**SCHEME OF STUDIES**

FOR HSSC (CLASSES XI–XII)

**COMPULSORY FOR ALL** (500 marks)

1. **English (Compulsory)/ English (Advance) 2 papers 200 marks**

2. Urdu (Compulsory)/ Urdu Salees In lieu of Urdu 2 papers 200 marks

(Compulsory)/ Pakistan Culture for Foreign

Students Part – I and Pakistan Culture Paper-II

3. Islamic Education/Civics (for Non-Muslims) 1 paper 50 marks

4. Pakistan Studies 1 paper 50 marks

**SCIENCE GROUP** (600 marks)

The students will choose one of the following **(A), (B)** and **(C) Groups** carrying 600 marks:

**(A) Pre-Medical Group:**

Physics, Chemistry, Biology

**(B) Pre-Engineering Group:**

Physics, Chemistry, Mathematics

**(C) Science General Group:**

1. Physics, Mathematics, Statistics

2. Mathematics, Economics, Statistics

3. Economics, Mathematics, Computer Science

4. Physics, Mathematics, Computer Science

5. Mathematics, Statistics, Computer Science

**HUMANITIES GROUP** (600 marks)

Select three subjects of 200 marks each from the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Subject** | **S. No.** | **Subject** |
| 1. | Arabic/Persian/French/English (Elective)/Urdu (Elective) | 10.  11. | Sindhi (Elective)  Civics |
| 2. | Economics | 12. | Education |
| 3. | Fine Arts | 13. | Geography |
| 4. | Philosophy | 14. | Sociology |
| 5. | Psychology | 15. | Mathematics |
| 6. | Statistics | 16. | Computer Science |
| 7. | History of Modern World/Islamic History/ History of Muslim India/ History of Pakistan | 17.  18. | Islamic Culture  Library Science |
| 8. | Islamic Studies | 19. | Outlines of Home Economics |
| 9. | Health and Physical Education |

**COMMERCE GROUP** (600 marks)

**HSSC – I**

1. Principles of Accounting paper – I 100 marks

2. Principles of Economics paper – I 75 marks

3. Principles of Commerce paper – I 75 marks

4. Business Mathematics paper – I 50 marks

**HSSC – II**

1. Principles of Accounting paper – II 100 marks

2. Commercial Geography paper – II 75 marks

3. Computer Studies/Typing/Banking paper – II 75 marks

4. Statistics paper – II 50 marks

**MEDICAL TECHNOLOGY GROUP** (600 marks each)

1. Medical Lab Technology Group

2. Dental Hygiene Technology Group

3. Operation Theater Technology Group

4 Medical Imaging Technology Group

5. Physiotherapy Technology Group

6. Ophthalmic Technology Group

**AIMS AND OBJECTIVES OF EDUCATION POLICY**

**(1998 – 2010)**

**AIMS**

Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human beings. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the values of righteousness to help build a sound Islamic society.

After independence in 1947 efforts were made to provide a definite direction to education in Pakistan. Quaid-i-Azam Muhammad Ali Jinnah laid down a set of aims that provided guidance to all educational endeavours in the country. This policy, too has sought inspiration and guidance from those directions and the Constitution of Islamic Republic of Pakistan. The policy cannot put it in a better way than the Quaid’s words:

“You know that the importance of Education and the right type of education, cannot be overemphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring our people in consonance with our history and culture, having regard for the modern conditions and vast developments that have taken place all over the world.”

“There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well-planned industries. We should not forget, that we have to compete with the world which is moving very fast towards growth and development.”

“At the same time we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their part in various branches of national life in a manner which will do honour to Pakistan.”

These desires of the Quaid have been reflected in the Constitution of the Islamic Republic of Pakistan and relevant articles are:

The state shall endeavour, in respect of the Muslims of Pakistan:

1. to make the teachings of the Holy Quran and Islamiat compulsory and encourage and facilitate the learning of Arabic language to secure correct and exact printing and publishing of the Holy Quran;
2. to promote unity amongst them and the observance of Islamic moral standards;

Provide basic necessities of life, such as food, clothing, housing, education and medical relief for all such citizens irrespective of sex, caste, creed or race as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment;

Remove illiteracy and provide free and compulsory secondary education within minimum possible period.

Enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all the forms of national activities including employment in the service of Pakistan;

The State shall discourage parochial, racial, tribal, sectarian and provincial prejudices among the citizens.

Reduce disparity in the income and earnings of individuals, including persons in various classes of the service of Pakistan.

Steps shall be taken to ensure full participation of women in all the spheres of national life.

The vision is to transform Pakistani nation into an integrated, cohesive entity, that can compete and stand up to the challenges of the 21st Century. The Policy is formulated to realize the vision of educationally well-developed, politically united, economically prosperous, morally sound and spiritually elevated nation.

**OBJECTIVES**

To make the Qur’anic principles and Islamic practices as an integral part of curricula so that the message of the Holy Quran could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as true practicing Muslims who would be able to usher in the 21st century and the next millennium with courage, confidence, wisdom and tolerance.

To achieve universal primary education by using formal and informal techniques to provide second opportunity to school drop-outs by establishing basic education community schools all over the country.

To meet the basic learning needs of a child in terms of learning tools and contents.

To expand basic education qualitatively and quantitatively by providing the maximum opportunities to every child of free access to education. The imbalances and disparities in the system will be removed to enhance the access with the increased number of more middle and secondary schools.

To ensure that all the boys and girls, desirous of entering secondary education, get their basic right through the availability of the schools.

To lay emphasis on diversification of curricula so as to transform the system from supply-oriented to demand-oriented. To attract the educated youth to world-of-work from various educational levels is one of the policy objectives so that they may become productive and useful citizens and contribute positively as members of the society.

To make curriculum development a continuous process; and to make arrangements for developing a uniform system of education.

To prepare the students for the world of work, as well as pursuit of professional and specialized higher education.

To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary and post-degree levels.

To develop a viable framework for policy, planning and development of teacher education programmes, both in-service and pre-service.

To develop opportunities for technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry and economic development goals.

To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from a static, supply-based system to a demand-driven system.

To popularize information technology among students of all ages and prepare them for the next century. To emphasize different roles of computer as a learning tool in the classroom learning about computers and learning to think and work with computers and to employ information technology in planning and monitoring of educational programmes.

To encourage private sector to take a percentage of poor students for free education.

To institutionalize the process of monitoring and evaluation from the lowest to the highest levels. To identify indicators for different components of policy, in terms of quality and quantity and to adopt corrective measures during the process of implementation.

To achieve excellence in different fields of higher education by introducing new disciplines/emerging sciences in the universities, and transform selected disciplines into centres of advanced studies, research and extension.

To upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

**OBJECTIVES OF ENGLISH COMPULSORY SYLLABUS**

**GENERAL OBJECTIVES**

The broad aims of the English syllabus are to:

1. provide the students with opportunities of listening to good English with proper pronunciation, stress, accent and information;
2. enable them to converse correctly and fluently to express themselves on a given subject for a limited duration;
3. inculcate in them a habit of reading with interest and comprehension;
4. enable them to write correctly and creatively;
5. give equal emphasis on reading and writing specific texts in other areas (especially scientific and technological areas);
6. enable them to think for themselves to organize their ideas on a given subject and to write them in correct English;
7. help them participate in co-curricular activities related to self expression (discussions, debates, declamations, essay writing competition, quiz, seminars, etc);
8. introduce the literature of English, giving them a chance to develop a habit of reading;
9. develop an understanding English learning;
10. enable the students to become a responsible, confident and patriot towards the Ideology of Pakistan.

**SPECIFIC OBJECTIVES**

After the completion of Higher Secondary level, the students will be able to:

1. speak clearly and distinctly with correct pronunciation, proper stress and intonation;
2. foster and develop the desire to express orally his thoughts and feelings;
3. ask and respond to questions with increased confidence in a range of situations;
4. be able to apprise himself in situational moods (happiness, anger, wonder, etc);
5. listen attentively to stories and poems and converse about them;
6. participate as a speaker and listener in group activities;
7. undertake role performance in co-curricular activities;
8. describe an event, real or imaginary, to the teacher or a peer;
9. contribute and respond in a constructive manner in discussion or debate, advocating and justifying a particular point of view;
10. contribute in tutorial groups (peer counseling / guidance).

**CONTENTS OF ENGLISH SYLLABUS**

**PART – I**

1. The Dying Sun by Sir James Jeans

2. Using the Scientific Method by Darrel Barnard & Lon Edwards

3. Why Boys Fail in College by Herbet E. Hawkes

4. End of Term by David Daiches

5. On Destroying Books by J.C. Squaire

6. The Man Who Was a Hospital by Jerome K. Jerome

7. My Financial Career by Stephen Leacock

8. China’s Way to Progress by Galeazzo Santini

9. Hunger and Population Explosion by Anna McKenzie

10. The Jewel of the World by Philip K. Hitti

**PART – II**

11. First Year at Harrow by Sir Winston S. Churchill

12. Hitch – Hiking Across the Sahara by G.F. Lamb

13. Sir Alexander Fleming by Patrick Pringle

14. Louis Pasteur by Margaret Avery

15. Mustafa Kamal by Wilfrid F. Castle

**NOVEL**

Goodbye Mr. Chips

**SUGGESTED STRUCTURES**

1. All forms and patterns of tenses; present, past & future.
2. Phrases with ‘a’ or ‘an’.

Ex: in hurry, have a headache.

1. Use of prepositional phrase; by the side of, on top of, in front of, etc.
2. Idiomatic use of out; put out, go out, break out, etc.
3. Use of ‘about’ in various meanings: about to refuse, set about, etc.
4. Phrasal verbs e.g. make out, take after, etc.
5. Little, a little, few, a few.
6. Use of: of and off.
7. Use of ‘keep’ in various meanings; to keep things, to keep one’s family, to keep as eye on, etc.
8. Use of ‘break’ in various meanings; break into pieces, break into, etc.
9. Use of ‘call’ in its various meanings; Call for, Call at, etc.
10. Phrasal verbs: e.g. turn down, come off, etc.
11. Participles doing work of Adjectives:

Ex: The sinking ship.

The sunken ship.

1. Participles used instead of adjectives.

Ex: The captain left the sinking ship.

1. Let & allow.

Ex: They let us do it.

They allowed us to do it.

1. Active/Passive Voice.
2. Narration (direct/indirect speech).
3. Modals: may and might

Ex: May; future possibility

Might: reported future possibility.

1. Gerunds & Present Participles:

i. Using phrases with gerunds

Ex: fond of swimming

ii. Replacing the infinitive with gerunds while using the verbs like: begin, like continue.

Ex: He likes watching movies.

iii. Using gerunds with:

Cannot help, enjoy, would you mind, remember, practise, give up etc.

iv. Present participles at the beginning of the sentence:

Ex: Standing at the side of the road, we watched the procession.

1. Conditional sentences
   1. If sentence (present/past)

Ex: If I find your watch, I’ll send it to you immediately.

If I had known, I would have brought useful books.

* 1. If and wish sentences (present)

Ex: I wish I knew her number.

If I knew her number, I would telephone her.

c. If and wish sentences (past).

Ex: I wish I knew her number.

* 1. Unless, until, as along as, provided/providing that

Ex: Unless you work harder, you aren’t going to pass the exam.

1. Although, though, even, In spite of, despite.

Ex: In spite of the traffic, I arrived on time.

I couldn’t sleep despite being tired.

1. Quite, rather

Ex: It’s rather cold, so you’d wear a coat.

She is quite intelligent but rather lazy.

1. Discourse markers.

a) Liking: your know, you see, etc

b) Focusing: as regards, as far as, etc.

c) Structuring division firstly, secondly, etc.

d) Contrasts all the same, as yet, etc.

e) Logical sequencing so, therefore, thus, because

f) Amplifying and expecting for instance, for example, such as, etc.

g) Dismissal of previous discourse Anyhow, any way, etc.

h) Change of subject By the way, incidentally, etc.

1. Ellipsis:
   1. after auxiliary verbs.

Ex: I haven’t phoned her yet, but I will.

* 1. Ellipsis of subject/Aux. Verb at the beginning of a sentence:

Ex: seen Aslam

* 1. After Be & HAVE

Ex: I am tired: ‘I am, too.

* 1. Use of “Do” when there is no auxiliary verb.

Ex: She likes music and so do I.

1. Emphasis.

Using the words really, certainly, definitely, so and such (in spoken English) e.g. thank you so much for inviting us. It was such a lovely party. I really enjoyed it.

1. Inversions.
2. Sentences with ‘if’.

Ex: Had I known --- (if I had known).

1. After as:

Ex: She traveled a great deal, as did most of her friends.

1. After neither – nor, so:

Ex: She doesn’t like her , nor do I.

1. Under negative adverbial expressions:

She had hardly any money………

Under no circumstances can we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. After adverbial expression beginning with ‘only’

Ex: Only then did I understand what she meant,.

1. In exclamations:

Ex: How beautiful are the flowers

1. After adverbial expressions of place followed by intransitive verbs e.g. lie, stand etc.

Ex: On the bed lay a young delightful woman.

1. Speech with (here/there) indicating surprise:

Ex: Here comes the principal.

There goes the bell.

1. After only and negative adverbial expressions at the beginning of sentences, indicating comparisons or negative sense.

Ex: Only after a year, did I begin to see the result of my work.

In no time did the train arrive.

1. Thought provoking situations:

Sweet are the uses of adversity.

Mysterious are the ways of God.

Note: Revision of the structures learnt up to secondary level stand automatically included.

**SUGGESTED ACTIVITIES**

**Listening and speaking**

1. Students listen to a part of story and then are asked to complete it orally.
2. Students are given activities in which they demonstrate the inference skills by identifying cause and effect relationship e.g. variety of broken conditional sentences which they have to match by checking with their classmates.
3. Students role-play situations and characters, understanding formal an informal language use.
4. Students listen to stories/texts and respond verbally their reaction, e.g. likes/dislikes, preferences, characters, story etc.
5. Students listen to oral presentation on familiar topics and check their comprehension making true/false statements.
6. Picture talk.
7. Students listen to cassettes depicting different moods, attitudes, reactions an guess the mental attitude through tone, intonation, etc.

**Reading skill**

1. Present the title of the lesson by writing on the board. Elicit anticipatory responses by asking leading questions e.g.

i. What do you expect to find in the text?

ii. What do you think would be the end of the lesson?

iii. Have you read anything related to the topic, elsewhere?

2. Use vocabulary blubbles to elicit words having similar meaning or connotations.

Beautiful

Lovely Pretty

3. Students are given the meanings of the difficult words by the teacher and asked to find the corresponding words in the text. To help the learners, the teacher may point the paragraph number where they can find the word e.g.

i. Successive Para 1

ii. Introductory Para 3

4. Re-arrange the jumbled sentences in right order.

5. Practise skills of scanning and skimming.

6. Matching exercise.

7. Learners’ multiple choice questions for their inferential ability.

8. In pairs/groups ask students to read intensively for making a mind map.

**Writing Skills**

* 1. Practise in pairs/groups the skill of writing letters/applications and letters to the editors.
  2. Working in pairs/groups to write dialogues on various situations.
  3. Re-organize the jumbled paragraph in a sequential and logical order.
  4. Practise writing critical summaries of poems.
  5. In pairs/groups brainstorm on various topics to write a short essay/composition.
  6. Practise the skill of translation from English to Urdu and vice versa, in idiomatic English.
  7. Practise the mechanics of writing i.e., to punctuate correctly an effectively.
  8. Working in pairs/groups, the students should practise writing telephonic messages in form of notes.
  9. Picture – writing.
  10. Students may write all the events in the college year, item-wise, and then organize to form an annual report.
  11. Students devise a questionnaire and then write a report on the results they obtain.
  12. Students transfer information by describing a process in groups like, “Polishing shoes, Making tea, etc”
  13. In pairs / groups ask them to practise filling forms telegram, money order, admission form etc.
  14. Guessing game. Every learner writes 6-7 objectives describing some item, thing, animal, places and people. They read and guess in their respective groups.
  15. Strip stories. Working in groups the students arrange the sentences in logical order and match with the original story.

**TEACHING AIDS**

Teaching aids play vital role in teaching learning process. Through these aids the teachers can easily make his/her students understand/clarify the difficult concepts and ideas. The skillful use of these aids also creates interest among the students and motivates them to participate actively in the learning process.

**Teaching Aids**

1. Flash Cards
2. Charts
3. Pictures
4. Audio Cassettes
5. Realia
6. Puppets
7. Booklets on different topics
8. Reading speed cards
9. Over-head projector
10. Computer
11. Pronunciation Cards
12. Video Cassettes
13. Tape-Recorders
14. Language laboratory, if possible.
15. Slide projector
16. Posters.

**TEACHING METHODOLOGY**

Latest research in English language teaching has resulted in revolutionizing the whole concept of language teaching and learning. It has now become very organized and methodical. The natural sequence of language acquisition is to give listening practice before speaking followed by reading and writing. Language is learnt through meaningful contexts and not through structures and vocabulary items.

Instead of following one approach for method, eclectic teaching should be practised: the teaching methods should be selected according to the needs of the learners. A functional communicative approach is focused upon but the practice of structure is also given due consideration.

**Listening and Speaking**

The skills of listening and speaking can be practised by providing maximum opportunities to the students to share and discuss the ideas either from the content of the prescribed texts or involve them in topics of their interest. Picture talk, newspapers items/articles and related prompts can be extremely useful to stimulate conversation in the classroom. At this stage, stress on pronunciations is essential and errors made in pronunciation must be corrected with reference to the symbols in dictionary.

**Reading**

At the Intermediate level the students have to read and comprehend a variety of texts for various purposes such as reading for relevant information, understanding and for pleasure. Sufficient practice must be given to make the student independent and effective readers through skill based exercises. Silent reading must be preferred. Contest clues to find the meanings of familiar and unfamiliar vocabulary items must be encouraged. The use of dictionary skills must be taught and practised.

**Writing**

The habit of memorizing and rote learning of essays and letters must be discouraged and writing should be taught as a skill. Let the students think for themselves, compose their thoughts on a given topic and express themselves adequately.

In order to write good composition the following steps are necessary (a) Brian storming to elicit ideas from the students, (b) generate a class discussion on the topic, (c) making an outline from the discussion/mind mapping, (d) writing the first draft, (e) editing it and then writing the final draft after needful feedback and correction.

At the Intermediate level the students should master the art of letter/application writing and precise-writing. It is a technical writing and can be mastered by constant practice. The teacher should guide the students and correct them.

**Language structures/Applied Grammar**

Grammar should be presented in the context to make it meaningful and interesting. Learning grammar by heart should be discouraged. The teacher should use a variety of tasks and activities to involve students in the class and make them active partners in the teaching process.

**ASSESSMENT AND EVALUATION**

Assessment, appraisal, or evaluation is a means of determining how far the objectives of the curriculum have been realized. What really matters is the methodology employed for such determination. As is now recognized, performance on the basis of content-oriented tests alone does not provide an adequate measure of a student’s knowledge and ability to use information in a purposeful or meaningful way; the implication, then, is that effective and rewarding techniques should be developed for evaluating the kind and content of teaching and learning that is taking place and for bringing about improvement in both. The following points, while developing the tests/questions may be kept in view:

1. Proper care should be taken to prepare the objective-type and constructed-response questions relating to knowledge, comprehension, application, analysis and synthesis, keeping in view the specific instructional objectives of the syllabus and the command words for the questions.

2. There should be at least two periodic/monthly tests in addition to routine class/tests. Teachers are expected to develop and employ assessment strategies which are dynamic in approach and diverse in design. When used in combination, they should properly accommodate every aspect of a student’s learning.

3. In addition to the final public examination, two internal examinations should be arranged during the academic year for each class.

4. Classroom examinations offer the best and most reliable evaluation of how well students have mastered certain information and achieved the course objectives. Teachers should adopt innovative teaching and assessment methodologies to prepare the students for the revised pattern of examination. The model papers, instructional objectives, definitions of cognitive levels and command words and other guidelines included in this book must be kept in view during teaching and designing the test items for internal examination.

**DEFINITION OF COGNITIVE LEVELS**

***Knowledge:***

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

***Understanding:***

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

***Application:***

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: differentiate, analyse, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, Compare and Contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

**DEFINITION OF COMMAND WORDS**

The purpose of command words given below is to direct the attention of the teachers as well as students to the specific tasks that students are expected to undertake in the course of their subject studies. Same command words will be used in the examination questions to assess the competence of the candidates through their responses. The definitions of command words have also been given to facilitate the teachers in planning their lessons and classroom assessments.

**Compare and**  Involves (a) listing the main points or characteristics of two

**Contrast:**  distinct entities (in English these will normally be texts) and (b) clearly identifying similarities and differences between characteristics.

**Complete forms:** Give information precisely as specified. The inclusion of irrelevant information may be penalized.

**Conduct:** Perform in accordance with appropriate conventions or instructions to achieve a specified outcome.

**Construct:** Bring together required elements in a connected or coherent response. The invitation to construct indicates that the structure of the response as well as its content will be evaluated and given marks.

**Deduce:** Go beyond the information given to draw a conclusion which is not explicitly stated in the stimulus material.

**Demonstrate an**  Respond in a manner appropriate to a given text. Candidates **understanding of:** will not be expected to go beyond the text itself. Imported material, even though relevant to the topic, will tend to be penalized as indicative of incomplete understanding of the given text.

**Deploy:** use or apply appropriately in context.

**Describe:**  Attempt to capture the distinguishing features of a scene, object or event. The connotation as well as the denotation of words will usually be important and these connotative meanings should be consistent with each other. Describe is usually an invitation to use figurative language.

**Devise:**  The information or devices asked for should be emphasized in the response. Candidates are expected to draw heavily on their own experience to meet the task requirement.

**Discuss:** Requires candidates to give a critical account of the issue raised. There should be an introductory paragraph setting out the issue, related points should be drawn together in paragraphs in the body of the text and lead to the conclusion explicitly stated in the final paragraph.

**Draft:**  Provide a brief outline of required material in appropriate order. Need not be written in complete sentences.

**Elaborate:**  Clarify or enrich given statements or definitions, by providing relevant details or examples.

**Explain:**  Give a clear and detailed account of related information with reasons or justification.

**Extract**  Quote selectively using the relevant words from the text. The

**Information:** candidate is not expected to respond “in your own words”.

**Follow**  Demonstrate an understanding of the information given

**instructions:** especially the required sequence of events.

**Give directions:** Provide precise and relevant information without undue repetition. Use the imperative voice.

**Identify:**  Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the candidate justifies the choice unless specifically asked to do so.

**Infer:**  Go beyond the information given to identify what is implied but not stated.

**Interpret:** Clarify both the explicit meaning and the implications of given information.

**Organize their** **text:** use paragraph markers, side headings, bullet points as appropriate to structure their writing.

**Paraphrase:** Rewrite in their own words, simplifying the expression.

**Predict/anticipate:** Make inferences about probable/possible turns of event from the information given so far.

**Rearrange/** Reorder given information in accordance with a given criterion

**Reorganize:** e.g. rearrange in alphabetical order. Marks will depend upon meeting the required criteria. Accuracy of the transcription of information will not normally be rewarded.

**Recapitulate:** Retell in their own words selecting only significant information.

**Recognize:**  Involves looking at a given example and stating what it most probably is.

**Relate/recount:** Retell in spoken form. It is not necessary to sustain a formal register.

**Reproduce:**  Give an accurate version of a message in a different medium, spoken, written or graphical. There is no room here for imaginative reconstruction: literal translation is rather what is required.

**Respond:**  Identify intended thoughts and feelings deduced from choice of language, tone and expression.

**Skim:**  To read quickly to search for key information.

**Suggest:**  Apply knowledge in a given situation to give a rational opinion.

**Summarize:**  Write a shorter version of a given text capturing the main points and eliminating detail. The writing must be grammatical and the reference of each statement must be clear.

**Transcribe:**  Convert an oral message to a written form.

**Use:**  Deploy the required attribute in a constructed response.

**Write:**  Implies full sentences of continuous prose, not abbreviated text.

**CONTENTS OF ENGLISH ADVANCE/ELECTIVE SYLLABUS**

**Section “A” Functional English**

1. An essay of relatively advanced nature

2. Precis writing of fairly advanced English passage followed by comprehension question

**Section “B” Text**

3. Play: Merchant of Venice by William Shakespeare

4. Novel: Mayor of Caster Bridge by Thomas Hardy

5. Grammar: (Synthesis/Idioms)

**RECOMMENDED REFERENCE BOOKS**

In contrast to the previous practice the examination will not be based on a single textbook, but will now be curriculum based to support the examination reforms. Therefore, the students and teachers are encouraged to widen their studies and teaching respectively to competitive textbooks and other available material.

Following books are recommended for reference and supplementary reading:

1. Merchant of Venice by Shakespeare

Publishers: Oxford University Press, Karachi

2. Mayor of Caster Bridge by Thomas Hardy

Publishers: Hardy University Press, Karachi