



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

**Higher Secondary School Certificate  
(HSSC)**

**Examination syllabus**

**Commercial Geography  
XII**

**Based on Provincial revised curriculum  
(Sindh)**

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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**

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## 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 Commercial Geography.**

The Aims of teaching **Commercial Geography** to students at Higher Secondary School Level are to:

- Provide students with the understanding of trading of commodities between different countries.
- Describes how certain goods and services are produced in abundance in certain countries due to advantages in environmental factors, and then traded with countries which cannot produce those goods due to environmental constraints.
- Provide knowledge to students regarding the manufacturing of commodities, and the raw materials required for their production.
- Provides understanding on the factors required for localization of industries.

**ZIAUDDIN UNIVERSITY EXAMINATION BOARD**  
**STUDENT LEARNING OUTCOMES (SLO) CATEGORIZATION**  
**XII- COMMERCIAL GEOGRAPHY**

**Detailed Syllabus**

Topics	Sub-Topics	Student Learning Outcomes	Cognitive Levels		
			K	U	A
Economic and Commercial Geography	Commercial Geography	Define Economic and Commercial Geography.	*		
	Scope. Importance.	Differentiate b/w Geography and economic geography. Describe the mutual relationship b/w economic geography and commercial geography. Explain the scope of study of economic geography. Explain which aspects of environment and human life are studied in geography. Describe the kinds of geography. Explain the importance of the study of economic geography.		*	
Environment and Human Activities	Environment.	Define Environment in the geographical perspective.	*		
	Lakes.	Explain the influences of physical environment on human activities.		*	
	Rivers.	Differentiate b/w physical and non-physical environment.		*	
	Climate.	Analyze the influences of lakes and rivers on human activities.			*
	Soil.	Explain how human activities are influenced by climate.		*	
	Human activities.	Explain the relationship b/w soil and human activities.		*	
	Vegetation.	Explain the relationship b/w location and economic activities Analyzed the influence of vegetation on human activities.		*	
		Explain how oceans and coastal environment influences the human activities. Explain relationship maintained between minerals and the human activities. Explain how physical form and area influence the human activities. Explain how social and cultural environment combining with the physical environment determines the life pattern of man.		*	

		Discuss the relationship b/w trade and geographical environment.		*	
Primitive Economic Activities	Fishing. Hunting. Lumbering. Forests.	Explain the classification of human economic activities. Explain what are primary activities and factors which influence primary services. Explain the concept of fishing Describe the different sources of fish. Discuss the factors of fishing. Discuss different fishing methods. Discuss fishing grounds of North-East Africa, North-West Europe, Central-west coast of south America. Discuss hunting as human occupation. Discuss lumbering as economic activity. Discuss the advantages of forests. Explain the role played by coniferous forests for the business and trade related to wood. Write on deciduous forests. Explain what is ever green forests and where they are found. Write on Mediterranean forests. Discuss wood trade of the world		* * * * * * * * * * * *	
Agricultural Activities	Agriculture. Farming. Herding.	Explain when and how activities began before the start of agriculture. Discuss the organic heap theory of agriculture. Discuss agricultural activities that began during the period of ancient civilizations. Explain the importance of agriculture. Discuss with reference to physical factors how agricultural activities are determined. Discuss how economic and political factors influence agriculture. Discuss plantation, trucks and mechanized farming. Discuss shift farming and mixed farming Discuss the role of cattle in agriculture. Discuss dairy farming, livestock farming and herding. Differentiate b/w commercial agriculture and subsistence agriculture.		* * * * * * * * * *	
Agricultural resources and their distribution.	Factors of agriculture. Crops. Wheat. Rice.	Discuss how and when agricultural activities began. Discuss the factors of agriculture. Differentiate b/w food crop and non-food crop. Discuss wheat as a grain and factors for wheat cultivation.		* * * *	



	Fertilizer.	<p>Explain the kinds of steel.</p> <p>Discuss the role of steel industry for the development of a country.</p> <p>Discuss the factors that play a positive role in the establishment and development of iron and steel industry.</p> <p>Explain where steel industries are located in the world.</p> <p>Discuss the history of textile industry.</p> <p>Explain the causes of location and development of cotton textile industry.</p> <p>Discuss the countries where cotton textile industry has developed.</p> <p>Explain the helping factors for the location and development woolen textile industry.</p> <p>Discuss the centers of woolen textile industry.</p> <p>Discuss the location of natural silk industry in the world.</p> <p>Discuss artificial silk industry and its distribution around the world.</p> <p>Discuss fertilizer industry and how many kinds of chemical fertilizers are there.</p> <p>Discuss the factors which help the location and development of chemical fertilizer industry.</p> <p>Discuss the important fertilizers producing countries.</p>		* * * * * * * * * * * * * * * * * * * *	
Population of the world	<p>Population.</p> <p>Effects of population.</p>	<p>Analyze population from 8000BC to 2000AD.</p> <p>Discuss the economic and social effects of human resources on the economy.</p> <p>Critically analyze the Malthusian theory of population.</p> <p>Differentiate b/w density of population and distribution of population.</p> <p>Discuss the world distribution of population.</p> <p>Explain the regions which have scarce population.</p> <p>Discuss moderately populated, densely populated, and very densely populated regions.</p> <p>Explain the causes why world population is thin in some regions and thick in others.</p> <p>Analyze the nature of pace of increase in population of the world.</p>		* * * * * * * * * * *	* *
Mineral Resources and their Reserves.	<p>Iron</p> <p>Gold</p>	<p>Discuss what is Iron and Iron ore and the world distribution of iron.</p> <p>Discuss gold and important gold producing countries.</p>		* *	

	Uranium Nickel Chrome Manganese	Discuss Uranium and important uranium producing countries. Discuss world distribution of nickel and chromite. Discuss the world distribution of Manganese.		*	
Energy Resources and their use.	Coal Electricity Petrol Oil Natural Gas Atomic energy	Write a note on coal. Explain where coal is found in Europe, Asia, South hemisphere, and America. Analyze world trade of coal. Discuss advantages and disadvantages of electricity. Analyze the world situation of electricity. Explain hydroelectricity and its importance. Explain which factors play a crucial role in promoting hydroelectricity. Discuss world distribution of hydroelectricity. Explain basic information on petroleum. Discuss the importance of petroleum. Discuss distribution of mineral oil in Asia, Africa, America and Europe. Explain which countries import and export mineral oil. Explain natural gas, and discuss which countries in the world produce natural gas. Write a note on atomic energy and discuss world distribution of nuclear power.		*	*
<b><u>Pakistan</u></b>					
Location and Physical Environment.	Location. Physical environment. Climate.	Describe the history and emergence of Pakistan on the global map, and her location. Discuss the importance of Pakistan with reference to its location. Explain the territorial and provincial division of Pakistan. Explain the physiological characteristics of plateaus of Pakistan. Discuss the mountainous areas of Pakistan and its characteristics. Discuss the desert division of Pakistan. Discuss the upper and lower plains of Indus River. Differentiate between season and climate. Explain the classification of climate and which groups is found in different areas of Pakistan.		*	



		<p>Discuss the socio-economic, economic and technical factors affecting the productivity of agricultural sector of Pakistan.</p> <p>Discuss government efforts creating positive trends in the agricultural sector of Pakistan.</p> <p>Explain the important agricultural crops of Pakistan.</p>		*	
Important Agricultural Crops of Pakistan	<p>Wheat.</p> <p>Rice.</p> <p>Maize.</p> <p>Sugarcane.</p> <p>Cotton.</p> <p>Tobacco.</p>	<p>Explain which are the important wheat growing areas of Pakistan.</p> <p>Discuss the province wise production and the area under cultivation of wheat in Pakistan.</p> <p>Discuss the rice growing regions of Pakistan.</p> <p>Discuss the production and areas under rice cultivation in Pakistan.</p> <p>Discuss the important maize producing regions in Pakistan.</p> <p>Discuss production and productivity of maize in Pakistan.</p> <p>Discuss the sugarcane producing regions in Pakistan.</p> <p>Discuss the production and area under cultivation of sugarcane.</p> <p>Discuss cotton as a cash crop.</p> <p>Discuss where cotton is cultivated in Pakistan.</p> <p>Explain what is tobacco, and the factors that play an important role in tobacco cultivation.</p> <p>Discuss important tobacco cultivating regions of Pakistan, its production and productivity.</p>		*	
Power Resources	<p>Electricity.</p> <p>Atomic energy.</p> <p>Renewable energy.</p>	<p>Explain what is hydel power, and explain hydel power projects in Pakistan.</p> <p>Discuss the small hydel power projects of Pakistan.</p> <p>Discuss the thermal power projects of Pakistan.</p> <p>Discuss the atomic energy position in Pakistan.</p> <p>Discuss solar energy in Pakistan.</p> <p>Explain bio-gas and wind energy and what are its prospects in Pakistan</p>		*	
Population in Pakistan & its effects	<p>Population growth rate.</p> <p>Density of population.</p>	<p>Describe the significance of population to a country.</p> <p>Discuss how population of a country influence the different sectors of the economy</p>		*	



		<p>Discuss the river/ocean situation of Pakistan.</p> <p>Discuss Pakistan national shipping corporation.</p> <p>Discuss Karachi Port Trust</p> <p>Discuss Port Muhammad Bin Qasim and Gwadar Port.</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p>	
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## 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	Economic and Commercial Geography	1	6		7
2	Environment and Human Activities	1	10	1	12
3	Primitive Economic Activities		13		13
4	Agricultural Activities		11		11
5	Agricultural resources and their distribution.		21	7	28
6	Manufacturing and Industry.	1	18		19
7	Population of the world		6	3	9
8	Mineral Resources and their Reserves.		5		5
9	Energy Resources and their use.		12	2	14
10	Location and Physical Environment of Pakistan		11	2	13
11	Vegetation, Soil & Irrigation system of Pakistan.		15	2	17
12	Agricultural resources & their exploitation		7		7
13	Important Agricultural Crops of Pakistan		12		12
14	Power Resources		6		6
15	Population in Pakistan & its effects		10	5	15
16	Means of transport		13	1	14
	<b>Total</b>	<b>3</b>	<b>176</b>	<b>23</b>	<b>202</b>
	<b>Percentage (%)</b>	<b>1%</b>	<b>87%</b>	<b>11%</b>	<b>100%</b>

**Note:**

1. Table 1 identifies the Student Learning objectives and their cognitive distribution (Knowledge, Understanding, Application).
2. The table shows that greater emphasis has been placed on understanding concepts.
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>
	<b><u>World:</u></b>		
1	Economic and Commercial Geography	7	3%
2	Environment and Human Activities	12	6%
3	Primitive Economic Activities	13	6%
4	Agricultural Activities	11	5%
5	Agricultural resources and their distribution.	28	14%
6	Manufacturing and Industry.	19	9%
7	Population of the world	9	4%
8	Mineral Resources and their Reserves.	5	2%
9	Energy Resources and their use.	14	7%
	<b><u>Pakistan:</u></b>		
10	Location and Physical Environment of Pakistan	13	6%
11	Vegetation, Soil & Irrigation system of Pakistan.	17	8%
12	Agricultural resources & their exploitation	7	3%
13	Important Agricultural Crops of Pakistan	12	6%
14	Power Resources	6	3%
15	Population in Pakistan & its effects	15	7%
16	Means of transport	14	7%
	<b>Total</b>	<b>202</b>	<b>100%</b>

**Note:**

1. Table 2: Shows the % share of SLOs per Topic.
2. In the “World” section, the Topic of Agricultural resources and their distribution has the highest % share of SLOs with 14% followed by Manufacturing and Industry at 9%.
3. Whereas in the “Pakistan” section the topic of Vegetation, Soil & Irrigation system of Pakistan has the highest % share of SLOs at 8% followed by the topics of Population in Pakistan & its effects, and Means of Transport with 7% each.
4. Please note that Table 2 does not translate to marks distribution in the exam paper and weightage of marks for each topic is calculated separately in Table 3

**Table 3: Exam Paper Specification, Topic Difficulty, Marks distribution**

Topics	Difficulty Level	Total Questions to be Given	Total Questions to be Attempted			Maximum Marks Obtainable
<p><b>World</b></p> <p>Economic and Commercial Geography                      Environment and Human Activities                      Primitive Economic Activities                      Agricultural Activities                      Agricultural resources and their distribution.                      Manufacturing and Industry.                      Population of the world                      Mineral Resources and their Reserves.                      Energy Resources and their use.</p>	<p>Easy                      Easy                      Easy                      Easy                      Moderate                      Moderate                      Moderate                      Moderate                      Moderate</p>	<p>MCQs 8 x 1 mark each                      CRQs 7 x 3 marks each                      ERQs 2 x 15 marks each</p>	<p>MCQs 8 x 1 mark each                      CRQs 5 x 3 marks each                      ERQs 1 x 15 marks each</p>			38
<p><b>Pakistan</b></p> <p>Location and Physical Environment of Pakistan                      Vegetation, Soil &amp; Irrigation system of Pakistan                      Agricultural resources &amp; their exploitation                      Important Agricultural Crops of Pakistan                      Power Resources                      Population in Pakistan and its effects                      Means of Transport</p>	<p>Easy                      Moderate                      Easy                      Moderate                      Moderate                      Moderate                      Moderate</p>	<p>MCQs 7 x 1 mark each                      CRQs 7 x 3 marks each                      ERQs 2 x 15 marks each</p>	<p>MCQs 7 x 1 mark each                      CRQs 5 x 3 marks each                      ERQs 1 x 15 marks each</p>			37
<b>Total Marks</b>			<b>MCQs</b>	<b>CRQs</b>	<b>ERQs</b>	<b>75</b>
			<b>15</b>	<b>30</b>	<b>30</b>	

**Note:**

1. Table 3 displays Paper specification, Topic difficulty level, 3 types of Questions and their respective numbers to be used for assessment, and 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 XII – COMMERCIAL GEOGRAPHY**  
**SCHEME OF ASSESSMENT**

**Maximum Marks: 75**

**Section ‘A’: Multiple Choice Questions (20%) 15 Marks** **(1x15=15)**  
Multiple Choice Question will cover the complete Syllabus

- Each MCQ carries 1 mark
- Given MCQs will be = 15 MCQs
- All MCQs to be answered

**Section ‘B’: Short Answer Questions (40%) 30 Marks** **(3x10=30)**

- Short Answer Question must be given from the prescribed Syllabus all content is to be followed.
- Section B is divided into two parts i.e., “World” and “Pakistan”.
- In the “World” portion Seven (7) Short Answer Questions may be given. Each Question having (3 Marks). In this Section Student shall attempt (5 Questions).
- Similarly, In the “Pakistan” portion, Seven (7) Short Answer Questions may be given. Each Question having (3 Marks). In this Section Student shall attempt (5 Questions).

**Section “C” (Detailed Answer Questions) (40%) 30 Marks** **(15x2=30)**

- Section C is divided into two parts i.e., “World” & “Pakistan”.
- In the “World” portion, Two (2) Detailed Answer Questions may be given. Each Question having (15 Marks). In this Section Student shall attempt (1 Question only).
- Similarly, In the “Pakistan” portion Two (2) Detailed Answer Questions may be given. Each Question having (15 Marks). In this Section Student shall attempt (1 Question only).

## DEFINITIONS OF COGNITIVE LEVELS

### **Remember**

Remembering is the act of retrieving knowledge and can be used to produce things like definitions or lists. The student must be able to recall or recognise 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 recognise...?
- 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 summarise 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 generalise...?
- 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?

	<ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• What expectations are there?</li> <li>• What information can you infer from...?</li> <li>• What is the main idea of ...?</li> <li>• What restrictions would you add?</li> <li>• What seems likely?</li> <li>• What seems to be ...?</li> <li>• What would happen if ...?</li> <li>• What might happen if ...?</li> <li>• Which are the facts?</li> <li>• Which statements support ...?</li> </ul>
<p><b>Apply</b></p> <p>The third level in Bloom’s taxonomy, Applying, marks a fundamental shift from the pre-Bloom’s 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 situations. 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.</p> <p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>• Can you group by characteristics such as ...?</li> <li>• Choose the best statements that apply...</li> <li>• Clarify why ...</li> <li>• Do you know of another instance where ...?</li> <li>• Draw a story map...</li> <li>• Explain why a character acted in the way that he did...</li> <li>• From the information given, can you develop a set of instructions about ...?</li> <li>• How would you develop ...?</li> <li>• How would you change ...?</li> <li>• How would you demonstrate...?</li> </ul>	<p><b>Analyse</b></p> <p>Analysing 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 relationships between these parts. Teachers must give students time to examine concepts and their requisite elements. Students are required to explain why they chose a solution.</p> <p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>• Can you distinguish between ...?</li> <li>• Can you explain what must have happened when ...?</li> <li>• Determine the point of view, bias, values, or intent underlying the presented material...</li> <li>• Discuss the pros and cons of ...</li> <li>• How can you classify ... according to ...?</li> <li>• How can you compare the different parts?</li> <li>• How can you sort the different parts...?</li> <li>• How is ... connected to ...?</li> <li>• How is ... similar to ...?</li> <li>• How would you categorise...?</li> <li>• How would you explain...?</li> </ul>

<ul style="list-style-type: none"> <li>• How would you develop?</li> <li>• How would you explain ...?</li> <li>• How would you modify ...?</li> <li>• How would you present...?</li> <li>• How would you solve ... ?</li> <li>• Identify the results of ...</li> <li>• Illustrate the ...</li> <li>• Judge the effects of ... What would result ...?</li> <li>• Predict what would happen if ...</li> <li>• Tell how much change there would be if ...</li> <li>• Tell what would happen if ...</li> <li>• What actions would you take to perform ...?</li> <li>• What do you think could have happened next?</li> <li>• What examples can you find that ?</li> <li>• What other way would you choose to ...?</li> <li>• What questions would you ask of ...?</li> <li>• What was the main idea ...?</li> <li>• What would the result be if ...?</li> <li>• Which factors would you change if ...?</li> <li>• Who do you think...?</li> <li>• Why does this work?</li> <li>• Write a brief outline ...</li> <li>• Write in your own words ...</li> </ul>	<ul style="list-style-type: none"> <li>• What could the ending have been if ... had taken place?</li> <li>• State the point of view of ...</li> <li>• What are some of the problems of ...?</li> <li>• What assumptions ...?</li> <li>• What can you infer about...?</li> <li>• What can you point out about ?</li> <li>• What conclusions ...?</li> <li>• What do you see as other possible outcomes?</li> <li>• What does the author assume?</li> <li>• What explanation do you have for ...?</li> <li>• What ideas justify the conclusion?</li> <li>• What ideas validate...?</li> <li>• What is the analysis of ...?</li> <li>• What is the function of ...?</li> <li>• What is the problem with ...?</li> <li>• What motive is there?</li> <li>• What persuasive technique is used?</li> <li>• What statement is relevant?</li> <li>• What was the turning point?</li> <li>• What were some of the motives behind ...?</li> <li>• What's fact? Opinion?</li> <li>• What's the main idea?</li> <li>• What's the relationship between?</li> <li>• Which events could not have happened?</li> <li>• Why did ... changes occur?</li> <li>• Why do you think ?</li> </ul>
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## BLOOM'S TAXONOMY WITH EXAMPLES

### Conclusion

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

<b>Knowledge</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
	 <small>UNDERSTAND</small>				
define	explain	solve	analyze	reframe	design
identify	describe	apply	appraise	criticize	compose
describe	interpret	illustrate	judge	evaluate	create
label	paraphrase	modify	support	order	plan
list	summarize	use	compare	compare	combine
name	classify	calculate	decide	classify	formulate
state	compare	change	discriminate	contrast	invent
match	differentiate	choose	recommend	distinguish	hypothesize
recognize	discuss	demonstrate	summarize	infer	substitute
select	distinguish	discover	assess	separate	write
examine	extend	experiment	choose	explain	compile
locate	predict	relate	convince	select	construct
memorize	associate	show	defend	categorize	develop
quote	contrast	sketch	estimate	connect	generalize
recall	convert	complete	grade	differentiate	integrate
reproduce	demonstrate	construct	measure	divide	modify
tabulate	estimate	dramatize	predict	order	organize
tell	express	interpret	rank	prioritize	prepare
Copy	identify	manipulate	score	survey	produce

discover	indicate	paint	select	calculate	rearrange
duplicate	infer	prepare	test	conclude	rewrite
enumerate	relate	teach	argue	correlate	adapt
listen	restate	act	conclude	deduce	anticipate
observe	select	collect	consider	devise	arrange
omit	translate	compute	critique	diagram	assemble
read	ask	explain	debate	dissect	choose
recite	cite	list	distinguish	estimate	collaborate
record	discover	operate	editorialize	evaluate	facilitate
repeat	generalize	practice	justify	experiment	imagine
retell	group	simulate	persuade	focus	intervene
visualize	illustrate	transfer	rate	illustrate	make
	judge	write	weigh	organize	manage
	observe			outline	originate
	order			plan	propose
	report			question	simulate
	represent			test	solve
	research				support
	review				test
	rewrite				validate
	show				

**HSSC PART II EXAMINATION  
MARKS BREAKUP GRID FOR EXAMINATION 2025**

**GROUP: PRE-MEDICAL**

<b>SUBJECT</b>	<b>THEORY</b>	<b>PBA</b>	<b>TOTAL</b>
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN 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**

<b>SUBJECT</b>	<b>THEORY</b>	<b>PBA</b>	<b>TOTAL</b>
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN 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**

<b>SUBJECT</b>	<b>THEORY</b>	<b>PBA</b>	<b>TOTAL</b>
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN 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**

<b>SUBJECT</b>	<b>THEORY</b>	<b>PBA</b>	<b>TOTAL</b>
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN 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)**

<b>SUBJECT</b>	<b>THEORY</b>	<b>PBA</b>	<b>TOTAL</b>
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN 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**

<b>SUBJECT</b>	<b>THEORY</b>	<b>PBA</b>	<b>TOTAL</b>
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
MICROBIOLOGY	85	15	100
CHEMICAL PATHOLOGY & SEROLOGY	85	15	100
ELEMENTARY CHEMISTRY & CHEMICAL PATHOLOGY	85	15	100
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>