



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School Certificate
(HSSC)**

Examination syllabus

**English
XII**

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

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You can approach us:

Address: Ziauddin University Examination Board
D / 20 Block 1 Clifton Karachi
Phone: 92 21 35148594
E-mail: info@zueb.edu.pk
Website: www.zueb.edu.pk

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

Reviewed by Hassan Ud Din
Senior Manager Academics
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 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.



SECOND YEAR ENGLISH DETAILED EXAMINATION SYLLABUS

2026

This exam syllabus is produced to facilitate teachers, students and the test setters to teach, learn and assess subject specific learning.

Competency 1: Reading and Thinking Skills

SLO. No.	SLOs
1.1	Benchmark: <i>Analyse patterns of text organization, and function of various devices used within and beyond a paragraph in a text</i>
1.1.1	Analyse the text to identify the theme/general subject, key ideas, thesis statement, topic sentences and supporting details.
1.1.2	Recognize that topic sentences emerge from the thesis statement.
1.1.3	Analyse paragraphs according to text type, to identify sentences that support the main idea through definition example/ illustration cause and effect facts, analogies, anecdotes and quotations
1.1.4	Revise the functions of pronoun - antecedent relationships. anaphoric and cataphoric references. transitional devices used for coherence and cohesion in various text types.
1.1.5	Analyse the order of arranging paragraphs according to text type: <ul style="list-style-type: none">• chronological or spatial.• logical and sequential.• general to specific, specific to general.• most important to least important and vice versa.
1.2	Benchmark: <i>Analyse, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and critical thinking strategies.</i>
1.2.1	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions, and contextual clues.
1.2.2	Skim text to have general idea of the text. infer theme/ main idea.
	Read silently and apply critical thinking to interact with the text, using appropriate intensive reading

1.2.3	<p>strategies (while-reading) to:</p> <ul style="list-style-type: none"> • extract main idea and supporting detail. • make simple inferences using context of the text and prior knowledge. • distinguish between what is clearly stated and what is implied. • deduce meaning of new words/phrases from context. • use context to infer missing words. • scan to locate an opinion. • distinguish fact from opinion in news articles, editorials, articles supporting a position, etc. • Locate examples to support an opinion. (appeal to emotions, appeal to logic or ethical and social belief) • Recognize arguments and counter arguments. • Explore viewpoints/ideas and issues. • Follow instructions in maps and user instruction manuals and forms requiring real life information. • Generate questions to understand text.
1.2.4	<p>Use summary skills to extract salient points through</p> <ul style="list-style-type: none"> • a mind map. • a diagram. • flow chart, or cloze paragraph.
1.2.5	<p>Respond orally and in writing to the text to:</p> <ul style="list-style-type: none"> • give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read. • relate what is read to his or her own feelings and experiences. • explore causes and consequences of a problem or an issue and propose various solutions. • evaluate the material read.
1.2.6	<p>Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> • literal/ textual/ factual • interpretive • inferential • evaluative
1.3	<p>Benchmark: Gather, analyse, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills, like visual cues, graphic organisers etc.</p>
1.3.1	<p>Utilize appropriate informational print and electronic sources to collect information.</p>
1.3.2	<p>Analyse and information in a text through line/bar/pie graphs and diagrams.</p>

1.3.3	Interpret the line/bar/pie graphs and diagrams in the written form.
1.4	Benchmark: <i>Analyse and evaluate short stories, poems, short plays, biographies and novel extracts and relate how texts affect learners' life.</i>
1.4.1	Make predictions about storyline/content, characters, using contextual clues and prior knowledge.
1.4.2	Interpret the poem, drama, and story in relation with author's position and message.
1.4.3	Read a text to make connections between characters, events, motives and causes of conflicts.
1.4.4	Recognize the author's purpose and point of view and their effects on the texts.
1.4.5	Read a story to <ul style="list-style-type: none"> • make connections between the events and causes of conflict in the story/text. • make inferences and draw conclusions about characters using supporting evidence from the text. • compare characters in a literary selection to near similar ones in real life.
1.4.6	Read a poem and give orally and in writing. theme and supporting details. <ul style="list-style-type: none"> • personal response with justification. • paraphrase/summary.
1.4.7	Discuss and analyse the use of figurative language (Personification and Oxymoron) in the text.
1.4.8	Analyze a simple autobiography highlighting the main points.
1.4.9	Examine first person point of view in narrative.
1.4.10	Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.



Competency 2: Writing Skills

SLO. No.	SLOs
2.1	Benchmark: <i>Analyse and evaluate to write their own composition using various techniques of effective text organization.</i>
2.1.1	Identify audience and purpose in a piece of writing.
2.1.2	Identify the use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, clustering etc.
2.1.3	Analyse an essay's purpose and main idea, theses statement, topic sentences, supporting details and transitional devices.
2.1.4	Analyse analytical, argumentative, creative essays & personal statement to identify the: <ul style="list-style-type: none">• purpose and main idea, and transitional devices.• introductory, body and concluding paragraphs• required elements in the introductory paragraphs• clear topic sentence and supporting details• matching of paragraph details with the topic and thesis statement• required elements in the concluding paragraphs overall unity in the essay in relation to the topic
2.2	Benchmark: <i>Write informative, argumentative, expressive, analytical, creative essays, personal statements, reports and extended narratives for multiple purposes and audiences.</i>
2.2.1	Write an analytical essay on a given topic based on guidelines: General <ul style="list-style-type: none">• brainstorm for ideas.• select the ideas to be covered• write an introductory paragraph with a clear thesis statement.• use a separate paragraph for each topic area.• write a clear topic sentence for each key idea.• use appropriate transitional devices within and between paragraphs.• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.

	<ul style="list-style-type: none"> • use correct conventions of grammar and punctuation & appropriate vocabulary. <p>Specific</p> <ul style="list-style-type: none"> • choose a topic (not too narrow or too broad). • include background information and context. • include relevant facts and data. • support facts with evidence.
<p style="text-align: center;">2.2.2</p>	<p>Write an argumentative essay on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing.</p> <p>General</p> <ul style="list-style-type: none"> • brainstorm for ideas • select the ideas to be covered • write an introductory paragraph with a clear thesis statement. • use a separate paragraph for each topic area. • write a clear topic sentence for each key idea. • use appropriate transitional devices within and between paragraphs. • add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc. • use correct conventions of grammar and punctuation & appropriate vocabulary. <p>Specific</p> <ul style="list-style-type: none"> • choose a clear and controversial topic • use facts, statistics, examples, and opinions to support arguments. • acknowledge opposing viewpoints and counterarguments. <p>employ persuasive language to make points effectively.</p>
	<p>Write extended narrative essay on a given topic, describing and event or incident, following the conventions of essay writing.</p> <p>General</p> <ul style="list-style-type: none"> • brainstorm for ideas • select the ideas to be covered • write an introductory paragraph with a clear thesis statement at the end of the paragraph. • use a separate paragraph for each topic area. • write a clear topic sentence for each key idea. • use appropriate transitional devices within and between paragraphs. • add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end,

2.2.3	<p>etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</p> <ul style="list-style-type: none"> • use correct conventions of grammar and punctuation & appropriate vocabulary. <p><i>Specific</i></p> <ul style="list-style-type: none"> • where and when the event/incident took place • what happened, include significant details significance at the personal, societal, country level.
2.2.4	<p>Write a personal statement given topic.</p> <p><i>General</i></p> <ul style="list-style-type: none"> • brainstorm for ideas • select the ideas to be covered • write an introductory paragraph with a clear thesis statement at the end of the paragraph. • use a separate paragraph for each topic area. • write a clear topic sentence for each key idea. • use appropriate transitional devices within and between paragraphs. • add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc. <ul style="list-style-type: none"> • use correct conventions of grammar and punctuation & appropriate vocabulary. • use. <p><i>Specific</i></p> <ul style="list-style-type: none"> • be authentic • craft your personal statement into story form. • list achievements & specific details. • focus your creative energy on your first paragraph.
2.2.5	<p>Write a formal report based on guidelines:</p> <ul style="list-style-type: none"> • choose and narrow a topic for a report. • select the information to be used. • organize facts into an outline. • write an effective introduction and conclusion. • revise for clarity, organization, and appropriate vocabulary, conventions, punctuation and grammar.
2.3	<p>Benchmark: Use paraphrasing and summary skills to write summary/précis of simple passages/poems.</p>
2.3.1	<p>Use paraphrasing skills to write a précis of a passage.</p>
2.3.2	<p>Use paraphrasing skills to paraphrase stanzas in a poem by</p>

	restating the message in simple prose.
2.3.3	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas). Add own thoughts/opinions/feelings.
2.3.4	Write précis following the rules of précis writing. <ul style="list-style-type: none"> • read the comprehension carefully. • note down the important points. • make a rough draft of the precis. • cover all the essential points using simple and precise language in coherence. • draft the final precis once all the points have been included. • give an appropriate title • one-third of the original passage.
2.4	Benchmark: Write a variety of interpersonal and transactional texts e.g. letters / applications / job advertisements, forms, mails and reports for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.
2.4.1	Analyse and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.): <ul style="list-style-type: none"> • recognize the audience and purpose. • provide clear and purposeful information and address the intended audience appropriately. • use appropriate vocabulary, style and tone. • emphasize the central idea(s). • follow the conventions of business letter with formats, fonts, and spacing.
2.4.2	Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter: <ul style="list-style-type: none"> • identify the skills required for a specific job and match/ organize information to suit that purpose. • recognize the purpose of writing job applications, resumes' and covering letters. • follow the conventions and style of resume'/ covering letter with format, fonts, and spacing. • emphasize the skills and accomplishments. • clear and purposeful information, and address the intended audience appropriately in a covering letter/ job application. • use appropriate style/tone
2.4.3	Write a formal email using the correct convention, style of expression and tone.
2.4.4	Conduct a research project to identify issues, their causes and possible solutions by collecting views and perceptions, and write a report.

2.5	Benchmark: <i>Revise and edit writing for appropriate organizational patterns, as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings and transitional devices.</i>
2.5.1	<p>Review and analyse a written text to see that it:</p> <ul style="list-style-type: none"> • is focused and purposeful. • has an appropriate writing style. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses appropriate transitional devices & vocabulary • has varied sentence structure and length.
2.5.2	<p>Proofread and edit own and peers' work to ensure correctness/appropriacy of:</p> <ul style="list-style-type: none"> • sentence structure • use of pronoun • subject / verb agreement • verb / tense consistency • adjectives and adverbs • transitional devices within and between paragraphs • redundancy • conventions of format.



Competency 3: Oral Communication Skills

SLO. No..	SLOs
3.1	Benchmark: <i>Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.</i>
3.1.1	Listen to words to pronounce them with developing accuracy by following the standard accent.
3.1.2	Recognize silent letters in words and pronounce them with developing accuracy.
3.1.3	Recognize and use varying intonation patterns as aids in spoken and written discourse to: <ul style="list-style-type: none">• show the right attitude.• highlight focus in meaning.• divide speech into thought groups
3.2	Benchmark: <i>Use simple conventions of spoken discourse (listening and speaking) to communicate in various academic and social settings, in formal and informal talks and individual/pair discussions.</i>
3.2.1	Support or modify one's opinions with reasons.
3.2.2	Clarify, rephrase, explain, expand and restate information and ideas.
3.2.3	Exhibit appropriate conventions of interruptions.
3.2.4	Summarize the main points of a discussion for the benefit of the whole group.
3.2.5	Negotiate solutions to problems, interpersonal misunderstandings, and disputes.
3.3	Benchmark: <i>Demonstrate use of appropriate conventions for giving a job interview. Create and deliver individual/group presentations on various themes, problems and issues and evaluate own and peer presentations.</i>
3.3.1	Pre-empt the questions for a job/internship interview and prepare appropriate responses following the guidelines and answers rhetorical questions appropriately.
3.3.2	Demonstrate the interview following the appropriate conventions.

<p>3.3.3</p>	<p>Prepare an individual presentation based on the following guidelines.</p> <ul style="list-style-type: none"> • plan your presentation • think about the audience • exhibit presentation purpose • arrange the content of presentation in topics and sub-topics • use bullet points to present content. • include facts/data/information in sequential order. • use simple and concise language.
<p>3.3.4</p>	<p>Deliver a presentation based on the following guidelines.</p> <ul style="list-style-type: none"> • Introduce self and topic • present with clarity the main point or subject of the presentation. • support the topic or subject with effective factual information. • use appropriate etiquettes of interacting with the audience. • structure ideas and arguments in a coherent, logical manner. • make appropriate use of various audio-visual aids. • maintain eye contact. • Use rhetorical questions for the purpose of presentations.
<p>3.3.5</p>	<p>Self-evaluate the effectiveness of own presentation with respect to the following aspects:</p> <ul style="list-style-type: none"> • delivery of the main points. • sufficient factual information to support the main points. • structuring of ideas and arguments in a coherent and logical fashion. • interaction with the audience. • appropriate use of various audio-visual aids.
<p>3.3.6</p>	<p>Evaluate and comment orally on the following aspects of peer presentations:</p> <ul style="list-style-type: none"> • clear and consistent organization of all ideas. • sufficient supporting details. • appropriate body language, dress, and posture. • appropriate interaction with the audience. • effective speaking style and suitable tone. • appropriate selection and use of audio-visual aids.



Competency 4: Vocabulary & Grammar

SLO. No..	SLOs
4.1	Benchmark: Use the dictionary/online resources to look for meanings of simple lexical items & use the lexical items in context with correct spellings. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize factors related to translation.
4.1.1	Illustrate the use of dictionary/corpus/online resources for finding appropriate meaning and correct spellings.
4.1.2	Locate the synonyms/antonyms of the given word in the context and use them in their own writing and speech.
4.1.3	Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts
4.1.4	Use knowledge of roots and affixes in combination with the knowledge of context clues to derive the meaning of unfamiliar/new words, in various contexts.
4.1.5	Use commonly used idiomatic & phrasal structures in their speech and writing.
4.1.6	Use contemporary Idioms and proverbs in context orally and in written.
4.1.7	Use the words with its literal and figurative meanings both orally & in writing.
4.1.8	Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Native language.
4.2	Benchmark: Use previously taught grammatical functions and concepts of tenses and aspect, transitional devices and modal verbs, and use them in their speech and writing.
4.2.1	Make sentences showing cataphoric and anaphoric references in paragraphs.
4.2.2	Spot and fix errors in faulty pronoun antecedent agreement at basic level. (text)
4.2.3	Revise and illustrate the use of all previously learnt modal verbs.
4.3.4	Identify and rectify errors with regular and irregular verbs in

	faulty texts.
4.2.5	Illustrate the application of rules relating to transitive/intransitive verbs according to the context.
4.2.6	Spot and rectify errors in the use of degrees of adjectives in writing.
4.2.7	Illustrate use of, adjective phrases and clauses appropriately and accurately.
4.2.8	Recognize and use varying positions of adverbs in sentences according to kinds and importance, and illustrate in writing.
4.2.9	Use adverbial phrases/clauses appropriately and accurately.
4.2.10	Spot and fix errors in various uses of prepositions in different contexts.
4.2.11	Illustrate the use of prepositions of position, time, and movement and direction in texts.
4.3	Benchmark: <i>Apply rules of earlier learnt punctuation marks and recognize the usage of punctuation marks at an advance level.</i>
4.3.1	Spot and rectify errors in punctuation at paragraph level (self and peer editing)
4.3.2	Use comma to mark a dependent word or word group that breaks the continuity of the sentence and to separate an attribution from a direct quotation.
4.3.3	Use colon for all previously learnt functions.
4.3.4	Use semicolon (in separating clauses) to write reference lists and bibliography.
4.3.5	Illustrate the use of quotation marks to enclose titles of published works and titles of their sub divisions.
4.3.6	Illustrate the use of dash to mark a parenthesis or a position to give strong emphasis to mark off a contrasting or summarizing statement.
4.3.7	Use omission marks or ellipses to signify the omission or deletion of words in sentences.
4.4	Benchmark: <i>Analyse sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.</i>
4.4.1	Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing. (essays, assignments, letters and report writing)

4.4.2	Use conditional sentences in paragraphs.
4.4.3	Analyse how voice is used (active or passive) in various text types.
4.4.4	Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.

Text Types

S. No.	Text Types	Purpose	Examples
1.	Descriptive	To describe a person, object, place	Articles in magazines/ newspapers/ on the internet Brochures
2.	Narrative	To entertain, imagine, enlighten, share experiences	Stories Play scripts Anecdotes Autobiographies Media accounts of incidents
3.	Expository	To provide information or explanation	Informative articles Reports Reviews
4.	Process	To explain steps in an orderly manner for carrying doing/ making something	Recipes Manuals
5.	Compare and Contrast	To show the similarities and differences	Articles showing advantages/ disadvantages, harms/benefits Advertisements showing the above
6.	Cause and Effect	To show how actions affect consequences	Articles showing the impact of certain things Medical articles
7.	Interpersonal and Transactional Communication	To communicate and share ideas, feelings, information	Dialogues Formal and informal notes, e-mails, letters Forms



Class: XII

S.No.	Poetry Scheme	List of Poems	Poets
1	Ode	1. Lament for a Soldier (by Khalid Hasan)	1. Faiz Ahmed Faiz
2	Dramatic Monologue	2. Seven Ages of Man	2. William Shakespeare
3		3. Lines from Rustam and Suhrab	3. Mathew Arnold
4	Elegy	4. The Age of Infancy	4. Allama Muhammad Iqbal
5	Heroic Couplet	5. Sur Sasee	5. Shah Abdul Latif Bhitai (RA)
6	Blank Verse	6. Sur Sarang	6. Shah Abdul Latif Bhitai (RA)
7		7. Ulysses	7. A. Tennyson
	Lyric	8. Stop all the clocks	8. W.H Auden
		9. You Die Slowly	9. Pablo Neruda
	Epic	10. Verses of Sachal Sarmast	10. Authentic translation of indigenous poet
		11. Verses of Khuwaja Ghulam Farid	11. Authentic translation of indigenous poet
		12. Poem of Shaikh Ayaz	12. Authentic translation of indigenous poet
		13. Poems Selection of Jalaudin Rumi	13. Authentic translation of indigenous poet
		14. If	14. Rudyard Kipling

Note: Text book will include Ode= (01), Dramatic Monologue= (01), Elegy= (01), Blank Verse= (02), Epic = (01), lyric = (01)

Genre (Novel)

S.No	Novel Scheme	List of Novels	Novelist
1	Abridged and simplified Extracts	Great Expectations	Charles Dickens
2	Abridged and simplified Extracts	Animal Farm	George Orwell

Note: Text book will include (Abridged and simplified Extract) Novel= (01)

Genre (Short Stories)

S.No.	List of Short Stories	Writer
1	Devoted Friend	Oscar Wilde
2	How Much Land a Man Needs	Leo Tolstoy
3	Icarus and Daedalus	Josephine Preston Peabody
4	The Fun They Had	Issac Asimov
5	The Day The Dam Broke	James Thurber
6	The Machine Stops	EM Forster
7	Sindhi Folk Tales	NA Baloch
8	Short Travelogue	Mustansar HussainTarrar

Note: Text book will include Short Stories= (05)

Genre (Prose -Essay)

S.No	Prose -Essay Scheme	List of Prose -Essay	Writer
1	Abridged & simplified Extract	Conquest of Happiness	Bertrand Russell
2	Abridged & simplified Extract	Of Study	F. Bacon
3	Abridged & simplified Extract	I have a Dream	Martin Luther King-II
4	Abridged & simplified Extract	Patruss ke mazzamine	Patruss Bhukhari
5	Abridged & simplified Extract	Of friendship	F. Bacon

Note: Text book will include Prose-Essay= (02)

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"> • 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 might happen if ...? • Which are the facts? • Which statements support ...?
<p>Apply</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>Question Stems</p> <ul style="list-style-type: none"> • 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 would you develop ...? • How would you change ...? • How would you demonstrate...? 	<p>Analyse</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>Question Stems</p> <ul style="list-style-type: none"> • 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 categorise...? • How would you explain...?

<ul style="list-style-type: none"> • How would you develop? • How would you explain ...? • How would you modify ...? • How would you present...? • How would you solve ... ? • Identify the results of ... • Illustrate the ... • Judge the effects of ... What would result ...? • Predict what would happen if ... • Tell how much change there would be if ... • Tell what would happen if ... • What actions would you take to perform ...? • What do you think could have happened next? • What examples can you find that ? • What other way would you choose to ...? • What questions would you ask of ...? • What was the main idea ...? • What would the result be if ...? • Which factors would you change if ...? • Who do you think...? • Why does this work? • Write a brief outline ... • Write in your own words ... 	<ul style="list-style-type: none"> • What could the ending have been if ... had taken place? • 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 ?
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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

Knowledge	Understand	Apply	Analyze	Evaluate	Create
	 <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

SUBJECT	THEORY	PBA	TOTAL
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
TOTAL	505	45	550

GROUP: PRE-ENGINEERING

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
PHYSICS	85	15	100
CHEMISTRY	85	15	100
MATHEMATICS	100	--	100
TOTAL	520	30	550

GROUP: GENERAL SCIENCE

SUBJECT	THEORY	PBA	TOTAL
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
TOTAL	510	40	550

GROUP: COMMERCE

SUBJECT	THEORY	PBA	TOTAL
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
TOTAL	550	---	550

GROUP: HUMANITIES

(Any Three Electives)

SUBJECT	THEORY	PBA	TOTAL
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
TOTAL	550	---	550

GROUP: MEDICAL TECHNOLOGY

SUBJECT	THEORY	PBA	TOTAL
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
TOTAL	505	45	550