



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

## **Secondary School Certificate (SSC)**

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

### **RELIGIOUS STUDIES – IX**

**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

## **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 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:**

- Comprehend the psychological, social, and ethical values of religion.
- Examine the significance of religion in resolving conflicts and addressing issues like sin and crimes.

### **World Religions:**

- Learn about the history of Jainism, its foundational teachings, and its founder, Mahavira.

### **Ethics and values:**

- Investigate the ways in which religious institutions and places of worship influence behavior.
- Consider the emphasis of religious teachings' on accountability and punctuality.
- Learn about ethical concepts like piety, mercy, and righteousness through different religions.

### **Etiquettes:**

- Study and practice appropriate behavior in a variety of settings, such as offices, banks, places of worship, and hubs for public transportation.

### **Personalities:**

- Study the Theories on Ethics by Aristotle, Immanuel Kant, and Imam Ghizali.
- Study the work, and life of Florence Nightingale to comprehend her influence on ethics and society.

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

**Detailed Syllabus**

Topics	Student Learning Outcomes	Cognitive Levels		
		K	U	A
Religion & Psychology	<ul style="list-style-type: none"> <li>Define Religion.</li> <li>Define Psychology.</li> <li>Differentiate between religion and general welfare.</li> <li>Differentiate between religion and psychology.</li> <li>Describe divine messages as the basis of religious training.</li> </ul>	* *	* * *	
Religion & Secular Ethics	<ul style="list-style-type: none"> <li>Define of Ethics.</li> <li>Define Secular Ethics.</li> <li>Describe who introduced secular ethics.</li> <li>Discuss the main difference between secularism and religion.</li> <li>List any three books written on secularism.</li> <li>Explain Ethics and its kinds.</li> <li>Discuss the significance of religion from social and ethics point of view.</li> <li>Discuss that divine message is based on principles of religious training.</li> </ul>	* * *	* * * * *	
Alleged Stocking and Artificial Crisis	<ul style="list-style-type: none"> <li>Define alleged stocking.</li> <li>Define crisis.</li> <li>Differentiate between National and International crisis.</li> <li>Discuss a recent crisis which affected people.</li> <li>Discuss the role of religion in resolving crisis.</li> <li>Explain how Sien Dino understood the meaning of Crisis.</li> <li>Describe the causes of crisis.</li> <li>Based on your opinion, how should a crisis be resolved? Discuss.</li> </ul>	* *	* * * * *	*
Crimes and Sins	<ul style="list-style-type: none"> <li>Define Major Sins.</li> <li>Describe the actual meaning of sin.</li> <li>Discuss why man is said to be liable for error.</li> <li>Explain how crime is changed into sin.</li> <li>Based on your opinion, how should crimes and sin be controlled in the society? Discuss.</li> <li>Discuss the views of religions about sins.</li> <li>Differentiate between crimes and sin.</li> <li>Describe the alleged actions which are considered sins in all religion.</li> <li>Describe the view about sins in different religions.</li> <li>Discuss common sins in all religions.</li> </ul>	*	* * * * * * *	*
Jainism	<ul style="list-style-type: none"> <li>Discuss, when and how Jainism began.</li> <li>Explain the literal meaning of Jain.</li> <li>Explain what tirthankara stands for.</li> <li>Discuss the groups of Jainism and their differences.</li> <li>Explain how Jainism became popular.</li> <li>List any 10 Tirthankara.</li> </ul>	*	* * * * *	

	<ul style="list-style-type: none"> <li>• Explain Dagamuber shovetamaber.</li> </ul>		*	
Mahavira	<ul style="list-style-type: none"> <li>• Describe when and where Mahavira was born.</li> <li>• Explain how many years Mahavira spend in forest.</li> <li>• Discuss when and where Mahavira received spiritual enlightenment.</li> <li>• Explain the main preaching of Mahavira.</li> <li>• Explain how Mahavira's preaching affected ordinary people.</li> </ul>		* * * * *	
The Greatness of Almighty Allah	<ul style="list-style-type: none"> <li>• List some of the greatest qualities of Allah.</li> <li>• Describe how we should commence our daily schedule.</li> <li>• Explain how He sustains the universe.</li> <li>• Discuss the guidance given in all religion for the welfare of people.</li> <li>• Discuss how we should pay thanks to Allah.</li> <li>• Discuss the instructions about greatness of Allah in all religion.</li> <li>• Explain what benefits and blessings are conferred to man by recalling Allah from His various tributes.</li> </ul>	*	* * * * * *	
Worship Places of Different Religions	<ul style="list-style-type: none"> <li>• Define place of worship.</li> <li>• Discuss the names of churches and their layout.</li> <li>• Explain the type of construction of mosque.</li> <li>• Describe temples as worship places.</li> <li>• Describe the rituals that take place in Gurdwara.</li> <li>• Describe details of important worship places.</li> <li>• Describe names and methods of worship of important religions.</li> </ul>	*	* * * * * *	
Piety	<ul style="list-style-type: none"> <li>• Define Piety.</li> <li>• Describe the advice given to Alexander the great.</li> <li>• Explain the meaning of mercy appeal.</li> <li>• Explain the opinions about kindness in religions.</li> <li>• Explain piety in detail.</li> <li>• Describe kindness in detail.</li> <li>• Describe the advantages and disadvantages of kindness.</li> </ul>	*	* * * * * *	
Accountability	<ul style="list-style-type: none"> <li>• Define accountability.</li> <li>• Define self-accountability.</li> <li>• Explain the advantages of accountability.</li> <li>• Explain who has the right of accountability.</li> <li>• Explain why accountability is necessary.</li> <li>• Explain the role of religion in the context of accountability.</li> </ul>	* *	* * * *	
Astrology's effect on life	<ul style="list-style-type: none"> <li>• Define Astrology.</li> <li>• Differentiate between Islamic, Christianity and Hindi Calendar.</li> <li>• Discuss how we come to know early, before change of weather, solar and lunar eclipse.</li> <li>• Based on your opinion, how can we become punctual? Discuss.</li> <li>• Describe the natural method to know the time and date.</li> <li>• Describe the significance of time in reference to important religion.</li> </ul>	*	* * * * *	*
Social Etiquette	<ul style="list-style-type: none"> <li>• Define Social Etiquette.</li> <li>• Describe the social rules to use mobile cellphones.</li> <li>• Explain what you should do when someone is in difficulty.</li> <li>• Explain the manner in which to address someone.</li> <li>• Explain what manners should be observed in walking.</li> </ul>	*	* * * *	

	<ul style="list-style-type: none"> <li>Discuss why etiquette is necessary in civil society.</li> <li>Discuss mannerisms to observed in a meeting.</li> <li>Based on your opinion, what manners should be known to everyone.</li> </ul>		* *	*
The Etiquettes of Places of Worship	<ul style="list-style-type: none"> <li>Describe the sitting manners in Masjid.</li> <li>Describe the manners of visiting temple.</li> <li>Describe the manners of visiting Church.</li> <li>Describe the manners of visiting Synagogue.</li> <li>Describe the manners of visiting Gurdwara and Pagoda.</li> <li>Explain the significance of places of worship in society.</li> <li>Discuss the general etiquettes to visit religious places.</li> </ul>		* * * * * *	
Office Manners – Manner of conducting General Transaction	<ul style="list-style-type: none"> <li>Define office.</li> <li>Describe the functions of Bank.</li> <li>Define line transfer.</li> <li>Explain the benefits students can get from bank.</li> <li>Describe in your own words how bills are paid in the bank.</li> <li>Describe what preparation should be catered for before visiting an office.</li> <li>Describe internal security means of bank.</li> <li>Describe the precautions for bank entry.</li> <li>Describe in your own words the experience of opening any account..</li> </ul>	* *	*  * * *  * *	*
Travelling Precautions The Significance of Travelling Rules	<ul style="list-style-type: none"> <li>Discuss history of old travelling methods.</li> <li>Discuss modern means of travelling.</li> <li>Discuss to whom bus sand is useful.</li> <li>Discuss, why people prefer journey by rail.</li> <li>Discuss the things necessary to travel by air.</li> <li>Explain the meaning of bus stop and its manners.</li> <li>Discuss railway journey manners.</li> <li>Discuss manners of air journey with examples.</li> </ul>		* * * * * * *	
Market and Marketing	<ul style="list-style-type: none"> <li>Define Demand and Supply.</li> <li>Explain why marketing is necessary.</li> <li>Discuss present fields of business and trade.</li> <li>Discuss the importance of social media in business.</li> <li>Discuss the importance of education and skill in marketing.</li> <li>Discuss the method of business in Ancient market system.</li> <li>Discuss the importance of market in the business.</li> </ul>	*	* * * * * *	
Aristotle	<ul style="list-style-type: none"> <li>List the fields of education in which Aristotle worked on.</li> <li>Discuss, what do you know about tutors and students of Aristotle</li> <li>Discuss what are the important books of Aristotle and their numbers.</li> <li>Describe what Alexander said about Aristotle.</li> <li>Discuss the early life of Aristotle.</li> <li>Explain Aristotle teaching and writing.</li> <li>Discuss the opinion of Aristotle about ethics.</li> </ul>	*	* *  * * *	
Immanuel Kant	<ul style="list-style-type: none"> <li>List the fields of education in which Immanuel Kant worked on</li> <li>List the names of books written by Immanuel Kant.</li> <li>Explain Kant theory of Ethics.</li> <li>Describe the marriage of Immanuel Kant.</li> </ul>	* *	*  *	



	<ul style="list-style-type: none"> <li>• Discuss when and where Immanuel Kant died.</li> <li>• Discuss the childhood and personality of Immanuel Kant.</li> <li>• Explain educational work on Immanuel Kant's philosophy.</li> </ul>		* * *	
Imam Ghizali	<ul style="list-style-type: none"> <li>• Describe the incident that took place during his education.</li> <li>• Discuss what you know about the books of Imam Ghizali.</li> <li>• Discuss his role in politics and diplomacy.</li> <li>• Discuss how he distinguished characters of people into different categories.</li> <li>• Describe how he spent the last phase of his life.</li> <li>• Discuss Imam Ghizali's book, "the Alchemy of happiness".</li> <li>• Discuss from where and whom he got his education.</li> <li>• Discuss his theory about ethics.</li> </ul>		* * * * * * *	
Florence Nightingale	<ul style="list-style-type: none"> <li>• Describe the services of Florence Nightingale for which she was awarded.</li> <li>• Explain the strategy she adopted during Crimea war.</li> <li>• Discuss why she is called Lamp lady.</li> <li>• Discuss what things are needed for early recovery of patients.</li> <li>• Explain why Florence's parents did not allow her to enter nursing career.</li> <li>• Discuss what you know about the life of Florence Nightingale.</li> <li>• Describe her services for the field of Nursing.</li> <li>• Explain what she meant by the term environment.</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	Religion and Psychology	2	3		5
2	Religion and Secular Ethics	3	5		8
3	Alleged Stocking & Artificial Crisis	2	5	1	8
4	Crimes and Sins	1	8	1	10
5	Jainism	1	6		7
6	Mahavira		5		5
7	The Greatness of Almighty Allah	1	6		7
8	Places of Worship of Different Religions	1	6		7
9	Piety	1	6		7
10	Accountability	2	4		6
11	Astrology effect on life	1	4	1	6
12	Social Etiquettes	1	6	1	8
13	The Etiquettes of places of worship		7		7
14	Office Manners – Manner of Conducting General Transaction	2	6	1	9
15	Traveling Precautions - The Significance of Travelling Rules		8		8
16	Market and Marketing	1	6		7
17	Aristotle	1	6		7
18	Immanuel Kant	2	5		7
19	Imam Ghizali		8		8
20	Florence Nightingale		8		8
	<b>Total</b>	<b>22</b>	<b>118</b>	<b>5</b>	<b>145</b>
	<b>Percentage (%)</b>	<b>15</b>	<b>82</b>	<b>3</b>	<b>100</b>

**Note:**

1. Table 1 identifies the Student Learning objectives and their cognitive distribution (Knowledge, Understanding, and Application).
2. The table shows that the share of knowledge is 15% with 22 SLOs, Understanding is 82% with 118 SLOs and Application is 3% with 5 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	Religion and Psychology	5	3%
2	Religion and Secular Ethics	8	6%
3	Alleged Stocking & Artificial Crisis	8	6%
4	Crimes and Sins	10	7%
5	Jainism	7	5%
6	Mahavira	5	3%
7	The Greatness of Almighty Allah	7	5%
8	Places of Worship of Different Religions	7	5%
9	Piety	7	5%
10	Accountability	6	4%
11	Astrology effect on life	6	4%
12	Social Etiquettes	8	6%
13	The Etiquettes of places of worship	7	5%
14	Office Manners – Manner of Conducting General Transaction	9	6%
15	Traveling Precautions - The Significance of Travelling Rules	8	6%
16	Market and Marketing	7	5%
17	Aristotle	7	5%
18	Immanuel Kant	7	5%
19	Imam Ghizali	8	6%
20	Florence Nightingale	8	6%
	<b>Total</b>	<b>145</b>	<b>100%</b>

**Note:**

1. Table 2: Shows the % share of SLOs per Topic.
2. The Topic of Crimes and Sin has the highest % share of SLOs at 7%.
3. 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, 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 @ 5 marks each</b>	<b>Section C ERQ/DAQs @ 10 marks each</b>
Religion and Psychology	3	2	1
Religion and Secular Ethics			
Alleged Stocking & Artificial Crisis			
Crimes and Sins			
Jainism	3	1	
Mahavira			
The Greatness of Almighty Allah	3	2	
Places of Worship of Different Religions			
Piety			
Accountability			
Astrology effect on life			
Social Etiquettes	3	2	2
The Etiquettes of places of worship			
Office Manners – Manner of Conducting General Transaction			
Traveling Precautions - The Significance of Travelling Rules			
Market and Marketing			
Aristotle	3	2	2
Immanuel Kant			
Imam Ghizali			
Florence Nightingale			
<b>Total questions to be given</b>	<b>15</b>	<b>9</b>	<b>5</b>
<b>Total questions to be attempted</b>	<b>15</b>	<b>6</b>	<b>3</b>
<b>Maximum marks obtainable</b>	<b>15</b>	<b>30</b>	<b>30</b>

**Note:**

- Table 3 displays Paper specification, 3 types of Questions and their respective numbers to be used for assessment, and marks distribution per section.
- The Exam Paper consists of 3 Sections:
  - Section A = Multiple Choice Questions (MCQs)
  - Section B = Short Answer Questions / Constructive Response Questions (CRQs)
  - 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 IX – RELIGIOUS STUDIES**  
**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** **(6x5=30)**

- Short Answer Question must be given from the prescribed Syllabus all content is to be followed.
- Nine (9) Short Answer Questions may be given. Each Question having (5 Marks). In this Section Student shall attempt (6 Questions).

**Section “C” (Detailed Answer Questions) (40%) 30 Marks** **(10x3=30)**

- Five (05) Detailed Answer Questions may be given in this section and (3 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				



## SSC PART I EXAMINATION MARKS BREAKUP GRID FOR EXAMINATION 2025

### **SCIENCE GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	75	-	75
ISLAMIYAT/RELIGIOUS STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
BIOLOGY	60	15	75
MATHEMATICS	75	-	75
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

### **COMPUTER SCIENCE GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL/SINDHI NORMAL	75	-	75
ISLAMIYAT/RELIGIOUS STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
COMPUTER SCIENCE	60	15	75
MATHEMATICS	75	-	75
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

### **GENERAL GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	75	-	75
ISLAMIYAT/RELIGIOUS STUDIES	75	-	75
GENERAL SCIENCE	75	-	75
GENERAL MATH	75	-	75
EDUCATION	75	-	75
ECONOMICS	75	-	75
CIVICS	75	-	75
ISLAMIC STUDIES	75	-	75
<b>TOTAL</b>	<b>550</b>	<b>-</b>	<b>550</b>