

STUDENT LEARNING OUTCOMES

For Grade XI

Competency 1: Reading and Thinking Skills
Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.
Benchmark I: Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.
Student Learning Outcomes XI
<ul style="list-style-type: none"> ➤ Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details. ➤ Recognize that the theme of a text is carried in a thesis statement. ➤ Analyze paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> • definition • example/ illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations. ➤ Recognize that support can be in the form of a single word, a phrase, a sentence or a full paragraph.
<ul style="list-style-type: none"> ➤ Identify and recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level.
<ul style="list-style-type: none"> ➤ Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa.
Benchmark II: Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies.
<ul style="list-style-type: none"> ➤ Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues. ➤ Skim text to <ul style="list-style-type: none"> • have general idea of the text. • infer theme/ main idea. ➤ Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • scan to answer short questions. • make simple inferences using context of the text and prior knowledge. • distinguish between what is clearly stated and what is implied. • deduce meaning of difficult words from context. • use context to infer missing words. • read silently with comprehension and extract main idea and supporting detail.

- scan to locate an opinion.
- distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.
- locate examples to support an opinion e.g. appeal to emotions, appeal to logic or ethical belief, etc.
- recognize arguments and counter arguments.
- explore viewpoints/ ideas and issues.
- follow instructions in maps or user instruction manuals and forms requiring real life information.
- comprehend/interpret text by applying critical thinking.
- generate questions to understand text.
- explore various options given in a reading text, to decide on a specific course of action relating to work place decision e.g. deciding which job to apply for, etc.

- Use summary skills to
 - extract salient points and develop a mind map to summarize a text.
 - follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or cloze paragraph.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.

- Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:
 - i. Literal/ textual/ factual
 - ii. Interpretive
 - iii. Inferential
 - iv. Evaluative
 - v. Personal response
 - vi. Open ended
- Respond orally and in writing.

Benchmark III: Analyze and synthesize information from a visual cue or a graphic organizer to summarize, highlighting the key areas and main trends.

- Interpret the situation in a visual cue and using concrete sensory details of sights, sounds and smells of a scene, and the specific actions, movements, gestures and feeling of characters write a short description. Create a mind map for organizing ideas.
- Analyze complex information in line/bar/circle graphs and diagrams. Synthesize and summarize the information in a written report.
- Highlight the key areas, and the main trends.
- Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect.
- Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
- Recognize and use appropriate conventions (format, style, expression).

Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills.

- Use dictionaries to
 - locate guide words.
 - locate entry word.
 - choose appropriate word definition.
 - identify pronunciation with the pronunciation key.
 - identify syllable division, and stress pattern.
 - identify parts of speech.
 - identify correct spellings.
 - identify phrases through key words.
 - recognize abbreviations used in a dictionary.
 - locate phrases and idioms.
 - comprehend notes on usage.
 - identify word etymology.
- Locate appropriate synonyms and antonyms in a thesaurus.
- Utilize appropriate informational sources including encyclopedias and internet sources.

- Use library skills to
 - alphabetize book titles, words and names.
 - locate fiction and nonfiction books / books by subject.
 - understand card catalogue.
 - locate and using card catalogue.
 - identify three kinds of catalogue cards i.e. author card, title card, subject card.
 - use Dewey decimal system.
 - use numbers on books and catalogue cards.
 - use case and shelf labels in the library.
 - use the reference section in the library.
 - use computer catalogue.

- Utilize effective study strategies e.g. note taking / note making, writing a summary, creating a mind map to organize ideas.

- Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to
 - comprehend texts.
 - identify and select relevant information in a book.

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze and evaluate short stories, poems, essays and one-act plays; relate how texts affect their lives and connect the texts to contemporary / historical ideas and issues across cultures.

- Make predictions about story line / content, characters, using contextual clues and prior knowledge.
- Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- Identify the speaker or narrator in a selection.
- Recognize the author's purpose and point of view and their effects on the texts.

➤ Identify universal themes present in literature across all cultures
➤ Read a text to <ul style="list-style-type: none"> • make connections between characters, events, motives and causes of conflicts in texts across cultures. • distinguish between flexible and inflexible characters. • describe how a character changes over the course of story. • express justification for change in character.
➤ Recognize genres of literature e.g. fiction, nonfiction, poetry, legend, one act play, etc.
➤ Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. ➤ Identify and describe the function of set design, dialogue, soliloquies, and asides in one act plays.
➤ Read a given poem and give orally and in writing: <ul style="list-style-type: none"> • Theme and its development. • Personal response with justification. • Recognize literary techniques such as personification and alliteration. ➤ Analyze how a writer/ poet uses language to <ul style="list-style-type: none"> • appeal to the senses through use of figurative language including similes, metaphors and imagery. • affect meaning through use of synonyms with different connotations and denotations. • set tone. • influence reader for various purposes e.g. propaganda, irony, parody and satire. Analyze their effect on communication.
Competency 2: Writing Skills
Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process
Benchmark I: Analyze and evaluate a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.
➤ Develop focus for own writing by identifying audience and purpose. ➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
Benchmark III: Write a variety of interpersonal and transactional texts e.g. business letters / applications / job advertisements, resume, forms for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.
➤ Analyze and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.): <ul style="list-style-type: none"> • Identify the parts of a business letter. • Recognize the audience and purpose. • Provide clear and purposeful information and address the intended audience appropriately. • Use appropriate vocabulary, style and tone according to the relationship with, and the knowledge and the interests of the recipient. • Emphasize the central idea(s).

<ul style="list-style-type: none"> • Follow the conventions of business letter with formats, fonts, and spacing in order to improve the document's impact and readability. • Write and revise business letters using correct format and style of expression.
<ul style="list-style-type: none"> ➤ Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter: <ul style="list-style-type: none"> • Identify the skills required for a specific job and match/ organize information to suit that purpose. • Recognize the purpose of writing job applications, resumes' and covering letters. • Follow the conventions and style of resume' / covering letter with format, fonts, and spacing that contribute to the document's readability and impact. • Emphasize the skills and accomplishments. • Give clear and purposeful information, and address the intended audience appropriately in a covering letter/ job application. • Use appropriate vocabulary, style and tone for a covering letter/ job application/ resume'.
<p>Benchmark IV: Plan, draft, revise edit their own texts in areas such as cohesion and coherence, effectiveness of arguments / opinions, sufficient supporting details, creativity, appropriate punctuation and vocabulary.</p>
<ul style="list-style-type: none"> ➤ Develop focus for his or her writing. ➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
<ul style="list-style-type: none"> ➤ Plan draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful, includes a sense of audience, and shows insight into the writing situation. • has an appropriate writing style (expository, narrative, etc.) for a given purpose. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression.
<ul style="list-style-type: none"> ➤ Proof read and edit their own, peers', and given texts for errors of usage and style: <ul style="list-style-type: none"> • Faulty sentence structure. • Unclear pronoun reference. • Incomplete comparison. • Misplaced modifiers. • Dangling modifiers. • Subject / verb agreement. • Inconsistencies in verb / tense. • Faulty parallelism. • Confusion of adjectives and adverbs. • Wordy phrases. • Redundancy. • Vague language. • Inappropriate diction. • Clichés. • Conventions of format. • Errors of punctuation and spelling

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal setting.

Benchmark I: Use a variety of linguistic exponents to communicate appropriately for various functions and co-functions of inquiries, persuasions, arguments, comparisons, evaluations, in a wide range of contexts.

- Evaluate and use expressions for various functions and co-functions:
 - Recount
 - Describe
 - Inquire
 - Compare
 - Contrast
 - Summarize
 - Suggest
 - Request
 - Encourage
 - Persuade
 - Complain
 - Argue
 - Assess and relate future plans and probability concerning practical and academic goals.

Competency 3: Oral Communication Skills

Benchmark II: Demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ ideas.

- Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction:
 - Offer and respond to greetings, compliments, invitations, introductions and farewells.
 - Show gratitude, apology, anger and impatience.
 - Demonstrate an understanding of ways to show gratitude, apology, anger and impatience.
 - Ask, restate and simplify directions and instructions.
 - Present and explain one's point of view clearly.
 - Support or modify one's opinions with reasons.
 - Acknowledge others' contributions.
 - Agree and disagree politely at appropriate times.
 - Share information and ideas.
 - Clarify and restate information and ideas.
 - Modify a statement made by a peer.
 - Exhibit appropriate conventions of interruptions.
 - Negotiate solutions to problems, interpersonal misunderstandings, and disputes.
 - Express humour through verbal and non-verbal means.
 - Summarize the main points of discussion for the benefit of the whole group.
 - Join in a group response at the appropriate time.
 - Use polite forms to negotiate and reach consensus.
- Demonstrate use of appropriate conventions to give a job interview:

- Preempt the questions for a job interview.
- Formulate and practice responses.
- Learn proper etiquettes and conventions of dress, appearance, tone and body language.
- Introduce self.
- Demonstrate good listening skills.
- Give appropriate responses using reciprocal ability.
- Request for repetition or restatement of a query.
- Repeat, restate coherently to clarify own opinions and ideas.
- Support ideas and opinions with solid evidence.
- Use clear, concise, cohesive and effective language.
- Avoid statements or gestures showing bias.
- Exhibit a positive attitude and confidence.
- Self-evaluate the effectiveness of the interview.

- Create and deliver simple group/ class presentations on various themes, problems and issues:
 - Present and explain one's point of view clearly.
 - Support or modify one's opinions with reasons.
 - Acknowledge others' contributions.
 - Present with clarity, the main point or subject of the presentation.
 - Support the topic or subject with effective factual information.
 - Structure ideas and arguments in a coherent logical fashion.
 - Exhibit appropriate etiquettes of interacting with audience.
 - Demonstrate appropriate conventions for use of various audio-visual aids.
- Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria:
 - Clear and cohesive main idea.
 - Consistent organization of ideas.
 - Sufficient supporting detail.
 - Effective speaking style.
 - Appropriate body language, dress and posture.
 - Suitable tone.
 - Appropriate interaction with audience.
 - Appropriate selection and use of audio-visual aids.

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) new lexical items, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.

- Use the pronunciation key to pronounce words with developing accuracy.
- Recognize silent letters in words and pronounce them with developing accuracy.
- Recognize, pronounce and represent primary and secondary stress in words with the help of a dictionary.
- Recognize and use varying intonation patterns as aids in spoken and written discourse to

- show attitude.
- highlight focus in meaning.
- divide speech into thought groups.

Competency 4: Formal and Lexical Aspects of Language
Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Evaluate different kind of texts to understand how lexical items change meaning and style; use lexical items to show finer shades of meaning and style in their own speech and writing.

- Use appropriate vocabulary and correct spelling in their own writing:
 - Illustrate the use of dictionary for finding appropriate meaning and correct spellings.
 - Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context.
 - Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.
 - Deduce the meaning of unfamiliar words from the context using contextual clues.
 - Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
 - Understand and use colloquial and idiomatic expressions given in the text / glossary.
 - Explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire.
 - Use various reference sources to refine vocabulary for interpersonal, academic and work place situations, including figurative, idiomatic and technical vocabulary.
- Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.
 - Understand that most phrases and idioms do not translate literally from one language to another.

Competency 4: Formal and Lexical Aspects of Language
Standard 3: Grammar and Structure:
All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Apply grammatical functions and concepts of tense and aspect, transitional devices and modal verbs in their speech and writing.

NOUNS, NOUN PHRASES AND CLAUSES

- Demonstrate use of collective, countable and uncountable, material and abstract nouns.
- Demonstrate use of nouns, noun phrases and clauses in apposition.
- Apply rules of change of number of nouns.
- Recognize and demonstrate use of words that have double plurals

PRONOUNS

- Illustrate use of pronouns.
- Identify, and demonstrate use of relative pronouns.
- Recognize rules for using indefinite pronouns.
- Illustrate use of pronoun-antecedent agreement.
- Illustrate use of cataphoric and anaphoric references.

ARTICLES

- Apply rules for the use of a, an and the, wherever applicable in speech and writing

VERBS AND VERB PHRASES

- Illustrate the use and all functions of modal verbs.
- Illustrate use of regular and irregular verbs.
- Illustrate use of transitive and intransitive verbs.
- Make and use present and past participles.
- Identify, recognize the function and use of perfect participles.
- Illustrate the use of infinitives and infinitive phrases.
- Illustrate the use of gerunds and gerund phrases.

TENSES

- Illustrate use of tenses.
- Identify, change the form of, and use Future Continuous Tense.
- Identify form and use Future Continuous, Future Perfect and Future Perfect Continuous Tenses.

ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES

- Classify adjectives into different types. Change and use degrees of adjectives.
- Follow order of adjectives in sentences.
- Identify and use adjective phrases and clauses.

ADVERBS AND ADVERBIALS

- Illustrate use of adverbs.
- Recognize varying positions of adverbs in sentences according to their kinds and importance.
- Identify and use adverbial phrases and clauses.

PREPOSITIONS AND PREPOSITIONAL PHRASES

- Illustrate use of prepositions of position, time and movement and direction

TRANSITIONAL DEVICES

- Use in speech and writing, all the appropriate transitional devices.

Benchmark II: Recognize and use punctuation to evaluate complex texts for style and changes in meaning and to use in writing of bibliographies and reference lists.

- Apply rules of capitalization wherever applicable.
- Illustrate use of all punctuation marks wherever applicable.
- Recognize and rectify faulty punctuation in given passages and own work.
- Recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence.
- Recognize and use colon between two independent groups not joined by a connecting word, when the first group points forward to the second.
- Recognize and use semicolon:
 - Before certain expressions when they introduce an illustration that is a complete clause or an enumeration that consists of several items.
 - To separate serial phrases or clauses which have a common dependence on something that precedes or follows.
- Recognize and use quotation marks to enclose titles of published works and titles of their subdivisions.
- Recognize and use hyphen to indicate the division of a word at the end of a line.
- Recognize and use dash to mark a parenthesis or apposition to give strong emphasis, to mark off a contrasting or summarizing statement.
- Recognize and use parenthesis (Square Brackets) to enclose explanation, comment or criticism inserted by someone other than the person quoted.

- Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks for increased effectiveness in communication.

SENTENCE STRUCTURE

- Analyze sentences for different clauses and phrases; evaluate how their positions in sentences change meaning and affect communicative function.

TYPES OF SENTENCES

- Recognize and use sentence inversion for various purposes.
- Analyze and construct simple, compound and complex sentences.
- Identify, analyze and construct conditional sentences.
- Use active and passive voice appropriately in speech and writing according to the required communicative function.

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

POLICY GUIDELINES

Paper Pattern and Distribution of Marks English HSSC-I

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of HSSC-I students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domains shall roughly be: 30% Knowledge (K), 50% Understanding (U) and 20% Application (A).

SECTION – A (Marks 20)

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs.

SECTION – B (Marks 40)

Q.2	This part of the question paper will consist of a comprehension passage of 250 to 350 words having equal level of difficulty as lessons taught in classroom appending eight questions based on varying SLOs and Cognitive Domains of learning. The students are required to answer six parts including compulsory Question (i) about summary writing bearing eight marks. The other parts will be of four marks each. The passage of HSSC-I level will be aligned with themes and subthemes mentioned in the curriculum. The religious, ethnic and gender biases will be taken into consideration while selecting the passage.	$8+5 \times 4 =$ 28 Marks
Q.3	a. This question shall consist of stanza/stanzas appending variety of questions with variable marks allocation. Stanza of parallel difficulty level will be given. (Questions will be related to content or poetic devices or any other identical item mentioned in bifurcated SLOs of HSSC-I).	6 Marks
	b. This part shall consist of two general questions based on the variant aspects / elements of one act play like setting, plot, characterization, conflict, tone etc. The candidates shall be required to attempt one question of 6 marks.	6 Marks

SECTION – C (Marks 40)

Q.4	The students shall be required to write a Resumé without covering letter. Other items of identical nature like an effective job application etc. mentioned in bifurcated SLOs for HSSC-I may also be asked. Note: The candidates are advised not to mention their real names and address in Resumé.	8 Marks
Q.5	This question shall consist of three parts: a, b&c. The candidates shall be required to: (a) Use six phrasal verbs in sentences/blanks out of eight for 1 mark each. Sentence must clarify the idiomatic meaning of phrasal verbs. (b) Provide the correct form of verbs/degrees of adjectives in six out of seven sentences for 1 mark each.	$6 + 6 + 4 =$ 16 Marks

	<p>Note: Other parallel lexical items based on the bifurcated SLOs for HSSC-I may also be asked.</p> <p>(c) Punctuate a passage taken from any piece of prose of similar difficulty level as taught in the classroom. Preferably, the passage may contain eight omissions of punctuation marks including the capitalization mistakes. Four marks will be awarded at the rate of 1 mark for two corrections.</p> <p>Note: Other items of identical nature mentioned in bifurcated SLOs for HSSC-I may also be asked.</p>		
Q.6	This question shall require the students to write either an application or a formal letter. Eight marks will be awarded in accordance with the following distribution.	8 Marks	
Examination Hall	0.5	City: A.B.C.	0.5
Date	0.5	Salutation	0.5
Body of the letter/application	5.0	Yours sincerely/ truly/faithfully	0.5
i. Opening		X.Y.Z.	0.5
ii. Main body of the letter/application writing			
iii. Conclusion/closing			

(Marks for the format SHALL ONLY BE AWARDED if the body of the letter/application is written properly irrespective of its level of accuracy/correctness).

Q.7	<p>This question shall require the students to translate the given paragraph from English into Urdu of 8 marks.</p> <p style="text-align: center;">OR</p> <p>Write a dialogue on a given topic. (At least Eight sets of conversation relevant to the topic other than the opening and closing)</p>	8 Marks
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Version No.			

ROLL NUMBER						



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2	2	2	2
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9	9	9	9

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9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY HSSC-I

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.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1) A struggle between opposing forces that is revealed through a character's thoughts or actions is:
- | | | | |
|-------------|-----------------------|------------------|-----------------------|
| A. plot | <input type="radio"/> | B. point of view | <input type="radio"/> |
| C. conflict | <input type="radio"/> | D. fight | <input type="radio"/> |
- (2) A form of literature that uses aesthetic and often rhythmic qualities of language is:
- | | | | |
|-----------|-----------------------|-----------|-----------------------|
| A. poetry | <input type="radio"/> | B. legend | <input type="radio"/> |
| C. play | <input type="radio"/> | D. myth | <input type="radio"/> |
- (3) Which one of the following sentence exemplifies alliteration?
- | | |
|---|-----------------------|
| A. She told me her secrets. | <input type="radio"/> |
| B. Four score and seven years ago our fathers brought forth on this continent a new nation. | <input type="radio"/> |
| C. Zainab heard a noise. | <input type="radio"/> |
| D. I have a million things to do. | <input type="radio"/> |
- (4) When the leadership changed, his position became **precarious**. Synonym of the underlined word is:
- | | | | |
|--------------|-----------------------|-------------|-----------------------|
| A. secure | <input type="radio"/> | B. upright | <input type="radio"/> |
| C. uncertain | <input type="radio"/> | D. reliable | <input type="radio"/> |
- (5) The robbers _____ the bank and looted millions of rupees. Choose suitable phrasal verb:
- | | | | |
|---------------|-----------------------|--------------|-----------------------|
| A. broke down | <input type="radio"/> | B. broke off | <input type="radio"/> |
| C. broke away | <input type="radio"/> | D. broke in | <input type="radio"/> |
- (6) He was in **agonizing** pain. Choose the word that is most nearly similar in meaning to the underlined word.
- | | | | |
|-------------|-----------------------|-------------|-----------------------|
| A. bold. | <input type="radio"/> | B. risky | <input type="radio"/> |
| C. painful. | <input type="radio"/> | D. perilous | <input type="radio"/> |

- (7) The police will have filed the case. Which one of the following sentence has the correct passive voice of the given sentence?
- A. A case will have been filed by the police.
- B. A case shall have been filed by the police.
- C. A case will have filed by the police.
- D. A case would have filed by the police.
- (8) Which one of the following conditional is correctly structured?
- A. When the people smoke cigarettes, their health suffers.
- B. When the people smoke cigarettes, their health suffer.
- C. When the people smoke cigarettes, their health might suffer.
- D. When the people smoke cigarettes, their health would suffer.
- (9) Which one of the following sentence contains the example of gerund?
- A. The creaking door woke the little baby.
- B. They were talking too much and got a detention.
- C. I like singing songs with my friends.
- D. They climbed the mountain with great difficulty.
- (10) Which one of the following sentence carries the correct order of adjective?
- A. A wonderful old Italian clock
- B. An Italian old wonderful clock
- C. A wonderful Italian old clock
- D. An old wonderful Italian clock
- (11) He lives ____ Saddar _____ Rawalpindi. Apply the correct option.
- A. in, at B. on, in
- C. at, in D. in, about
- (12) John held his father's hand as he crossed the busy parking lot. They walked into a grocery store. John's dad lifted him into the seat of a shopping cart. "Here, you can hold my shopping list," said his dad. Choose the correct inference.
- A. John had never been to a grocery store.
- B. John's dad doesn't shop very often.
- C. John's dad needs help in shopping.
- D. John is very young.
- (13) Which one of the following word carries a silent letter?
- A. transcend B. individual
- C. complication C. excited
- (14) Yesterday, I bought ____ blouse and _____ skirt. _____ blouse was simply cheap. Choose suitable group of articles.
- A. a, an, the B. the, a, a
- C. a, a, the D. a, the, a
- (15) College professor, Steve Williams, will review the scholarship applications. The underlined part of the sentence is a/an:
- A. appositive noun B. countable noun
- C. collective noun D. abstract noun
- (16) Everybody was late to work because of traffic jam. The underlined word of the sentences:
- A. indefinite pronoun B. demonstrative
- C. reflexive pronoun D. relative pronoun

- (17) **The dogs started chasing my car** once they saw it turn the corner. The underlined part of the sentence is:
- A. adverb phrase B. adverb clause
C. adjective phrase D. noun clause
- (18) Which one of the following sentence carries a noun phrase?
- A. There are some curvaceous mountains that we have to climb.
B. I saw that Sidra is fast asleep.
C. John is doing practice to excel others.
D. She is taller than me.
- (19) A kind of literary work that is based on fact and figures or reality is known as:
- A. fiction B. nonfiction
C. fantasy D. myth
- (20) The stage of the plot at which mounting tension is released:
- A. climax B. anticlimax
C. resolution D. rising action
-



Federal Board HSSC-I Examination English Compulsory Model Question Paper

Time allowed: 2.35 hours

Total Marks: 80

Note: Answer the questions in Sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. No supplementary answer sheet will be provided. Write your answers neatly and legibly.

SECTION – B (Marks 40)

Q.2 Read the following passage carefully and answer all the questions appended to it.

Note: Question no. (i) about summary writing carries 08 marks while rest of the questions carry 04 marks each. **(8 + 5 × 4 = 28)**

The only revolution that will heal us is one in which men and women come together and place the creation of rich family life back in the center of horizon of our values. A letter I got recently from a woman makes the point: "Perhaps the real shift will come when men fully realize, in the gut and not just in the head, that they are equally responsible, with women for the creation, nurturing, and protection of children." You may object, "All of this is well enough in theory, but unfortunately in fact, for many people the family was vicious trap and a cruel destiny. The place that should have been a sanctuary was often torture house. The arms that should have helped us often pushed us away.

Many flee the family because it was the place of injury, captivity, disappointment, abuse. The children of alcoholics and abusive parents fear marriage and family and find their solace in becoming solitary. There are so many bad marriages and dysfunctional families, it sometimes seems only reasonable to junk the institution or invent a replacement. True enough but hopes of replacing the family with some more perfect institution, like hi-tech pipe dreams of creating space colonies into which we can escape when we have polluted the earth, have proven to be both dangerous and deluded. It is within the bounds of what is familial that we must live or perish.

Fortunately, the profusion of dysfunctional families does not necessarily predict a grim future for the family. One of the standard themes in mythology is the promise of the wounded healer. In our hurt lies the source of our healing. The bird with the broken and mended wings soars the highest. Where you stumble and fall, there you find the treasure.

QUESTIONS:

- i. Write down the summary of the given passage and suggest a suitable title. (7+1=8)
- ii. Explain the expressions '**vicious trap**' and '**cruel destiny**' in the context of the given text. **OR**
How will the 'only revolution' suggested in the text heal the ills of our society?
- iii. Explain whether the thesis statement of the 2nd paragraph is implied or stated. How does its contents relate to the thesis statement? **OR**
Explain what does the author means by dysfunctional families?
- iv. What should be the attitude of men and women towards the creation of a rich family life?
- v. How can essence of the given text be a journey from 'pessimism' to 'optimism'?
- vi. Why are some people not interested in family life? **OR**
How do you look at your family in the light of the views expressed in the passage?

- Q.3** a. Read the following poetic extract carefully and answer the questions appended to it: (2+2+2=6)

The air broke into a mist with bells,
The old walls rocked with the crowd and cries.
Had I said, Good folk, mere noise repels—
But give me your sun from yonder skies!
They had answered, And afterward, what else?

QUESTIONS:

- i. Describe the dominant mood of the given stanza.
- ii. What are poetic devices used in the given stanza? Give examples (any two)
- iii. What would have happened if the speaker had asked the people to bring him sun from skies?

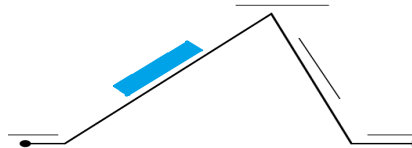
OR

“And on the pedestal, these words appear:
My name is Ozymandias King of Kings.
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.”

QUESTIONS:

- i. What is the implied message of the given poetic text?
- ii. Point out the use of irony in the given stanza.
- iii. Explain the tone and mood of the given stanza?

- b. Attempt any **ONE** of the following questions: (6)
- i. Explain the elements of the plot represented by the blob in the context of the play you have recently read.



- ii. Recall the theme of a play you have read and explain whether it is of individual or universal significance.

SECTION – C (Marks 40)

NOTE: Attempt all questions.

- Q.4** Write a job application in response to the advertisement given below: (8)

SITUATION VACANT				
The following VACANT POSTS are required to be filled on CONTRACT basis by Suitable Candidates. The Doctors from Provincial Health Services can apply through Health Department, Government of Balochistan . The Date of Test / Interview will be communicated later through provided Contact Details (Phone Numbers or Email)				
S#	Name of Post & Qualification	BPS	No. of Posts	Salary Package
1.	MEDICAL OFFICER			
	QUALIFICATION: MBBS with One Year House Job Must have Valid PMC Certificate	17	08 Male: 05 Female: 03	Rs. 150,000

- Q.5.** a. Pick the correct phrasal verbs from the choices given against each of the following sentences and rewrite any **SIX** of them correctly. (6)
- i. The teacher _____ an explanation of his conduct. (called out/called for)
 - ii. His arrogance _____ his ruin. (brought in/brought about)
 - iii. How did these things _____? (come in/come about)
 - iv. They _____ against the gross injustice meted out to them. (cried out/cried away)

- v. He _____ smoking. (gave up/ gave away)
- vi. Don't smoke in the forest. Fire _____ easily at this time of the year.
(breaks up/breaks into)
- vii. She was very sad because her father _____ last week. (passed out/passed away)
- viii. I got _____ by his enthusiasm. (carried away/ carried in)
- b. Use the correct form of verbs given in parentheses. **(Any SIX)** **(6)**
- i. He already (get) late.
- ii. The guests (depart) before I arrived.
- iii. He (write) me last week about his studies.
- iv. She fell down while she (play).
- v. Salar (study) in this college since his arrival in this city.
- vi. If I knew him, I (tell)you.
- vii. I just (get) free.
- c. Punctuate the following lines/paragraph: **(4)**
He said, Why do you come and disturb me? what a nuisance you are! why can't you play somewhere else cant you see that I want to work? Go away at once and do not come here again.

Q.6 Write a letter to the chairman NCOC, inviting his attention towards the wide spread of COVID -19 in your area, stressing upon the need of immediate implementation of SOPs. **(8)**

Q.7 Translate the following passage from English to Urdu: **(8)**
I think we are well-advised to keep on nodding terms with the people we used to be, whether we find them attractive company or not. Otherwise, they turn up unannounced and surprise us, come hammering on the mind's door at 4 a.m. of a bad night and demand to know who deserted them, who betrayed them, who is going to make amends. We forget all too soon the things we thought we could never forget. We forget the loves and the betrayals alike, forget what we whispered and what we screamed, forget who we were.

OR

Write a dialogue between a teacher and a student on discipline. (Dialogue must have at least Eight sets of conversation relevant to the topic other than opening and closing)

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ENGLISH (COMPULSORY) HSSC-I
Student Learning Outcomes Alignment Chart

S #	Q No.	Competency No.	Standard No.	Benchmark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1(1)	1	2	I	Recognize the author's purpose and point of view and their effects on the texts. Identify universal themes present in literature across all cultures	U	1
2.	Q-1(2)	1	2	I	Recognize genres of literature e.g., fiction, nonfiction, poetry, legend, one act play, etc.	U	1
3.	Q-1(3)	1	2	I	Read a given poem and give orally and in writing: • Recognize literary techniques such as personification and alliteration.	K	1
4.	Q-1(4)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while- reading) to deduce meaning of difficult words from context	K	1
5.	Q-1(5)	4	2	I	Use appropriate vocabulary and correct spelling in their own writing: Understand and use colloquial and idiomatic expressions given in the text /glossary.	U	1
6.	Q-1(6)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while- reading) to deduce meaning of difficult words from context	K	1
7.	Q-1(7)	4	3	III	Use active and passive voice appropriately in speech and writing according to the required communicative function.	U	1
8.	Q-1(8)	4	3	III	Identify, analyze and construct conditional sentences.	U	1
9.	Q-1(9)	4	3	I	Illustrate the use of gerunds and gerund phrases.	K	1
10.	Q-1(10)	4	3	I	Follow order of adjectives in sentences.	K	1
11.	Q-1(11)	4	3	I	Illustrate use of prepositions of position, time and movement and direction	K	1
12.	Q-1 (12)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while- reading) to make simple inferences using context of the text and prior knowledge	U	1
13.	Q-1(13)	4	1	I	Recognize silent letters in words and pronounce them with developing accuracy.	U	1

14.	Q-1(14)	4	3	I	Apply rules for the use of a, an and the, wherever applicable in speech and writing	A	1
15.	Q-1(15)	4	3	I	Demonstrate use of collective, countable and uncountable, material and abstract nouns.	U	1
16.	Q-1(16)	4	3	I	Illustrate use of pronouns.	U	1
17.	Q-1(17)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.	K	1
18.	Q-1(18)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.	K	1
19.	Q-1(19)	1	2	I	Recognize genres of literature e.g., fiction, nonfiction, poetry, legend, one act play, etc.	K	1
20.	Q-1(20)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.	K	1
21.	Q-2(i)	1	1	II	Use summary skills to extract salient points and develop a mind map to summarize a text.	A	8
22.	Q-2(ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.	U	4
23.	Q-2(iii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.	U	4
25.	Q-2(iv)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.	K	4
24.	Q-2(v)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking.	U	4
25.	Q-2(vi)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.	K	4
26.	Q-3-(a)-(I & II)-(i)	1	2	I	Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration.	U	2
27.	Q-3-(a)-(I & II)-(ii)	1	2	I	Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration.	K	2
28.	Q-3-(a)-(I & II)-(i)	1	2	I	Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration.	U	2

29.	Q-3-(b)-(i)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.	U	6
30.	Q-3-(b)-(ii)	1	2	I	Recognize the author's purpose and point of view and their effects on the texts. Identify universal themes present in literature across all cultures	U	6
31.	Q-4	2	1	III	Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume'.	K/A	4+4
32.	Q-5(a)	4	2	I	Use appropriate vocabulary and correct spelling in their own writing: • Understand and use colloquial and idiomatic expressions given in the text /glossary.	U	6
33.	Q-5(b)	4	3	I	Illustrate use of tenses.	U	6
34.	Q-5(c)	4	3	II	Recognize and rectify faulty punctuation in given passages and own work.	K	4
35.	Q-6	2	1	III	Analyze and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.): • Write and revise business letters using correct format and style of expression.	A	8
36.	Q-7	4 2	2 1	I 4	Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu. • Understand that most phrases and idioms do not translate literally from one language to another. OR Plan draft and revise writing to ensure that it • is focused, purposeful, includes a sense of audience, and shows insight into the writing situation. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression	K/A	4+4

** K= Knowledge, U= Understanding & A= Application

ENGLISH COMPULSORY HSSC-I (2nd Set)

Table of Specifications

Assessment Objectives	Competency-1 Reading and Thinking Skills	Competency-2 Writing Skill	Competency-4 Formal and Lexical Aspects of Language	Marks	Percentage
Knowledge Based	1-3(1),1-4(1),1-6(1),1-2(1), 1-19(1), 1-20(1), 2-iv (4),2-vi (4), 3-a-(I &II)-ii (2)	4-(4), 6-(4)	1-9(1), 1-10(1),1-11(1),1-17(1), 1-18(1), 5-c (4),	37	31.6%
Understanding Based	1-1(1), 1-12(1), 2-iv (4), 2-ii (4), 2-v (4),3-a-(I &II)-i (2), 3-a-(I &II)-iii (2),3- b-i(6),3-b-ii (6)		1-5(1), 1-7(1), 1-8(1), 1-13(1), 1-15(1),1-16(1), 5-a (8),5-b (7)	55	47 %
Application Based	2 -i (8)	4-(4), 6-(4)	7-(8),1-14(1),	25	21.4%
Total Marks	62	16	39	117	100%

Key:

1-4(1)

Q No. - Part No. (Allocated marks)

Note: (i) The policy of FBISE for knowledge based questions, understanding based questions and application based questions is approximately as follows:

- 30% knowledge based.
- 50% understanding based.
- 20% application based.

(ii) The total marks specified for each unit/content in the table of specification is only related to this model question paper.

(iii) The level of difficulty of the paper is approximately as follows:

- 40% easy
- 40% moderate
- 20% difficult