

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.

<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> ➤ Use summary skills to <ul style="list-style-type: none"> • 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 <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. • explore causes and consequences of a problem or an issue and propose various solutions. • evaluate material read.
<ul style="list-style-type: none"> ➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ol style="list-style-type: none"> i. Literal/ textual/ factual ii. Interpretive iii. Inferential iv. Evaluative v. Personal response vi. Open ended ➤ Respond orally and in writing.
<p>Benchmark III: Analyze and synthesize information from a visual cue or a graphic organizer to summarize, highlighting the key areas and main trends.</p>
<ul style="list-style-type: none"> ➤ 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.
<p>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.</p>
<ul style="list-style-type: none"> ➤ 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.

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

ARTICLES

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

VERBS AND VERB PHRASES

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

TENSES

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

ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES

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

ADVERBS AND ADVERBIALS

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

PREPOSITIONS AND PREPOSITIONAL PHRASES

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

TRANSITIONAL DEVICES

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

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

- Apply rules of capitalization wherever applicable.
- Illustrate use of all punctuation marks wherever applicable.
- Recognize and rectify faulty punctuation in given passages and own work.
- Recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence.
- Recognize and use colon between two independent groups not joined by a connecting word, when the first group points forward to the second.
- Recognize and use semicolon:
 - Before certain expressions when they introduce an illustration that is a complete clause or an enumeration that consists of several items.
 - To separate serial phrases or **clauses** which have a common dependence on something that precedes or follows.
- Recognize and use quotation marks to enclose titles of published works and titles of their subdivisions.

- Recognize and use hyphen to indicate the division of a word at the end of a line.
- Recognize and use dash to mark a parenthesis or apposition to give strong emphasis, to mark off a contrasting or summarizing statement.
- Recognize and use parenthesis (Square Brackets) to enclose explanation, comment or criticism inserted by someone other than the person quoted.
- Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

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

SENTENCE STRUCTURE

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

TYPES OF SENTENCES

- Recognize and use sentence inversion for various purposes.
- Analyze and construct simple, compound and complex sentences.
- Identify, analyze and construct conditional sentences.
- Use 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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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.

- Which one of the following sentences exemplifies the use of “**irony**”?
 - Sure, I want to go hiking on the mountains with a broken leg.
 - If you buy limousine, your life style will be changed.
 - Ten thousand soldiers carried him to the grave.
 - Thou should not have been old till thou had not been wise.
- Jamil lives with his aunt. His bed is in a cupboard under the stairs. The correct inference from these sentences is:
 - Jamil’s aunt loves him very much.
 - Jamil’s aunt treats him badly.
 - Jamil is a nice boy.
 - Jamil loves to stay with his aunt.
- Which one of the following sentences has the use of the transitional device of comparison?
 - He stood first in the class.
 - Mr. Khan’s school gives lunch to the students while John’s gives snacks.
 - He lives nearby our home.
 - Oranges are good for you; as they are full of vitamin C.
- ‘The plan turned out to be a big **fiasco**; quite contrary to our expectation. From the context, guess the meaning of the underlined word out of the following options:

A. disappointment	<input type="radio"/>	B. blunder	<input type="radio"/>
C. difficult	<input type="radio"/>	D. debacle	<input type="radio"/>
- If the narrator is one of the characters in a story, the story is being told from:
 - First person point of view.
 - Second person point of view.
 - Third person point of view.
 - Third person limited point of view.

6. Which one of the following genres intends, in good faith, to present only truth regarding information, events or people?
- A. poetry B. nonfiction
 C. fiction D. one-act plays
7. He was beaten so badly that his whole body was marked with injuries. The most appropriate idiom to replace the underlined part of the sentence is:
- A. black and blue B. black and white
 C. tooth and nail D. bag and baggage
8. 'Ah, happy, happy boughs! that cannot shed'. Which one of the following poetic device is used in the poetic line?
- A. personification B. simile
 C. metaphor D. alliteration
9. 'Your sweater looks terrible on you'. Identify which one of the following points out the correct meaning of the sentence?
- A. Can I have your sweater?
 B. You should buy another sweater.
 C. Wow! That sweater looks really good.
 D. Your sweater does not look good.
10. Which one of the following sentences contains an opinion?
- A. It was a beautiful day. B. The sun was shining.
 C. The breeze was blowing. D. We planned a trip.
11. The old man remembers the days when there was no television. The underlined part of the sentence is a/an:
- A. noun clause B. adjective clause
 C. adverb clause D. independent clause
12. We have vacation _____ summers. Pick the correct preposition to complete the sentence.
- A. in B. on
 C. for D. by
13. The old man was tired of walking. The underlined word is:
- A. present participle B. gerund
 C. past participle D. infinitive
14. HAMLET, a play by Shakespeare, is famous world over. The underlined part of the sentence is a/an:
- A. noun phrase B. appositive phrase
 C. adverb phrase D. verb phrase
15. Which one of the following sentences represents correct use of tense?
- A. He promised that he can come.
 B. He promised that he will come.
 C. He promised that he will have come.
 D. He promised that he would come.
16. 'Although he was wealthy, he was not happy.' This is a:
- A. simple sentence B. compound sentence
 C. complex sentence D. compound complex sentence

17. The pet dog followed him wherever he went. The underlined part of sentence is:
A. adverb phrase B. adverb clause
C. adjective phrase D. adjective clause
18. 'The sky is _____ my head.' Correct preposition for the blank is:
A. on B. at
C. above D. across
19. Which one of the following conditional sentence is correctly structured?
A. Unless you listen to me, you would not learn anything.
B. Unless you listened to me, you will not learn anything.
C. Unless you had listened to me, you would not learn anything.
D. Unless you listen to me, you will not learn anything.
20. Identify which one of the following sentences contains transitive verb:
A. Alex sent a postcard from USA.
B. The wasps fought bravely.
C. The sun sets in the West.
D. Many horses fled away.
-



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 given passages and answer any **SIX** questions including **Question No.(i)** appended to it.

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

The issue of gender inequality is, sometimes wrongly ascribed to religion. As the matter of fact, its primary causes are the various cultural norms and the patriarchal mindset. Males are considered physically powerful and females as psychologically sensitive or weak. From birth, male and female offspring are raised differently. Since their babyhood, boys let to play with toys like trucks or other sports related things whereas girls are introduced more commonly to dolls, dresses and playhouses, where they take care of dolls as if they were children. Women are supposed to be submissive to men and are viewed as a property. They are not allowed to take independent decisions even about some of their very fundamental and sheerly personal matters like education, marriage and job etc. These trends set by the society put men and women on certain separate paths.

Gender inequality is more conspicuously maintained when it comes to schooling, particularly education at higher level. Cultural boundaries and various gender roles lead to different approaches towards male and female education. In Pakistan, for example, a family may consider it useless to impart education to girls because they are supposed to get married eventually and they take on their major responsibilities of house making and babysitting.

Poor or irrelevant academics of women along with some other factors like marriage and cultural stereotypes lead to their joblessness and economic backwardness. Mostly, across the globe women cannot find equal work opportunities and remain economically dependent on men. They are barred from owning land and their control over household economic resources is also limited.

Gender inequality in the worst of its form is seen in violence against women folk. Women across the world face violence in various forms, such as physical, psychological and economic violence. As regards the provision of an access to healthcare system, gender disparity continues to plague many societies all over the world, especially the developing regions such as South Asia, West Asia and China. Regrettably women all over Pakistan, particularly in the remote rural areas, face an extremely awkward situation with respect to health related issues.

QUESTIONS:

- i. Write down summary of the passage and suggest a suitable title. (7+1=8)
- ii. Define gender discrimination in your own words.
- iii. Infer the writer's stance in the above passage and express your own opinion.
- iv. Do you believe that men and women have to play different roles and therefore they should not be provided with same kind of education? Justify your stance.
- v. In what different ways are women subjected to discrimination?
- vi. What does the writer mean by 'patriarchal mindset'? Does it prevail in our society? Briefly write.
- vii. Briefly discuss in humanistic, social and religious perspectives how we can achieve gender equality.

viii. What are some of the factors responsible for economic distress of women?

Q 3. a. Read the following poetic extract carefully and answer the questions appended to it:

(2+2+2= 6)

I. We can't all be captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task you must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't by size that you win or you fail —
Be the best of whatever you are!

QUESTIONS:

- i. What important message does the poet want to convey through the given stanzas?
- ii. Distinguish between what is clearly stated and what is implied in the above stanzas.
- iii. Which poetic devices are used by the poet to make his message impressive?

OR

II. If you can dream – and not make dreams your master;
If you can think – and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

QUESTIONS:

- i. What important advice does the poet give to the readers?
- ii. How, according to the poet, the two impostors can be treated?
- iii. Which poetic device is used in the last line of the stanza?

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

- i. 'Characterization, like many elements of storytelling technique, is an invisible tool which helps build and portray strong, flawed/flawless, and realistic depiction of characters'.
Explain the above statement in the context of any work of fiction you have read and discuss how a character undergoes different phases of development.
- ii. Explain Climax and Anti-Climax with the reference to any narrative work of literature you have read.

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)

Corruption

Outline: Definition . . . dishonest practice . . . deeply rooted evil of society . . . mother of all evils . . . misuse of public money . . . use of unfair means ... precautions in the light of Islam . . . strict rules . . . need for reforms— conclusion.

OR

The Habit of Reading

Outline: an important activity . . . increases knowledge . . . utilization of time positively . . . broadens vision . . . variety of subjects . . . computer, a new way of reading . . . role of libraries . . . books are the best companion . . . conclusion

Q.5 a. There are **FIVE** errors of adjective, verb, pronoun and adverb in the given paragraph. Rewrite the paragraph after correcting the errors. Underline the corrected words. (5)

“A good citizen is much aware than others of the fact that he is indebted to his society in many ways. He knows that the labour and work of countless persons have enriched his life. His life, to a great extent, depend on others. He is the one which has received many material and spiritual benefits from others. It is only just right that he should pay his debts. How does good citizen pay his debts to the society by living a useful and fruitful life? He lives not for himself alone. He lives for others. He pays his taxes honestly. He does not behave miserly. He takes keen interest in affairs of the state.

b. Use any **FIVE** of the following idioms in sentences. (5)

- i. Once in a blue moon
- ii. A bird’s eye view
- iii. A dead letter
- iv. A broken reed
- v. A blue stocking
- vi. At sea
- vii. Rank and file

c. Change the following conversation into indirect form of narration: (5)

“You didn’t attend my birthday party.” said Nasir. “I am extremely sorry, friend.” Munir replied. “I had to visit my uncle’s house in Karachi. How was the program?” “It was amazing but all of us missed you,” said Nasir. “Let me show you the photographs.”

Q.6 Suppose you are working as a price control officer. In view of the growing rates of the daily consumer items, the authorities ask you to investigate and write a report on it. Your report should cover the following points: (8)

- i. Surprise visits to the markets
- ii. Causes of the price hike
- iii. Impacts on the low-income earners and the middle class
- iv. Suggestions as how to control it

Q.7 Use appropriate transitional devices in any **FIVE** of the blanks to complete the process. Use each transitional device only once. (5)

because	In addition	besides	whenever	whereas	nevertheless	because	for example
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Animals use various means to protect themselves. Colour is one that is widely used as a protective device. For instance, some birds display brightly coloured feathers 1- _____ they are threatened. These are designed to frighten away the enemy. 2- _____ to colour, some animals emit a peculiar smell for the same purpose. 3- _____, form may be used to conceal the animal. Some insects, 4- _____, conceal themselves by making themselves resemble plants or flowers. In this way, 5- _____ are hardly visible because they can merge into their surroundings. Other animals adopt regular patterns of behaviour when they are frightened. Some pretend to be dead 6- _____ others just come forward and stand still.

ENGLISH (COMPULSORY) HSSC-II
Student Learning Outcomes
(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	2	I	Analyze how a writer/ poet uses language to influence reader for various purposes e.g. propaganda, irony, parody and satire	K	1
2.	Q-1 (2)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>make simple inferences using context of the text and prior knowledge.</i>	U	1
3.	Q-1 (3)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	K	1
4.	Q-1 (4)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <i>deduce meaning of difficult words from context.</i>	A	1
5.	Q-1 (5)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.	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)	4	2	I	Use appropriate vocabulary and correct spelling in their own writing: <ul style="list-style-type: none"> • Understand and use colloquial and idiomatic expressions given in the text/glossary. 	K	1
8.	Q-1 (8)	1	2	1	Read a given poem and give orally and in writing: <i>recognize literary techniques such as personification and alliteration.</i>	K	1
9.	Q-1 (9)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while reading) to distinguish between what is clearly stated and what is implied.	K	1
10.	Q-1(10)	1	1	2	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <i>distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.</i>	K	1
11.	Q-1 (11)	4	3	I	Identify and use adjective phrases and clauses.	U	1
12.	Q-1 (12)	4	3	I	Illustrate use of prepositions of position, time and movement and direction.	K	1
13.	Q-1 (13)	4	3	I	Illustrate the use of gerunds and gerund phrases.	K	1
14.	Q-1 (14)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.	K	1
15.	Q-1 (15)	4	3	I	Illustrate use of tenses.	U	1
16.	Q-1 (16)	4	3	3	Analyze and construct simple, compound and complex sentences.	U	1
17.	Q-1 (17)	4	3	I	Identify and use adverbial phrases and clauses.	U	1

18.	Q-1 (18)	4	3	I	Illustrate use of prepositions of position, time and movement and direction.	K	1
19.	Q-1 (19)	4	3	3	Identify, analyze and construct conditional sentences.	K	1
20.	Q-1(20)	4	3	I	Illustrate use of transitive and intransitive verbs.	K	1
21.	Q-2 - (i)	1	1	2	Use summary skills to extract salient points and develop a mind map to summarize a text.	A	8
22.	Q-2 - (ii)	1	1	2	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	K	4
23.	Q-2 -(iii)	1	1	2	Apply critical thinking to interact with text, use intensive reading strategies (while reading) to <ul style="list-style-type: none"> • locate examples to support an opinion e.g. appeal to emotions, appeal to logic or ethical belief, etc. • recognize arguments and counter arguments. 	U	4
24.	Q-2 -(iv)	1	1	2	Apply critical thinking to interact with text, use intensive reading strategies (while reading) to <ul style="list-style-type: none"> • locate examples to support an opinion e.g. appeal to emotions, appeal to logic or ethical belief, etc. • recognize arguments and counter arguments. 	U	4
25.	Q-2 -(v)	1	1	1	Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.	K	4
26.	Q-2 -(vi)	1	1	2	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. 	K	4
27.	Q-2 -(vii)	1	1	2	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. 	U	4
28.	Q-2 -(viii)	1	1	1	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 	U	4
29.	Q-3-a- (I &II)-(i)	1	2	I	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. 	U	2
30.	Q-3-a-(I &II)- (ii)	1	1	2	Apply critical thinking to interact with text, use intensive reading strategies (while reading) to <ul style="list-style-type: none"> • distinguish between what is clearly stated and what is implied. 	U	2

31.	Q-3-a-(I &II) -(iii)	1	2	1	Read a given poem and give orally and in writing: <i>Recognize literary techniques such as personification and alliteration.</i>	K	2
32.	Q-3-b (i)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view	U	6
33.	Q-3-b (ii)	1	2	1	Analyze story elements: characters, events, setting, plot, theme, tone, point of view	U	6
34.	Q-4 (i), (ii)	2	1	I	Write an essay on a general subject:	A	12
35.	Q-5 a	2	1	4	Proof read and edit their own, peers' and given texts for errors of usage and style : • Faulty sentence structure. • Unclear pronoun reference. • Incomplete comparison. • Dangling modifiers.	U	5
36.	Q-5 b	4	2	I	Use appropriate vocabulary and correct spelling in their own writing. • Understand and use colloquial and idiomatic expressions given in the text / glossary.	U	5
37.	Q-5 c	4	3	3	Use direct and indirect speech appropriately in speech and writing according to the required communicative function.	U	5
38.	Q-6	2	1	2	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.	K + A	4+4
39.	Q-7	4	3	1	Use in speech and writing, all the appropriate transitional devices.	U	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), 1-3(1),1-5(1), 1-6(1), 1-8(1), 1-9(1), 1-10(1), 2-ii(4), 2-v(4), 2-vi(4), 3-a-(I &II)-iii(2)	6-(4)	1-7(1),1-12(1),1-13(1),1-14(1), 1-18(1), 1-19(1), 1-20(1)	32	27.3%
Understanding Based	1-2(1),2-iii(4),2-iv(4),2-vii(4), 2-viii(4),3-a-(I &II)-i(2), 3-a-(I &II)-ii(2),3-b-i(6), 3-b-ii(6)	5-a(5)	1-11(1),1-15(1), 1-16(1), 1-17(1), 5-b(7), 5-c(5), 7-(6)	60	51.3%
Application Based	1-4(1), 2-i(8)	6-(4), 4-(12)		25	21.4%
Total Marks	63	25	29	117	100%

Key:

1-4(1)

QNo.- Part No.(Allocated marks)