



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



No. 1-10/FBISE/RES/265

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Subject: **GUIDELINES FOR SLOS BASED EXAMINATIONS**

With the aim of paradigm shift in the domain of assessment and examination system and in order to do away with the outdated rote learning based examination system and starting in conceptual learning based examination system, FBISE notified and successfully implemented Students Learning Outcomes (SLOs) based examination policy and accordingly conducted SSC and HSSC annual examinations 2022 in eight core subjects of English (Compulsory), Urdu (Compulsory), Physics, Chemistry, Biology, Computer Science, Mathematics and Pakistan Studies. As precursor to these SLOs based examinations and in order to provide support to teaching-learning activity in the classroom, FBISE provided three sets of model question papers together with SLOs alignment charts in each subject on quarterly basis containing detailed instructions for question papers setting. Tables of specification containing coverage of the SLOs of a particular subject and ratio of cognitive domains have been provided for facilitation of teachers, students, heads of institutions and other stakeholders. Solutions of all the model question papers have also been provided. The same are readily available on FBISE website www.fbise.edu.pk for the guidance of stakeholders.

02. In order to enhance understanding of the SLOs based examination reforms of FBISE and to support the stakeholders, lists containing definition of various cognitive domains and command words/action verbs pertaining to the mentioned subjects are being shared herewith. It is expected that all the stakeholders will go through these contents in order to enhance understating of SLOs based examination reforms of FBISE.

03. These action verbs are also SLOs' starters present before each and every SLO which communicate the cognitive domains of SLOs as well apart from their main objective meanings and interpretations. Reference/Recommended books or other supplementary reading material may be relied on keeping in view the demand of the SLOs in order to ensure maximum coverage of the SLOs of a particular subject. The depth and level of exploration of SLOs may be determined by understanding the demand of an SLO keeping in view the class and level of students. The definition of cognitive levels and Command Words (Action verbs) of different subjects is as per the following details:

Physics	Pages 4 – 6
Biology	Pages 7 – 9
Chemistry	Pages 10 – 12
Computer Science	Pages 13 – 15
Mathematics	Pages 16 – 19
English	Pages 20 – 23
Pakistan Studies	Pages 24 – 26
Urdu	Pages 27 – 29

04. It is hoped that teachers, students and other stakeholders will seek guidance from these command words.

05. As already notified, the suggested list of reference material is once again being shared hereunder for each subject along with other details at SSC and HSSC levels. The institutions are free to rely on any other instructional/reference material as well to fulfil the instructional requirements of the SLOs. Moreover, institutions will further shape their instructional and assessment practices around SLOs and reference material to prepare their students accordingly. This practice will help to prepare students to discover new abilities, develop an informed curiosity and a lasting passion for learning.

SSC

S #	SUBJECTS	CURRICULUM/ SYLLABUS	NAMES OF PUBLISHER OF TEXT/REFERENCE BOOKS	
			SSC-I	SSC-II
1	English Compulsory	2006	Punjab Curriculum & Textbook Board, Lahore Baluchistan Textbook Board, Quetta Khyber Pakhtunkhwa Textbook Board, Peshawar	Punjab Curriculum & Textbook Board, Lahore Baluchistan Textbook Board, Quetta Khyber Pakhtunkhwa Textbook Board, Peshawar
2	Urdu Compulsory	2006	Ch Ghulam Rasool & Sons, Lahore Baluchistan Textbook Board, Quetta Khyber Pakhtunkhwa Textbook Board, Peshawar National Book Foundation, Islamabad	Ilmi Kutab Khana, Lahore Baluchistan Textbook Board, Quetta Khyber Pakhtunkhwa Textbook Board, Peshawar National Book Foundation, Islamabad
3	Pakistan Studies	2006	GFH Publishers, 5-Urdu Bazar, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta National Book Foundation, Islamabad	Gohar Publishers, 11-Urdu Bazar, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta National Book Foundation, Islamabad
4	Physics	2006	Caravan Book House, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta National Book Foundation, Islamabad	Malik Sirajuddin & Sons, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta National Book Foundation, Islamabad
5	Biology	2006	PLD Publishers, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta National Book Foundation, Islamabad	PLD Publishers, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta National Book Foundation, Islamabad
6	Chemistry	2006	National Book Foundation, Islamabad Punjab Curriculum & Textbook Board, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta	National Book Foundation, Islamabad Punjab Curriculum & Textbook Board, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta
7	Mathematics	2006	Caravan Book House, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta	Ilmi Kutab Khana, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta
8	Computer Science	2009	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Agha Khan University Examination Board, Karachi	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Agha Khan University Examination Board, Karachi

HSSC

S #	SUBJECTS	CURRICULUM/ SYLLABUS	NAMES OF PUBLISHER OF TEXT/REFERENCE BOOKS	
			HSSC-I	HSSC-II
1	English Compulsory	2006	Khyber Pakhtunkhwa Textbook Board, Peshawar (Test Edition) Baluchistan Textbook Board, Quetta	Khyber Pakhtunkhwa Textbook Board, Peshawar (Test Edition) Baluchistan Textbook Board, Quetta
2	Urdu Compulsory	2006	Khyber Pakhtunkhwa Textbook Board, Peshawar National Book Foundation, Islamabad Baluchistan Textbook Board, Quetta	Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta

3	Pakistan Studies	2002	- - - - -	National Book Foundation, Islamabad Punjab Curriculum & Textbook Board, Lahore
4	Physics	2006	Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta	Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta
5	Biology	2006	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta
6	Chemistry	2006	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Baluchistan Textbook Board, Quetta
7	Mathematics	2000	Punjab Curriculum & Textbook Board, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar	Punjab Curriculum & Textbook Board, Lahore Khyber Pakhtunkhwa Textbook Board, Peshawar
8	Computer Science	2009	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Agha Khan University Examination Board, Karachi	National Book Foundation, Islamabad Khyber Pakhtunkhwa Textbook Board, Peshawar Agha Khan University Examination Board, Karachi



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Heads of All Institutions affiliated
With FBISE at SSC & HSSC levels

Copy to:

1. Director General, Federal Directorate of Education, G-9/4, Islamabad
2. Director General, FGEI (C&G) Directorate, Sir Syed Road, Rawalpindi Cantt.
3. Director Education (Schools/Colleges), PAF Rear Air HQs, Peshawar Cantt.
4. Director Education, Directorate of Naval Educational Services, Naval HQ, Islamabad
5. Director, Army Public Schools and Colleges System Secretariat, GHQ, Rawalpindi
6. Director, CB Education Directorate, C/O Chaklala Cantonment Board, Opp: Health Ways Laboratory, Murree Road, Rawalpindi
7. General Manager (Education), Fauji Foundation Head Office, Welfare Division, Chaklala, Rawalpindi
8. Director Education, OPF Head Office, F-5, Islamabad
9. President, National Council for Tibb, Islamabad
10. Executive Director, HEC, Islamabad
11. Assistant Director (Trg), FGEI (C&G), Sir Syed Road, Rawalpindi Cantt
12. All HODs, FBISE, Islamabad
13. Director IT (with the request to upload on website)
14. Incharge, Website FBISE, Islamabad
15. Incharge, FBISE, Sub-Office, Gilgit
16. Incharge, FBISE Sub-Office, Skardu
17. APS to Chairman, FBISE, Islamabad
18. APS to Director (R&A), FBISE, Islamabad
19. Chat Room, FBISE, Islamabad

DEFINITION OF COGNITIVE LEVELS (PHYSICS)

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, identity, 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: why, 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 one and 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: distinguish, analyze, show relationship, propose and 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 (PHYSICS)

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.

- Analyse:** Describe with the use of graphs how information on two or more variables is related to other variables.
- Apply:** Demonstrate the solution of problems by using the specified procedures.
- Associate:** Show the inter connection of phenomena or facts.
- Calculate:** Is used when a numerical answer is required. In general, working should be shown, especially where two or more steps are involved.
- Define (the term Or terms):** Only a formal statement or equivalent paraphrase is required. No examples need to be given.
- Demonstrate:** Implies that the candidate is expected to show how one thing is related to another, usually it is a reference to theory but sometimes it is physical manipulation or experiment.
- Derive:** Deduce stepwise of formula from a general from principle or rule.
- Describe:** To state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
- Determine:** Often implies that the quantity concerned cannot be measured directly but is obtained by calculation, substituting measured or known values of other quantities into a standard formula, e.g. relative molecular mass.
- Differentiate:** Identify those characteristics which are the defining features of two concepts or phenomena.
- Discuss:** To give a critical account of the points involved in the topic.
- Draw/Sketch:** Implies a simple freehand sketch or diagram. Care should be taken with proportions and clear labeling of parts.

Explain:	May imply reasoning or some reference to theory, depending on the context.
Give examples:	Name specific instances or cases to demonstrate the occurrence of an event or existence of a situation or phenomenon.
Identify:	Describe with specific examples how a given term or concept is applied in daily life.
List:	Requires a number of points, generally each of one word, with no elaboration. Where the numbers of points are specified, this should not be exceeded.
Name:	Mention the commonly used word for an object.
Prove:	Demonstrate by logical or numerical evidence.
Recognize:	Involves looking at a given example and stating what it most probably is.
Relate:	Describe how facts or phenomena depend upon, follow from or are part of another.
Represent:	Draw a graph to show the connection between two variables.
Show:	Demonstrate with evidence.
Solve:	Deduce in simple numerical terms.
State:	Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.
Use:	Apply the given information to solve a problem.

DEFINITION OF COGNITIVE LEVELS (BIOLOGY)

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, analyze, 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 (BIOLOGY)

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.

- Classify:** To state a basis for categorization of a set of related entities and assign examples to categories.
- Collect:** To gather specimens or information about plants or animals and arrange them in a meaningful way.
- Compare:** To list the main characteristics of two entities clearly identifying similarities (and differences).
- Define:** Refers to a rather formal definition of terms, which involves their fundamental concepts.
- Demonstrate/
Carryout/Design:** To show how one thing is related to another, usually it is reference to theory but sometimes it is by physical manipulation or experiment.
- Describe:** To recall the phenomenon or process
- Differentiate:** To identify those characteristics which always or sometimes differentiate two categories.
- Discuss:** To give critical account of the points involved in the topic.
- Draw:** To make a simple freehand sketch or diagram. Care should be taken with proportions and the clear labeling of parts.
- Examine:** To identify and explain different aspects of a problem or concept.
- Explain:** To reason or use some reference to theory, depending on the context.
- Give an account:** Give an account of should be interpreted more generally, i.e. the candidate has greater discretion about the nature and the organization of the material to be included in the answer.
- Identify:** Describe with specific examples of how a given term or concept is applied in daily life.

Investigate:	To examine systematically a situation or problem in order to come to a rational conclusion.
List:	Requires a number of points, generally each of one word, with no elaboration. Where a given numbers of points is specified, this should not be exceeded.
Name:	Mention the commonly used word for an object.
Narrate:	To write down the facts and explanation as given or provided in the text.
Outline:	Implies brevity, i.e. restricting the answer to giving essentials
Predict or Deduce:	Implies that the candidate is not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an early part of the question.
Prepare:	A practical activity in which choice of equipment, order of procedure and accuracy of measurement all play a part.
Purify:	A practical activity in which the candidate is expected to apply an approved methodology with appropriate safety precautions.
Recall:	To bring back to mind and write down, as it is given in the text that you have already memorized.
Recognize:	Involves looking at a given example and stating what it most probably is.
Relate:	To describe how things are dependent upon each another and follow from one to the other or is part of another.
Show:	Demonstrate with evidence.
State:	To use when the objective requires the recall of only some aspects of a phenomenon or a process.

DEFINITION OF COGNITIVE LEVELS (CHEMISTRY)

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: why, 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 one and 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: distinguish, analyze, 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 (CHEMISTRY)

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. Some 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.

- Calculate:** Is used when a numerical answer is required. In general, working should be shown, especially where two or more steps are involved.
- Classify:** State a basis for categorization of a set of related entities and assign examples to categories.
- Compare:** List the main characteristics of two entities clearly identifying their similarities and differences.
- Define the term Or terms:** Only a formal statement or equivalent paraphrase is required. No examples need to be given.
- Demonstrate:** Implies that the candidate is expected to show how one thing is related to another, usually it is a reference to theory but sometimes it is physical manipulation or experiment.
- Describe:** To state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to visual observations associated with the phenomena.
- Determine:** Often implies that the quantity concerned cannot be measured directly but is obtained by calculation. Substituting measured or known values of other quantities into a standard formula, e.g. relative molecular mass.
- Differentiate:** To identify those characteristics which always or sometimes distinguish between two categories.
- Discuss:** To give a critical account of the points involved in the topic.
- Draw/Construct:** Implies a simple freehand sketch or diagram. Care should be taken with proportions and clear labeling of parts.
- Explain:** May imply reasoning or some reference to theory, depending on the context.

Find:	A general term that may variously be interpreted as calculate, measure, determine etc.
List/Enlist:	Requires a number of points, generally each of one word, with no elaboration. Where the number of points are specified, this should not be exceeded.
Outline:	Implies brevity, i.e. restricting the answer to giving essentials.
Predict or Deduce:	Implies that the candidate is not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an earlier part of the question.
Prepare:	Implies a practical activity in which the choice of equipment, order of procedure and accuracy of measurement will play a part.
Purify:	Implies a practical activity in which the candidate is expected to apply an approved methodology with appropriate safety precautions.
Relate:	Describe how things depend upon, follow from or are part of another.
State:	Implies a concise answer with little or no supporting argument, for example numerical answer that can be obtained by inspection.
Identify:	Describe with specific examples of how a given term or concept is applied in daily life.
Explore:	To examine thoroughly and systematically to be able to make a statement about a phenomenon or concept.
Recognize:	Involves looking at a given example and stating what it most probably is.
Measure:	To determine extent, quantity, amount or degree of something as determined by measurement or calculation.
Write:	To construct full sentences of continuous prose, not abbreviated text.
Narrate:	To write down the facts and explanation as given or provided in the text.
Show:	Demonstrate with evidence.
Recall:	To bring back to mind and write down, as it is given in the text that you have already memorized.

DEFINITION OF COGNITIVE LEVELS (COMPUTER SCIENCE)

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: why, 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: distinguish, analyze, 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 (COMPUTER SCIENCE)

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. Some 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.

- Assign:** Putting data against a variable for doing a programme or a project to achieve certain objectives.
- Change:** Implies switching from one programme to another or shifting from a given computer characteristic to a desired one.
- Check:** Implies switching verification of given data or any computer software or programme.
- Classify:** State a basis for categorization of a set of related entities and assign examples to categorize.
- Compare:** List the main characteristics of two entities clearly identifying similarities (and differences).
- Convert:** Shift or change the given programme or data into a different form with different characteristics.
- Create:** Requires developing a new programme or a set of functions from one's own experience.
- Define:** Means only a formal statement about a term or function without any examples.
- Demonstrate:** show how one thing is related to another, usually by physical manipulation or experiment to show a computer related skill.
- Describe:** State in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomenon or experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomenon.
- Determine:** Often implies that the quantity concerned cannot be measured directly but is obtained by calculation. substituting measured or known values of other quantities into a standard formula, e.g. relative molecular mass.

Differentiate:	Identify those characteristics which always or usually help us to tell two categories apart. A list of features is required.
Discuss:	Express views in a logical and lucid way considering all aspects of a matter under discussion and draw conclusions.
Draw:	Implies a simple free hand sketch or diagram. Care should be taken with proportions and the clear labeling of parts.
Enter:	Implies feeding in the data by making use of the keyboard.
Explain:	Reason or use some referenced to theory, depending on the context.
Identify:	Pick out, recognizing specified information from a given content or situation.
Justify:	Provide evidence of understanding any concept or skill with sufficient grounds.
Know:	Requires remembering the factual information, figures, equipment and contexts.
Make:	Putting different items together to develop a set of the desired data or functions.
Name:	Identify people, places and organizations.
Present:	Show a programme or any software function or data with related basis.
Recognize:	Involves looking at a given example and stating what it most probably is.
Select:	Choose the desirable page layout from a given document.
Set:	Requires placing a software function in order for further programming.
Show:	Demonstrate or prove by evidence and or by argument.
State:	Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained by inspection.
Use:	Deploy the required attribute in a constructed response or apply any computer skill of software in a practical way.
Write:	Implies making a list of desired entities or functions.

DEFINITION OF COGNITIVE LEVELS (MATHEMATICS)

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: why, 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 one, 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: distinguish, analyze, 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 (MATHEMATICS)

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. Some 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.

Analyse:	To go beyond using the information for relating different characteristics of the components in the given material and drawing conclusions on the basis of common characteristics.
Apply:	To use the available information in different contexts to relate and draw conclusions.
Arrange:	To put different components in an appropriate and systematic way.
Calculate:	Is used when a numerical answer is required. In general, working should be shown, especially where two or more steps are involved.
Classify:	To State a basis for categorization of a set of related entities and assign examples to categories.
Compare:	To List the main characteristics of two entities clearly identifying similarities (and differences).
Compute:	To calculate an answer or result using different mathematical methods.
Conceptualize:	To form or prove a concept through observation, experience, facts or given data.
Construct:	To bring together given elements in a connected or coherent whole.
Convert:	To change or adapt from one system or units to another.
Define (the term or terms)	Only a formal statement or equivalent paraphrase is required. No examples need to be given.
Demonstrate:	To show by argument, facts or other evidences the validity of a statement or phenomenon.

Describe:	To State in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomenon or experiments. In the former instance, the term usually implies that the answer should include reference to visual observations associated with the phenomenon.
Develop:	To expand a mathematical function or expression in the form of series.
Distinguish:	To identify those characteristics which always or sometimes distinguish between two categories.
Discuss:	To give a critical account of the points involved in the topic.
Draw/Sketch:	To make a simple freehand sketch or diagram. Care should be taken with proportions and the clear labeling of parts.
Derive:	To arrive at a general formula by calculating step by step.
Eliminate:	To remove a variable from two or more simultaneous equations.
Establish	To prove correct or true on the basis of the previous examples.
Evaluate:	To judge or assess on the basis of facts, argument or other evidence to come to conclusion.
Explain:	to reason or use some reference to theory, depending on the context.
Express:	Use appropriate vocabulary, language structure and intonation to communicate thoughts and feelings.
Factorize:	To resolve or break integers or polynomials into factors.
Find:	Is a general term that may variously be interpreted as calculate, measure, determine, etc.
Identify:	Pick out, recognizing specified information from a given content of situation.
Illustrate:	To give clear examples to state, clarify or synthesize a point of view.
Investigate:	Thoroughly and systematically consider a given problem, statement in order to find out the result or rule applied.

Locate:	To determine the precise position or situation of an entity in a given context.
Measure:	To determine extent, quantity, amount or degree of something as determined by measurement or calculation.
Plot:	To locate and mark one or more points, on a graph by means to coordinates and to draw a graph through these points.
Present:	To write down in a logical and systematic way in order to make a conclusion or statement.
Prove:	To establish a rule or law by using an accepted sequence of procedures on statements.
Simplify:	To reduce (an equation, fraction, etc.) to a simple form by cancellation of common factors, regrouping of terms in the same variables, etc.
Solve:	To work out systematically the answer of a given problem.
Use:	to deploy the required attribute in a constructed response.
Verify:	To prove, check or determine the correctness and accuracy of laws, rules or references given in the set task.
Visualize:	to form a mental image of the concept according to the facts and then write down about that image.

DEFINITION OF COGNITIVE LEVELS (ENGLISH)

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: why, 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: distinguish, analyze, 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(ENGLISH)

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 Contrast:** Involves (a) listing the main points or characteristics of two 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 connections 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 and Understanding of:** Respond in a manner appropriate to a given text. Candidates 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 Information:	Quote selectively using the relevant words from the text. The candidate is not expected to respond "in your own words".
Follow Instructions:	Demonstrate an understanding of the information given 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 probably/possible turns of event from the information given so far.
Rearrange/ Reorganize:	Reorder given information in accordance with a given criterion 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.

DEFINITION OF COGNITIVE LEVELS **(PAKISTAN STUDIES)**

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: why, 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 one and 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: distinguish, analyze, 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 (PAKISTAN STUDIES)

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.

Give an account of: Spell out a chronology and show in what ways the event or circumstance to be accounted for derives from or is dependent on earlier events.

Analyse: Go beyond the given information to relate and/or differentiate aspects of a situation and draw conclusions on the basis of evidence information.

Define: Provide a precise statement or meaning of words or terms to describe their nature, properties or essential qualities.

Demonstrate: Show or prove by evidence and/or argument.

Describe: Explain in words and/or diagrams (where necessary) to demonstrate knowledge of facts.

Discuss: Express views in a logical and lucid way considering all aspects of a matter under discussion and draw conclusions.

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

Give Examples/ Statements: Cite specific instances or cases to demonstrate the occurrence of an event or existence of a situation or phenomenon.

Identify: Pick out, recognizing specified information from a given content of situation.

Illustrate: Give clear examples to state, clarify or synthesize a point of view.

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

- List/Name:** Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names.
- Locate:** Determine the precise position or situation of an entity in a given context, e.g. in a map.
- Show:** Indicate by writing, drawing or through graphs/charts.
- State:** Give a brief and factual answer with no explanation.
- Suggest:** Apply knowledge in a given situation to give a rational opinion.
- Trace the developments of:** Mention, list, name information/facts in a sequence.

تفہیمی سطحوں اور کمانڈ ورڈز (Command Words) کی تعریف جو امتحانی پرچے میں استعمال ہوئے ہیں

تفہیمی سطحوں کی تعریف

جاننا:

یہ حقائق اور اعداد و شمار، لغت اور سیاق و سباق جاننے اور یاد رکھنے کا تقاضہ کرتا ہے اور اہم تصورات، رجحانات، تسلسلات، درجہ بندیوں وغیرہ کو جاننے اور یاد رکھنے سے متعلق ہے۔ اس کو کون، کہاں، کیا، فہرست بنانے، تعریف کرنے، بیان کرنے، نشاندہی کرنے، لیبل لگانے، جدول حوالہ دینے، نام دینے، بیان کرنے وغیرہ پر مبنی سوالات کے ذریعے پڑھایا اور جانچا جاسکتا ہے۔

سمجھنا:

یہ معلومات کی سمجھ، معنی جاننے، حقائق کی ترجمانی، موازنہ کرنے، تقابلہ کرنے، گروپ بنانے، اسباب و وجوہات اخذ کرنے، نمونوں کو دیکھنے، اجزاء کو ترتیب دینے، رابطے بنانے، اختصار کرنے، حل کرنے، مقاصد کی نشاندہی کرنے، اثبات کو تلاش کرنے وغیرہ کا متقاضی ہے اس کو کیوں، کیسے، ثابت کرنے، اظہار کرنے، تشریح کرنے، ترجمانی کرنے، اختصار کرنے، وضاحت کرنے، ثابت کرنے، مرکزی خیال یا موضوع کی نشاندہی کرنے، پیشین گوئی کرنے، موازنہ کرنے، امتیاز کرنے، گفتگو کرنے، راستہ یا سمت کا تعین کرنے، بیان کرنے، حل کرنے وغیرہ پر مبنی سوالات کی بنیاد پر پڑھایا اور جانچا جاسکتا ہے۔

اطلاق:

یہ معلومات یا تصورات کو نئے حالات میں استعمال کرنے، سوالات حل کرنے، معلومات اور تصورات کو ترتیب دینے، پرانے تصورات کو استعمال کرتے ہوئے نئے تصورات کو جنم دینے، دیے گئے اثبات کو عام کرنے، تعلقات کا تجزیہ کرنے، معلومات کو مختلف ذرائع سے وابستہ کرنے، نتائج اخذ کرنے، قدر جانچنے وغیرہ کا متقاضی ہے۔ اس کو امتیاز کرنے، تجزیہ کرنے، تعلق کو ثابت کرنے، ایک متبادل حل بیان کرنے، ترجیح دینے، وجوہات بیان کرنے، درجہ بندی کرنے، وضاحت کرنے، تقویت دینے، موازنہ اور تقابلہ کرنے، تخلیق کرنے، نمونہ بنانے، فارمولا لگانے، مکمل کرنے، دوبارہ ترتیب دینے، دوبارہ بنانے یا تخلیق کرنے، تنظیم نو کرنے، نتائج کی پیشین گوئی کرنے وغیرہ پر مبنی سوالات کی بنیاد پر پڑھایا اور جانچا جاسکتا ہے۔

کمانڈ ورڈز (Command Words) کی تعریف

اندازہ کرنا، میزبان کرنا، مناسب الوزن اہمیت دینا، نمایاں کرنا، تمیز کرنا، کسی چیز کی خوبیاں اور خامیاں اجاگر کرنا۔	تقدیر کرنا:
تقدیر کرنا، خوبیاں اور خامیاں نمایاں کرنا، کسی نثر پارہ یا کسی افسانوی ادب پڑھنے کے بعد اپنی رائے اپنی پسند یا ناپسند کی وجوہات لکھنا۔	تقریظ کرنا:
تحقیق کرنا، جانچنا، رائے ظاہر کرنا، بحث کرنا، کیفیت واضح کرنا۔	تبصرہ کرنا:
صاف بیانی، غیر مبہم بیان لکھنا، صاف قابل فہم تحریر جس میں کوئی بات الجھی ہوئی نہ ہو۔ چائٹلا سوچا سمجھا جواب لکھنا۔	وضاحت کرنا:
اسٹائل، لکھنے کا انداز، طرز بیان، ادبی سلیقہ	اسلوب بیان:
فقہہ، جملہ، پیرا گراف، تمثیل	عبارت:
تذکرہ، بیان، رپورٹ، کوائف، تفصیلات، واقعاتی کیفیت، ماجرا، تفصیلی حالات، تجربات و مشاہدات کا بیان، روایت، قصہ، کہانی، جگ بیتی،	روداد:
آپ بیتی	
مختلف النوع جوابات یا بیانات سے صحیح جواب ایسا چننے کے قابل ہونا۔	نشان دہی کرنا:
شرح کے معنی ہیں کھولنا، کسی شعر یا نثر پارہ کو آسان اور عام فہم انداز میں لکھنا۔	تشریح کرنا:
دیے گئے مواد کو سوال کے مطابق الگ الگ کر سکرنا۔ کسی تحریر یا واقعہ سے اس کے اچھے اور برے پہلو کو پہچان سکرنا۔ جواب لکھتے وقت انتخاب دلائل دے کر کرنا۔	تجزیہ کرنا:
اپنے خیال، سوچ اور پڑھے گئے مواد کو صحیح طور پر واضح کرنا اپنا مدعا یا مافی الضمیر بیان کرنا، رائے دینا۔	اظہار کرنا:
کسی شے کے متعلق پوری جزئیات سے واقفیت حاصل کرنا تاکہ کہیں شک نہ رہے۔	آگہی حاصل کرنا:
کسی عبارت کا توجہ سے معائنہ کرنا۔	غور کرنا:
جرح کرنا، کسی موضوع پر سوال و جواب کرنا، کسی بات کے رد و قبول کے دلائل دینا، کسی کو اپنی بات یا اپنے موقف پر قائل کرنے کے لیے کچھ کہنا۔	بحث کرنا:
تشریح کرنا، حل کرنا، معرہ کھولنا، اپنے جواب میں کوئی مبہم اور ناقابل فہم تحریر نہ لکھنا۔	توضیح کرنا:
اپنے علم اور ذہانت سے کسی بات کو کہنے سے پہلے سمجھ لینا، مہارت کی بنیاد پر قبل از وقت حقیقت جان لینا۔ کسی عبارت کو پڑھ کر اس کے اختتام پر رائے دے سکرنا۔	اندازہ لگانا:
بہت غور اور ڈوب کر پڑھنے کی بجائے، سطحی اور اوپری سی معلومات فراہم کرنا۔	سرسری جائزہ لینا:
کسی تحریر یا تقریر یعنی لکھتے اور بولتے وقت اپنی بات کا سبب بیان کرنا۔	وجہ بیان کرنا:
کسی متن کو اپنے الفاظ میں مختصر اور واضح کہنا۔ کسی مضمون کے مرکزی نکتہ کو پہچان کر اس کے گرد تانے بانے بن سکرنا۔	خلاصہ لکھنا:
اپنی حاصل کردہ معلومات سے فائدہ اٹھا سکرنا اور اسے بروقت استعمال کر سکرنا۔	استفادہ کر سکرنا:
کسی مشاہدہ یا واقعہ کی صحیح جانچ پڑتال کے بعد تفصیلی تحریر لکھنا۔	جائزاتی رپورٹ لکھنا:
تحریر کے لغوی معنی کے ساتھ ساتھ روانی میں کہے گئے فقرے اور بین السطور بات یا حالات کے ربط کے ساتھ کسی بات کو سمجھنا۔	صحیح صحت کے ساتھ معنی سمجھنا:
دو اجزا کو علیحدہ علیحدہ کر سکرنا، دو اشیاء میں باہم مماثلت کے باوجود ان کے درمیان خط امتیاز کھینچ سکرنا۔	فرق بتانا:
کسی دلیل یا ثبوت کے بارے میں سمجھنا، ادراک کرنا، سوچنا، تفکر کرنا، غور کرنا، مشاہدہ کرنا، نوٹ کرنا، توجہ دینا، ذہن لڑانا، آگاہ ہونا اور پھر اپنے دلائل کی روشنی میں بات کو رد یا قبول کرنا۔	استدلال کرنا:

- فہم: ادراک، عقل و دانش، ذکاوت، سوچ بچار آگاہی۔ کسی علمی بات کو اس کے صحیح سیاق و سباق میں سمجھنا، کسی نئے علم کا اپنے ذہن میں موجود علم سے رابطہ بنانا۔
- واضح کرنا: آشکار کرنا، ظاہر کرنا، صاف کرنا، اجاگر کرنا، قابل شناخت بنانا، پوچھے گئے سوال کو اپنے الفاظ میں کھول کر بیان کرنا تاکہ سوال اور جواب میں معقول ربط پیدا ہو جائے۔
- مقابلہ کرنا: ملا کر دیکھنا، آمنے سامنے رکھنا، پہلو بہ پہلو رکھ کر دیکھنا، ایک کو دوسرے کے مقابل رکھ کر جانچنا، موازنہ کرنا، ایک چیز کے مقابل دوسری چیز کی خوبیاں یا خامیاں بتانا۔
- روشناس ہونا: واقف ہونا، اچھی طرح پہچان سکرنا۔
- مقالہ تیار کرنا: کسی واقعہ یا موضوع پر تحقیق کا مواد جمع کر کے دعوے اور ثبوت کے ساتھ پیش کرنا اور اسی میں موقع بے موقع کسی قول یا محاورے یا شعر سے اپنی بات کو وزن کے ساتھ کہنا یا لکھنا۔
- موازنہ کرنا: دو اشیاء کے درمیان مقابلہ کرنا، ان کے اچھے اور برے، مفید اور مضر پہلوؤں پر نظر ڈالنا، ان کی یکسانیت اور فرق کو واضح کرنا۔
- تخلیق کرنا: اپنی سوچ اور محنت سے کچھ با معنی اور ربط کے ساتھ لکھنا، کوئی کہانی یا افسانہ لکھنا جو کہیں سے نقل نہ ہو۔
- مشاہدہ کرنا: کسی واقعہ کو دیکھنا، کسی منظر کی جزئیات پر نظر کرنا، بصری ذرائع سے معلومات اکٹھی کرنا۔
- اعادہ کرنا: دہرانا، مشق کرنا، دوبارہ کوشش کرنا۔
- جانچنا: پرکھنا، کسی متن کو سمجھ کر اس کی باریکیوں پر نظر کر سکرنا، کسی متن سے غلط الفاظ / فقرے چن سکرنا، نظر ثانی یا دوبارہ پڑھ کر اپنی تحریر کے ادبی مقام کا تعین کر سکرنا۔
- طبع آزمائی کرنا: شعر یا نظم لکھنے کی کوشش کرنا، تک بندی کرنا، پیروڈی کرنا، کسی مشہور غزل کی زمین استعمال کرنا۔
- اہمیت بیان کرنا: قدر و منزلت بتانا، ضرورت کی وجہ بتانا، فوائد بتانا۔
- مدعا بیان کرنا: مقصد واضح کرنا کسی غرض یا خواہش یا ارادہ کا ظاہر کرنا۔
- زیروہم کی شناخت کر سکرنا: بچا اور اونچا سر پہچان سکرنا، شعری اصطلاح میں شعر کی ادائیگی کے وقت الفاظ شعر پہچاننا اور سکتہ نہ آنے دینا تاکہ شعر رواں اور واضح ہو۔
- فی البدیہہ تقریر کرنا: کسی موضوع پر بغیر پہلے سے تیاری کے فوری بولنا۔
- منطقی ترتیب دینا: لکھتے یا بولتے وقت اول آخر اور درمیان میں بات کو اس طرح بیان کرنا کہ ربط گفتگو نہ ٹوٹے۔
- ترتیب وار لکھنا: لکھتے وقت اپنے جواب کو مرحلہ وار ربط سے لکھنا۔ جواب کی ترتیب سوال کے مطابق ہونا۔