

ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

ENGLISH(Compulsory)

Grade XII

NATIONAL CURRICULUM OF PAKISTAN
2022-23



FEDERAL BOARD
OF INTERMEDIATE AND SECONDARY
EDUCATION, ISLAMABAD

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**FEDERAL BOARD OF INTERMEDIATE AND
SECONDARY EDUCATION
H-8/4, ISLAMABAD**



**ASSESSMENT FRAMEWORK
FOR
ENGLISH (COMPULSORY)
GRADE-XII
CURRICULUM 2022-23**

ACKNOWLEDGEMENT

It is a great honour that we, at the Federal Board of Intermediate and Secondary Education, have developed the Assessment Framework (AF) for the subject of English for Grade-XII. The primary objective of the AF is to optimize the current curriculum 2022-23. This comprehensive framework has been crafted meticulously by subject matter and assessment experts who conducted an in-depth review of all learning outcomes for Grade-XII English curriculum. They evaluated these outcomes in terms of their scope, cognitive level, and progression across the grade.

This significant undertaking was the result of a series of extensive meetings and collaborative efforts of the subject and assessment experts. Their dedication and expertise have been instrumental in bringing this framework to fruition.

The Assessment Framework will serve as a guiding document for students, teachers and paper setters. Students will receive clear directions for preparing themselves for the annual examination. Similarly, teachers will use it as a guide to understand what to teach in class and to prepare students for the final examinations accordingly. Similarly paper setters will also seek guidance from this document.

Following subject as well as assessment experts/committee members remained constantly engaged in the development of the AF:

1. Mr. Riaz Anjum, Associate Professor, Islamabad Model College for Boys, G-10/4, Islamabad
2. Mr. Muhammad Habibullah, Assistant Professor, Islamabad Model College for Boys (PG), H-9, IBD
3. Ms. Saman Akbar, Sectional Head, APS&C, DHA-II, Islamabad
4. Mr. Imran Ullah, HOD English, APS&C, Hamza Camp, Rawalpindi
5. Mr. Nasir Mahmood, Pak Turk Maarif School & College H-8 Islamabad
6. Mr. Danish Ikhlas Abbasi, Lecturer, Islamabad Model College for Boys (PG), H-8, Islamabad

The whole work was successfully accomplished under the able supervision and guidance of Dr. Ikram Ali Malik, Chairman, FBISE and due to the hard work and dedication of the staff of Research Section of FBISE, in particular, Syed Zulfiqar Shah, Deputy Secretary, Research and Academics who played a pivotal and leading role in finalizing the AF.

MIRZA ALI
Director (Test Development)
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ASSESSMENT FRAMEWORK FOR ENGLISH (COMPULSORY) GRADE-XII, CURRICULUM 2022-23

To ensure clarity and precision in assessment, the learning outcomes have been categorized into two distinct groups: formative and summative. This classification helps in effectively measuring student progress and understanding. Each Student learning outcome (SLO) has been carefully marked as either formative or summative within the newly developed Assessment Framework. SLOs of Summative Assessment Format will be part of the Final Examination while SLOs of Formative Assessment will although be part of the teaching-learning activity but they will **NOT** be part of Final Examinations. Estimated cognitive levels i.e Knowledge (K), Understanding (U) and Application (A) of all the SLOs have also been indicated. It may be noted that all the higher cognitive levels have been collectively accumulated in the cognitive level of 'Application'. In subjects involving Practicals (Lab work), it has been mentioned categorically whether an SLO is summative for theory or summative for Practical Based Assessment (PBA). If an SLO is summative for PBA, it means that Laboratory work is required in the teaching-learning activity and it will be part of the Practical Examination/ Practical Based Assessment.

The Assessment Framework will act as a comprehensive guide for students, teachers and paper setters. Students will have clear instructions on how to prepare for the annual examinations. Teachers will use the framework to understand the curriculum and effectively prepare their students for the final examination. Additionally, paper setters will refer to this document for guidance in setting examination papers.

A model question paper has also been developed to provide a clear structure and format for upcoming examinations. The model question paper ensures consistency and fairness, offering students a comprehensive understanding of what to expect in their examinations. By aligning the paper with the Student Learning Outcomes (SLOs) of the curriculum, we ensured that the questions accurately reflect the skills and knowledge that students are expected to acquire.

A detailed Table of Specifications (ToS) has been created to ensure equitable coverage of cognitive levels and content domains in order to generate a balanced question paper. The ToS serves as drawing scale and action plan for the question paper, ensuring that all important areas of the curriculum are adequately and proportionately assessed.

Instructions for paper setters have also been included before the model question paper, providing self-explanatory guidance on the selection and nature of each question which is part of the model paper.

FORMATIVE ASSESSMENT: AN ESSENTIAL COMPONENT OF EFFECTIVE LEARNING

Formative assessment is a pivotal element in the educational process, distinguished by its role in providing ongoing feedback to both students and educators. Unlike summative assessments, which evaluate student learning at the end of an instructional period, formative assessments are integrated into the learning process to monitor student understanding and guide instructional decisions.

The primary objective of formative assessment is to identify learning gaps and misunderstandings as they occur, enabling timely interventions. This dynamic approach allows teachers to adjust their teaching strategies to better meet the needs of their students. For instance, if a teacher notices through a quick quiz or class discussion that a significant portion of the class struggles with a particular concept, they can revisit that topic, providing additional explanations or alternative methods of instruction. This adaptability is crucial for fostering a deeper understanding of the material.

Formative assessments come in various forms, ranging from informal methods like classroom discussions, observations, and questioning, to more structured approaches such as quizzes, peer assessments, and self-reflections. These methods are not limited to paper-and-pencil tasks but can include digital tools that provide instant feedback. The versatility of formative assessments allows educators to cater to diverse learning styles and preferences, ensuring that all students are engaged and supported in their learning journey.

Formative assessment plays a significant role in creating a supportive classroom environment. It shifts the focus from merely achieving grades to understanding the learning process. This approach reduces the pressure on students, as they perceive assessments not as a final judgment of their abilities but as a part of their learning journey. Consequently, formative assessment can lead to increased student motivation and engagement.

In conclusion, formative assessment is a powerful tool that, when effectively implemented, can significantly enhance the learning experience. It provides invaluable insights for both teachers and students, promotes a growth-oriented learning environment, and supports the continuous development of essential skills. As education evolves, the role of formative assessment will undoubtedly continue to be central in fostering successful and meaningful learning experiences.

SUMMATIVE ASSESSMENT: EVALUATING LEARNING OUTCOMES IN THE FORM OF TERMINAL/FINAL EXAMINATION

Summative assessment is a fundamental component of the educational process, designed to evaluate student learning at the conclusion of an instructional period. Unlike formative assessment, which provides ongoing feedback during the learning process, summative assessment serves as a final measure of what students have learned. Typically administered at the end of a unit, course, or academic year. Summative assessment aims to determine the extent to which educational objectives have been achieved.

The primary purpose of summative assessment is to assess the overall effectiveness of instruction and learning. It provides a conclusive evaluation of student performance, often in the form of tests, final projects, or standardized exams. These assessments generate grades or scores that reflect a student's achievement in a given subject area over a specific period or time duration.

Summative assessment is often used to make critical decisions regarding student progression, certification, or placement in subsequent educational levels. Additionally, summative assessments provide valuable data that inform curriculum development and instructional strategies. By analyzing summative assessment results, educators can identify trends, strengths, and weaknesses within their instructional approaches, allowing for improvements in future teaching.

In conclusion, summative assessment plays a critical role in the educational process by providing a final evaluation of student learning. While it differs from formative assessment in its focus and application, it is an essential tool for measuring academic achievement. When balanced with formative assessments, summative assessments contribute to a well-rounded and effective approach to evaluating and supporting student learning.

National Curriculum of Pakistan 2022-2023
ASSESSMENT FRAMEWORK English Grade-XI & XII (HSSC-I & II)
Details of Content Areas/ SLOs

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
A: Oral Communication Skills	<p>[SLO: E-11-A1-01] Establish roles and apply dramatic approaches with confidence, especially in a four to five-act play.</p> <p>[SLO: E-11-A1-02] Respond to texts for different purposes (including arguments and discussions).</p> <p>[SLO: E-11-A2-01] Demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation.</p> <p>[SLO: E-11-A2-02] Respond to questions on a range of communicative purposes.</p> <p>[SLO: E-11-A2-03] Use complex questions for a range of audiences.</p> <p>[SLO: E-11-A2-04] Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech.</p> <p>[SLO: E-11-A3-01] Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).</p> <p>[SLO: E-11-A3-02]</p>	<p>[SLO: E-12-A1-01] Apply dramatic approaches with confidence, especially in a drama.</p> <p>[SLO: E-12-A1-02] Listen to texts and critically analyse the situations/events.</p> <p>[SLO: E-12-A2-01] Demonstrate attentive listening' skills while working in a whole class setting and taking turns to speak with standard pronunciation</p> <p>[SLO: E-12-A2-02] Respond to questions on a range of communicative purposes.</p> <p>[SLO: E-11-A2-03] Use complex questions for a range of audiences.</p> <p>[SLO: E-12-A2-04] Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.</p> <p>[SLO: E-11-A3-01] Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).</p>	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues [SLO: E-11-A4-01] Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.	[SLO: E-12-A3-02] Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues [SLO: E-12-A4-01] Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.		
B1: Reading and Critical Thinking	[SLO: E-11-B1-01] Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	[SLO: E-12-B1-01] Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
	[SLO: E-11-B1-02] Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	[SLO: E-12-B1-02] Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
B2. Reading for Understanding	[SLO: E-11-B2-01] Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.	[SLO: E-12-B2-01] Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views. Express informed opinions, justify	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
		the viewpoint and make recommendations and develop an interest in a variety of texts.		
	<p>[SLO: E-11-B2-02] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>[SLO: E-11-B2-03] Critique reading interpretations.</p>	<p>[SLO: E-12-B2-02] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>[SLO: E-12-B2-03] Critique reading interpretations, taking account of other's views on reading.</p>	Summative	These SLOs are part of regular teaching and learning. These will be assessed in Annual Examinations.
	<p>[SLO: E-11-B2-04] Analyze organisational patterns in a text:</p> <ol style="list-style-type: none"> list/ sequence of ideas/ events comparison-contrast cause-effect problem-solution reasons/ assumptions-conclusion 	<p>[SLO: E-12-B2-04] Analyze organisational patterns in a text:</p> <ol style="list-style-type: none"> list/ sequence of ideas/ events comparison-contrast cause-effect problem-solution reasons/ assumptions-conclusion 	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
B3. Reading for Meaning	<p>[SLO: E-11-B3-01] Provide an objective summary of fiction and non-fiction and poetry summary of a range of texts of a range of texts. poetry texts. texts. including fiction, non-fiction and other types of text.</p>	<p>[SLO: E-12-B3-01] . Provide an objective summary of fiction and fiction, non-fiction and poetry summary of a range of texts of a range of texts.</p> <p>[SLO: E-12-B3-02]</p>	Summative	These SLOs are part of regular teaching and learning. These will be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<p><u>[SLO: E-11-B3-02]</u></p> <p>Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc.</p> <p><u>[SLO: E-11-B3-03]</u></p> <p>Explain whether predictions about the content of a text are acceptable or should be modified and why</p> <p><u>[SLO: E-11-B3-04]</u></p> <p>Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.</p> <p><u>[SLO: E-11-B3-05]</u></p> <p>Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended</p>	<p>Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc.</p> <p><u>[SLO: E-12--B3-03]</u></p> <p>Explain whether predictions about the content of a text are acceptable or should be modified and why</p> <p><u>[SLO: E-12-B3-04]</u></p> <p>Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.</p> <p><u>[SLO: E-12--B3-05]</u></p> <p>Apply skimming and scanning strategies for relevant information and main points in</p>	summative	

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary	texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary		
	<p>[SLO: E-11-B3-06]</p> <ul style="list-style-type: none"> Examine how an author develops and contrasts point of view of different characters or narrative in text. Critique the plot development with respect to different aspects of the story. 	<p>[SLO: E-12-B3-06]</p> <ul style="list-style-type: none"> Examine how an author develops and contrasts point of view of different characters or narrative in text. Critique the plot development with respect to different aspects of the story. 	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
	<p>[SLO: E-11-B3-07]</p> <ul style="list-style-type: none"> Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Identify rhyme schemes and figurative language in poems. Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	<p>[SLO: E-12-B3-07]</p> <ul style="list-style-type: none"> Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Identify rhyme schemes and figurative language in poems. Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	Summative	This SLO is part of regular teaching and learning. However, components of story and drama will be assessed in the Annual Examination of HSSC-I. Whereas components of fictional text (Novel) will be assessed in the Annual Examination of HSSC-II. However, questions of general nature will be asked in the Final examination.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<p><u>[SLO: E-11-B3-08]</u></p> <p>Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis</p> <p>Use summary skills to</p> <ol style="list-style-type: none"> 1. extract salient points and develop a mind map to summarize a variety of informational texts. 2. transfer the written text to a table, diagram, flowchart or work plan. 	<p><u>[SLO: E-12-B3-08]</u></p> <p>Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis</p> <p>Use summary skills to</p> <ol style="list-style-type: none"> 1. extract salient points and develop a mind map to summarize a variety of informational texts. 2. transfer the written text to a table, diagram, flowchart or work plan. 	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<p><u>[SLO:E-11-B3-09]</u></p> <p>Practice précis writing skills.</p>		Summative	This SLO is part of regular teaching and learning. However, the skill of précis writing may be assessed based on comprehension of the passage at HSSC-I level.
	<p><u>[SLO: E-11-B3-10]</u></p> <p>Give an informed personal and analytical response to a text and provide some supporting textual reference.</p>	<p><u>[SLO: E-12--B3-10]</u></p> <p>Give an informed personal and analytical response to a variety of texts and provide a textual reference in support.</p>	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<p><u>[SLO: E-11-B3-11]</u></p> <p>Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography</p> <p><u>[SLO:E-11-B3-11]</u></p>	<p><u>[SLO: E-12-B3-11]</u></p> <p>Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography/re views</p> <p><u>[SLO:E-12-B3-11]</u></p>	Summative	These SLOs are part of regular teaching and learning. These will be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	Evaluate different points of view (e.g., first-person, third Determine an author's point of view or purpose in a text. person narrative) .Examine an author's point of view or purpose in a text. that of others. Critique how the author distinguishes his or her position from that of others.	Evaluate different points of view (e.g., first-person, third Determine an author's point of view or purpose in a text. person narrative) . Examine an author's point of view or purpose in a text. that of others. Critique how the author distinguishes his or her position from that of others.		
	<p>[SLO: E-11-B3-12] Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g.</p> <ol style="list-style-type: none"> contextual information writer's viewpoint implied information 	<p>[SLO: E-12-B3-12] Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g.</p> <ol style="list-style-type: none"> contextual information writer's viewpoint implied information 	Summative	This SLO is part of regular teaching and learning. This will be assessed in the Annual Examination.
	<p>[SLO: E-11-B3-13] Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)</p>	<p>[SLO: E-12-B3-13] Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)</p>	Summative	This SLO is part of regular teaching and learning. This will be assessed in the Annual Examination.
	<p>[SLO: E-11-B3-14] Analyze multiple interpretations of a story, drama, or poem connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. (e.g., recorded or live</p>	<p>[SLO: E-12-B3-14] Analyze multiple interpretations of a story, drama, or poem connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which</p>	Summative	These SLOs are part of regular teaching both at HSSC I & II levels. However, components of story and drama will be

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<p>production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p><u>[SLO: E-11-B3-15]</u> Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:</p> <ol style="list-style-type: none"> Poetry (free verse, narrative and rhythmic) Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, science fiction, legends) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, brochures) Interpersonal text (informal/formal letters, notices, emails) Factual recounts (e.g. eye-witnessed accounts, news bulletins) Drama (playscript) Explanation (e.g. how something works) Expositions (e.g. reviews, arguments) <p><u>[SLO: E-11-B3-16]</u></p>	<p>details are emphasised in each type. (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p><u>[SLO: E-12-B3-15]</u> Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:</p> <ol style="list-style-type: none"> Poetry (free verse, narrative and rhythmic) Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, science fiction, legends) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, brochures) Interpersonal text (informal/formal letters, notices, emails) Factual recounts (e.g. eye-witnessed accounts, news bulletins) Drama (playscript) Explanation (e.g. how something works) Expositions (e.g. reviews, arguments) <p><u>[SLO: E-12-B3-16]</u></p>	Summative	<p>assessed at HSSC-I whereas components of fictional text (Novel) will be assessed at HSSC-II.</p>
			Summative	

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
C1: VOCABULARY	<p><u>[SLO: E-11-C1-01]</u></p> <p>Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a</p>	<p><u>[SLO: E-12-C1-01]</u></p> <p>Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>Summative</p> <p>&</p> <p>Formative</p>	<p>This SLO is part of regular teaching and learning.</p> <p>It will be assessed in the Annual Examination.</p> <p>This SLO is part of regular teaching and learning.</p> <p>It will be assessed in the Examinations. However, the following part of the SLO is included in Formative Assessment: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in</p>

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	dictionary).	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		a dictionary.
	[SLO: E-11-C1-02] Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	[SLO: E-12-C1-02] Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination at HSSC-I level
	[SLO: E-11-C1-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	[SLO: E-12-C1-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	[SLO: E-11-C1-04] Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	[SLO: E-12-C1-04] Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examinations
	[SLO: E-11-C1-05] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with	[SLO: E-12-C1-05] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual examination..

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	similar denotations.	with similar denotations.		
	<u>[SLO: E-11-CI-06]</u> Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	<u>[SLO: E-12-CI-06]</u> Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual examination.
C2. GRAMMAR	<u>[SLO: E-11-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>[SLO: E-11-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	<u>[SLO: E-12-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>[SLO: E-12-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	Summative	These SLOs are part of regular teaching and learning. These will be assessed in the Annual Examination.
	<u>[SLO: E-11-C2-03]</u> Identify and use compound prepositions and prepositional phrases in writing.	<u>[SLO: E-12-C2-03]</u> Identify and use compound prepositions and prepositional phrases in writing.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<p>[SLO: E-11-C2-04]</p> <p>Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.</p> <p>Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick.</p> <p>Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.</p>	<p>[SLO: E-12-C2-04]</p> <p>Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.</p> <p>Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick.</p> <p>Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.</p>	Summative	<p>This SLO is part of regular teaching and learning.</p> <p>It will be assessed in the Annual Examination.</p> <p>However, Conjunctions may be assessed in HSSC-I & II while Transitional Devices will be the assessed in HSSC-II Examination.</p>
C3. PUNCTUATION	<p>[SLO: E-11-C3-01]</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.</p> <ul style="list-style-type: none"> • Observe hyphenation conventions. • Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization. 	<p>[SLO: E-12-C3-01]</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.</p> <ul style="list-style-type: none"> • Observe hyphenation conventions. • Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization. 	Summative	<p>This SLO is part of regular teaching and learning. However, it may be assessed in the Annual Examination of HSSC-I.</p>
C4. TENSES	<p>[SLO: E-11-C4-01]</p> <p>Use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles.</p> <p>Use the aspect of time correctly in speech and writing.</p>	<p>[SLO: E-12-C4-01]</p> <p>Use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles.</p> <p>Use the aspect of time correctly in speech and writing.</p>	Summative	<p>This SLO is part of regular teaching and learning.</p> <p>It will be assessed in the Annual Examination.</p>

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
C5. SENTENCE STRUCTURE	<u>[SLO: E-11-C5-01]</u> Construct sentences using the sentence patterns and structure for grade specific genres	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.
	<u>[SLO: E-11-C5-02]</u> Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity for grade specific genres.	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.
	<u>[SLO: E-11-C5-03]</u> Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation and varying degrees of complexity for grade specific genres	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.
	<u>[SLO: E-11-C5-04]</u> Change tense in indirect/direct speech (present, past and perfect tenses, future, models, time and questions, orders, request, suggestions and advice) in narrative paragraphs	---	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination HSSC-I.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
D1. Writing Readiness and Fluency	<u>[SLO: E-11-D1-01]</u> Apply editing and proofreading skills to a range of different texts and contexts	<u>[SLO: E-12-D1-01]</u> Apply editing and proofreading skills to a range of different texts and contexts	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
D2. Writing for Understanding	<u>[SLO: E-11--D2-01]</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	<u>[SLO: E-12--D2-01]</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>[SLO: E-11-D2-03]</u> Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	<u>[SLO: E-12-D2-03]</u> Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>[SLO: E-11-D2-04]</u> Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.	<u>[SLO: E-12-D2-04]</u> Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
D3. Writing for Meaning	<u>[SLO: E-11-D3-01]</u> Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	<u>[SLO: E-12-D3-01]</u> Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<p>[SLO: E-11-D3-02]</p> <p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>[SLO: E-12-D3-02]</p> <p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is 	Formative	This SLO is part of regular teaching and learning. It is part of summative examination at SSC level; therefore, question will not be asked at HSSC level.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	<p>experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 		
	<p>[SLO: E-11-D3-03]</p> <ul style="list-style-type: none"> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes. it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions 	<p>[SLO: E-12-D3-03]</p> <p>Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content.</p> <ul style="list-style-type: none"> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes. it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 	Formative	This SLO is part of regular teaching and learning. It is part of summative examination at SSC level; therefore, question will not be asked at HSSC level.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<p>and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 		

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<p>[SLO: E-11-D3-04] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>[SLO: E-12-D3-04] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented. 	Summative	This SLO is part of regular teaching and learning. It may be assessed in the annual examination of HSSC level.
	<p>[SLO: E-11-D3-05] Write a descriptive composition (giving physical description and characteristics/traits</p>	<p>[SLO: E-12-D3-05] Write a descriptive composition (giving physical description and</p>	Summative	This SLO is part of regular teaching and learning. It may be

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.	characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.		assessed in the annual examination of HSSC level.
	<u>[SLO: E-11-D3-06]</u> Write a formal letter to people in extended academic and (professional) environments for various purposes.	<u>[SLO:E-12-D3-06]</u> Write a formal letter to people in extended academic and (professional) environments for various purposes.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination of HSSC – I.
	<u>[SLO: E-11--D3-07]</u> Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment	<u>[SLO: E-12-D3-07]</u> Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination of HSSC – I.
	<u>[SLO: E-11-D3-08]</u> • Write a book review report.	<u>[SLO: E-12-D3-08]</u> • Write a book review report.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
	<u>[SLO:E-11-D3-09]</u> Develop precis writing skills. Write precis effectively	---	Summative	This SLO is part of regular teaching and learning. However, the skill of precis writing may be assessed based on comprehension of the passage at HSSC-I level.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	XI	XII		
	<u>[SLO: E-11-D3-10]</u> Use paraphrasing skills to paraphrase a poem.	<u>[SLO: E-12-D3-10]</u> Use paraphrasing skills to paraphrase a poem.		
	<u>[SLO: E-11-D3-11]</u> Use summary skills to write an objective summary of the given text and poems.	<u>[SLO: E-12-D3-11]</u> Use summary skills to write an objective summary of the given text and poems.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>[SLO: E-11-D3-12]</u> Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in: <ul style="list-style-type: none"> • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • reference <p style="text-align: right;">words, devices.</p>	<u>[SLO: E-12-D3-12]</u> Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in: <ul style="list-style-type: none"> • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • reference <p style="text-align: right;">words, devices.</p>	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.

Text Types

Texts are written to communicate information, ideas, feelings etc; therefore, they are shaped by the purpose of writing, the context of communication, and the reader. These elements are interdependent so that, for example, the form of writing in a particular text type is adapted to the writer's aim and the intended reader.

It is essential that the students are exposed to a variety of writing, its readership and variations in form and style of expression; only then will students acquire flexible strategies to understand various texts, and to display their understanding by producing well-written texts for various purposes and audiences.

This section gives various text types; their examples, the range of purposes or intentions and the focus of writing of each text type.

Suggested themes and sub-themes are also listed to enable teachers and materials writers to build text content. Context should be designed so as to build a wide range of reading experiences that have literary, informational, persuasive, analytical, and practical purposes.

Text Types

Text Type	Intention	Focus	Examples
Narrative/expressive/reflective texts (Literary texts)	To entertain, explore, imagine, enlighten, and share experiences so as to get the reader involved in the story and characters.	Literary, creative and aesthetic appeal.	<ul style="list-style-type: none">• Stories• Novels (classic and contemporary)• Poems (lyrics, ballads, sonnets)• Play scripts• Biographies• Anecdotes• Diary, journal entries• Fantasy, adventure, science, fiction
Persuasive/ argumentative texts	To persuade, argue, advice.	Influence the readers or viewers to change their minds about something.	<ul style="list-style-type: none">• Brochures• Advertisement of consumer products• Letters to the editor conveying opinions• Editorials• Campaign literature• Magazine articles supporting a position
Expository(factual/ Informative texts)	To inform, explain and describe	The document organises and	<ul style="list-style-type: none">• News reports

	print and computer-based informative and reference texts.	conveys information and ideas.	<ul style="list-style-type: none"> • Magazine articles • Memos • Menus, blurbs, memes • Indices, forms • Maps • Recipes • Minutes • Tables • Flowcharts • Diagrams • Fact sheets • Information leaflets • Prospectuses • Plans • Summaries • Records
Expository (analytical texts)	To analyze, review and comment.	Present weighed and evaluative views of ideas and issues	<ul style="list-style-type: none"> • Commentaries • Analytical articles • Essays and reports • Reviews
Texts used for Interpersonal / Transactional Communication	To communicate a message for transactional or interpersonal purposes.	To communicate and share ideas, feelings and information	<ul style="list-style-type: none"> • Dialogues (informal/ formal) • Letters (informal/ formal) • Greeting cards • E-mails • Notices • Talks • Interviews • Job advertisements • Resumes

Themes and Sub-Themes:

The following themes along with their sub-themes are suggested for the selection of topics and development of content for English Textbooks. These themes should primarily nurture ethical and social attitudes relevant to the Global Context required for the 21st century. and also create awareness,

tolerance and understanding of global audiences. The chosen material should demonstrate gender and cultural neutrality, and should not contain any hate material.

Content relevant to the recommended themes should be used to teach various language skills. There is no direct relation between a thematic topic and a particular skill. Any topic can be utilized for teaching any number of skills, and at a higher grade should incorporate wider content areas and a higher vocabulary range justifying the spiral approach of the curriculum.

Some of the listed themes lend themselves better to teaching basic transactional skills by providing an immediate communicative purpose and are, therefore, more suitable for conversational and functional texts. Several themes can also be combined in one unit e.g. Nature and Environmental Education can be dealt with through a range of text types and activities on Environmental Pollution in one unit. Authors can and must use other themes to teach language appropriately.

An indicative list of themes is given below.

Themes	Sub-Theme	Text Type
Entrepreneurship	<ul style="list-style-type: none"> • Entrepreneurship-Role in a society • Success stories of entrepreneurs women empowerment 	<ul style="list-style-type: none"> • Informative article/magazine article • Autobiography/Blogs/News report • Novel/speeches/poems
Digital Globalization (The theme can be covered in Grades 9 & 10)	<ul style="list-style-type: none"> • Impact of digital globalization on the English Language • Impact on culture and economy • MOOC (Massive Open Online Courses) • Twitter/LinkedIn 	<ul style="list-style-type: none"> • web article/ magazine article • magazine advertisement • an extract from the guide book • narrative text type
Digital Media (Grade 11 & 12)	<ul style="list-style-type: none"> • Artificial Intelligence • Digital marketing • Google/Facebook/YouTube (knowledge hub) • MOOC (educational resource) 	<ul style="list-style-type: none"> • Advertisement • Articles/blogs • News report/article • podcasts • websites • narrative text type
SDG-Millennium Development Goals	<ul style="list-style-type: none"> • No Poverty, Zero hunger • Quality Education • Gender Equality • Good Health and well-being • Global Partnership • Climate action • sustainable cities and communities 	<ul style="list-style-type: none"> • Informative article/ web article • formal report writing • news story • essays • stories and success stories • articles • essays

	<ul style="list-style-type: none"> • Clean water & sanitation • affordable and clean energy • decent work and economic growth • Industry, innovation and infrastructure • life on land • life below water • peace, justice, freedom for all and strong institutions. 	<ul style="list-style-type: none"> • projects
Innovation and Creativity	<ul style="list-style-type: none"> • Importance of innovation & creativity at school • Innovation & creativity in science/ business/work. • Innovation, Creativity and success 	<ul style="list-style-type: none"> • news story • interviews • news reports • articles/blogs • narrative stories
Drug Education	<ul style="list-style-type: none"> • drug education in schools • refusal skills • prevention of drugs 	<ul style="list-style-type: none"> • essays • blogs • diary writing • advertisements • stories
Soft Skills	<ul style="list-style-type: none"> • Time management • team work • Stress management • Communication and collaboration • Decision making 	<ul style="list-style-type: none"> • Moral stories • Success stories • narrative stories • informative blogs • Case study • biography/autobiography
Nature and natural resources	<p>Connecting People and Nature</p> <ul style="list-style-type: none"> • Wonder Green • Smart and Sustainable • Wildlife Vignette • Environment Matters 	<ul style="list-style-type: none"> • Poetry/ literature • Journals • Articles/blogs • descriptive essays
Travel and Tourism	<ul style="list-style-type: none"> • GIS application in tourism • Hospitality • Transportation 	<ul style="list-style-type: none"> • Travel writing/ travel log • Journal/magazine article • Autobiography/blogs • leaflet/brochure/ advertisement • poems/novel
Literature & Poetry	<ul style="list-style-type: none"> • Human Relationships 	<ul style="list-style-type: none"> • Sonnets, free verse etc

	<ul style="list-style-type: none">• War and Peace• Technology• Bravery• Freedom• Nature• Industrial Revolution• Spiritualism (Rubaiyat)	<ul style="list-style-type: none">• fables, short stories, small plays, excerpts from novels, novelettes, etc.• Poems on the suggested sub-themes
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POLICY GUIDELINES FOR STUDENTS / TEACHERS/PAPER SETTERS
ENGLISH (COMPULSORY) HSSC-II
NATIONAL CURRICULUM OF PAKISTAN (NCP) 2022-23

The question paper is divided into three sections: A, B, and C. The questions may be framed from any content, with a difficulty level appropriate for HSSC-II and aligned with the HSSC-II Learning Outcomes. The distribution of questions, based on cognitive levels, shall be approximately **30% Knowledge (K), 50% Understanding (U), and 20% Application (A)**.

SECTION - A (Marks 20)

Q. No.	PAPER PATTERN AND DISTRIBUTION OF MARKS	Marks Distribution
Q.1	This section consists of Q. No. 1 , comprising 20 MCQs . While compiling/preparing MCQs, sufficient representation across the various assessable areas of competencies and their corresponding SLOs will be ensured — with particular emphasis on the competency of <i>Vocabulary and Grammar</i> .	20 x 1 = 20 Marks

SECTION - B (Marks 40)

Q. No.	PAPER PATTERN AND DISTRIBUTION OF MARKS	Marks Distribution
Q.2	<p>This part of the question paper includes a comprehension passage of 250 to 350 words, in line with the text types, themes and sub-themes of HSSC-II National Curriculum of Pakistan (NCP) 2022-23 and devised to match the difficulty level of HSSC-II classroom-taught content. It comprises SIX questions based on various HSSC-II SLOs and cognitive levels of learning. The candidates are required to answer all six parts, including the compulsory Question (i) on writing a summary and suggesting a suitable title, which carries eight (8= 7+1) marks.</p> <ul style="list-style-type: none"> The standard length of a summary typically depends on the context, but for academic purposes, a summary is generally one-fourth to one-half of the length of the original text. The summary must demonstrate a strong understanding of the given text, presenting well-organized and concise content with clear logical transitions. Additionally, it must be precise, grammatically accurate, and lexically appropriate, ensuring coherence throughout. The remaining questions (ii-vi) will carry four marks each, with internal choice provided in three of them. Answers must be precise, coherent, and grammatically accurate, with appropriate lexical choices— demonstrating relevant content, a clear interpretation of the question, and excellence in language use. It must be ensured that the passage is free from religious, sectarian, racial, ethnic, cultural, lingual, or gender biases. 	8+5 x 4 = 28 Marks
Q.3	<p>A) This part consists of two poetic extracts, each followed by three questions focusing on thematic aspects, paraphrasing, poetic devices, rhyming schemes, or any other relevant items outlined in the bifurcated SLOs of HSSC-II. The extracts will be of a difficulty level parallel to the content taught at the HSSC-II level. The candidates will be required to attempt to answer the questions appended to only one of the two extracts.</p> <ul style="list-style-type: none"> Each poetic extract will be followed by three questions, worth 2x3=6 marks, focusing on the identification and illustration of figurative language, rhyming scheme, and paraphrasing. The responses should demonstrate relevant content, a clear interpretation of the question, and excellence in grammatical and lexical expression. <p>B) This part consists of two general questions based on various aspects or elements of a fictional story (novel), such as characterization, conflict, stages of the plot, setting, theme, etc. The candidates are required to answer any ONE question in approximately 90-120 words. The response should be comprehensive and well-elaborated, incorporating relevant illustrations or references from literary work. It must be well-organized and demonstrate maximum accuracy in grammar, syntax, and vocabulary.</p>	<p>6Marks</p> <p>3x2= 6Marks</p>

SECTION – C (Marks 40)

Q. No.	PAPER PATTERN AND DISTRIBUTION OF MARKS	Marks Distribution
Q.4	The candidates are required to write a multi-paragraph descriptive/ argumentative essay of approximately 250-300 words , using correct language mechanics, by expanding the given outline for any ONE of the two given topics. The essay should be coherent and cohesive , and demonstrate accuracy in grammar, syntax, and vocabulary .	12 Marks
Q.5	A) Part A is based on editing and proofreading both texts and free writing. In this part, the candidates are required to rewrite the given passage after removing SIX (6) errors. (The errors will be specified e.g. <i>sentence structure, subject-verb agreement, noun-pronoun agreement, reference words, connectives/transitional devices, punctuation and spelling</i>).	6 Marks
	B) Part B is based on the appropriate use of prepositional phrases / compound prepositions . The candidates are required to fill in the given SIX (6) blanks, using appropriate prepositional phrases/ compound prepositions.	6 Marks
	C) Part C is based on the appropriate use of verbs, verbals (gerunds, participles, infinitives), and aspects of time . The candidates are required to attempt any SIX (6) out of the eight (8) given tasks .	6 Marks
Q.6	This question is based on Word Formation . The candidates are required to identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analyst, analytical; advocate, advocacy). In this part, the candidates must suggest the appropriate grammatical forms of words (verb, noun, adjective, or adverb) for 5 of the 7 blanks in a given paragraph, using the provided root words . In part b, candidates are required to suggest the 05 correct grammatical form of words (verb, noun, adjective or adverb) in a given paragraph with the help of the given root words for 07 blanks.	5 Marks
Q.7	This question is based on the appropriate use of Transitional Devices . The candidates are required to fill in any FIVE (5) blanks using appropriate transitional devices with the help of given SIX (6) clues / types of transition to ensure cohesion and coherence. For example , the clue ‘addition’ may require ‘moreover’ , while the clue ‘sequence’ may require ‘finally’ .	5 Marks
IMPORTANT NOTE: <i>In Section C, other items from various competencies recommended for summative assessment in the HSSC-II Assessment Framework may also be included.</i>		



Federal Board HSSC-II Examination
Model Question Paper ENGLISH
(Curriculum 2022-2023)

Section - A (Marks 20)

Time Allowed: 25 minutes

Section – A is compulsory.
All parts of this section are to be
answered on this page and handed
over to the Centre Superintendent.
Deleting/overwriting is not allowed.
Do not use lead pencil.

Invigilator Sign. _____

ROLL NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
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7	7	7	7	7	7
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Version No.			
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8	8	8	8
9	9	9	9

Candidate Sign. _____

Q1. Fill the relevant bubble against each question. Each part carries ONE mark.

S #	QUESTION	(A)	(B)	(C)	(D)	(A)	(B)	(C)	(D)
(i)	“Little chips <u>light</u> great fires.” Identify the underlined part of speech:	noun	adjective	verb	adverb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ii)	Identify the demonstrative pronoun in this sentence: “Those are the books which I borrowed from her.”	those	which	I	her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iii)	Choose the sentence that correctly uses an interjection :	Ouch! I stepped on a thorn.	Wow! I feel so sad about the news of his failure.	Oops! Congratulations on your promotion.	Alas! You did an outstanding job on the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(iv)	“Keep going <u>in spite of</u> the setbacks.” The underlined preposition is:	simple preposition	double preposition	compound preposition	participial preposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(v)	“He stayed home ____ it was raining heavily.” Choose the conjunction that properly links the ideas:	therefore	because	but	so	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(vi)	Identify the adjectival phrase in the sentence: “The book on the shelf has been sold in the morning.”	the book	on the shelf	has been sold	in the morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(vii)	What question does the adverb phrase answer in this sentence? “He worked <u>with dedication</u> .”	how	where	when	why	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(viii)	In which sentence does the prepositional phrase act as an adjective?	The boy with the blue cap is my brother	She sang during the show.	He went to the market.	We will leave after lunch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ix)	The dog ran <u>across the field</u> . The underlined prepositional phrase is a/an:	phrasal verb	adjectival phrase	adverbial phrase	participial phrase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(x)	What type of sentence is this? “ <u>I went to the market, and I bought some fruit.</u> ”	simple	compound	complex	compound complex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(xi)	“After months of hard work, the teamwork finally began to <u>elevate</u> their reputation.” What is the meaning of “elevate” in this context?	raise	lower	diminish	challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(xii)	“A <i>diligent</i> student always completes his homework in time.” Choose the <i>synonym</i> for “ <i>diligent</i> ”:	lazy	hard-working	reckless	inefficient	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xiii)	“His <i>generous</i> nature made him lovable to everyone in the village.” Choose the <i>antonym</i> for “ <i>generous</i> ”:	stingy	kind	careless	giving	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xiv)	Sarah looked out of the window at the dark clouds rolling in. “Looks like we’re in for a <i>downpour</i> ,” she said. Infer the meaning of “ <i>downpour</i> ” in context of the given scenario.	a drizzle	a heavy rain	a hailstorm	a snowstorm	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xv)	Friend 1: “The new manager seems very <i>approachable</i> .” Friend 2: “Yeah, she’s easy to talk to and always listens.” What does “ <i>approachable</i> ” <i>mean</i> in context of the given conversation?	unfriendly	hard to understand	strict and harsh	easy to access	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xvi)	Choose the sentence that contains a <i>simile</i> :	Life is a rollercoaster of emotions.	Busy bees buzzed around the blooming blossoms.	The green grass felt soft and dewy underfoot.	Her eyes sparkled like emeralds.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xvii)	Which of the following expressions demonstrates <i>personification</i> ?	Our teacher is an encyclopedia.	The shadows crept silently across the room.	Her velvet dress shimmered like moonlight on water.	The soft glow of the candle illuminated the dark room.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xviii)	The sentence “ <i>Life is a riddle</i> ” is an example of:	simile	metaphor	personification	alliteration	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xix)	A writer wants to create a sense of <i>isolation</i> in a horror story. Which <i>setting</i> would be most effective?	A busy train station at noon	A remote, abandoned cabin deep in the woods, far from the town	A sunny beach filled with tourists	A college cafeteria during lunchtime	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(xx)	Which of the given situations describes an <i>external conflict</i> ?	Feeling guilty after lying	A bullied teenager stands up to his tormentor.	A soldier hesitates to pull the trigger, torn between duty and morality.	Choosing between right and wrong	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



Federal Board HSSC-II Examination Model Question Paper English (Curriculum 2022-2023)

Time allowed: 2.35 hours

Total Marks: 80

Note: Answer all parts from Section 'B' and all questions from Section 'C' on the E-sheet. Write your answers on the allotted/given spaces.

SECTION – B (Marks 40)

Q.2: Read the given passage carefully and answer the questions including Question No. (i) appended to it. (8 + 5 x 4 = 28)

Note: Question No. (i) about summary carries 08 marks while the rest of the questions carry 04 marks each.

Digital marketing has become an essential part of modern business strategy¹, transforming the way companies connect with their customers. Unlike traditional marketing methods, which rely on physical channels like television, print, and billboards, digital marketing utilizes online platforms to reach a wide range of audience. With the rise of the internet, social media, and mobile technology, businesses now have direct access to their target market anytime, anywhere.

One of the key benefits of digital marketing is its ability to offer precise² targeting. Through tools like Search Engine Optimization (SEO), businesses can ensure that their website ranks higher in search results, helping potential³ customers find them easily. Additionally, digital marketing allows for the personalization of content. Businesses can use data analytics to understand customer preferences and behavior, creating tailored⁴ marketing campaigns that resonate⁵ with individual consumers.

Social media platforms, such as Facebook, Instagram, and Twitter, have also played a vital role in reshaping marketing strategies. These platforms enable businesses to engage with their audience on a more personal level, fostering relationships and building brand loyalty. Paid advertising on social media allows businesses to reach specific demographics⁶, ensuring that their message is seen by the right people.

Another important aspect of digital marketing is email marketing. By sending targeted emails to customers, businesses can keep their audience informed about new products, special offers, and promotions. Email marketing is an effective way to encourage business and nurture long-term customer relationships.

With its cost-effectiveness, ability to reach a global audience, and measurable results, digital marketing has become a fundamental tool for success in the competitive business world. As technology continues to evolve, digital marketing will undoubtedly play an even greater role in shaping the future of business. (Text Word Count: 283 Words)

QUESTIONS:

- (i) Summarize the given passage in your own words and suggest a suitable title. (7+1=8)
- (ii) What is digital marketing, and how does it differ from traditional marketing? **OR**
Point out the key benefits of digital marketing mentioned in the passage.
- (iii) Why is email marketing considered an important aspect of digital marketing?
- (iv) In what ways do social media platforms enhance digital marketing strategies? **OR**
What role does paid advertising on social media play in business marketing?
- (v) Anticipate the future of digital marketing in your own words. **OR**
Imagine you are a business owner. How would you use digital marketing to promote a new product?
- (vi) Write contextual meanings of the words that are bold and underlined. (Any FOUR)

Q.3 A) Read the following poetic extract and answer the questions appended to it: (2+2+2=6 Marks)

(I) "Awake! For Morning in the Bowl of Night
Has flung the Stone that puts the Stars to Flight:
And Lo! The Hunter of the East has caught
The Sultan's Turret in a Noose of Light."

OR

(II) "Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!"

QUESTIONS:

- (i) How does the poet use imagery to portray the transition from night to morning?
- (ii) What figure of speech is used in the phrase "the Hunter of the East"? Explain its significance in the context of the poem.
- (iii) Paraphrase the last two lines of the given extract.

QUESTIONS:

- (i) Explain the use of imagery in the above extract.
- (ii) Identify the rhyme scheme of the given extract.
- (iii) Paraphrase the first two lines of the given extract.

B) Answer any ONE of the following questions in 90-120 words:

(6 Marks)

- (i) Define setting in a work of fiction. How does the setting of a novel influence the theme of the story?
- (ii) Point out and explain the rising action and resolution in your favorite fictional work/novel.

SECTION – C (Marks 40)

Note: Attempt ALL the questions.

Q. 4 Write an essay in about 250 – 300 words on any ONE of the following topics:

(12 Marks)

My Native Town

Outline: **Introduction:** Introduction of your native town ... **Body:** physical features, places of interest / landmarks... your past memories associated with the town... people and culture... changes over the years... **Conclusion:** summarizing what makes your native town so special and memorable to you.

OR

Uses and Abuses of Artificial Intelligence

Outline: **Introduction:** AI and its significance... **Body:** Benefits in healthcare, business, education etc. ... Job loss, privacy issues, ethical concerns, etc. ... Addressing concerns and proposing solutions... **Conclusion:** Emphasizing responsible use and regulation of AI.

Q. 5

A) Rewrite the following paragraph after correcting the errors. There are **SIX errors** of *sentence structure, subject-verb agreement, noun-pronoun agreement, connectives/transitional devices, punctuation and spelling*. (6 Marks)
“Every morning, Saleem wakes up early to go to school. He quickly brushes his teeth and packs his bag before she leaves. Always his mother says that it is important for him to do his best in studies, but she also I that education is the key to success. However; he feels that it is difficult at times to concentrate during class because the teacher explain things too fast. He needs to be more focused if he wants to achieve his goals.”

B) Fill in the blanks with appropriate choice of propositional phrases/compound propositions in the following paragraph: (6 Marks)

<i>in front of</i>	<i>at the edge of</i>	<i>On the top of</i>	<i>away from</i>	<i>in the morning</i>	<i>by the side of</i>
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Over the weekend, our family decided to go for a picnic _____¹ the lake. We packed our lunch _____² our house and set out early _____³ to avoid the afternoon heat. When we arrived _____⁴ the lake, we found a perfect spot *underneath* a large oak tree. My brother and I played games *near* the water while our parents set up a picnic _____⁵ a small hill *within sight of* the lake. It was a peaceful day spent _____⁶ the hustle and bustle of the city.

C) Fill in any SIX blanks using the appropriate verbs/verbals/aspects of time: (6 Marks)

(i) She _____ the piano beautifully at the concert last night. (played, has played)
(ii) You had better _____ rest. (take, taken)
(iii) I _____ my homework before I watched TV. (will have finished, had finished)
(iv) “To err is human, _____ divine.” (forgiving, to forgive)
(v) “Stop _____ ; I am no more a child.” (to kid, kidding)
(vi) She enjoys _____ novels in her free time. (to read, reading)
(vii) The couriers delivered my parcel just two days _____. (ago, before)
(viii) We _____ go to the gym in the evenings in summer. (usually, already)

Q. 6 Fill in any FIVE blanks with the correct grammatical form of the words (verb, noun, adjective, adverb) in parentheses. (5 Marks)

The athlete’s _____¹(dedicate) to training was evident in her _____²(focus) during the competition. She maintained a _____³(discipline) approach to her diet and exercise routine, knowing that _____⁴(achieve) success required hard work and _____⁵(commit). Her coach praised her for _____⁶(show) such _____⁷(determine) throughout the season.

Q. 7 Fill in the blanks using the correct transitional devices based on the given clues/types of transition. (Any FIVE) (5 Marks)

1- Time	2- Contrast	3- Cause and effect	4- Sequence	5- Emphasis	6- Addition
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The psychiatrist informed the mother that her daughter was addicted to drugs. When the psychiatrist left, the mother went into her room to plan how to handle the crisis. _____¹ she walked into her daughter’s room, and she was overwhelmed with sorrow. She saw her daughter; _____², she didn’t say anything. She loved her daughter _____³ they were best friends. _____⁴, the mother broke the ice: “Dearest daughter, don’t ruin your life. _____⁵, life is beautiful if you keep your hope alive _____⁶ do not give up.”

Federal Board HSSC-II Examination
English Compulsory Model Question Paper
 (Curriculum 2022-23)

Alignment of Questions with Student Learning Outcomes

Sr. No	Section: Q. No. (Part no.)	Competency Title/ Content Area	Student Learning Outcomes	Cognitive Domain *	Marks
1	A: Q.1 (i)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.</p> <p>[SLO: E-12-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.</p>	K	1
2	A: Q.1 (ii)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.</p> <p>[SLO: E-12-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.</p>	K	1
3	A: Q.1 (iii)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.</p> <p>[SLO: E-12-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.</p>	U	1
4	A: Q.1 (iv)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.</p> <p>[SLO: E-12-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts,</p>	K	1

			make effective choices for meaning or style while reading, listening and writing.		
5	A: Q.1 (v)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.</p> <p>[SLO: E-12-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.</p>	U	1
6	A: Q.1 (vi)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.</p>	K	1
7	A: Q.1(vii)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.</p>	U	1
8	A: Q.1 (viii)	Competency C Vocabulary & Grammar	<p>[SLO: E12-C1-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.</p> <p>[SLO: E-12-C2-03] Identify and use compound prepositions and prepositional phrases in writing.</p>	U	1
9	A: Q.1 (ix)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-03] Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.</p> <p>[SLO: E-12-C2-03] Identify and use compound prepositions and prepositional phrases in writing.</p>	K	1
10	A: Q.1 (x)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.</p>	U	1
11	A: Q1(xi)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-01]</p> <ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or 	U	1

			<p>parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>[SLO: E-12-C1-04]</p> <p>Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>		
12	A: Q1(xii)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-01]</p> <ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <p>[SLO: E-12-C1-04]</p> <p>Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>	K	1
13	A: Q1(xiii)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-01]</p> <ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <p>[SLO: E-12-C1-04]</p> <p>Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>	K	1
14	A: Q1(xiv)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-01]</p> <ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or 	U	1

			<p>parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>[SLO: E-12-C1-04]</p> <p>Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>		
15	A: Q1(xv)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-01]</p> <ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <p>[SLO: E-12-C1-04]</p> <p>Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>	U	1
16	A: Q1(xvi)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-05]</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 	U	1
17	A: Q1 (xvii)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-05]</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 	U	1
18	A: Q1 (xvii)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-05]</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 	U	1

19	A: Q1(xix)	Competency B Reading & Critical Thinking	<u>[SLO: E-12-B3-07]</u> <ul style="list-style-type: none">• Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).• Identify rhyme schemes and figurative language in poems.• Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution)• Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A	1
20	A: Q1 (xx)	Competency B Reading & Critical Thinking	<u>[SLO: E-12-B3-07]</u> <ul style="list-style-type: none">• Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).• Identify rhyme schemes and figurative language in poems.• Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution).• Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A	1

21	B: Q2 (i)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B3-01] Provide an objective summary of a range of texts.</p> <p>[SLO: E-12-B3-08]</p> <ul style="list-style-type: none"> • Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. • Use summary skills to <ul style="list-style-type: none"> ✓ extract salient points and develop a mind map to summarize a variety of informational texts ✓ transfer the written text to a table, diagram, flowchart or work plan. <p>[SLO: E-12-B3-12] Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g.</p> <ol style="list-style-type: none"> a. contextual information b. writer’s viewpoint c. implied information <p>[SLO: E-12-D3-11] Use summary skills to write an objective summary of the given text and poems.</p>	U	7+1 = 8
21	B: Q2 (ii)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B3-02]</p> <ul style="list-style-type: none"> • Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. • Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. • Link new facts, terms, and concepts with prior knowledge. • Choose words and phrases for effect. Comment on implied meanings, e.g. writer’s viewpoint, relationships between characters etc. <p>[SLO: E-12-B2-04] Analyse organisational patterns in a text:</p> <ol style="list-style-type: none"> a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution e. reasons/ assumptions-conclusion 	K	4

22	B: Q2 (iii)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B1-02] Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)</p> <p>[SLO: E-12-B2-04] Analyse organisational patterns in a text:</p> <ul style="list-style-type: none"> a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution e. reasons/ assumptions-conclusion <p>[SLO: E-12-B3-02]</p> <ul style="list-style-type: none"> • Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. • Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. • Link new facts, terms, and concepts with prior knowledge. • Choose words and phrases for effect. Comment on implied meanings, e.g. writer’s viewpoint, relationships between characters etc. 	K	4
23	B: Q2 (iv)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B1-02] Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)</p> <p>[SLO: E-12-B2-04] Analyse organisational patterns in a text:</p> <ul style="list-style-type: none"> a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution e. reasons/ assumptions-conclusion <p>[SLO: E-12-B3-02]</p> <ul style="list-style-type: none"> • Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. • Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. • Link new facts, terms, and concepts with prior knowledge. • Choose words and phrases for effect. Comment on implied meanings, e.g. writer’s viewpoint, relationships between characters etc. 	U	4

24	B: Q2 (v)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B1-02] Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)</p> <p>[SLO: E-12-B2-01] Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others’ reading critically, taking account of their views. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.</p>	A	4
25	B: Q2 (vi)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-01]</p> <ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <p>[SLO: E-12-C1-04] Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>	U	4
26	B: Q3 (A) (i)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B3-07] Identify rhyme schemes and figurative language in poems.</p>	U	2
27	B: Q3 (A) (ii)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B3-07] Identify rhyme schemes and figurative language in poems.</p>	U	2
28	B: Q3 (A) (iii)	Competency D Writing	<p>[SLO: E-12-D3-10] Use paraphrasing skills to paraphrase a poem.</p>	U	2
29	B: Q3 (B) (i) & (ii)	Competency B Reading & Critical Thinking	<p>[SLO: E-12-B3-07]</p> <ul style="list-style-type: none"> • Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). • Evaluate stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) • Examine how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	U	6

30	C: Q4	Competency D Writing	<p><u>[SLO: E-12-D3-01]</u> Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.</p> <p><u>[SLO: E-12-D3-05]</u> Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach – brainstorming, mind mapping, and writing a first draft.</p> <p><u>[SLO: E-12-D3-04]</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">• Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and• possible biases.• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.• Provide a concluding statement or section that follows from and supports the argument presented.	K,U,A	4+4+4=12
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31	C: Q5(A)	Competency D Writing	<p>[SLO: E-12-D3-12]</p> <p>Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in:</p> <ul style="list-style-type: none"> • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • Reference words, connectives/transitional devices, punctuation and spelling. 	A	6
32	C: Q5(B)	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C2-03]</p> <p>Identify and use compound prepositions and prepositional phrases in writing.</p>	K	6
33	C: Q5(C)	Competency C: Grammar & Vocabulary	<p>[SLO: E-12-C4-01]</p> <ul style="list-style-type: none"> • Use all types of tenses correctly in speech and writing. • Use gerunds, infinitives, and participles. • Use the aspect of time correctly in speech and writing. 	U	6
34	C: Q6	Competency C Vocabulary & Grammar	<p>[SLO: E-12-C1-01]</p> <ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 	K	5
35	C: Q7	Competency C: Grammar & Vocabulary	<p>[SLO: E-12-C2-04]</p> <ul style="list-style-type: none"> • Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. • Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. • Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc. 	A	5

Table of Specification of the Model Paper Grade - XII, (HSSC-II)

Cognitive Levels	Competency B: Reading and Critical Thinking	Competency C: Vocabulary and Grammar	Competency D: Writing	Marks	Percentage
Knowledge	Q2. ii, iii (8)	Q1. i, ii, iv, vi, ix, xii, xiii (7) Q5. (B) (6) Q 6 (5)	Q4. (4)	30	30%
Understanding	Q2. i, iv (12) Q3. (a) i & ii (4) Q3. (B) (6)	Q1. iii, v, vii, viii, x, xi, xiv, xv, xvi, xvii, xviii (11) Q2. vi (4) Q5. (C) (6)	Q3. (A) iii (2) Q4. (4)	49	49%
Application	Q1. xix, xx (2) Q2. v (4)	Q7. (5)	Q4. (4) Q5. (A) (6)	21	21%
Total Marks	36	44	20	100	100%

Note:

- 1 This Table of Specifications (TOS) is specific to this model question paper and does not reflect the official policy.
- 2 Proportionate/equitable representation of the content areas may be ensured.
- 3 The cognitive domain distribution is as follows: **Knowledge (30%)**, **Understanding (50%)**, and **Application (20%)**, with a permissible variation of $\pm 5\%$.
- 4 When selecting alternative questions for Short Response Questions (SRQs) and Extended Response Questions (ERQs), the following must be considered:
 - The difficulty level of both alternatives in an internal choice will be the same.
 - The Student Learning Outcomes (SLOs) of the two alternative questions may differ, if applicable.

Key:

- Question number (part/first choice) marks. *Example:* Q2 (ii/f) 3
- Question number (part/second choice) marks. *Example:* Q2 (ii/s) 3



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