

Version No.			

ROLL NUMBER						



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Answer Sheet No. \_\_\_\_\_

Sign. of Candidate \_\_\_\_\_

Sign. of Invigilator \_\_\_\_\_

## ENGLISH COMPULSORY HSSC-I

SECTION – A (Marks 20)

Time allowed: 25 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

### Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1) A struggle between opposing forces that is revealed through a character's thoughts or actions is:
- A. plot  B. point of view   
 C. conflict  D. fight
- (2) A form of literature that uses aesthetic and often rhythmic qualities of language is:
- A. poetry  B. legend   
 C. play  D. myth
- (3) Which one of the following sentence exemplifies alliteration?
- A. She told me her secrets.   
 B. Four score and seven years ago our fathers brought forth on this continent a new nation.   
 C. Zainab heard a noise.   
 D. I have a million things to do.
- (4) When the leadership changed, his position became precarious. Synonym of the underlined word is:
- A. secure  B. upright   
 C. uncertain  D. reliable
- (5) The robbers \_\_\_\_\_ the bank and looted millions of rupees. Choose suitable phrasal verb:
- A. broke down  B. broke off   
 C. broke away  D. broke in
- (6) He was in agonizing pain. Choose the word that is most nearly similar in meaning to the underlined word.
- A. bold.  B. risky   
 C. painful.  D. perilous

- (7) The police will have filed the case. Which one of the following sentence has the correct passive voice of the given sentence?
- A. A case will have been filed by the police.
- B. A case shall have been filed by the police.
- C. A case will have filed by the police.
- D. A case would have filed by the police.
- (8) Which one of the following conditional is correctly structured?
- A. When the people smoke cigarettes, their health suffers.
- B. When the people smoke cigarettes, their health suffer.
- C. When the people smoke cigarettes, their health might suffer.
- D. When the people smoke cigarettes, their health would suffer.
- (9) Which one of the following sentence contains the example of gerund?
- A. The creaking door woke the little baby.
- B. They were talking too much and got a detention.
- C. I like singing songs with my friends.
- D. They climbed the mountain with great difficulty.
- (10) Which one of the following sentence carries the correct order of adjective?
- A. A wonderful old Italian clock
- B. An Italian old wonderful clock
- C. A wonderful Italian old clock
- D. An old wonderful Italian clock
- (11) He lives \_\_\_\_ Saddar \_\_\_\_\_ Rawalpindi. Apply the correct option.
- A. in, at  B. on, in
- C. at, in  D. in, about
- (12) John held his father's hand as he crossed the busy parking lot. They walked into a grocery store. John's dad lifted him into the seat of a shopping cart. "Here, you can hold my shopping list," said his dad. Choose the correct inference.
- A. John had never been to a grocery store.
- B. John's dad doesn't shop very often.
- C. John's dad needs help in shopping.
- D. John is very young.
- (13) Which one of the following word carries a silent letter?
- A. transcend  B. individual
- C. complication  C. excited
- (14) Yesterday, I bought \_\_\_\_\_ blouse and \_\_\_\_\_ skirt. \_\_\_\_\_ blouse was simply cheap. Choose suitable group of articles.
- A. a, an, the  B. the, a, a
- C. a, a, the  D. a, the, a
- (15) College professor, Steve Williams, will review the scholarship applications. The underlined part of the sentence is a/an:
- A. appositive noun  B. countable noun
- C. collective noun  D. abstract noun
- (16) Everybody was late to work because of traffic jam. The underlined word of the sentences:
- A. indefinite pronoun  B. demonstrative
- C. reflexive pronoun  D. relative pronoun

- (17) The dogs started chasing my car once they saw it turn the corner. The underlined part of the sentence is:
- A. adverb phrase       B. adverb clause   
C. adjective phrase       D. noun clause
- (18) Which one of the following sentence carries a noun phrase?
- A. There are some curvaceous mountains that we have to climb.   
B. I saw that Sidra is fast asleep.   
C. John is doing practice to excel others.   
D. She is taller than me.
- (19) A kind of literary work that is based on fact and figures or reality is known as:
- A. fiction       B. nonfiction   
C. fantasy       D. myth
- (20) The stage of the plot at which mounting tension is released:
- A. climax       B. anticlimax   
C. resolution       D. rising action
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## Federal Board HSSC-I Examination English Compulsory Model Question Paper

Time allowed: 2.35 hours

Total Marks: 80

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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.

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### SECTION – B (Marks 40)

**Q.2** Read the following passage carefully and answer all the questions appended to it.

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

The only revolution that will heal us is one in which men and women come together and place the creation of rich family life back in the center of horizon of our values. A letter I got recently from a woman makes the point: "Perhaps the real shift will come when men fully realize, in the gut and not just in the head, that they are equally responsible, with women for the creation, nurturing, and protection of children." You may object, "All of this is well enough in theory, but unfortunately in fact, for many people the family was vicious trap and a cruel destiny. The place that should have been a sanctuary was often torture house. The arms that should have helped us often pushed us away.

Many flee the family because it was the place of injury, captivity, disappointment, abuse. The children of alcoholics and abusive parents fear marriage and family and find their solace in becoming solitary. There are so many bad marriages and dysfunctional families, it sometimes seems only reasonable to junk the institution or invent a replacement. True enough but hopes of replacing the family with some more perfect institution, like hi-tech pipe dreams of creating space colonies into which we can escape when we have polluted the earth, have proven to be both dangerous and deluded. It is within the bounds of what is familial that we must live or perish.

Fortunately, the profusion of dysfunctional families does not necessarily predict a grim future for the family. One of the standard themes in mythology is the promise of the wounded healer. In our hurt lies the source of our healing. The bird with the broken and mended wings soars the highest. Where you stumble and fall, there you find the treasure.

#### QUESTIONS:

- i. Write down the summary of the given passage and suggest a suitable title. (7+1=8)
- ii. Explain the expressions '**vicious trap**' and '**cruel destiny**' in the context of the given text. **OR**  
How will the 'only revolution' suggested in the text heal the ills of our society?
- iii. Explain whether the thesis statement of the 2<sup>nd</sup> paragraph is implied or stated. How does its contents relate to the thesis statement? **OR**  
Explain what does the author mean by dysfunctional families?
- iv. What should be the attitude of men and women towards the creation of a rich family life?
- v. How can essence of the given text be a journey from 'pessimism' to 'optimism'?
- vi. Why are some people not interested in family life? **OR**  
How do you look at your family in the light of the views expressed in the passage?

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

The air broke into a mist with bells,  
The old walls rocked with the crowd and cries.  
Had I said, Good folk, mere noise repels—  
But give me your sun from yonder skies!  
They had answered, And afterward, what else?

**QUESTIONS:**

- i. Describe the dominant mood of the given stanza.
- ii. What are poetic devices used in the given stanza? Give examples (any two)
- iii. What would have happened if the speaker had asked the people to bring him sun from skies?

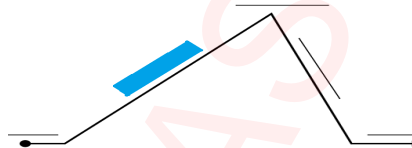
**OR**

“And on the pedestal, these words appear:  
My name is Ozymandias King of Kings.  
Look on my Works, ye Mighty, and despair!  
Nothing beside remains. Round the decay  
Of that colossal Wreck, boundless and bare  
The lone and level sands stretch far away.”

**QUESTIONS:**

- i. What is the implied message of the given poetic text?
- ii. Point out the use of irony in the given stanza.
- iii. Explain the tone and mood of the given stanza?

- b.** Attempt any **ONE** of the following questions: (6)
- i. Explain the elements of the plot represented by the blob in the context of the play you have recently read.



- ii. Recall the theme of a play you have read and explain whether it is of individual or universal significance.

**SECTION – C (Marks 40)**

**NOTE:** Attempt all questions.

- Q.4** Write a job application in response to the advertisement given below: (8)

<b>SITUATION VACANT</b>				
The following <b>VACANT POSTS</b> are required to be filled on <b>CONTRACT</b> basis by Suitable Candidates. The <b>Doctors</b> from <b>Provincial Health Services</b> can apply through <b>Health Department, Government of Balochistan</b> . The <b>Date of Test / Interview</b> will be communicated later through provided Contact Details ( <b>Phone Numbers</b> or <b>Email</b> )				
S#	Name of Post & Qualification	BPS	No. of Posts	Salary Package
1.	<b>MEDICAL OFFICER</b>			
	<b>QUALIFICATION:</b> MBBS with One Year House Job Must have <b>Valid PMC Certificate</b>	17	08 Male: 05 Female: 03	<b>Rs.</b> 150,000

- Q.5. a.** Pick the correct phrasal verbs from the choices given against each of the following sentences and rewrite any **SIX** of them correctly. (6)
- i. The teacher \_\_\_\_\_ an explanation of his conduct. (called out/called for)
  - ii. His arrogance \_\_\_\_\_ his ruin. (brought in/brought about)
  - iii. How did these things \_\_\_\_\_? (come in/come about)
  - iv. They \_\_\_\_\_ against the gross injustice meted out to them. (cried out/cried away)

- v. He \_\_\_\_\_ smoking. (gave up/ gave away)
- vi. Don't smoke in the forest. Fire \_\_\_\_\_ easily at this time of the year.  
(breaks up/breaks into)
- vii. She was very sad because her father \_\_\_\_\_ last week. (passed out/passed away)
- viii. I got \_\_\_\_\_ by his enthusiasm. (carried away/ carried in)
- b. Use the correct form of verbs given in parentheses. **(Any SIX)** **(6)**
- i. He already (get) late.
- ii. The guests (depart) before I arrived.
- iii. He (write) me last week about his studies.
- iv. She fell down while she (play).
- v. Salar (study) in this college since his arrival in this city.
- vi. If I knew him, I (tell)you.
- vii. I just (get) free.
- c. Punctuate the following lines/paragraph: **(4)**  
He said, Why do you come and disturb me? what a nuisance you are! why can't you play somewhere else cant you see that I want to work? Go away at once and do not come here again.

**Q.6** Write a letter to the chairman NCOC, inviting his attention towards the wide spread of COVID -19 in your area, stressing upon the need of immediate implementation of SOPs. **(8)**

**Q.7** Translate the following passage from English to Urdu: **(8)**  
I think we are well-advised to keep on nodding terms with the people we used to be, whether we find them attractive company or not. Otherwise, they turn up unannounced and surprise us, come hammering on the mind's door at 4 a.m. of a bad night and demand to know who deserted them, who betrayed them, who is going to make amends. We forget all too soon the things we thought we could never forget. We forget the loves and the betrayals alike, forget what we whispered and what we screamed, forget who we were.

**OR**

Write a dialogue between a teacher and a student on discipline. (Dialogue must have at least Eight sets of conversation relevant to the topic other than opening and closing)

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**ENGLISH (COMPULSORY) HSSC-I**  
Student Learning Outcomes Alignment Chart

S #	Q No.	Competency No.	Standard No.	Benchmark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1(1)	1	2	I	Recognize the author's purpose and point of view and their effects on the texts. Identify universal themes present in literature across all cultures	U	1
2.	Q-1(2)	1	2	I	Recognize genres of literature e.g., fiction, nonfiction, poetry, legend, one act play, etc.	U	1
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.	K	1
4.	Q-1(4)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while- reading) to deduce meaning of difficult words from context	K	1
5.	Q-1(5)	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	1
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	K	1
7.	Q-1(7)	4	3	III	Use active and passive voice appropriately in speech and writing according to the required communicative function.	U	1
8.	Q-1(8)	4	3	III	Identify, analyze and construct conditional sentences.	U	1
9.	Q-1(9)	4	3	I	Illustrate the use of gerunds and gerund phrases.	K	1
10.	Q-1(10)	4	3	I	Follow order of adjectives in sentences.	K	1
11.	Q-1(11)	4	3	I	Illustrate use of prepositions of position, time and movement and direction	K	1
12.	Q-1 (12)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while- reading) to make simple inferences using context of the text and prior knowledge	U	1
13.	Q-1(13)	4	1	I	Recognize silent letters in words and pronounce them with developing accuracy.	U	1

14.	Q-1(14)	4	3	I	Apply rules for the use of a, an and the, wherever applicable in speech and writing	A	1
15.	Q-1(15)	4	3	I	Demonstrate use of collective, countable and uncountable, material and abstract nouns.	U	1
16.	Q-1(16)	4	3	I	Illustrate use of pronouns.	U	1
17.	Q-1(17)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.	K	1
18.	Q-1(18)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.	K	1
19.	Q-1(19)	1	2	I	Recognize genres of literature e.g., fiction, nonfiction, poetry, legend, one act play, etc.	K	1
20.	Q-1(20)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.	K	1
21.	Q-2(i)	1	1	II	Use summary skills to extract salient points and develop a mind map to summarize a text.	A	8
22.	Q-2(ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.	U	4
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.	U	4
25.	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.	K	4
24.	Q-2(v)	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.	U	4
25.	Q-2(vi)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.	K	4
26.	Q-3-(a)-(I & II)-(i)	1	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.	U	2
27.	Q-3-(a)-(I & II)-(ii)	1	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.	K	2
28.	Q-3-(a)-(I & II)-	1	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.	U	2



29.	Q-3-(b)-(i)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.	U	6
30.	Q-3-(b)-(ii)	1	2	I	Recognize the author's purpose and point of view and their effects on the texts. Identify universal themes present in literature across all cultures	U	6
31.	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'.	K/A	4+4
32.	Q-5(a)	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	6
33.	Q-5(b)	4	3	I	Illustrate use of tenses.	U	6
34.	Q-5(c)	4	3	II	Recognize and rectify faulty punctuation in given passages and own work.	K	4
35.	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.	A	8
36.	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.	K/A	4+4
		2	1	4	<b>OR</b> 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 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		

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

## ENGLISH COMPULSORY HSSC-I (2<sup>nd</sup> Set)

### 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
<b>Knowledge Based</b>	1-3(1),1-4(1),1-6(1),1-2(1), 1-19(1), 1-20(1), 2-iv (4),2-vi (4), 3-a-(I &II)-ii (2)	4-(4), 6-(4)	1-9(1), 1-10(1),1-11(1),1-17(1), 1-18(1), 5-c (4),	37	31.6%
<b>Understanding Based</b>	1-1(1), 1-12(1), 2-iv (4), 2-ii (4), 2-v (4),3-a-(I &II)-i (2), 3-a-(I &II)-iii (2),3- b-i(6),3-b-ii (6)		1-5(1), 1-7(1), 1-8(1), 1-13(1), 1-15(1),1-16(1), 5-a (8),5-b (7)	55	47 %
<b>Application Based</b>	2 -i (8)	4-(4), 6-(4)	7-(8),1-14(1),	25	21.4%
<b>Total Marks</b>	62	16	39	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:

- 30% knowledge based.
- 50% understanding based.
- 20% application based.

(ii) The total marks specified for each unit/content in the table of specification is only related to this model question paper.

(iii) The level of difficulty of the paper is approximately as follows:

- 40% easy
- 40% moderate
- 20% difficult