

ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

FUNCTIONAL ENGLISH

Grade XI



NATIONAL CURRICULUM 2025

INCLUSIVE SCHEME OF STUDIES 2024



FEDERAL BOARD OF
INTERMEDIATE AND
SECONDARY EDUCATION,
ISLAMABAD

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EXCELLENCE



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



**ASSESSMENT FRAMEWORK
FOR
FUNCTIONAL ENGLISH GRADE-XI
CURRICULUM 2025
SCHEME OF STUDIES 2024**

ACKNOWLEDGEMENT

It is a great honour that we, at the Federal Board of Intermediate and Secondary Education, have developed the Assessment Framework (AF) for the subject of Functional English for Grade-XI. The primary objective of the AF is to optimize the current curriculum 2025. This comprehensive framework has been crafted meticulously by subject matter and assessment experts who conducted an in-depth review of all learning outcomes for Grade-XI Functional English curriculum. They evaluated these outcomes in terms of their scope, cognitive level, and progression across the grade.

This significant undertaking was the result of a series of extensive meetings and collaborative efforts of the subject and assessment experts. Their dedication and expertise have been instrumental in bringing this framework to fruition.

The Assessment Framework will serve as a guiding document for students, teachers and paper setters. Students will receive clear directions for preparing themselves for the annual examination. Similarly, teachers will use it as a guide to understand what to teach in class and to prepare students for the final examinations accordingly. Similarly paper setters will also seek guidance from this document.

Following subject as well as assessment experts/committee members remained constantly engaged in the development of the AF:

1. Dr. Maqsood Ahmed, Principal, Islamabad Model College for Boys, G-10/3, Islamabad
2. Mr. Riaz Anjum, Principal, Islamabad Model College for Boys, G-13/2, Islamabad
3. Mrs. Noureen Sarwar, Principal, Islamabad Model School for Girls, F-6/3, Islamabad
4. Mrs. Sadia Malik, Assistant Professor, Islamabad Model College for Girls, F-8/1 Islamabad
5. Mr. Imran Ullah, HOD English, Army Public School & College, Hamza Camp, Rawalpindi

The whole work was successfully accomplished under the able supervision and guidance of Dr. Ikram Ali Malik, Chairman, FBISE and due to the hard work and dedication of the staff of Research Section of FBISE, in particular, Syed Zulfiqar Shah, Deputy Secretary, Research and Academics who played a pivotal and leading role in finalizing the Assessment Framework.

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MIRZA ALI
Director
FBISE, Islamabad

ASSESSMENT FRAMEWORK FOR FUNCTIONAL ENGLISH GRADE-XI, CURRICULUM 2025

To ensure clarity and precision in assessment, the learning outcomes have been categorized into two distinct groups: formative and summative. This classification helps in effectively measuring student progress and understanding. Each Student learning outcome (SLO) has been carefully marked as either formative or summative within the newly developed Assessment Framework. SLOs of Summative Assessment Format will be part of the Final Examination while SLOs of Formative Assessment will although be part of the teaching-learning activity but they will **NOT** be part of Final Examinations. Estimated cognitive levels i.e Knowledge (K), Understanding (U) and Application (A) of all the SLOs have also been indicated. It may be noted that all the higher cognitive levels have been collectively accumulated in the cognitive level of 'Application'. In subjects involving Practicals (Lab work), it has been mentioned categorically whether an SLO is summative for theory or summative for Practical Based Assessment (PBA). If an SLO is summative for PBA, it means that Laboratory work is required in the teaching-learning activity and it will be part of the Practical Examination/ Practical Based Assessment.

The Assessment Framework will act as a comprehensive guide for students, teachers and paper setters. Students will have clear instructions on how to prepare for the annual examinations. Teachers will use the framework to understand the curriculum and effectively prepare their students for the final examination. Additionally, paper setters will refer to this document for guidance in setting examination papers.

A model question paper has also been developed to provide a clear structure and format for upcoming examinations. The model question paper ensures consistency and fairness, offering students a comprehensive understanding of what to expect in their examinations. By aligning the paper with the Student Learning Outcomes (SLOs) of the curriculum, we ensured that the questions accurately reflect the skills and knowledge that students are expected to acquire.

A detailed Table of Specifications (ToS) has been created to ensure equitable coverage of cognitive levels and content domains in order to generate a balanced question paper. The ToS serves as drawing scale and action plan for the question paper, ensuring that all important areas of the curriculum are adequately and proportionately assessed.

FORMATIVE ASSESSMENT: AN ESSENTIAL COMPONENT OF EFFECTIVE LEARNING

Formative assessment is a pivotal element in the educational process, distinguished by its role in providing ongoing feedback to both students and educators. Unlike summative assessments, which evaluate student learning at the end of an instructional period, formative assessments are integrated into the learning process to monitor student understanding and guide instructional decisions.

The primary objective of formative assessment is to identify learning gaps and misunderstandings as they occur, enabling timely interventions. This dynamic approach allows teachers to adjust their teaching strategies to better meet the needs of their students. For instance, if a teacher notices through a quick quiz or class discussion that a significant portion of the class struggles with a particular concept, they can revisit that topic, providing additional explanations or alternative methods of instruction. This adaptability is crucial for fostering a deeper understanding of the material.

Formative assessments come in various forms, ranging from informal methods like classroom discussions, observations, and questioning, to more structured approaches such as quizzes, peer assessments, and self-reflections. These methods are not limited to paper-and-pencil tasks but can include digital tools that provide instant feedback. The versatility of formative assessments allows educators to cater to diverse learning styles and preferences, ensuring that all students are engaged and supported in their learning journey.

Formative assessment plays a significant role in creating a supportive classroom environment. It shifts the focus from merely achieving grades to understanding the learning process. This approach reduces the pressure on students, as they perceive assessments not as a final judgment of their abilities but as a part of their learning journey. Consequently, formative assessment can lead to increased student motivation and engagement.

In conclusion, formative assessment is a powerful tool that, when effectively implemented, can significantly enhance the learning experience. It provides invaluable insights for both teachers and students, promotes a growth-oriented learning environment, and supports the continuous development of essential skills. As education evolves, the role of formative assessment will undoubtedly continue to be central in fostering successful and meaningful learning experiences.

SUMMATIVE ASSESSMENT: EVALUATING LEARNING OUTCOMES IN THE FORM OF TERMINAL/FINAL EXAMINATION

Summative assessment is a fundamental component of the educational process, designed to evaluate student learning at the conclusion of an instructional period. Unlike formative assessment, which provides ongoing feedback during the learning process, summative assessment serves as a final measure of what students have learned. Typically administered at the end of a unit, course, or academic year. Summative assessment aims to determine the extent to which educational objectives have been achieved.

The primary purpose of summative assessment is to assess the overall effectiveness of instruction and learning. It provides a conclusive evaluation of student performance, often in the form of tests, final projects, or standardized exams. These assessments generate grades or scores that reflect a student's achievement in a given subject area over a specific period or time duration.

Summative assessment is often used to make critical decisions regarding student progression, certification, or placement in subsequent educational levels. Additionally, summative assessments provide valuable data that inform curriculum development and instructional strategies. By analyzing summative assessment results, educators can identify trends, strengths, and weaknesses within their instructional approaches, allowing for improvements in future teaching.

In conclusion, summative assessment plays a critical role in the educational process by providing a final evaluation of student learning. While it differs from formative assessment in its focus and application, it is an essential tool for measuring academic achievement. When balanced with formative assessments, summative assessments contribute to a well-rounded and effective approach to evaluating and supporting student learning.

National Curriculum of Functional English 2025
ASSESSMENT FRAMEWORK
Grade-XI (HSSC-I)
Details of Content Areas/ SLOs

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
Competency A: Oral Communication Skills Standard: Develop competence in listening and speaking for practical purposes, focusing on technical and professional language, instructions, and effective communication in professional contexts for a range of audiences. Benchmark I: Engage in workplace, technical and professional conversations, interactions and discussions by clarifying technical processes/ professional concepts and equipment use orally, discussing problems and suggesting solutions, delivering job-based presentations, and applying negotiation skills and persuasive strategies to resolve conflicts orally using appropriate technical and professional vocabulary.				
1	Competency A Oral Communication Skills	[FE-11-A1-01] Apply active listening strategies, such as note-taking, summarizing, and making inferences, to comprehend and respond effectively in technical, and professional contexts. [Understanding, Application]	Formative	This SLO is addressed through regular classroom listening activities and is not assessed in the annual examination.
2	Competency A Oral Communication Skills	[FE-11-A1-02] Listen attentively and respond appropriately to audio visual content related to workplace topics. [Understanding, Application]	Formative	This SLO is addressed through classroom audio-visual learning activities and is not assessed in the annual examination.
3	Competency A Oral Communication Skills	[FE-11-A1-03] Participate in group discussions and meetings using effective listening techniques on technical and	Formative	This SLO is addressed through collaborative classroom discussions and is not

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
		professional issues. [Understanding, Application]		assessed in the annual examination.
4	Competency A Oral Communication Skills	[FE-11-A1-04] Describe problems and suggest solutions in technical and professional contexts. [Knowledge, Understanding, Application]	Formative	This SLO is developed through problem-solving activities, assessed formatively only, and excluded from the annual examination.
5	Competency A Oral Communication Skills	[FE-11-A1-05] Present a short technical and professional topic using visual aids and clear explanations. [Knowledge, Application]	Formative	This SLO is developed through classroom presentations using visual aids, assessed formatively only, and excluded from the annual examination.
6	Competency A Oral Communication Skills	[FE-11-A1-06] Use peer interaction strategies (e.g., Think-Pair-Share, Jigsaw Discussions, Roundtable Discussions, Socratic Seminars, Fishbowl Conversations, and Role-Plays) to enhance communication, collaboration, and analytical thinking in workplace-related discussions. [Understanding, Application]	Formative	This SLO is developed through peer interaction and collaborative classroom activities, assessed formatively only, and excluded from the annual examination.
7	Competency A Oral Communication Skills	[FE-11-A1-07] Apply Communicative Language Teaching (CLT) strategies, such as professional role-plays, mock interviews, speeches, debates, discussions, Task-Based Learning (TBL), information gap activities, problem solving activities, situational dialogues, peer teaching,	Formative	This SLO is developed through Communicative Language Teaching (CLT) activities, assessed formatively only, and excluded from the annual examination.

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
		storytelling and narratives to enhance fluency, interaction, and real-life communication skills. [Understanding, Application]		
8	Competency A Oral Communication Skills	[FE-11-A1-08] Engage in in-person and virtual workplace conversations, discussions and interactions using artificial intelligence (AI) and digital communication tools (e.g. Microsoft Teams, Zoom, and Google Meet). [Understanding, Application]	Formative	This SLO is developed through AI-supported and digital communication activities, assessed formatively only, and excluded from the annual examination.
Competency B: Reading and Critical Thinking Standard: Develop and demonstrate reading comprehension, analysis, and critical thinking skills required for understanding technical and professional texts, manuals, instructions, and workplace documents. Benchmark I: Critically analyze, interpret, and evaluate technical manuals, workplace reports, and procedural texts etc., synthesize information from multiple professional sources, and apply findings to solve problems or make informed decisions.				
9	Competency B Reading and Critical Thinking	[FE-11-B1-01] Analyze technical manuals and instructions for clarity, purpose, and structure. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
10	Competency B Reading and Critical Thinking	[FE-11-B1-02] Interpret workplace reports and summarize key ideas and data. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
11	Competency B Reading and Critical Thinking	[FE-11-B1-03] Critically evaluate technical, professional, and workplace texts by assessing their relevance and accuracy, while distinguishing between factual and	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
		biased content. [Understanding, Application]		
12	Competency B Reading and Critical Thinking	[FE-11-B1-04] Make logical inferences and draw conclusions from technical and professional reading material. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
13	Competency B Reading and Critical Thinking	[FE-11-B1-05] Distinguish between essential and non-essential information and provide a precis of technical and professional text. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
14	Competency B Reading and Critical Thinking	[FE-11-B1-06] Read and interpret AI-generated/ digital workplace content e.g. reports, graphs, articles etc. using digital tools. [Understanding, Application]	Formative	This SLO is developed through AI-supported and digital reading activities, assessed formatively only, and excluded from the annual examination.
Competency C: Vocabulary & Grammar Standard: Use accurate technical and professional vocabulary and grammar to communicate effectively in both spoken and written forms.				
C1: Vocabulary Benchmark I: Differentiate between formal and informal vocabulary and compile appropriate vocabulary lists relevant to specific professional and workplace contexts and demonstrate command of communication softeners, diplomatic vocabulary, transitional devices, and contemporary idioms related to professional context.				
15	Competency C Vocabulary & Grammar	[FE-11-C1-01] Identify and differentiate between formal and informal vocabulary used in various workplace and professional	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
		communication contexts (e.g., meetings, emails, reports). <i>Example:</i> Recognize that "request" (formal) and "ask" (informal) have different professional uses. [Knowledge, Understanding]		examination.
16	Competency C Vocabulary & Grammar	[FE-11-C1-02] Classify vocabulary into formal and informal categories based on given professional scenarios (e.g., business emails vs. casual conversations) and use them in proper context. <i>Example:</i> Sort given word lists such as "inform" (formal) vs. "tell" (informal); "assist" (formal) vs. "help" (informal). [Knowledge, Understanding]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
17	Competency C Vocabulary & Grammar	[FE-11-C1-03] Compile and use context-specific vocabulary lists for different workplace situations such as job interviews, official letters, semi official letters, technical and professional discussions, and customer service interactions. <i>Example:</i> Develop a word bank or glossary for a "Technical and Professional Meeting" (e.g., update, implement, system, analysis) and for "Customer Complaint Response" (e.g., apologize, resolve, inconvenience, issue).	Formative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
		[Knowledge, Application]		
18	Competency C Vocabulary & Grammar	[FE-11-C1-04] Use formal vocabulary appropriately in written and spoken communication for specific professional contexts such as emails, presentations, and workplace dialogues. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
19	Competency C Vocabulary & Grammar	[FE-11-C1-05] Infer correct contextual meaning of the vocabulary related to technical manuals, SOPs and reports, and use them in related workplace contexts. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
20	Competency C Vocabulary & Grammar	[FE-11-C1-06] Utilize AI-powered language tools and digital vocabulary platforms to refine word usage, analyze nuanced meanings, and integrate technical and professional vocabulary into academic and real-world communication. [Understanding, Application]	Formative	This SLO is developed through AI-powered language and digital vocabulary activities, assessed formatively only, and excluded from the annual examination.
C2: Grammar Benchmark II: Identify and use different types of clauses, compound and complex sentences, and advanced syntactic structures for effective communication in technical and professional contexts.				
21	Competency C Vocabulary & Grammar	[FE-11-C2-01] Identify, differentiate and construct different types of clauses. [Knowledge, Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
22	Competency C	[FE-11-C2-02] Form compound sentences	Summative	This SLO is covered through

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
	Vocabulary & Grammar	using coordinating conjunctions. [Application]		regular teaching and learning and is assessed in the annual examination.
23	Competency C Vocabulary & Grammar	[FE-11-C2-03] Construct complex sentences using subordinating conjunctions. [Knowledge, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
24	Competency C Vocabulary & Grammar	[FE-11-C2-04] Use compound and complex sentences to draft professional communication (emails, instructions, reports etc.) for clarity. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
25	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
26	Competency C Vocabulary & Grammar	[FE-11-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms. [Knowledge, Understanding, Application]	Formative / Summative	Grade-appropriate grammatical competence is developed and applied through AI-powered language activities and digital platforms. This SLO is assessed through both formative and summative assessments, including the annual examination.
Competency D: Writing Standard: Produce clear, coherent written texts that are purposeful, organized, and appropriate for technical and				

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
professional settings. Benchmark I: Benchmark I: Produce well-organized and coherent professional texts and workplace documents (e.g., reports, proposals, meeting agendas, minutes, memos, resumes, cover letters, paragraphs, essays, etc.) using formal language, logical sequencing, relevant details, and appropriate structure.				
27	Competency D Writing	[FE-11-D1-01] Draft workplace reports using appropriate headings and structure. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
28	Competency D Writing	[FE-11-D1-02] Compose effective memos addressing specific workplace issues. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
29	Competency D Writing	[FE-11-D1-03] Write advanced level, well-organized paragraphs with clear topic sentences, supporting details, appropriate transitional devices, and concluding sentence(s) in technical and professional contexts. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
30	Competency D Writing	[FE-11-D1-04] Use logical connectors to ensure coherence in different forms of writing in technical and professional text. [Understanding, Application]	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.
31	Competency D Writing	[FE-11-D1-05] Develop creative but strategic professional content (e.g., corporate storytelling, creative press releases, persuasive advertising, brand	Summative	This SLO is covered through regular teaching and learning and is assessed in the annual examination.

Sr.	Competency	Student Learning Outcome (SLO)	Type of Assessment	Remarks
		awareness initiatives, social responsibility drives, product launches, and digital marketing strategies) by applying proficient writing techniques to enhance engagement and impact. [Knowledge, Understanding, Application]		
32	Competency D Writing	[FE-11-D1-06] Utilize AI-driven and digital writing tools to edit and revise professional documents for coherence, conciseness, and appropriate tone, ensuring alignment with technical and professional standards. [Knowledge, Understanding, Application]	Formative	This SLO is developed through AI-driven and digital writing activities, assessed formatively only, and excluded from the annual examination.

Note: The relevance of cognitive domains may vary depending on the specific learning context/ assessment questions and the type of tasks assigned. While the general classification of cognitive domains is based on the nature of the skill or knowledge being evaluated, the way the student engages with the material in the context of an assessment can influence which cognitive domain is most applicable. For example, a task that requires basic recall of facts may fall under the Knowledge domain, while tasks that involve problem-solving or using tools in practical scenarios may align more with the Application domain. Additionally, tasks that require deeper understanding or critical evaluation of concepts might fall under the Understanding or Analysis domains. Thus, the cognitive domain specification is dynamic and context-dependent, shaped by the level of engagement required from the learner in the learning/ assessment setting.

FUNCTIONAL ENGLISH (GRADE 11)
THEMES, SUB-THEMES & TEXT TYPES

S.No.	Themes	Sub-Themes	Text Types
1	Workplace and Professional Communication (Grades 9-12)	• Self and workplace introductions • Professional greetings • Telephone and virtual communication • Meetings and discussions • Giving instructions • Cross-cultural business etiquette. • Cross-cultural communication • Analytical reasoning	• Case studies • Dialogue samples • Email samples • Meeting minutes • Model conversations • Presentations • Workplace scenarios
2	Sustainable Development Goals (SDGs) (Grades 11-12)	• No Poverty • Gender Equality • Affordable and Clean Energy • Decent Work and Economic Growth • Industry, Innovation, and Infrastructure • Responsible Consumption and Production • Climate Action • Partnerships for the Goals	• Articles • Blogs • Editorials • Essays • Formal reports • Journals • News stories • Narratives • Poetry • Projects • Online • Success stories

S.No.	Themes	Sub-Themes	Text Types
3	Professional Ethics, Teamwork, and Workplace Behavior (Grades 9-12)	• Professionalism and ethics • Conflict resolution • Team communication • Respect for diversity • Decision making • Stress management • Time management • Digital citizenship • Rights of labor in the light of Constitution of Pakistan	• Autobiographies • Behavior guidelines • Biographies • Case studies • Code of conduct excerpts • Informative blogs • Moral stories • Narrative stories • Poetry • Scenarios and role-plays • Success stories
4	Change Management (Grade 11)	• Understanding change and its importance • Personal adaptability and flexibility • Coping with workplace changes including technology • Adapting to online workplace environment • Overcoming resistance to change • Effective communication techniques for introducing and managing change processes. • Leadership in change management	• Articles • Case studies • Dialogues • Expository Texts (Informative/ Explanatory Writing) • Interviews • Memos • Narrative Texts • Persuasive Texts (Opinion/ Argumentative Writing) • Organizational change reports • Poetry • Role-play dialogues

S.No.	Themes	Sub-Themes	Text Types
5	Entrepreneurship and Customer Service (Grades 9-12)	• Entrepreneurship basics • Entrepreneurship role in society • Success stories of entrepreneurs • Women as emerging entrepreneurs • Marketing and branding • Customer service and complaints • Communication skills in customer service • Cross-cultural business etiquette • Cross-cultural customer service	• Articles • Autobiographies • Biographies • Blogs • Case studies • Poetry • Professional interviews • Scenarios • Speeches
6	Sustainable Industry, Environment, and Corporate Social Responsibility (CSR) (Grades 11-12)	• Introduction and importance of sustainability in modern industries. • Sustainable practices. • Waste management and pollution control • Green technologies and eco-friendly practices • Corporate Social Responsibility (CSR) • Environmental laws, regulations, and compliance • Partnerships for sustainability (Public-Private Partnerships)	• Articles • Blogs • Brochures • Checklist for industries to evaluate their CSR compliance. • Case studies. • Essays • Notices • Poetry (On Nature & Environment) • Policies and guidelines Reports • Posters • Reports on eco-friendly workplace initiatives
7	Agricultural Technology (Agri-Tech) and Innovation' (Grades 11-12)	• Smart farming • Agri-Business and Market Connectivity • Automation and Mechanization in Farming	• Agri-Business Proposals • Case Studies • E-commerce Content

S.No.	Themes	Sub-Themes	Text Types
		• Digital Communication in farming	• Formal Reports • Infographics • Instructional Guides • Market Analysis Reports • Newspaper/Magazine Articles • Technical Manuals
8	Self-help and Motivational Literature (Grades 9-12)	• Personal development and goals • Maintaining mental health • Motivation and resilience • Communication and Interpersonal Skills	• Inspirational speeches • Motivational essays • Excerpts from self-help and motivational books • Podcasts • Poetry • Success stories

POLICY GUIDELINES
Paper Pattern and Distribution of Marks
(Curriculum-2025)
Functional English HSSC-I

The question paper consists of three sections: Section A, Section B, and Section C. The questions are designed to match the cognitive and academic level of HSSC-I students in terms of content and difficulty. The distribution of questions across cognitive domains shall be approximately 30% Knowledge (K), 50% Understanding (U), and 20% Application (A).

SECTION – A (Marks 20)

Q. No	Details of Questions	Marks
1	While developing MCQs, adequate representation shall be given to all assessable competencies and their SLOs, with particular emphasis on the Vocabulary and Grammar competency.	20

SECTION – B (Marks 40)

Q. No	Details of Questions	Marks
2	This section of the question paper shall consist of a comprehension passage of 250–350 words, comparable in difficulty, complexity, relevance, and content to the material taught in the Grade 11 classroom. The passage shall align with the prescribed themes, sub-themes, and text types specified in the Functional English Curriculum 2025 (Grade 11). Seven questions, covering the relevant SLOs and cognitive domains, shall be based on the passage. Students shall attempt all seven parts, including one compulsory question on writing a <i>summary or precis</i> and suggesting a suitable title, carrying 08 marks . The remaining six parts shall carry 04 marks each . The selected passage shall be free from religious, ethnic, cultural, and gender biases and shall conform to the ethical and social development guidelines prescribed in the curriculum.	8+4+4+4+4+4+4=28
3(A)	Students shall write a creative press release / persuasive advertisement / social responsibility drive based on a given professional scenario, demonstrating appropriate format, audience awareness, and effective writing techniques.	06
3(B)	Students shall develop a digital marketing strategy / product launch/ brand awareness initiative based on a given professional scenario, demonstrating audience awareness, creativity and appropriate digital communication techniques to maximize engagement and impact.	06

SECTION – C (Marks 40)

Q. No	Details of Question	Marks										
4	<u>Drafting Workplace Reports</u> Students shall draft a workplace report based on a given professional scenario, using an appropriate format, headings, organization, and formal language. The task shall assess content, coherence, grammatical accuracy, and adherence to report-writing conventions. Evaluation Parameters <table><tr><th>Evaluation Parameter</th><th>Marks</th></tr><tr><td>Format & Organization (Suitable title, date, logical organization, report structure)</td><td>02</td></tr><tr><td>Content & Workplace Relevance</td><td>03</td></tr><tr><td>Formal Language & Grammatical Accuracy</td><td>03</td></tr><tr><td>Total</td><td>08</td></tr></table>	Evaluation Parameter	Marks	Format & Organization (Suitable title, date, logical organization, report structure)	02	Content & Workplace Relevance	03	Formal Language & Grammatical Accuracy	03	Total	08	Total (08) Content & Format (5), Embedded Grammar/ Language Accuracy (3)
Evaluation Parameter	Marks											
Format & Organization (Suitable title, date, logical organization, report structure)	02											
Content & Workplace Relevance	03											
Formal Language & Grammatical Accuracy	03											
Total	08											
5(A)	<u>Professional Formal and Informal Vocabulary</u> This question assesses students' ability to identify, differentiate, classify, and appropriately use formal and informal vocabulary in workplace and professional communication contexts by selecting the most appropriate formal workplace expression from the given options. Each correct answer carries one mark.	06										
5(B)	<u>Types of Clauses</u> This question assesses students' ability to identify, differentiate, and construct compound, complex, and simple sentences by combining or transforming sentences in meaningful contexts. They are required to rewrite any SIX of the given sentence pairs / sentences as a single meaningful sentence according to the instructions. Each correct answer carries one mark.	06										
6(A)	<u>Kinds of Verbs</u> This question assesses students' ability to identify and accurately use different kinds of verbs in technical and professional communication contexts by writing the correct form of the verb given in brackets in any SIX sentences. Each correct answer carries one mark.	06										
6(B)	<u>Using Logical Connectors</u> This question assesses students' ability to use appropriate logical connectors to develop coherent and well-organized technical and professional texts by demonstrating coherence, cohesion, and contextual application. They are required to write any SIX logical connectors in the given paragraph from the given box. Each correct answer carries one mark.	06										
7	<u>Q.7- Option-A: Composing Effective Workplace Memos</u> Students shall compose a workplace memo based on a given professional scenario, using an appropriate format, clear purpose, concise language, and professional tone. The task shall assess content, clarity, organization, coherence, grammatical accuracy, and professional tone. Standard Memo Format MEMORANDUM To: _____ From: _____	Total (08) Content & Format (5), Embedded Grammar/ Language Accuracy (3)										

Date: _____

Subject: _____

Body: *State the purpose clearly, followed by a brief, well-organized message. Include any necessary instructions, actions required, or deadlines, where applicable*

Signature: *(if required)*

Evaluation Parameter	Marks
Memo Format (To, From, Date, Subject)	02
Body (Clear purpose, relevant message, appropriate instructions / action required /deadline, etc., as applicable)	03
Writing Mechanics (Concise language, organization, coherence, grammatical accuracy, and professional tone)	03
Total	08

OR

Option-B: Writing Advanced Level, Well-organized Paragraphs

Students shall write an advanced-level, well-organized paragraph with a clear topic sentence, relevant supporting details, appropriate transitional devices, and a concluding sentence in a technical or professional context. The task shall assess the student's ability to organize and communicate ideas coherently and effectively.

**IMPORTANT
NOTE:**

In Section C, other items from various competencies recommended for summative assessment in the HSSC-I Assessment Framework may also be included.



Federal Board HSSC-I Examination
Model Question Paper Functional English
(Curriculum 2025)

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.

ROLL NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Version No.			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
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6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Invigilator's Sign. _____

Candidate's Sign. _____

Q1. Fill the relevant bubble against each question. Each part carries ONE mark.

S #	QUESTION	(A)	(B)	(C)	(D)	(A)	(B)	(C)	(D)
(i)	During the meeting, the manager announced <u>that the office would remain closed on Friday</u> . The underlined clause is a/an _____.	Adjective Clause	Adverb Clause	Noun Clause	Independent Clause	☐	☐	☐	☐
(ii)	The sentence which illustrates the correct use of Adjective Clause is:	The supervisor said that the report was incomplete.	The technician who repaired the machine received appreciation	Although the internet was slow, the meeting continued	We believe that teamwork improves productivity.	☐	☐	☐	☐
(iii)	Choose the sentence that contains an Adverb Clause .	The employee who prepared the report received an award.	The supervisor confirmed that the meeting had been postponed.	Although the internet connection was slow, the online training continued.	The office issued a memo regarding the new policy.	☐	☐	☐	☐
(iv)	Choose the sentence in which the Noun Clause correctly completes the communication. "The HR Manager confirmed _____."	who completed the assignment yesterday	that all employees would receive training next week	because the office was closed	although the meeting was delayed	☐	☐	☐	☐
(v)	The correct compound sentence is:	Because the manager arrived late, the meeting started late.	The report was completed, and it was submitted on time.	The employee who prepared the report received appreciation.	After completing the report, the employee left the office.	☐	☐	☐	☐

S #	QUESTION	(A)	(B)	(C)	(D)	(A)	(B)	(C)	(D)
(vi)	The compound sentence with correct punctuation is:	The report was ready therefore it was emailed.	The report was ready, so it was emailed to the client.	The report was ready because it was emailed to the client.	The report ready; so emailed to the client.	☐	☐	☐	☐
(vii)	The correct conditional clause in a workplace context is:	The technician repaired the machine, and production resumed.	I raised objections, but the manager approved it.	If you encounter a technical problem, inform the IT department immediately.	The employee completed the task, but the deadline changed.	☐	☐	☐	☐
(viii)	Choose the sentence that best combines the following ideas into a complex sentence . - The customer was dissatisfied. - The product was replaced immediately.	The customer was dissatisfied, and the product was replaced immediately.	Although the customer was dissatisfied, the product was replaced immediately.	The dissatisfied customer replaced the product.	The product replaced the customer immediately.	☐	☐	☐	☐
(ix)	The supervisor has approved and appreciated the final report. Which word is the helping (auxiliary) verb ?	has	approved	appreciated	report	☐	☐	☐	☐
(x)	Which sentence correctly uses a modal verb to express obligation in a workplace?	Employees will arrive before 9:00 a.m.	Employees must wear safety equipment in the workshop.	Employees are wearing safety equipment.	Employees do not wear safety equipment.	☐	☐	☐	☐
(xi)	The sentence with a linking verb is:	The technician repaired the machine.	The new software is reliable.	The operator tested the equipment.	The supervisor signed the report.	☐	☐	☐	☐
(xii)	Read the sentence: <i>The customer has been waiting for a response since morning.</i> Which sequence correctly identifies the verbs?	Main – Auxiliary – Auxiliary	Auxiliary – Auxiliary – Main	Modal – Auxiliary – Main	Linking – Main – Auxiliary	☐	☐	☐	☐
(xiii)	Which word functions as an adverb in the following sentence? “The customer service representative responded promptly to the complaint.”	responded	service	representative	promptly	☐	☐	☐	☐
(xiv)	Choose the sentence in which the underlined word is used as a verb .	The manager reviewed the report carefully.	Please report the technical issue immediately.	The report contains useful information.	The monthly report was distributed yesterday.	☐	☐	☐	☐
(xv)	Identify the best formal replacement for the underlined word. The company will buy new safety equipment next month.	get	sell	purchase	collect	☐	☐	☐	☐
(xvi)	A customer service officer is responding to a client's complaint. Identify the sentence that uses the most appropriate professional vocabulary ?	We got your complaint and we'll fix it soon.	Bro, we saw your message and will do something.	We have received your complaint and will resolve the matter promptly.	We know your problem and are trying stuff.	☐	☐	☐	☐

S #	QUESTION	(A)	(B)	(C)	(D)	(A)	(B)	(C)	(D)
(xvii)	Choose the correct option to complete the workplace text. The manager, together with the finance officers, _____ reviewing the annual budget.	are	is	does	have	☐	☐	☐	☐
(xviii)	Choose the correct option to complete the workplace text. The quality of the products _____ inspected before shipment.	are	were	have	is	☐	☐	☐	☐
(xix)	Choose the correct option to complete the workplace notice. Neither the supervisor nor the employees _____ available for the meeting today.	is	are	was	has	☐	☐	☐	☐
(xx)	The sentence with correct subject-verb agreement is:	The details of the project was discussed yesterday.	The details of the project were discussed yesterday.	The details of the project has been discussed yesterday.	The details of the project discusses yesterday.	☐	☐	☐	☐



Federal Board HSSC-I Examination
Model Question Paper Functional English
(Curriculum 2025)

Time allowed: 2.35 hour

Total Marks: 80

Note: Answer all parts from Section 'B' and all questions from Section 'C' on the E-sheet. Write your answers on the allotted/given spaces.

SECTION – B (Marks 40)

Q.2: Read the given passage carefully and answer the questions including Question No. (i) appended to it.

Note: Question No. (i) about summary carries 08 marks while the rest of the questions carry 04 marks each. (8 + 5 x 4 = 28 Marks)

At 9:15 a.m. on Monday, the customer service department of **Z-Tech Electronics** received an email from a customer who had purchased a portable power bank. The customer reported that the device became unusually hot while charging. Although no one was injured, the customer expressed concern that the product might pose a safety risk.

Following company procedure, the customer service officer immediately recorded the complaint, assigned it a tracking number, and forwarded it to the Quality Assurance (QA) Department. According to the company's complaint-handling manual, every safety-related complaint must be investigated within 24 hours. The manual also instructs employees to collect evidence, examine the product, review manufacturing records, and submit a report before recommending any action.

The QA team inspected the returned power bank and tested several products from the same production batch. Their investigation revealed that a small number of batteries supplied by an external vendor did not meet the required safety standards. Production records showed that only one shipment had been affected, involving approximately 500 units out of more than 25,000 products manufactured that month.

The investigation report recommended stopping the sale of the affected batch immediately, informing distributors, offering free replacements to customers, and reviewing the supplier selection process. Within three days, the company issued a public safety notice and replaced every reported faulty unit without additional cost. The company also arranged extra quality inspections for future deliveries.

Some people criticised the company for recalling products, claiming that the action would damage its reputation and reduce sales. However, customer feedback collected after the recall told a different story. More than 90% of affected customers appreciated the company's honesty and prompt response. Independent consumer organizations also praised the company's transparency and commitment to customer safety.

The management concluded that the complaint had revealed a hidden manufacturing problem before it became a major crisis. Instead of treating complaints as negative publicity, the company recognised them as valuable feedback that could improve product quality, customer trust, and long-term business success.

(Text Word Count: 329 Words)

QUESTIONS:

- (i) Write a **précis** of the above passage and suggest a suitable title. **(07+01=08 Marks)**
- (ii) Describe the customer's complaint received by Z-Tech Electronics.
- (iii) (A) What steps did the customer service officer take after receiving the customer's complaint? **OR**
(B) What are the main findings of the Quality Assurance team's investigation?
- (iv) (A) How did customers respond to the company's product recall after it was announced? **OR**
(B) According to the passage, what long-term benefits did the company associate with customer complaints?
- (v) Which statement in the passage expresses an opinion rather than a fact? Explain why.
- (vi) Explain why the company treated the customer's complaint as an important matter instead of ignoring it. **OR**
Why was it necessary for the company to inform distributors and customers after discovering the faulty batteries?
- Q.3 (I) (A)** A vocational institute has introduced new courses in Artificial Intelligence and E-Commerce. Write a press release announcing the new programmes and inviting applications.

OR

(B) Design a persuasive advertisement for a newly launched eco-friendly electric scooter, highlighting its unique features and benefits. (06 Marks)

(II) (A) Develop a digital marketing post promoting a Career and Skills Development Expo for college students.
OR

(B) Design a promotional campaign encouraging consumers to support locally manufactured products. (06 Marks)

SECTION – C (Marks 40)

Q. 4 You are the **Administrative Officer** of a company. Last week, your organization conducted a one-day "**Clean and Green Campus Campaign**" in which employees from different departments participated actively. Write a **workplace report (80-100 words) for the General Manager.** (08 Marks)

Your report should include:

- A suitable title
- Date and venue
- Purpose of the campaign
- Activities conducted
- Number of participants
- Major outcomes and achievements
- Recommendations for future improvement

Use a formal tone, well-structured paragraphs, and appropriate workplace vocabulary.

Q.5 (A) Rewrite any SIX of the following workplace sentences by choosing the most appropriate formal workplace expression from the options given in parentheses. (06 Marks)

- (i) Please reply (**at your earliest convenience / ASAP / quickly**) to confirm your availability.
- (ii) The machine is (**operational / okay / fine**) and ready for use.
- (iii) The report is (**slightly / a bit / kinda**) incomplete and requires revision.
- (iv) Kindly (**submit / hand in / throw**) your leave application before Friday.
- (v) The company will (**purchase / buy / grab**) new safety equipment next month.
- (vi) Please (**investigate / dig out / figure out**) the customer's complaint.
- (vii) (**Thank you very much. / Big thanks! / Tnx.**) for attending the workplace safety seminar.
- (viii) (**Dear / Hi / Hey**) Mr. Khan, your appointment has been confirmed.

5 (B) Rewrite any SIX of the following as a single meaningful sentence as directed. (06 Marks)

- (i) The meeting started on time. All the members were present.
(Change into a Compound Sentence.)
- (ii) The supervisor submitted his assignment. The director appreciated his punctuality.
(Change into a Compound Sentence.)
- (iii) The manager approved the proposal. The team began the project immediately.
(Change into a Compound Sentence.)
- (iv) The weather improved. The workers resumed the construction work.
(Change into a Complex Sentence.)
- (v) The electricity was restored. The computer laboratory became operational again.
(Change into a Complex Sentence.)
- (vi) The technician completed the repair. The machine started working properly.
(Change into a Complex Sentence.)
- (vii) The employees attended the safety training, and they learned emergency response procedures. (Change into a simple sentence without changing its meaning.)
- (viii) After the manager approved the proposal, the team started the project.
(Change into a simple sentence without changing its meaning.)

Q.6 (A) Write the correct form of the verb given in brackets. Attempt any SIX. (06 Marks)

- (i) Every employee _____ the safety instructions before entering the laboratory. (*follow*)
- (ii) The committee _____ its final decision yesterday. (*announce*)

- (iii) Neither the Principal nor the teachers _____ willing to postpone the examination. *(be)*
- (iv) The students _____ their assignments before the deadline every month. *(submit)*
- (v) One of the machines _____ out of order this morning. *(be)*
- (vi) The manager, along with the supervisors, _____ the progress report every Friday. *(review)*
- (vii) Each of the applicants _____ required to bring original documents for verification. *(be)*
- (viii) The maintenance staff _____ the faulty equipment before the inspection began. *(repair)*

6(B) Complete the following sentences by choosing the most suitable logical connector from the box. Attempt any SIX. (06 Marks)

Connector Box

although	because	however	therefore	before	after	moreover	so
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The employees completed the monthly report (1)_____ the deadline, (2)_____ they had received the data quite late. The manager appreciated their dedication (3)_____ they had worked overtime to finish the task. (4)_____, the report was well organised. (5)_____, a few typing errors were noticed during the final review. They corrected the mistakes immediately; (6)_____, the report was submitted on time, (7)_____ the client was highly satisfied. (8)_____ the meeting, the team celebrated their success.

Q. 7. (A) You are the Operations Manager of a software company. Due to a scheduled system maintenance activity, all employees will be unable to access the company's computer network for three hours.

Write a memo (80-100 words) to all employees informing them about the maintenance schedule and the necessary precautions.

Your memo should include:

- (i) Reason for the maintenance;
- (ii) Date and duration;
- (iii) Instructions for employees;
- (iv) Formal and professional tone.

(08 Marks)

OR

(B) Write a well-organized paragraph (80–100 words) with clear topic sentence, supporting details, appropriate transitional devices, and concluding sentence on the topic:

- Benefits and Challenges of Remote Working

Federal Board HSSC-I Examination

Functional English (For Technical Stream of Education)

Model Question Paper (Curriculum 2025)

Alignment of Questions with Student Learning Outcomes

Sr. No.	Section: Q. No. (Part No.)	Competency/ Content Area	Student Learning Outcomes	Cognitive Domain	Allotted Marks in Model Paper
Section A (MCQS)					
1.	1(i)	Competency C Vocabulary & Grammar	[FE-11-C2-01] Identify, differentiate and construct different types of clauses. [Knowledge, Understanding, Application]	U	01
2.	1(ii)	Competency C Vocabulary & Grammar	[FE-11-C2-01] Identify, differentiate and construct different types of clauses. [Knowledge, Understanding, Application]	U	01
3.	1(iii)	Competency C Vocabulary & Grammar	[FE-11-C2-01] Identify, differentiate and construct different types of clauses. [Knowledge, Understanding, Application]	U	01
4.	1(iv)	Competency C Vocabulary & Grammar	[FE-11-C2-01] Identify, differentiate and construct different types of clauses. [Knowledge, Understanding, Application]	U	01
5.	1(v)	Competency C Vocabulary & Grammar	[FE-11-C2-02] Form compound sentences using coordinating conjunctions. [Application]	U	01
6.	1(vi)	Competency C Vocabulary & Grammar	[FE-11-C2-02] Form compound sentences using coordinating conjunctions. [Application]	A	01
7.	1(vii)	Competency C Vocabulary & Grammar	[FE-11-C2-03] Construct complex sentences using subordinating conjunctions. [Knowledge, Application]	A	01
8.	1(viii)	Competency C Vocabulary & Grammar	[FE-11-C2-03] Construct complex sentences using subordinating conjunctions. [Knowledge, Application]	A	01
9.	1(ix)	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	U	01
10.	1(x)	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	A	01
11.	1(xi)	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	U	01

Sr. No.	Section: Q. No. (Part No.)	Competency/ Content Area	Student Learning Outcomes	Cognitive Domain	Allotted Marks in Model Paper
12.	1(xii)	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	U	01
13.	1(xiii)	Competency C Vocabulary & Grammar	[FE-11-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms. [Knowledge, Understanding, Application]	U	01
14.	1(xiv)	Competency C Vocabulary & Grammar	[FE-11-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms. [Knowledge, Understanding, Application]	U	01
15.	1(xv)	Competency C Vocabulary & Grammar	[FE-11-C1-04] Use formal vocabulary appropriately in written and spoken communication for specific professional contexts such as emails, presentations, and workplace dialogues. [Understanding, Application]	K	01
16.	1(xvi)	Competency C Vocabulary & Grammar	[FE-11-C1-04] Use formal vocabulary appropriately in written and spoken communication for specific professional contexts such as emails, presentations, and workplace dialogues. [Understanding, Application]	K	01
17.	1(xvii)	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	A	01
18.	1(xviii)	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	A	01
19.	1(xix)	Competency C Vocabulary & Grammar	[FE-11-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms. [Knowledge, Understanding, Application]	A	01
20.	1(xx)	Competency C Vocabulary & Grammar	[FE-11-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms. [Knowledge, Understanding, Application]	A	01
SECTION B					
21.	2(i)	Competency B Reading and Critical	[FE-11-B1-05] Distinguish between essential and non-essential information and provide a precis of technical and professional text.	U	08

Sr. No.	Section: Q. No. (Part No.)	Competency/ Content Area	Student Learning Outcomes	Cognitive Domain	Allotted Marks in Model Paper
		Thinking	[Understanding, Application]		
22.	2(ii)	Competency B Reading and Critical Thinking	[FE-11-B1-01] Analyze technical manuals and instructions for clarity, purpose, and structure. [Understanding, Application]	K	04
23.	2(iii)(A/B)	Competency B Reading and Critical Thinking	[FE-11-B1-02] Interpret workplace reports and summarize key ideas and data. [Understanding, Application]	K	04
24.	2(iv)(A/B)	Competency B Reading and Critical Thinking	[FE-11-B1-04] Make logical inferences and draw conclusions from technical and professional reading material. [Understanding, Application]	K	04
25.	2(v)	Competency B Reading and Critical Thinking	[FE-11-B1-03] Critically evaluate technical, professional, and workplace texts by assessing their relevance and accuracy, while distinguishing between factual and biased content. [Understanding, Application]	U	04
26.	2(vi)(A/B)	Competency B Reading and Critical Thinking	[FE-11-B1-01] Analyze technical manuals and instructions for clarity, purpose, and structure. [Understanding, Application] [FE-11-B1-04] Make logical inferences and draw conclusions from technical and professional reading material. [Understanding, Application]	U	04
27.	3(I)(A/B)	Competency D Writing	[FE-11-D1-05] Develop creative but strategic professional content (e.g., corporate storytelling, creative press releases, persuasive advertising , brand awareness initiatives, social responsibility drives, product launches, and digital marketing strategies) by applying proficient writing techniques to enhance engagement and impact. [Knowledge, Understanding, Application]	A	06
28.	3 (II)(A/B)	Competency D Writing	[FE-11-D1-05] Develop creative but strategic professional content (e.g., corporate storytelling, creative press releases, persuasive advertising, brand awareness initiatives , social responsibility drives, product launches, and digital marketing strategies) by applying proficient writing techniques to enhance engagement and impact. [Knowledge, Understanding, Application]	A	06

Sr. No.	Section: Q. No. (Part No.)	Competency/ Content Area	Student Learning Outcomes	Cognitive Domain	Allotted Marks in Model Paper
SECTION C					
29.	4	Competency D Writing	[FE-11-D1-01] Draft workplace reports using appropriate headings and structure. [Understanding, Application]	A	08
30.	5(A)	Competency C Vocabulary & Grammar	[FE-11-C1-01] Identify and differentiate between formal and informal vocabulary used in various workplace and professional communication contexts (e.g., meetings, emails, reports). Example: Recognize that "request" (formal) and "ask" (informal) have different professional uses. [Knowledge, Understanding] ----- [FE-11-C1-02] Classify vocabulary into formal and informal categories based on given professional scenarios (e.g., business emails vs. casual conversations) and use them in proper context. Example: Sort given word lists such as "inform" (formal) vs. "tell" (informal); "assist" (formal) vs. "help" (informal). [Knowledge, Understanding]	A	06
31.	5(B)	Competency C Vocabulary & Grammar	[FE-11-C2-02] Form compound sentences using coordinating conjunctions. [Application] ----- [FE-11-C2-03] Construct complex sentences using subordinating conjunctions. [Knowledge, Application]	A	06
32.	6(A)	Competency C Vocabulary & Grammar	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	A	06
33.	6(B)	Competency C Vocabulary & Grammar	[FE-11-D1-04] Use logical connectors to ensure coherence in different forms of writing in technical and professional text. [Understanding, Application]	A	06
34.	7(A/B)	Competency D Writing	7(A) [FE-11-D1-02] Compose effective memos addressing specific workplace issues. [Understanding, Application] OR 7(B) [FE-11-D1-03] Write advanced level, well-organized paragraphs with clear topic sentences, supporting details, appropriate transitional devices, and concluding sentence(s) in technical and professional contexts. [Understanding, Application]	A	08

Table of Specifications (ToS) of the Model Paper
Functional English HSSC-I (For Technical Stream of Education)

Cognitive Level	Competency A Oral Communication	Competency B Reading & Critical Thinking	Competency C Vocabulary & Grammar	Competency D Writing	Marks	%
Knowledge	NA	• Q.2 (ii-iv) = 12	• Q.1 (xv-xvi) = 02	Nil	14	14%
Understanding	NA	• Q.2 (i, v-vi) = 16	• Q.1 (i-v, ix, xi-xiv) = 10	Nil	26	26%
Application	NA	Nil	• Q. 1 (vi-viii, x, xvii-xx) = 08 • Q.5(A, B) = 12 • Q.6 (A) = 06	• Q.3 (I&II) = 12 • Q.4 = 08 • Q.6 (B) = 06 • Q.7 = 08	60	60%
Total Marks	NA	28	38	34	100	100%
Percentage	Nil	28%	38%	34%	100%	

Note: Q 2 (ii) (A/B) = Question No 2, Sub-Part ii, A stands for First choice while B stands for the second choice.

- This **Table of Specifications (ToS)** has been developed specifically for this **Model Question Paper** and does not represent the official assessment policy.
- The question paper should ensure **proportionate and equitable representation** of all prescribed content areas.
- The distribution of questions across cognitive domains should be approximately:
 - **Knowledge:** 30%
 - **Understanding:** 50%
 - **Application:** 20%

A variation of $\pm 5\%$ in each cognitive domain is permissible. The cognitive weightage reflects the competency-based nature of Functional English. Since the subject focuses on the effective application of language skills in real-life situations, **Application** is assigned the highest weightage (**60%**). **Understanding (26%)** supports learners in interpreting and constructing meaning, whereas **Knowledge (14%)** is restricted to foundational recall of language concepts that underpin higher-order language performance.

- While setting **alternative questions** for **Short Response Questions (SRQs)** and **Extended Response Questions (ERQs)**, paper setters must ensure that:
 - ✓ Both alternative questions assess the **same cognitive domain**.
 - ✓ Both alternative questions are of **comparable difficulty level**.
 - ✓ Both alternative questions carry **equal marks** and require a similar level of response.



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