

STUDENT LEARNING OUTCOMES

For Grade XII

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 XII
<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.

- 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).
- 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.

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

<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ➤ Locate appropriate synonyms and antonyms in a thesaurus. ➤ Utilize appropriate informational sources including encyclopedias and internet sources.
<ul style="list-style-type: none"> ➤ Use library skills to <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non-fiction 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.
<ul style="list-style-type: none"> ➤ Utilize effective study strategies e.g. note taking / note making, writing a summary, creating a mind map to organize ideas.
<ul style="list-style-type: none"> ➤ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book.
<p>Competency 1: Reading and Thinking Skills</p>
<p>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.</p>
<p>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.</p>
<ul style="list-style-type: none"> ➤ 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
<ul style="list-style-type: none"> ➤ Read a text to <ul style="list-style-type: none"> • make connections between characters, events, motives and causes of conflicts in texts across cultures.

<ul style="list-style-type: none"> • distinguish between flexible and inflexible characters. • describe how a character changes over the course of story. • express justification for change in character.
<ul style="list-style-type: none"> ➤ Recognize genres of literature e.g. fiction, nonfiction, poetry, legend, one act play, etc.
<ul style="list-style-type: none"> ➤ Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution.
<ul style="list-style-type: none"> ➤ 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. <p>Analyze their effect on communication.</p>
<p>Competency 2: Writing Skills</p>
<p>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</p>
<p>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.</p>
<ul style="list-style-type: none"> ➤ 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.
<ul style="list-style-type: none"> ➤ Analyze an essay to identify the general subject, main idea (a statement about the general subject), key ideas, supporting details and transitional devices. ➤ Write an essay on a general subject: <ul style="list-style-type: none"> • Write an introductory paragraph with a clear central thought. • Provide key ideas which prove, explain or support the central thought. • Use a separate paragraph for each key idea. • Incorporate evidence (facts, quotations, etc) examples (analogies, anecdotes, etc.), or different points of view (elaborating an idea/opinion) to support each key idea. • Use appropriate transitional devices to connect ideas within and between paragraphs. • Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, a general concluding statement. • Use correct conventions of grammar and punctuation. • Use appropriate vocabulary.
<p>Benchmark II: Write expository, persuasive, analytical essays, research reports, and extended narratives for multiple purposes and audiences.</p>
<ul style="list-style-type: none"> ➤ Analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: <ul style="list-style-type: none"> • Methods for organizing comparison and contrast. • Connectives of comparison and contrast.

- Similes and metaphors for comparison and contrast.

- Write an extended narrative incident:
 - Include action, spoken words, observations, thoughts, and feelings.
 - Use concrete sensory details to describe and support impressions of people, places, things or experiences.
 - Give a proper beginning, middle and end to the narrative.
 - Write a beginning that sets the scene for the following action.
 - Write middle with the climax in the story (tension and suspense).
 - Write an end which comes immediately after climax.
- Write a persuasive/argumentative essay on a given topic
 - Distinguish fact from opinion.
 - State an opinion on the topic.
 - List ideas and arguments that support opinion.
 - Organize ideas and supporting arguments in a clear, structured and logical manner.
 - Distinguish between language used for persuasion and propaganda.
 - Use persuasive language to enhance ideas.
 - Use special devices to support arguments e.g. appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy.
 - Anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
- Write a research report:
 - Analyze a sample research report.
 - Choose and narrow a topic for a report.
 - List thoughts on the topic.
 - Gather information using library and internet sources.
 - List gathered information.
 - Write bibliography cards.
 - Select the information to be used.
 - Organize facts into an outline.
 - Write an effective introduction and conclusion.
 - Revise for clarity, organization, and appropriate vocabulary, conventions of research report, punctuation and grammar.
 - Compile a bibliography.

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.

- Develop focus for his or her writing.
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- 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 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.

- Proof read and edit their own, peers', and given texts for errors of usage and style:
 - 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.
 - 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 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.

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.

<ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ Apply rules for the use of a, an and the, wherever applicable in speech and writing
VERBS AND VERB PHRASES <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ 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 <ul style="list-style-type: none"> ➤ Illustrate use of prepositions of position, time and movement and direction
TRANSITIONAL DEVICES <ul style="list-style-type: none"> ➤ 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.
<ul style="list-style-type: none"> ➤ 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.
<ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> • 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 direct and indirect speech 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 practice 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-II

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of HSSC-II students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domain 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-II 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+20= 28 marks
Q.3	a. This part of the question paper will consist of stanza/stanzas appending variety of questions with variable marks allocation (in compliance with the variety of assessable SLOs). Questions related to the theme, values, central ideas, figures of speech, vocabulary and subject matter of given stanza/stanzas will be included. b. This part consists of two general questions on the Narrative literature and the candidates are required to attempt one question for 6 marks. The questions will be structured on the bifurcated SLOs for HSSC-II.	6 marks 6 marks

SECTION – C (Marks 40)

Q.4	The candidates are required to write an argumentative/ Descriptive/ expository etc. essay of about 250 -300 words by expanding the given outline.	12Marks
Q.5	This question consists of three parts: a, b & c. In part a, the candidates are required to rewrite an unseen passage after removing 5 grammatical errors.(The errors will be specified like verb, noun, pronoun, adjective, spelling, preposition, article, conjunction, adverb, punctuation and other identical items as per bifurcated SLOs for HSSC-II). In part b, the candidates are required to use any five of the seven idioms in meaningful idiomatic sentences of their own. (Other identical items as per bifurcated SLOs for HSSC-II may also be asked) In part c question will be based on narrations.	5 + 5+5 = 15 Marks
Q.6	Candidates are required to compose and write a report on a topic with the help of given points. The format and body of the report will have	08 Marks

	equal allocation of marks i.e. 4+4. The body should have an Introduction, Report/Findings, Conclusion and Suggestions as per instructions given in the question.	
Q.7	This question consists of a passage having six blanks. The students will be required to fill any five of the given blanks using appropriate transitional devices for cohesion and coherence/adverbs/adjectives/verbs/Or any other areas mentioned in bifurcated SLOs for HSSC-II.	05 Marks

Version No.			

ROLL NUMBER							



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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
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0	0	0	0	0	0	0	0
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4	4	4	4	4	4	4	4
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7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY HSSC-II

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. There are many _____ still believe in superstitions. The correct relative pronoun to fill in the gap will be:

A. which	<input type="radio"/>	B. who	<input type="radio"/>
C. what	<input type="radio"/>	D. as	<input type="radio"/>

2. If the theme of a text is **NOT** limited to a particular culture but is relevant to all times and places, it is said to have a/an:

A. communal appeal	<input type="radio"/>	B. emotional appeal	<input type="radio"/>
C. national appeal	<input type="radio"/>	D. universal appeal	<input type="radio"/>

3. _____ you take a taxi, you will still miss your plane. The most appropriate transitional device to fill in the blank will be:

A. Even if	<input type="radio"/>	B. In case	<input type="radio"/>
C. Only if	<input type="radio"/>	D. May be	<input type="radio"/>

4. When he arrived, Zain noticed that the door was open. The underlined word is an example of:

A. anaphoric reference	<input type="radio"/>	B. cataphoric reference	<input type="radio"/>
C. cross reference	<input type="radio"/>	D. lexical reference	<input type="radio"/>

5. Unlike mammals, birds incubate their eggs outside their body. The underlined word means:

A. break	<input type="radio"/>	B. lay	<input type="radio"/>
C. hatch	<input type="radio"/>	D. inhibit	<input type="radio"/>

6. A traditional story sometimes popularly regarded as historical but **NOT** authenticated is termed as a/an:

A. ballad	<input type="radio"/>	B. parable	<input type="radio"/>
C. legend	<input type="radio"/>	D. epic	<input type="radio"/>

7. Kiran comes home after her interview, runs to her bedroom, and slams the door. You can infer that _____.
- A. her interview went well.
- B. her interview did not go well.
- C. she is tired.
- D. she is excited.
8. The tourists were **mesmerized** to see the beauty of K-2, and it was hard for them to take their eyes off it. Deduce the meaning of the underlined word:
- A. thrilled B. shocked
- C. spellbound D. excited
9. Being **imperious**, he expected everyone to obey him. The most appropriate word to replace the underlined word will be:
- A. peremptory B. short-tempered
- C. wise D. abnormal
10. When the teacher was delivering his lecture, the students were **all ears**. The underlined expression can best be replaced with:
- A. observing carefully B. involved whole heartedly
- C. taking notes D. listening carefully
11. My village is situated on the east bank of _____ Indus. Which article will correctly fill in the blank?
- A. a B. an
- C. the D. No article
12. Marty, **the class clown**, made every one laugh with his funny gestures. The underlined part of the sentence is used as a/an:
- A. Subject phrase B. Object phrase
- C. Appositive phrase D. Adjective phrase
13. One must always be aware of _____ duties. The correct possessive form of the indefinite pronoun will be:
- A. one's B. his
- C. hers D. theirs
14. You _____ see a doctor. Which one of the following modal verbs will best fill in the blank if it is intended to be a piece of advice?
- A. could B. may
- C. had better D. might
15. They **played** well and **won** the game. The underlined verbs are _____ and _____ respectively.
- A. finite, nonfinite B. transitive, intransitive
- C. regular, irregular D. main, auxiliary
16. **After he had finished the work on time**, Ali went out for a walk. Which one of the following will correctly replace the underlined part?
- A. Having been finished the work on time
- B. Having finished the work time
- C. Have been finishing the work on time
- D. Had finished the work on time

17. I will be able to get in although I have no ticket. The underlined part of the sentence is a/an:
- A. noun clause B. adjective clause
C. adverb clause D. main clause
18. Identify the phrase exemplifying the most appropriate order of adjectives.
- A. An expensive, new, imported car.
B. A new, expensive, imported car.
C. An imported, expensive, new car.
D. An imported, new, expensive car.
19. Which one of the following sentences exemplifies future perfect continuous tense?
- A. I will be shopping at 3 pm.
B. I will be doing shopping at 3 pm.
C. I will have shopping since 3 pm.
D. I will have been shopping since 3 pm.
20. I moved to Lahore _____ the age of ten. The correct preposition to fill in the blank will be:
- A. on B. at
C. by D. above
-



Federal Board HSSC-II 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 passages carefully and answer all the questions appended to it.

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

Pakistan is a land of love and hospitality. A land of spiritual endowment, it's also the resting place of many spiritual saints from all religions, be it the Sufi mystics of Islam, the Hindu Tiraths dating back to 3,000BC, the disciples of Buddha attaining "nirvana" buried under the remains of Gandhara civilisation, or Baba Guru Nanak, the founder of the Sikh religion. Pakistan has always whole-heartedly worked to present its historical sites - whether it is a church, Gurdwara, temple, mosque, museum, tomb, fort or shrine.

Born in the foothills of the Himalayas, Buddhism found avid followers, supporters and **patrons** in Gandhara, the Land of Fragrance. Pakistan became the **custodian** of rich collections of sacred relics and superb specimens of art and architecture from Buddhist civilisation. For example, the Buddhist ruins of Taxila are priceless treasures of immense interest to Buddhists and researchers around the world. Taxila became a Centre of excellence which the first ever university was founded there in the 10th century BC.

Since Punjab was the center of activities for Sikh Gurus, and later the political power base of the Sikhs, there are numerous sites in Pakistan that are sacred to the Sikh community. Among the sacred shrines is Gurdwara Darbar Sahib. Kartarpur, near Lahore. Thousands of pilgrims visit these places from all over the globe. Pakistan opened the Kartarpur Corridor to provide Indian Sikh pilgrims a visa-free access. Kartarpur Corridor was **renovated** and expanded as a symbol of goodwill of the people of Pakistan for the Sikh community and to pave way for interfaith harmony. All Gurdwaras and Sikh shrines in Pakistan have been declared sacred places and are **meticulously** maintained by the government.

Pakistan is also a land of Saints and Saints who preached amity, peace and universal love. Their teachings promoted religious co-existence, communal harmony and tolerance in society. Perhaps that is why there has always been communal harmony in Pakistan. The shrines of Data Ganj Bakhsh Hajvery, Hazrat Abdullah Shah Ghazi, Hazrat Lal Shahbaz Qalandar, Sachal Sarmast and Hazrat Bahauddin Zakaria are worth a visit for spiritual solace and eternal satisfaction.

QUESTIONS:

- i. Write down summary of the passage and suggest a suitable title. (7+1=8)
- ii. What role did saints play in promoting a culture of tolerance? **OR**
Mention at least two examples which the writer has used to prove his claim that Pakistan is a land of spiritual endowment.
- iii. How is Pakistan a unique spectrum of cultural harmony?
- iv. Mention any two factors that went into the rise of Gandhara Civilization? **OR**
What does the writer mean by 'interfaith harmony'? How can it be further promoted?
- v. Use the words that are bold and underlined (in the given text) in sentences of your own.

- vi. Have you visited any tourist resort in Pakistan? If yes, how was your experience? If no, which place will you like to visit first and why? **OR**
Suggest two places of Pakistan to the tourists and give reasons.

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

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure,
There are thousands to point out to you one by one,
The dangers that wait to assail you.

But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start in to sing as you tackle the thing
That “cannot be done,” and you’ll do it.

QUESTIONS:

- i. What message do you extract from the given lines?
- ii. What according to the poet should one do when people try to scare one from the dangers ahead?
- iii. Point out the use of personification in the given lines.

OR

There was a time indeed
they used to shake hands with their hearts:
but that’s gone, son.
Now they shake hands without hearts
while their left hands search
my empty pockets.

QUESTIONS:

- i. What according to the poet is the difference between the way people welcomed each other in the past and the way they do these days?
- ii. Do you agree with the poet that modern man is more concerned with his gains rather than having any goodwill for others? Justify your answer.
- iii. Point out the use of alliteration in the lines.

b. Answer any **ONE** of the following parts of the question: (6)

- i. Discuss the setting of one of the work of fiction you have read. Also point out its connection with the main action of the fiction.
- ii. A narrative work of literature depicts the desires and struggle of the characters. How does a writer bring home his message through his characters?

SECTION – C (Marks 40)

Note: Attempt all questions.

Q.4 Write an essay in about 250-300 words on any **ONE** of the following topics: (12)

Rural vs Urban Life

Outline: Introduction . . . comparison of lifestyle... difference of living standards... economic life... attractions of rural life... why people move to cities... conclusion.

OR

Women Empowerment

Outline: What is empowerment... Current conditions of women... Areas where women are struggling- education, financial independents, health and politics... Measures required to restore women to a respectable status... Future prospects.

- Q.5** a. There are **FIVE** errors of sentence structure, spelling, article, adverb and pronoun in the given paragraph. Rewrite the paragraph after correcting the errors. Underline the corrected words. (5)

“How anyone can forget the contribution of students in the struggle for Pakistan. The Quaid himself appreciated their role greatly. But once the separate homeland for Muslims of the Sub-continent became a reality, he advised them to focus full on their studies. He know that the nations that had made education their priority they had touched the heights of success.

- b. Use the following idiomatic expressions in the blanks to complete the sense of the passage. (5)

- | | |
|-----------------------------|--------------------|
| i. cold shoulder | ii. eye to eye |
| iii. all ears | iv. second to none |
| v. apple of everyone’s eyes | |

Sara loved school and always did her best in each class. Her work was_____. When the teacher was talking, she was_____. She was the _____. Everyone liked her because she was a good friend as well. She never gave another child the _____, even if they didn’t see _____with her on every matter.

- c. Change the following conversation into **direct** form of narration: (5)

Mr. Ahmed asked Mr. Asif why he had not come the day before yesterday. Mr. Asif replied that he had been down with cough, sore throat and fever. Mr. Ahmed asked him if he had visited a doctor. He respectfully replied that he had not visited the doctor. He added that instead he took some home-made remedies.

- Q.6** Suppose you are a member of the literary society of your college. The Principal has asked you to prepare a report on the condition of the college library. Your report should include the following: (8)

- i. The condition of the library building, reading hall and seating capacity
- ii. Number of books and magazines available for borrowing
- iii. State of the reference section
- iv. Recommendations for the purchase of new books and other improvements

- Q.7** Change the following passage into future tense: (5)

I was sauntering along the path, around the back of the school, when I noticed a police car. It was zooming along the road, with its lights flashing. The police constables leapt out the panda car, then started banging on my neighbour’s front door. She opened the door, but looked surprised to see them. She asked them what they wanted. They apologized profusely and confessed that they had the wrong house.

* * * * *

ENGLISH (COMPULSORY) HSSC-II
 Student Learning Outcomes Alignment Chart
 Curriculum 2006

S #	Q No.	Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1 (1)	1	1	I	Identify and recognize the functions of Pronoun – antecedent relationship.	K	1
2.	Q-1 (2)	1	2	I	Identify universal themes present in literature across all cultures	K	1
3.	Q-1 (3)	4	2	I	Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.	U	1
4.	Q-1 (4)	1	1	I	Identify and recognize the functions of anaphoric and cataphoric references.	K	1
5.	Q-1 (5)	1	2	I	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • deduce meaning of difficult words from context. 	K	1
6.	Q-1 (6)	1	2	I	Recognize genres of literature e.g., fiction, nonfiction, poetry, legend, one act play, etc.	K	1
7.	Q-1 (7)	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
8.	Q-1 (8)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.	U	1
9.	Q-1 (9)	1	2	I	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.	U	1
10.	Q-1(10)	1	1	2	Use appropriate vocabulary and correct spelling in their own writing: <ul style="list-style-type: none"> • Deduce the meaning of unfamiliar words from the context using contextual clues. • Understand and use colloquial and idiomatic expressions given in the text / glossary. 	U	1
11.	Q-1 (11)	4	3	I	Apply rules for the use of ‘a’, ‘an’ and ‘the’, wherever applicable in speech and writing	U	1
12.	Q-1 (12)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.	K	1
13.	Q-1 (13)	4	3	I	Recognize rules for using indefinite pronouns.	K	1
14.	Q-1 (14)	4	3	I	Illustrate the use and all functions of modal verbs.	U	1
15.	Q-1 (15)	4	3	I	Illustrate use of regular and irregular verbs.	K	1
16.	Q-1 (16)	4	3	I	Identify, recognize the function and use of perfect participles.	U	1
17.	Q-1 (17)	4	3	I	Identify and use adverbial phrases and clauses.	K	1
18.	Q-1 (18)	4	3	I	Follow order of adjectives in sentences.	K	1

19.	Q-1 (19)	4	3	III	Identify form and use Future Continuous, Future Perfect and Future Perfect Continuous Tenses.	K	1
20.	Q-1(20)	1	2	I	Illustrate use of prepositions of position, time and movement and direction	U	1
21.	Q-2 (i)	1	1	II	Use summary skills to extract salient points and develop a mind map to summarize a text.	U	8
22.	Q-2 (ii)	1	1	II	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. 	K	4
23.	Q-2 (iii)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to scan to answer short questions. make simple inferences using context of the text and prior knowledge.	U	4
24.	Q-2 (iv)	1	1	II	critical thinking to interact with text, use intensive reading strategies (while-reading) to scan to answer short questions. make simple inferences using context of the text and prior knowledge. e examples to support an opinion e.g., appeal to emotions, appeal to logic or ethical belief, etc. ore viewpoints/ ideas and issues.	K	4
25.	Q-2 (v)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking.	U	4
26.	Q-2 (vi)	1	1	II	Use critical thinking to respond orally and in writing to the text (post-reading) to <ul style="list-style-type: none"> • give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read. relate what is read to his or her own feelings and experiences. 	A	4
27.	Q-3 a (i)	1	2	I	Read a given poem and give orally and in writing: Theme and its development.	U	2
28.	Q-3 a (ii)				Read a given poem and give orally and in writing: <ul style="list-style-type: none"> • Theme and its development. 	U	2
29.	Q-3 a (iii)				• Recognize literary techniques such as personification and alliteration.	U	2
30.	Q-3 b.	1	2	1	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.	U	6
31.	Q-4	2	1	II	➤ Write an essay on a general subject: <ul style="list-style-type: none"> • Write an introductory paragraph with a clear central thought. • Provide key ideas which prove, explain or support the central thought. • Use a separate paragraph for each key idea. • Incorporate evidence (facts, quotations, etc) examples (analogies, anecdotes, etc.), or different points of view (elaborating an idea/opinion) to support each key idea. • Use appropriate transitional devices to connect ideas within and between paragraphs. • Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, a general concluding statement. 	A	12

					<ul style="list-style-type: none"> • Use correct conventions of grammar and punctuation. • Use appropriate vocabulary. 		
32.	Q-5 a.	2	1	IV	<ul style="list-style-type: none"> • Proofread and edit their own, peers', and given texts for errors of usage and style. • Faulty sentence structure. • Confusion of adjectives and adverbs. • Redundancy. • Errors of punctuation and spelling 	U	5
		4	3	I	<ul style="list-style-type: none"> • Illustrate use of pronouns. • Apply rules for the use of a, an and the, wherever applicable in speech and writing. • Illustrate use of adverbs. 		
33.	Q-5 b.	4	2	I	<ul style="list-style-type: none"> • Use appropriate vocabulary and correct spelling in their own writing: • Understand and use colloquial and idiomatic expressions given in the text / glossary. 	K	5
34.	Q-5 c.	4	3	III	Use direct and indirect speech appropriately in speech and writing according to the required communicative function.	U	5
35.	Q-6	2	1	II	<p>Write a research report:</p> <ul style="list-style-type: none"> • List thoughts on the topic. • List gathered information. • Select the information to be used. • Organize facts into an outline. • Write an effective introduction and conclusion. • Revise for clarity, organization, and appropriate vocabulary, conventions of research report, punctuation and grammar. 	K + A	4+4
36.	Q-7	4	3	III	Illustrate use of tenses.	A	5

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

ENGLISH COMPULSORY HSSC-II

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	1-1(1), 1-2(1), 1-4(1),1-5(1), 1-6(1), 2-ii (4), 2-iv (4),	6-(4)	1-12(1),1-13(1),1-15(1),1-17(1), 1-18(1), 1-19(1), 5-b (5)	32	28.1 %
Understanding Based	1-7(1), 1-8(1), 1-9(1), 1-10(1), 1-20(1), 2-i (8), 2-iii (4),2-v (4), 2-vi (4),3-a-(I &II)- i(2), 3-a-(I &II)-ii (2), 3-a-(I &II)-iii(2), 3-b-i(6), 3-b-ii(6)	5-a (5)	1-3(1),1-11(1),1-14(1), 1-16(1), 5-c (5)	57	50%
Application Based	2-viii (4)	6-(4), 4-(12)	7-(5)	25	21.9%
Total Marks	64	25	25	114	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