| | Versi | on N | 0. | | I | ROLI | L NUI | MBE | R | | | |
|---|-----------------------------------|-----------------------------------|-------------------------------|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|--------------------------|--------------------------|---|---------|
| | | | | | | | | | | | | |
| 0 1 2 3 4 5 6 7 8 | 0 1 2 3 4 | (1) (2) (3) (4) | 0 1 2 3 4 | (0) (1) (2) (3) (4) (5) | 0 1 2 3 4 | 0 1 2 3 4 | 0 1 2 3 4 | 0 1 2 3 4 | (1) (2) (3) (4) | (1) (2) (3) (4) | Answer Sheet No. | - |
| (5) | (5)(6) | (5)(6) | 56 | (5) | (5)(6) | (5)(6) | (5)(6) | (5)(6) | (5) (6) | (5) (6) | Sign. of Candidate | - |
| (7) (8) (9) | 7 8 9 | (7) (8) (9) | (7) (8) (9) | 6789 | 7 8 9 | 7 8 9 | 7 8 9 | 7 8 9 | 7 8 9 | (7) (8) (9) | Sign. of Invigilator | - |
| | | | E | NGLIS | H (| SEC | CTIO | N – A | (Ma | HS rks 20 linute | | |
| | | | | | | | | | | | oe answered on this page and hot allowed. Do not use lead pe | |
| Q.1 | Fil | ll the | e relev | ant bubl | ole fo | r eac | ch pa | rt. E | ach p | art c | arries one mark. | |
| | (1) |) | | _ | _ | | | | e gras | ssy bo | orders of our roads and lanes. The | he |
| | | | synon A. | ym of un spoil | derli | ned v | vord i | is: | | | | \cap |
| | | | В. | beautify | y | | | | | | | ŏ |
| | | | C. | constru | ct | | | | | | | Ŏ |
| | | | D. | pacify | | | | | | | | \circ |
| | (2) |) | _ | f the follo | wing ficati | g figu | re of | spee | ch is | exem | en branches show the scars. Whe plified by this sentence? Simile Alliteration | nich |
| | (3) | ١ | Whiel | n one of t | he fo | llowi | ino se | nten | e is : | an ex | ample of personification? | |
| | (5) | , | A. | He is ru | | | | | | | | |
| | | | B. | Princes | | | | | | | nis. | |
| | | | C. D. | Laughte The win | | O | | | | | | |
| | (4) |) | The m | noment of | f higł | nest i | nteres | st, en | otior | or ir | ntensity within a story is known | as: |
| | | | A. | catharsi | is | | Ŏ |) | В. | | resolution | |
| | | | C. | climax | | | \circ |) | D. | (| denouement | |
| | (5) | | Identi additi | - | the f | follov | ving s | sente | nce e | mplo | ying the transitional device of | |
| | | | A. Mo | oreover, l | ne wi | ll do | all th | e coo | king | and c | eleaning while he studies. | |

B. As a result, you would be a happy person.

C. The boy liked birds but he was afraid of cats.

D. In other words, I want to drop out.

| (6) | | ace your difficulties derlined word is: | s and take | steps to | change | your situation. An | tonym of |
|------|-------------------------------|--|--|-------------------------------------|--------------------------|----------------------|--------------|
| | A. | accept | \circ | B. | celebr | ate | \circ |
| | C. | comprehend | 0 | D. | reject | | 0 |
| (7) | | agh I phone <u>her</u> even often enough. The u anaphoric reference cataphoric referen | underlined ce | - | | <u> </u> | on't keep in |
| | C. | antecedent | | | (| Ď | |
| | D. | exophoric reference | ce | | (| | |
| (8) | Identit Tense | fy one of the follow | ing senten | ce whic | h exem | plifies the Future P | erfect |
| | A. | They will had been | n waiting | for us. | | | |
| | B. | Tahir will have tal | ken ill. | | | | |
| | C. | He will be wearing | _ | | | | |
| | D. | I have slept through | gh the who | ole day. | | | |
| (9) | Which A. B. C. D. | I one of the following I saw them crossing They were singing He was served a single I was afraid of human the mas afraid of human the mass afraid of h | ng the streating nicely. | et. t pot. | ns the e | example of a gerund | 1? |
| (10) | Which A. B. C. D. | n one of the followin He himself cancel Those are my boo Who stole my pen Somebody pushed | led his dea ks. ? | gree. | s an ind (((| efinite pronoun? | |
| (11) | | ad quite <u>abandoned</u> underlined word fro | _ | _ | _ | | t meaning |
| | A. | To hold back |)) | | B. | To limit. | \bigcirc |
| | C. | To give up comple | etely (| Š | D. | To discriminate. | Ŏ |
| (12) | Which A. B. C. D. | one of the following "Haven't you finish Haven't you finish "Haven't you finish" "Haven't you finish" | shed writing ned writing ned writing | ng," said g, said S g? said S | l Sara. ara. Sara. | unctuated? | 0000 |
| (13) | Which A. B. C. D. | Fruit that is grown You can sit where Harry's problem v She knows what h | organical ver you w vas that he | lly is exp ant. e couldn | pensive | | 0000 |
| (14) | A. B. C. | I gave them a second Jameel sent a post. The plane landed of the landed | ond chance card from on the airp | e to prov Jhang. ort safel | e thems | | ve verb? |
| | D | She left the keys o | n the table | 2 | | | () |

| (15) | Which | h one of the followii | ng sente | nce conta | iins a pa | rticiple phrase? | | |
|------|--------|---------------------------|------------|---------------|-----------|-----------------------------------|------------------|----------------|
| , , | A. | Eating shellfish qu | ickly is | a bad ide | ea. | 1 1 | \bigcirc | |
| | B. | Deceived by his fr | • | | | ng. | Ŏ | |
| | C. | Would you like to | | | | _ | Ŏ | |
| | D. | To wait seemed for | | | | | Ŏ | |
| (16) | | | | oroken a | rm, cau | ght the ball. The unc | lerlined | |
| | - | f the sentence is a/aı | n: | | | | | |
| | A. | noun clause | Q | В. | | b clause | O | |
| | C. | adjective clause | \circ | D. | adver | b phrase | | |
| (17) | Mrs | Δvesha his favouri | te teach | er accio | ned him | the comprehension | of Mob | 3 7 |
| (17) | | The underlined part | | | | the comprehension | 01 14100 | y |
| | A. | appositive phrase | | \bigcirc | B. | adverbial phrase | \bigcirc | |
| | C. | adjective phrase | | Ŏ | D. | gerund phrase | Ŏ | |
| | | 2 2 | | | | | | |
| (18) | Which | n one of the following | ng sente | nce conta | ins an e | <mark>xam</mark> ple of adverb of | 'degree' | ? |
| | A. | Riaz coughed loud | dly to att | tract her | attentior | l. | \circ | |
| | B. | He plays the flute | beautifu | ılly. | | | \circ | |
| | C. | She stayed at my l | nome all | l day. | | | \circ | |
| | D. | It is extremely hot | today. | | | | \circ | |
| (10) | Cover | | | : | 4 | | Т | ٦١ |
| (19) | | lined word is a/an: | process. | is central | to our p | parliamentary <u>democ</u> | <u>:racy</u> . 1 | пе |
| | | | | | D | | \bigcirc | |
| | A. | proper noun | | \mathcal{L} | В. | material noun | \otimes | |
| | C. | abstract noun | | O | D. | collective noun | \cup | |
| (20) | Altho | ugh he was too rich. | , he was | miserabl | y unhap | py and discontented | . The | |
| ` / | senter | | | | | 1. | | |
| | A. | simple | | | B. | complex | | \bigcirc |
| | C. | compound | | Ŏ | D. | compound comple | X | $\tilde{\cap}$ |
| | ٠. | P | | \cup | | powie tompie | | \circ |

Federal Board HSSC-I Examination English Compulsory Model Question Paper

Time allowed: 2.35 hours Total Marks: 80

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

SECTION – B (Marks 40)

Q.2 Read the following passage carefully and answer any SIX questions including Question No.(i) appended to it.

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

By the age of six the average child will have completed the basic education and be ready to enter school. If the child has been attentive in these pre-school years, he or she will already have mastered many skills.

From television, the child will have learned how to pick a lock, commit a fairly elaborate bank holdup, prevent wetness all day long, get the laundry twice as white and kill people with a variety of **sophisticated armaments**.

From watching his parents, the child, in many cases, will already know how to smoke, how much falsehood to mix with facts to be **pragmatic** and shrewd, what kind of language to use when angry and how to violate the speed laws without being caught.

At this stage, the child is ready for the second stage of education which occurs in school. There, a variety of lessons may be learned in the very first days.

The teacher may illustrate the economic importance of belonging to a strong union by closing down the school before the child arrives. Fathers and mothers may demonstrate to the child the social cohesion that can be built on shared hatred by **demonstrating** their dislike for children whose pigmentation displeases them. In the latter event, the child may receive visual instruction in techniques of stoning buses, cracking skulls with a nightstick and subduing mobs with teargas. Formal education has begun.

During formal education, the child learns that life is for testing. This stage lasts twelve years, a period during which the child learns that success comes from telling testers what they want to hear.

QUESTIONS:

- i. Write down the summary of the given passage and suggest a suitable title. (7+1=8)
- ii. What does the writer mean when he uses the expression of formal education? Do you agree with the writer's opinion on the existing system of formal education?
- iii. What can be inferred about the author's attitude towards television? Do you share his opinion on television and other such gadgets?
- iv. What is the tone of the given excerpt? Elaborate it briefly.
- v. How do you look at our exam system? Do you agree with the author's views on tests?
- vi. What, according to the author, does a child learn at the earliest stage of his "formal education?"
- vii. What do children learn from their parents in pre-school stage? How does the author criticize the role of parents in inculcating criminal habits or derogatory moral values in children?

| | viii. | Deduce meaning of the underlined words. |
|------|-------|--|
| Q.3 | a. | Read the following poetic extract carefully and answer the questions appended to it: $(2+2+2=6)$ |
| | I. | Two roads diverged in a yellow wood, |
| | | And sorry I could not travel both |
| | | And be one traveller, long I stood |
| | | And looked down one as far as I could |
| | | To where it bent in undergrowth; |
| | | Then took the other, as just as fair, |
| | | And having perhaps the better claim, |
| | | Because it was grassy and wanted wear, |
| | | Though as for that the passing there, |
| | | Had worn them about the really same. |
| | | QUESTIONS: |
| | | i. What is the theme of the extract? |
| | | ii. What difficult choice is the poet oblige to make? |
| | | iii. Write down two rhyming scheme of the given stanzas. |
| | ** | OR |
| | II. | Let me not to the marriage of two minds |
| | | Admit impediments, Love is not love |
| | | Which alters when it alteration finds, |
| | | Or bends with the remover to remove: |
| | | O, no! it is an ever-fixed mark, That looks on tempests and is never shaken; |
| | | It is the star to every wandering bark, |
| | | Whose worth's unknown, although his height be taken. |
| | | QUESTIONS: |
| | | i. What is the poet's definition of love? |
| | | ii. Why does the poet compare love with an ever-fixed mark? |
| | | iii. Write down two rhyming words for each of the following words. |
| | | a. Shaken b. Mark |
| | b. | Attempt any ONE of the following questions: (6) |
| | | i. 'Playwrights often create conflicting characters whose struggle provides |
| | | for the crisis or tension in the play.' Elaborate with reference to a play you |
| | | have read. |
| | | ii. What is the difference between flexible and inflexible characters? Explain with reference to any piece of literature you have come across. |
| | | SECTION – C (Marks 40) |
| NOTE | C: | Attempt all questions. |
| Q.4 | | your CV for the post of financial advisor in an insurance company advertised in a aper. (8) |
| 0.5 | newsp | Illustrate correct use of tenses in any SIX of the following sentences by correctly |
| Q.5. | a. | re-writing them: (6) |
| | | i. Wethe trash for pick up. (left out/ left over) |
| | | ii. Dawood and Babareach other at the mall. (ran into/run over) |
| | | iii. He his hat immediately in order to show me his new hairstyle. |
| | | (took off/took up) |
| | | iv. After the death of her husband, she was left with no one to(fall on/ |
| | | fall back upon) |
| | | 1 / |

| | | v. | After more than fifty years of marriage, nothing could them. (between/ come down to) | come |
|-----|--------|----------|--|-------------|
| | | vi. | The jungle caught fire, and it could not be by the local fire brigade. (put in/put out) | |
| | | vii. | The professor spoke for hours but students couldn'tanythir (make out/make up) | ng. |
| | | viii. | Shirley thought she cheating until the teacher asked her to after the class. (got away with/ got away) | o stay |
| | b. | Use th | | (6) |
| | | i. | They (work) on the project at the moment. | |
| | | ii. | He (write) a novel since last October and is about to finish it. | |
| | | iii. | Age and experience (bring) wisdom to the man. | |
| | | iv. | I will call you when the guests (arrive). | |
| | | v. | The box (be) so heavy that I couldn't lift it. | |
| | | vi. | They (come) here next week to visit my newly found firm. | |
| | | vii. | He wants Mary (do) the dishes. | |
| | c. | he inv | ruate the following lines/paragraph: vited me to the football game but i wasnt able to go james said and i he hat it was a great game | (4) eard |
| Q.6 | Write | a letter | r to the editor of a newspaper about the fuel price raise and its effec | ets on |
| 2.0 | the pu | | (8) | 011 |
| | | | | |
| Q.7 | Transl | late the | following passage from English to Urdu: | (8) |
| | Know | ledge is | s a great power. Knowledge not only gives us material benefits but s | piritual |
| | | | llso. In our religion, getting knowledge is obligatory for everyone. | |
| | | | at cannot be stolen. Without knowledge, no man can recognize hims | |
| | | | ware of his life. Having got knowledge, a man can effectively work | for the |
| | better | ment of | himself, his society, and his nation. | |
| | | | OR | |
| | Write | a dialo | ogue between two friends sharing their preparation plans for the upon | coming |

Write a dialogue between two friends sharing their preparation plans for the upcoming exam. (Dialogue must have at least eight sets of conversation relevant to the topic other than opening and closing)

* * * * *

ENGLISH (COMPULSORY) HSSC-I (3rd Set) Student Learning Outcomes Alignment Chart

| C | O N- | | | | |
|-----|----------|----------------|--------------|---------------|---|
| S | Q No. | | | | |
| # | | 0. | | | Student Learning Outcomes |
| | | Competency No. | · | Benchmark No. | E |
| | | ıcy | Standard No. | ¥ | , ea |
| | | ter | rd | naı | Student L Dutcomes |
| | | be | da | K | on so le |
| | | | an |) Ju | ut d |
| | | | St | Be | |
| 1. | Q-1(1) | 4 | 2 | I | Use appropriate vocabulary and correct spelling in their own |
| | | | | | writing: |
| | | | | | • Explore the use of synonyms with varying shades of meaning |
| | | | | | used for various purposes e.g. propaganda, irony, parody and |
| | 0.1(0) | 1 | | т | satire. |
| 2. | Q-1(2) | 1 | 2 | I | Read a given poem and give orally and in writing: |
| | | | | | Recognize literary techniques such as personification |
| | | | | | and alliteration. |
| 3. | Q-1(3) | 1 | 2 | I | Read a given poem and give orally and in writing: |
| | | | | | Recognize literary techniques such as |
| | | | | | personification and alliteration. |
| 4. | Q-1(4) | 1 | 2 | I | Analyze story elements: characters, events, setting, plot, |
| | | | | | theme, tone, point of view. |
| 5. | Q-1(5) | 1 | 1 | III | Recognize and use appropriate transitional words within and |
| | | | | | beyond paragraphs for better coherence and cohesion. |
| 6. | Q-1(6) | 1 | 1 | II | Apply critical thinking to interact with text, use |
| | | | | | intensive reading strategies (while- reading) to deduce |
| | | | | | meaning of difficult words from context |
| 7. | Q-1(7) | 1 | 1 | I | Identify and recognize the functions of |
| | | | | | anaphoric and cataphoric references |
| 8. | Q-1(8) | 4 | 3 | I | Illustrate use of tenses |
| 9. | Q-1(9) | 4 | 3 | I | Illustrate the use of gerunds and gerund phrases. |
| 10. | Q-1(10) | 4 | 3 | I | Illustrate use of pronouns. |
| 11. | Q-1(11) | 1 | 1 | II | Apply critical thinking to interact with text, use intensive |
| | | | | | reading strategies (while-reading) to make simple inferences |
| | | | | | using context of the text and prior knowledge |
| 12. | Q-1 (12) | 4 | 3 | II | Recognize and rectify faulty punctuation in given passages |
| | | | | | and own work |
| 13. | Q-1(13) | 4 | 3 | I | Identify and use adjective phrases and clauses. |
| 14. | Q-1(14) | 4 | 3 | I | Illustrate use of transitive and intransitive verbs. |
| 15. | Q-1(15) | 4 | 3 | I | Make and use present and past participles. |
| 16. | Q-1(16) | 4 | 3 | I | Identify and use adjective phrases and clauses. |
| 17. | Q-1(17) | 4 | 3 | III | Analyze sentences for different clauses and phrases; evaluate |
| | | | | | how their positions in sentences change meaning and affect |
| | | | | | communicative function. |
| 18. | Q-1(18) | 4 | 3 | Ι | Illustrate use of adverbs. |
| 19. | Q-1(19) | 4 | 3 | I | Demonstrate use of collective, countable and uncountable, |
| 17. | ¥ 1(12) | • | | 1 | material and abstract nouns. |
| 20. | Q-1(20) | 4 | 3 | III | Analyze and construct simple, compound and complex |
| ۷٠. | Q-1(20) | 7 | J | 111 | r maryze and construct simple, compound and complex |

| 22. Q-2(ii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 23. Q-2(iii) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 24. Q-2(iv) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 25. Q-2(v) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 26. Q-2(vi) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 27. Q-2(vii) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2(viii) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3(-a) 1 Q-3 1 Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3(-a) 1 Personal response with justification. 29. Q-3(-a) 1 Personal response with justification. 29. Q-3(-a) 1 Personal response with justification. 20. Q-3(-a) 1 Personal response with justification. 20. Q-3(-a) 1 Personal response with justification. 21. Q-3- Apply applying critical thinking. 22. Q-3(-b) 1 Personal response with justification. 23. Q-3-(b) 1 Personal response with justification. 24. Q-3 (b) 1 Personal response with justification. 25. Q-3(-b) 1 Personal response with justification. 26. Q-3(-b) 1 Personal response with justification. 27. Q-3(-b) 1 Personal response with justification. 28. Q-3(-b) 1 Personal response with justification. 29. Q-3(-b) 1 Personal response with justification. 20 | | | | | | sentences. |
|--|-----|-------------|---|---|-----|--|
| mind map to summarize a text. 22. Q-2(ii) | 21 | O-2(i) | 1 | 1 | II | |
| 22. Q-2(ii) | 21. | Q-2(1) | 1 | 1 | 11 | , |
| 23. Q-2(iii) 1 | 22 | O 2(ii) | 1 | 1 | TT | • |
| 23. Q-2(iii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 24. Q-2(iv) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 25. Q-2(v) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 26. Q-2(vi) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 27. Q-2(vii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2(viii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3-(a) | 22. | Q-2(II) | 1 | 1 | 11 | |
| 23. Q-2(iii) 1 | | | | | | |
| 24. Q-2(iv) 1 1 1 1 Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 25. Q-2(v) | 22 | 0.2(:::) | 1 | 1 | TT | |
| 24. Q-2(iv) 1 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 25. Q-2(v) 1 1 I III Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 26. Q-2(vi) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 27. Q-2(vii) 1 I III Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2 (viii) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3-(a)- (I &II)-(i) | 23. | Q-2(111) | 1 | 1 | 111 | |
| 24. Q-2(iv) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 25. Q-2(v) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 26. Q-2(vi) 1 I III Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 27. Q-2(vii) 1 I III Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2 (viii) 1 I III Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3-(a)- (I &II)- (I &III)- (I &IIII)- (I &III)- (I | | | | | | |
| Section Sect | | 0.2(:) | 4 | 4 | ** | |
| 25. Q-2(vi) 1 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions. 26. Q-2(vii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 27. Q-2(vii) 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2 (viii) 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3-(a) 1 2 I Read a given poem and give orally and in writing: 10. Q-3-(a) 1 2 I Read a given poem and give orally and in writing: 11. Personal response with justification. 12. Read a given poem and give orally and in writing: 13. Q-3-(a) 1 2 I Read a given poem and give orally and in writing: 14. Personal response with justification. 15. Recognize literary techniques such as personification and alliteration. 26. Q-3-(b) 1 2 I Read a given poem and give orally and in writing: 17. Personal response with justification. 18. Recognize literary techniques such as personification and alliteration. 28. Q-3-(b) 1 2 I Read a given poem and give orally and in writing: 29. Q-3-(b) 1 2 I Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. 30. Q-3-(b) 1 2 I Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 31. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: 29. Q-5(a) 4 2 I Use appropriate vocabulary, style and tone for a covering letter. | 24. | Q-2(1V) | 1 | 1 | Ш | == : |
| 25. Q-2(v) 1 | | | | | | |
| use intensive reading strategies (while-reading) to scan to answer short questions. 26. Q-2(vii) | | | | | | |
| 26. Q-2(vii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 27. Q-2(viii) 1 III Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2 (viii) 1 I II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3-(a)- | 25. | Q-2(v) | 1 | 1 | II | |
| 26. Q-2(vii) | | | | | | |
| 27. Q-2(vii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2 (viii) 1 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 29. Q-3-(a)- | | | | | | 1 |
| Comprehend/interpret text by applying critical thinking. Comprehend/interpret text by applying critical thinking. | 26. | Q-2(vi) | 1 | 1 | II | |
| 27. Q-2(viii) 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2 (viii) 1 II Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • deduce meaning of difficult words from context. 29. Q-3-(a)- (I &II)-(i) Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration. 30. Q-3-(a)- (I &II)- (ii) Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration. 31. Q-3- (a)- (1 & Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration. 32. Q-3-(b)- (ii) Rada given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration. 33. Q-3-(b)- (ii) Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. 34. Q-4 2 I Malyze story elements: characters, events, setting, plot, theme, tone, point of view. 35. Q-5(a) 4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter: • Use appropriate vocabulary and correct spelling in their | | | | | | |
| use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking. 28. Q-2 (viii) | | | | | | comprehend/interpret text by applying critical thinking. |
| 28. Q-2 (viii) 1 | 27. | Q-2(vii) | 1 | 1 | II | Apply critical thinking to interact with text and |
| 28. Q-2 (viii) | | | | | | use intensive reading strategies (while-reading) to |
| use intensive reading strategies (while-reading) to • deduce meaning of difficult words from context. 29. Q-3-(a)- (I &II)-(i) | | | | | | comprehend/interpret text by applying critical thinking. |
| meaning of difficult words from context. 29. Q-3-(a)- (I &II)-(i) | 28. | Q-2 (viii) | 1 | 1 | II | Apply critical thinking to interact with text and |
| 29. Q-3-(a)- (I &II)-(i) 2 | | | | | | use intensive reading strategies (while-reading) to • deduce |
| Theme and its development. | | | | | | meaning of difficult words from context. |
| Personal response with justification. Recognize literary techniques such as personification and alliteration. Q-3-(a)- (I &II)- (ii) Theme and its development. Personal response with justification. Recognize literary techniques such as personification and alliteration. Q-3- (a)- (I &II)- (iii) Read a given poem and give orally and in writing: Theme and its development. Personal response with justification. Recognize literary techniques such as personification and alliteration. Personal response with justification. Recognize literary techniques such as personification and alliteration. Personal response with justification. Recognize literary techniques such as personification and alliteration. Parsonification and alliteration. Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. Q-3-(b)- (i) Analyze story elements: characters, events, setting, plot, theme, tone, point of view. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: Use appropriate vocabulary, style and tone for a covering letter/ job application/resume . Use appropriate vocabulary and correct spelling in their | 29. | Q-3-(a)- | 1 | 2 | I | Read a given poem and give orally and in writing: |
| Recognize literary techniques such as personification and alliteration. 30. Q-3-(a)- (I &II)- (ii) Personal response with justification. 31. Q-3- (a)- (I &II)- (iii) Personal response with justification. 32. Q-3-(b)- (i) Personal response with justification. 33. Q-3-(b)- (i) Personal response with justification. 34. Q-4 2 1 III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter. 35. Q-5(a) 4 2 I Use appropriate vocabulary, style and tone for a covering letter/ job application/resume f. 36. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | (I &II)-(i) | | | | Theme and its development. |
| alliteration. 30. Q-3-(a)- (I &II)- (ii) 31. Q-3- (a)- (a)- (a)- (a)- (a)- (a)- (a)- (a) | | | | | | • Personal response with justification. |
| 30. Q-3-(a)- (I &II)- (ii) 31. Q-3- (a)- (I &II)- (iii) 32. Q-3-(b)- (i) 33. Q-3-(b)- (i) 34. Q-4 2 I Read a given poem and give orally and in writing: | | | | | | Recognize literary techniques such as personification and |
| (I &II)- (ii) Personal response with justification. Recognize literary techniques such as personification and alliteration. Recognize literary techniques such as personification and alliteration. Recognize literary techniques such as personification and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration. Recognize literary techniques such as personification and alliteration. Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. Analyze story elements: characters, events, setting, plot, theme, tone, point of view. Analyze story elements: characters, events, setting, plot, theme, tone, point of view. Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. Q-5(a) Use appropriate vocabulary and correct spelling in their | | | | | | alliteration. |
| (ii) Personal response with justification. Recognize literary techniques such as personification and alliteration. 31. Q-3- (a)- (I & Theme and its development. Personal response with justification. Personal response with justification. Recognize literary techniques such as personification and alliteration. 32. Q-3-(b)- (i) Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. 33. Q-3-(b)- (i) Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 34. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. | 30. | Q-3-(a)- | 1 | 2 | I | Read a given poem and give orally and in writing: |
| Recognize literary techniques such as personification and alliteration. 31. Q-3- | | (I &II)- | | | | • Theme and its development. |
| personification and alliteration. 31. Q-3- (a)- (I &II)- (iii) 32. Q-3-(b)- (i) 33. Q-3-(b)- (ii) 34. Q-4 2 I Malyze story elements: characters, events, setting, plot, theme, tone, point of view. 34. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. | | (ii) | | | | Personal response with justification. |
| 31. Q-3- (a)- (I &II)- (iii) 32. Q-3-(b)- (i) 33. Q-3-(b)- (ii) 34. Q-4 2 I Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration. Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. Analyze story elements: characters, events, setting, plot, theme, tone, point of view. Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | | | 4 | | Recognize literary techniques such as |
| (a)- (I &II)- (iii) • Personal response with justification. Recognize literary techniques such as personification and alliteration. 32. Q-3-(b)- (i) 33. Q-3-(b)- (ii) 34. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/job application/resume for their | | | | | | personification and alliteration. |
| &II)- (iii) Recognize literary techniques such as personification and alliteration. 32. Q-3-(b)- (i) 33. Q-3-(b)- (ii) 1 2 I Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. 33. Q-3-(b)- (ii) 2 I Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 34. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | 31. | Q-3- | 1 | 2 | I | Read a given poem and give orally and in writing: |
| (iii) Recognize literary techniques such as personification and alliteration. 32. Q-3-(b)- (i) I 2 I Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. 33. Q-3-(b)- (ii) I 2 I Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 34. Q-4 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | (a)- (I | | | | Theme and its development. |
| personification and alliteration. 32. Q-3-(b)- (i) 33. Q-3-(b)- (ii) 34. Q-4 2 | | &II)- | | | | • Personal response with justification. |
| 32. Q-3-(b)- (i) 33. Q-3-(b)- (ii) 4 Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution. 34. Q-4 2 I Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 35. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: 4 Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 I Use appropriate vocabulary and correct spelling in their | | (iii) | | | | Recognize literary techniques such as |
| (i) options to resolve the conflict. Propose another resolution. 33. Q-3-(b)- (ii) 2 I Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 34. Q-4 2 1 III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | | | | | personification and alliteration. |
| (i) options to resolve the conflict. Propose another resolution. 33. Q-3-(b)- (ii) 2 I Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 34. Q-4 2 1 III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | 32. | Q-3-(b)- | 1 | 2 | I | |
| 33. Q-3-(b)- (ii) 2 I Analyze story elements: characters, events, setting, plot, theme, tone, point of view. 34. Q-4 2 I III Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | (i) | | | | options to resolve the conflict. Propose another resolution. |
| 34. Q-4 2 1 III Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume'. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | 33. | Q-3-(b)- | 1 | 2 | I | Analyze story elements: characters, events, |
| response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | (ii) | | | | setting, plot, theme, tone, point of view. |
| response, an effective job application, a resume and a covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | 34. | Q-4 | 2 | 1 | III | Comprehend various job advertisements to write in |
| covering letter: • Use appropriate vocabulary, style and tone for a covering letter/ job application/resume'. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | | | | | |
| Use appropriate vocabulary, style and tone for a covering letter/ job application/resume'. Q-5(a) Use appropriate vocabulary and correct spelling in their | | | | | | covering letter: |
| covering letter/ job application/resume'. 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | | | | | |
| 35. Q-5(a) 4 2 I Use appropriate vocabulary and correct spelling in their | | | | | | •••• |
| | 35. | Q-5(a) | 4 | 2 | I | |
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| | | | | | Understand and use colloquial and idiomatic |
|-----|--------|---|---|-----|---|
| | | | | | expressions given in the text /glossary. |
| 36. | Q-5(b) | 4 | 3 | I | Illustrate use of tenses. |
| 37. | Q-5(c) | 4 | 3 | II | Recognize and rectify faulty punctuation in given |
| | | | | | passages and own work. |
| 38. | Q-6 | 2 | 1 | III | Analyze and compare various business letters, to write |
| | | | | | effective business letters in extended social environment |
| | | | | | for various purposes (complaint, appreciation, request, |
| | | | | | asking for and providing information, etc.): |
| | | | | | Write and revise business letters using correct |
| | | | | | format and style of expression. |
| 39. | Q-7 | 4 | 2 | I | Use the knowledge of literal and figurative meaning, |
| | | | | | grammatical gender and syntax to translate passages |
| | | | | | from English to Urdu. |
| | | | | | • Understand that most phrases and idioms do not |
| | | | | | translate literally from one language to another. |
| | | | | | OR |
| | | | | | Plan draft and revise writing to ensure that it |
| | | 2 | 1 | 4 | • is focused, purposeful, includes a sense of audience, |
| | | 2 | 1 | 4 | and shows insight into the writing situation. |
| | | | | | • has an organizational pattern that reflects a clear overall |
| | | | | | progression of ideas through proper use of signal and |
| | | | | | reference words. |
| | | | | | • uses writing strategies as are appropriate to the purpose |
| | | | | | of writing. |
| | | | | | • has varied sentence structure and length. |
| | | | | | • has a good command of language with precision |
| | | | | | of expression |

ENGLISH COMPULSORY HSSC-I (3rd Set)

Table of Specifications

| Assessment | Competency-1 | Competency-2 | Competency-4 | Marks | Percentage |
|--------------------|--|---------------|-----------------------------------|-------|------------|
| Objectives | Reading and Thinking Skills | Writing Skill | Formal and Lexical Aspects of | | |
| | | | Language | | |
| Knowledge | 1-4(1), 1-7(1), 2-ii (2), 2-iv (2), | 4-(4), 6-(4) | 1-9(1), 1-10(1), 5-c (4), 7-(4) | 34 | 29.1% |
| Based | 2-vi (2),2-vii (2),2-viii (4), | | | | |
| | 3-a-(I &II)-ii (2) | | | | |
| Understanding | 1-2(1), 1-3(1), 1-5(1), 1-6(1), | | 1-1(1), 1-8(1), 1-12(1), 1-13(1), | 61 | 52.1 % |
| Based | 1-11(1), 2-ii (2), 2-iii (4), 2-iv (2), | | 1-14(1),1-15(1),1-16(1),1-17(1), | | |
| | 2-v (4), 2-vii (2),3-a-(I &II)-i (2), | | 1-18(1), 1-19(1), 1-20(1), | | |
| | 3-a-(I &II)-iii (2),3- b-i(6),3-b-ii (6) | | 5-a (8),5-b (7) | | |
| Application | 2 -i (8), 2-vi (2) | 4-(4), 6-(4) | 7-(4) | 22 | 18.8% |
| Based | | | | | |
| Total Marks | 61 | 16 | 40 | 117 | 100% |

Key:

1-4(1)

Q No. - Part No. (Allocated marks)

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

- a) 30% knowledge based.
- b) 50% understanding based.
- c) 20% application based.
- (ii) The total marks specified for each unit/content in the table of specification is only related to this model question paper.
- (iii) The level of difficulty of the paper is approximately as follows:
 - a) 40% easy
 - b) 40% moderate
 - c) 20% difficult