

Version No.			

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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)