are they saying?
- What can you infer from ...?
- What can you say about ...?
- What could have happened next?
- What did you observe?
- What does this mean?
- What expectations are there?
- What information can you infer from
- What is the main idea of ...?
- What restrictions would you add
- What seems likely?
- What seems to be ...?
- What would happen if ...?
- What would happen if ...?
- Which are the facts?
- Which statements support ...?

**Apply**

The third level in Bloom's taxonomy, Applying marks a fundamental shift from the pre-Bloom learning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and applying it to real-world exercises, challenges or situation. Students must apply an abstract idea in a concrete case to solve a problem or relate it to prior experience. The teacher must provide opportunities for students to use theories and problem-solving techniques in new situations and review and check their work. Assessment questions should be provided that allow students to define and solve problems.

**Question Stems**

- Can you group by characteristics such as...?
- Choose the best statements that apply
- Clarify why ...
- Do you know of another instance where...?
- Draw a story map
- Explain why a character acted in the way that he did
- From the information given, can you develop a set of instructions about ...?
- How could you develop ...?
- How would you change ...?
- How would you demonstrate...?
- How would you develop ... to present
- How would you explain ...?

**Analyze**

Analyzing is the cognitive level where students can take the knowledge they have remembered, understood and applied, then delve into that knowledge to make associations, discernments or comparisons. Students should break down a concept or idea into parts and show relationship between these parts. Teachers must give student time to examine concepts and their requisite elements.

Students are required to explain why they chose a solution.

**Question Stems**

- Can you distinguish between ...?
- Can you explain what must have happened when ...?
- Determine the point of view, bias, values, or intent underlying the presented material
- Discuss the pros and cons of ...
- How can you classify ... according to ...?
- How can you compare the different parts?
- How can you sort the different parts...?
- How is ... connected to ...?
- How is ... similar to ...?
- How would you categorize...?
- How would you explain?
- If ... happened, what might the ending have been?
- State the point of view of ...
- What are some of the problems of ...?
- What assumptions ...?
- What can you infer about...?
- What can you point out about?
- What conclusions ...?
- What do you see as other possible outcomes?
- What does the author assume?
- What explanation do you have for ...?
- What ideas justify the conclusion?
- What ideas validate...?
- What is the analysis of ...?
- What is the function of ...?
- What is the problem with ...?
- What motive is there?
- What persuasive technique is used?
- What statement is relevant?
- What was the turning point?
- What were some of the motives behind...?
- What's fact? Opinion?
- What's the main idea?
- What's the relationship between?
- Which events could not have happened?
- Why did ... changes occur?
- Why do you think?

## BLOOMS TAXANOMY WITH EXAMPLES

If you are a teacher looking for ways to engage your students in learning, this LIST of questions might be interesting for your classroom practice. Bloom's Taxonomy question stems can help elicit higher-order thinking skills and promote critical thinking among learners at different taxonomy levels. These question stems can also encourage students to think about their knowledge through reflection before answering questions.

### ACTION WORDS FOR COGNITIVE LEVELS

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	Analyze	reframe	design
identify	describe	apply	Appraise	criticize	compose create
describe	interpret	illustrate	judge	evaluate	plan
label	paraphrase	modify	support	order	combine
list	summarize	use	compare decide	compare	formulate
name	classify	calculate	discriminate	classify	invent
state	compare	change	recommend	contrast	hypothesize
match	differentiate	choose	summarize	distinguish	substitute write
recognize	discuss	demonstrate	assess	infer	compile
select	distinguish	discover	choose	separate	construct
examine locate	extend	experiment	convince	explain select	develop
memorize	predict	relate	defend	categorize	generalize
quote	associate	show	estimate	connect	integrate
recall	contrast	sketch	grade	differentiate	modify
reproduce	convert	complete	measure predict	divide	organize
tabulate	demonstrate	construct	rank	order	prepare
tell Copy	estimate	dramatize	score	prioritize	produce
discover	express identify	interpret	select	survey	rearrange
duplicate	indicate	manipulate	test	calculate	rewrite
enumerate	infer	paint	conclude	conclude	adapt
listen	relate	prepare	consider	deduce	anticipate
observe	restate	act	critique debate	devise	arrange
omit	select	collect	distinguish	diagram dissect	assemble
read	translate	compute	editorialize	estimate	choose
recite record	ask	explain list	justify	evaluate	collaborate
repeat retell	cite	operate practice	persuade	experiment	facilitate
visualize	discover	simulate	rate	focus	imagine
	generalize	transfer write	weigh	illustrate	intervene make
	group			organize	manage
	illustrate judge			outline	originate
	observe			plan	propose
	order			question	simulate solve
	report			test	support test
	represent				validate
	research review				
	rewrite				
	show				



## HSC PART I EXAMINATION

### MARKS BREAKUP GRID FOR EXAMINATION 2025

#### GROUP: PRE-MEDICAL

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL /URDU EASY	100	-	100
ISLAMIYAT /RELIGIOUS STUDIES	50	-	50
PHYSICS	85	15	100
CHEMISTRY	85	15	100
BIOLOGY	85	15	100
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

#### GROUP: PRE-ENGINEERING

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL /URDU EASY	100	-	100
ISLAMIYAT /RELIGIOUS STUDIES	50	-	50
PHYSICS	85	15	100
CHEMISTRY	85	15	100
MATHEMATICS	100	--	100
<b>TOTAL</b>	<b>520</b>	<b>30</b>	<b>550</b>

#### GROUP: GENERAL SCIENCE

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL /URDU EASY	100	-	100
ISLAMIYAT /RELIGIOUS STUDIES	50	-	50
PHYSICS	85	15	100
COMPUTER SCIENCE	75	25	100
MATHEMATICS	100	--	100
<b>TOTAL</b>	<b>510</b>	<b>40</b>	<b>550</b>

### GROUP: COMMERCE

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL /URDU EASY	100	-	100
ISLAMIYAT /RELIGIOUS STUDIES	50	-	50
ECONOMICS	75	-	75
P.O.C	75	-	75
ACCOUNTING	100	--	100
BUSINESS MATHEMATICS	50		50
<b>TOTAL</b>	<b>550</b>	<b>---</b>	<b>550</b>

### GROUP: HUMANITIES

(Any Three Electives)

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL /URDU EASY	100	-	100
ISLAMIYAT / RELIGIOUS STUDIES	50	-	50
COMPUTER SCIENCE	75	25	100
ISLAMIC STUDIES	100		100
MATHEMATICS	100	-	100
SOCIOLOGY	100	--	100
ECONOMICS	100		100
EDUCATION	100		100
CIVICS	100		100
NURSING	85	15	100
<b>TOTAL</b>	<b>550</b>	<b>---</b>	<b>550</b>

### GROUP: MEDICAL TECHNOLOGY

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL /URDU EASY	100	-	100
ISLAMIYAT /RELIGIOUS STUDIES	50	-	50
MICROBIOLOGY	85	15	100
HEMATOLOGY & BLOOD BANKING	85	15	100
ANATOMY & PHYSIOLOGY	85	15	100
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

### GROUP: PRE-NURSING

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL /URDU EASY	100	-	100
ISLAMIYAT /RELIGIOUS STUDIES	50	-	50
BIO-CHEMISTRY	85	15	100
FUNDAMENTALS OF NURSING	85	15	100
ELEMENTARY ANATOMY & MICRO TECHNIQUE	85	15	100
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>