

ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER



FUNCTIONAL ENGLISH

Grade IX

NATIONAL CURRICULUM
2025

INCLUSIVE SCHEME OF STUDIES 2024



FEDERAL BOARD OF
INTERMEDIATE AND
SECONDARY EDUCATION,
ISLAMABAD

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



**ASSESSMENT FRAMEWORK
FOR
FUNCTIONAL ENGLISH GRADE-IX
CURRICULUM 2025**

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-IX. 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-IX 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. Mr. Imran Ullah, HOD English, Army Public School & College, Hamza Camp, Rawalpindi
5. Ms. Maria Aziz, SST, FG Post Graduate College for Women, Kashmir Road, 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 AF.

MIRZA ALI
Director (Research & Academics)
FBISE, Islamabad

ASSESSMENT FRAMEWORK FOR FUNCTIONAL ENGLISH GRADE-IX, 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.

Instructions for paper setters have also been included before the model question paper, providing self-explanatory guidance on the selection and nature of each question which is part of the model paper.

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-IX (SSC-I)
Details of Content Areas/ SLOs

Competency	Student Learning Outcomes (SLOs) Grade IX	Type of assessment	Remarks
A1: Oral Communication Skills	[FE-09-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 competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.
	[FE-09-A1-02] Listen attentively to simple spoken instructions and follow them appropriately in technical, professional and workplace contexts. [Understanding, Application]	Formative	
	[FE-09-A1-03] Introduce self, others, job roles, and workplaces using field related formal expressions. [Knowledge, Application]	Formative	
	[FE-09-A1-04] Use basic technical, professional and workplace vocabulary to ask and answer simple job-related questions and communicate clearly in workplace conversations. [Knowledge, Understanding, Application]	Formative	
	[FE-09-A1-05] Engage in short job-related conversations to practice basic workplace communication. [Knowledge, Application]	Formative	
	[FE-09-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	
	[FE-09-A1-07] Apply Communicative Language Teaching (CLT) strategies, such as professional role-plays, mock interviews,	Formative	

	speeches, debates, discussions, Task-Based Learning (TBL), information gap activities, problem solving activities, situational dialogues, peer teaching, storytelling and narratives to enhance fluency, interaction, and real-life communication skills. [Understanding, Application]		
	[FE-09-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	
B1: Reading and Critical thinking	[FE-09-B1-01] Identify and comprehend key vocabulary and terms in technical and professional texts. [Knowledge, Understanding]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
	[FE-09-B1-02] Understand simple workplace texts, such as notifications, orders, notices, and memos etc. [Understanding]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
	[FE-09-B1-03] Interpret and follow simple written instructions, such as user manuals or basic guidelines. [Understanding, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
	[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions. [Understanding, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
	[FE-09-B1-05] Provide a summary of technical and professional text. [Understanding, Application]	Summative	This SLO is part of regular teaching and learning. It will be

			assessed in Annual Examinations.
	[FE-09-B1-06] Read and interpret AI-generated/ digital workplace content e.g. reports, graphs, articles etc. using digital tools. [Understanding, Application]	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.
C1: Vocabulary	[FE-09-C1-01] Learn and use technical and professional terms related to common tools, machines, occupations, work processes, safety procedures. various workplace settings and daily tasks. [Knowledge, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
	[FE-09-C1-02] Relate common workplace vocabulary with corresponding meanings or visuals. [Knowledge]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-C1-03] Identify and accurately apply punctuation marks to ensure clarity, coherence, and correctness in technical and professional writing. [Knowledge, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-C1-04] Engage in vocabulary-building activities (e.g., crossword puzzles, digital vocabulary quiz games, vocabulary charades, vocabulary Pictionary, word association games, word bingo, word ladder challenges, word mapping/webbing) on a foundational level to enhance vocabulary retention and contextual usage in everyday academic and workplace settings. [Knowledge, Application]	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.
	[FE-09-C1-05] Identify, recall, and use synonyms and antonyms through structured activities on a foundational level to	Summative	This SLO is part of regular teaching and

	strengthen vocabulary, word relationships, and their application in everyday academic and workplace contexts. [Knowledge, Application]		learning. It will be assessed in Annual Examinations
	[FE-09-C1-06] Use AI-powered language tools and digital vocabulary-building platforms to explore and understand new words, focusing on basic technical and professional vocabulary relevant to everyday workplace contexts. [Knowledge, Understanding, Application]	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.
C2: Grammar	[FE-09-C2-01] Use simple sentences for clear communication in speech and writing in professional context. [Knowledge, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-C2-02] Apply basic grammatical rules (e.g., subject verb agreement, use of tenses). [Knowledge, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-C2-03] Recognize and use different parts of speech and their sub-types workplace communication. [Knowledge, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-C2-04] Identify and construct simple and compound sentences using proper sentence elements and conjunctions in professional contexts. [Knowledge, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-C2-05] Enhance grammar skills through interactive digital tools, gamified quizzes, and classroom competitions in	Formative	This competency is part of regular teaching and learning. It will not be

	technical and professional contexts to promote engagement and self-assessment. [Knowledge, Understanding, Application]		assessed in Annual Examinations.
	[FE-09-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms. [Knowledge, Understanding, Application]	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.
D 1: Writing	[FE-09-D1-01] Write clear instructions for a simple technical and professional task. [Understanding, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-D1-02] Compose well-structured formal official emails in technical and professional contexts by using appropriate vocabulary, polite and professional tone, correct format and clear, concise language. [Understanding, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-D1-03] Write clear, concise, and appropriately formatted demi-official letters for professional and workplace communication. [Understanding, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-D1-04] Draft clear, concise, and formally structured official notices using appropriate headings, formal language, and essential details in professional and institutional contexts. [Understanding, Application]	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations
	[FE-09-D1-05] Construct well-structured paragraphs on technical and professional topics using appropriate topic sentences, supporting details, examples, and concluding sentences, ensuring coherence, unity, and logical flow. [Knowledge,	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual

	Understanding, Application]		Examinations
	[FE-09-D1-06] Use AI-driven and digital writing tools (e.g., Microsoft Editor, Grammarly) to identify and correct basic spelling, grammar, and punctuation errors in workplace documents. [Knowledge, Understanding, Application]	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.

THEMES, SUB-THEMES & TEXT TYPES FUNCTIONAL ENGLISH (GRADE 9 -12)

S.No.	Themes	Sub-Themes	Text Types
1	Dignity of Work in Islam & Other Religions (Grade 9)	- Importance of work and earning livelihood in religions - Religious teachings on honesty, integrity, hard work and other character traits - Examples from the life of Holy Prophet ﷺ and Islamic history on dignity of work - Relevance of religious teachings on dignity of work in modern workplaces	- Articles and essays - Excerpts from biographies - Narrative stories of role models - Reflections - Speeches
2	Workplace and Professional Communication (Grade 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
3	Technical and Processes Manuals (Grade 9)	- Descriptions of tools and equipment - Standard Operating Procedures (SOPs) - Troubleshooting and maintenance - Flow charts - Safety instructions - Technical guides	- Case Studies (Real-World applications & failures due to SOPs violations) - Instructional/Procedural Texts - Workplace Documents (Real SOP Samples)

S.No.	Themes	Sub-Themes	Text Types
		• User manuals	
4	Professional Ethics, Teamwork, and Workplace Behavior (Grade 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
5	Entrepreneurship and Customer Service (Grade 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	Career Planning and Employability Skills (Grade 9-10)	• Job Opportunities in Pakistan • Global career opportunities in Technical Education • Choice of career • Job advertisements • Career Action Plans • Job interviews • Soft skills • Personal and professional growth	• Articles • Career counseling brochures/leaflets • Case studies • Career articles • Cover letters • HR or expert interviews • Job advertisements

S.No.	Themes	Sub-Themes	Text Types
			• Job applications • Mock interviews • Resumes
7	Digital and Technological Trends (Grade 9)	• Technology in workplaces • Digital tools and automation • Digital globalization • Digital marketing • Digital media • Critical Media Literacy • Massive Open Online Course (MOOC) • Artificial Intelligence (AI) • Intelligent and responsible use of AI • Role of AI-driven and digital communication tools in the workplace	• Articles • Case studies • Digital art and graphics • Interviews • Kindle books • Newsletters • Online journals • Podcasts • Reports on digital up-gradation • Webinars
8	Self-help and Motivational Literature (Grade 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
9	Entrepreneurship and Customer Service (Grade 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	• Articles • Autobiographies • Biographies • Blogs • Case studies • Poetry • Professional interviews • Scenarios

S.No.	Themes	Sub-Themes	Text Types
		Cross-cultural customer service	Speeches
10	Career Planning and Employability Skills (Grade 9-10)	• Job Opportunities in Pakistan • Global career opportunities in Technical Education • Choice of career • Job advertisements • Career Action Plans • Job interviews • Soft skills • Personal and professional growth	• Articles • Career counseling brochures/ leaflets • Case studies • Career articles • Cover letters • HR or expert interviews • Job advertisements • Job applications • Mock interviews • Resumes
11	Sustainable Industry, Environment, and Corporate Social Responsibility (CSR) (Grade 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
12	Digital and	• Technology in workplaces	• Articles

S.No.	Themes	Sub-Themes	Text Types
	Technological Trends (Grade 9)	• Digital tools and automation • Digital globalization • Digital marketing • Digital media • Critical Media Literacy • Massive Open Online Course (MOOC) • Artificial Intelligence (AI) • Intelligent and responsible use of AI • Role of AI-driven and digital communication tools in the workplace	• Case studies • Digital art and graphics • Interviews • Kindle books • Newsletters • Online journals • Podcasts • Reports on digital up-gradation • Webinars
13	Travel and Tourism (Grade 10)	• Tourism industry essentials • Hospitality management • Geographic Information System (GIS) in tourism • Financial management in tourism • Customer communication • Legal and ethical issues in tourism • Visa processes and travel documentation. • Impact of traveling on personal growth and perspective	• Advertisements • Brochures • Dialogues • Fiction • Leaflets • Poetry • Magazine / Tourism articles • Tourist campaigns / promotions • Tourist guidebooks • Tourism promotional emails • Tourist maps • Travel blogs • Travel stories
14	Agricultural Technology (Agri-	• Smart farming • Agri-Business and Market Connectivity	• Agri-Business Proposals • Case Studies

S.No.	Themes	Sub-Themes	Text Types
	Tech) and Innovation'(Grade 11-12)	- Automation and Mechanization in Farming - Digital Communication in farming	- E-commerce Content - Formal Reports - Infographics - Instructional Guides - Market Analysis Reports - Newspaper/Magazine Articles - Technical Manuals
15	Self-help and Motivational Literature (Grade 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-2022-23)
Functional English SSC-I

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of SSC-I students with regard to content and difficulty level. Distribution of the questions with respect to cognitive level shall approximately be 30% Knowledge (K), 50% Understanding (U) and 20% Application (A).

SECTION-A (Marks 15)

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs with particular focus on the competency of 'Vocabulary and Grammar'.

SECTION-B (Marks 24)

Q. No	Description	Marks
Q.2	This part of the question paper will consist of a comprehension passage of 250 to 350 words having similar levels of difficulty, complexity, essence, and relevance as well as compatibility with the content taught in the classroom. There will be seven questions appended to it based on various SLOs and Cognitive Levels as specified in the Curriculum. The students are required to answer seven parts including compulsory Question (i) about summary writing bearing six marks. The other parts will be of three marks each. The passage of the SSC-I level will be aligned with text types, themes and subthemes mentioned in the curriculum 2022-23. The religious, ethnic, cultural and gender biases must be avoided while selecting / setting the passage in line with the guidelines for appropriate ethical and social development mentioned in the curriculum.	(6+6x3=24)

SECTION-C (36 MARKS)

Writing Skills & Embedded Grammar

This section evaluates the candidates' ability to produce functional, concise, and structured technical writing. Assessment focuses on contextual appropriateness, formatting accuracy, adherence to word counts, and the correct understanding and application of embedded grammar (such as imperative structures and formal register).

Q. No	Description	Marks
Q.3	Official Notice Writing. Candidates are required to draft a brief official notice (30 to 40 words). Format Requirements: The response must explicitly include: - A suitable and distinct heading/ title. - Issuance date. - Clear details regarding the situation - Signature line indicating the correct designation at the bottom. Language & Tone: Must be strictly formal, clear, and objective.	(Total 6: Content 4, Embedded Grammar 2)
Q.4	Professional Email Writing Candidates are required to compose an email on the given professional situation. Evaluation Parameters: Functional Elements: The content must demonstrate structural clarity including a clear subject line, formal salutation, an effective persuasive pitch, and an appropriate professional closing. Embedded Grammar: Evaluation will focus on the professional choice of vocabulary, tone matching a high-level executive audience, correct syntax, and clause structure.	(Total 10: Content 7, Embedded Grammar 3)
Q.5	Official Instructions for a Technical Task Candidates must write a set of exactly six (6) clear, step-by-step instructions to guide the readers. Evaluation Parameters: Grammar Mandate (Imperative Sentences): Instructions <i>must</i> be formulated using simple, direct, and imperative	(Total 10 Marks) (Content: 07 Embedded Grammar: 03)

	sentence structures (e.g., "<i>Check the main switch...</i>", "<i>Do not open...</i>"). Marking Note: A prompt response missing any of the core technical stages or failing to utilize imperative verbs will lose marks under both Content and Embedded Grammar.	
Q.6	Structured Paragraph Writing Candidates must produce a single, well-structured paragraph of 70 to 80 words on ONE of the given prompt options. Evaluation Parameters: Thematic Focus: Structural Cohesion: The paragraph must feature a clear topic sentence, supporting arguments within the thematic boundary, and a logical concluding sentence. Constraints: Strict adherence to the 70–80 word limit. Multiple paragraphs or fragmented ideas will result in a penalty under the content band.	(Total 10 Marks) (Content: 07 Embedded Grammar: 03)



Federal Board SSC-I Examination
Functional English Model Question Paper
(Scheme of Study 2024) Curriculum 2025

SECTION - A (Marks 15)

Time Allowed: 20 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
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3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Candidate Sign. _____

Invigilator Sign. _____

Note: Fill the correct bubble for each part. Each part carries one mark.

Q # 1	Question	(A)	(B)	(C)	(D)	(A)	(B)	(C)	(D)
i.	Choose the sentence with correct Subject-Verb agreement.	Has my resignation been accepted?	Was my resignation been accepted?	Have my resignation been accepted?	Is my resignation been accepted?	☐	☐	☐	☐
ii.	He was known for his dedication and passion for work. The option with correct Antonym for the bold word is:	His commitment for work is exemplary.	He always did his task with utmost devotion.	He was not considered for the job owing to his indifference and lethargy.	Our Quaid was a symbol of perseverance.	☐	☐	☐	☐
iii.	Choose the sentence with correct Subject-Verb agreement.	The furniture in these offices is imported from Italy.	The furniture in these offices are imported from Italy.	The furniture in these offices were imported from Italy.	The furniture in these offices have imported from Italy.	☐	☐	☐	☐
iv.	The management must resolve the dispute to save its image. Choose the option with correct synonym of the bold word:	You must raise the issue in the board meeting.	They should resolve this conflict to restore the family ties.	She didn't take any interest in the matter.	The boss must address the concerns of the wo	☐	☐	☐	☐
v.	Which of the following is a simple sentence?	I wanted to go to the park, but it was too cold.	After the movie ended, we went out for pizza.	Both the captain and the crew worked hard to save the ship.	He likes to swim; she prefers to hike.	☐	☐	☐	☐
vi.	Which of the following is a correctly formed compound sentence?	The snow fell heavily all night the roads were closed.	The snow fell heavily all night, so the roads were closed.	Because the snow fell heavily, the roads were closed.	The heavy snow falling all night closed the roads.	☐	☐	☐	☐

vii.	Which sentence is punctuated correctly?	The sun set behind the mountains, the sky turned bright orange.	The sun set behind the mountains; the sky turned bright orange.	The sun set behind the mountains so, the sky turned bright orange.	The sun set behind the mountains; and the sky turned bright orange.	☐ ☐ ☐ ☐
viii.	Which of the following is a compound sentence?	Walking to the store in the rain.	The store was closed.	to the store.	I walked to the store, but it was closed.	☐ ☐ ☐ ☐
ix.	Which sentence follows the correct rules of subject-verb agreement?	The collection of rare stamps are worth a lot of money.	Either the teachers or the principal is attending the meeting.	Neither of the players were ready for the game to start.	Bread and butter are my favourite breakfast.	☐ ☐ ☐ ☐
x.	The sentence with transitive verb is:	The class started early.	The movie started at noon.	The rain started suddenly.	The teacher started the lesson.	☐ ☐ ☐ ☐
xi.	The sentence that uses 'quicker' as an adverb is:	The baby fell asleep quicker today.	The quicker runner won the race.	She chose the quicker route to school.	A quicker response is expected from him.	☐ ☐ ☐ ☐
xii.	The sentence that uses 'faster' as an adjective is:	She runs faster than her sister.	Birds fly faster in strong winds.	I can type faster on this keyboard.	He bought a faster bike for school.	☐ ☐ ☐ ☐
xiii.	The sentence with intransitive verb is:	Ahmed broke the glass.	The boy broke his toy.	The glass broke during the storm.	Sara broke the plate accidentally.	☐ ☐ ☐ ☐
xiv.	The sentence that uses 'this' as a demonstrative pronoun is:	This dress is beautiful.	This is my favourite toy.	We visited this park yesterday.	This car belongs to my uncle.	☐ ☐ ☐ ☐
xv.	The sentence that uses 'what' as an interrogative adjective is:	What game do you play?	What do you want?	What should we do now?	What is your favourite fruit?	☐ ☐ ☐ ☐



Federal Board SSC-I Examination
Functional English Model Question Paper
(Scheme of Study 2024) Curriculum 2025

Time allowed: 2:40 hours

Total Marks: 60

Note: Answer all parts from Section 'B' and 'C' on the **Answer Copy at specifically provided space**. Write your answers on the allotted /given spaces.

SECTION-B (24 Marks)

Q-2	Read the following passage carefully and answer the questions including Question No. (i) appended to it.	(6+6x3=24)
Note:	Question (i) about summary writing is compulsory carrying 06 marks while rest of the questions carry 03 marks each.	
Workplace safety is a shared responsibility in every technical environment. Whether in a workshop, laboratory, server room, or on a construction site, hazards exist that can cause injury or illness. The first line of defence is awareness where each worker must be able to identify potential dangers before starting a task. Common hazards include moving machinery, electrical shocks, chemical exposure, falling objects, and elements of fatigue. Personal Protective Equipment (PPE) is essential but is always the last line of defence. Before relying on PPE, employers should eliminate hazards where possible (e.g., replacing a toxic chemical with a safer one), substitute less dangerous processes, implement engineering controls (e.g., machine guards or ventilation), and adopt administrative controls (e.g., safe work procedures and training). These PPEs such as safety glasses, gloves, hard hats, or earplugs are used. Only after higher-level controls are applied in true letter and spirit. Good housekeeping is one of the simplest and most effective safety measures. Spilled oil, congested walkways, and poorly stored tools cause slips, trips, and falls—the most common workplace accidents. Each worker must clean as they go, return tools to designated places, and immediately report any damaged flooring or lighting. Emergency preparedness is another universal requirement. Every technical facility must have clearly marked exits, fire extinguishers suitable for the types of fires expected (electrical, flammable liquid, or ordinary combustibles), and first-aid kits. Regular drills ensure that workers know how to evacuate without panic. Additionally, a communication plan—such as a whistle code or public address system—helps coordinate response during power failures. Finally, a “safety culture” means that anyone can stop a job if they see an unsafe condition, without fear of reprisal. Reporting near misses (incidents that did not cause injury but could have) allows the organization to correct problems before someone gets hurt. Safety is not a set of rules, it is a habit. Questions:		
i.	Summarize the given passage. Also suggest a suitable title for it. (Compulsory) .	
ii.	According to the passage, what is the “first line of defence” against workplace hazards? OR What are some of the common hazards in a workplace which a worker has to be vigilant about?	
iii.	How is good housekeeping one of the simplest and most effective safety measures? OR Why is PPE considered as “the last line of defence” rather than the first?	
iv.	What two specific actions would you take on a workplace environment?	
v.	What steps need to be taken to ensure emergency preparedness?	

vi.	How can we promote safety culture at a workplace?	
vii.	Give the contextual meaning of any three of the underlined words.	

SECTION-C (36 Marks)

Writing Skills & Embedded Grammar

Q-3	Official Notice Your school is going to remain closed for two days due to maintenance work. As the Head Boy/Head Girl, draft an official notice (30 to 40 words) informing the students about the closure. Your notice should include: • a suitable heading/title, • date, • clear and formal language, • important details about the closure, and • signature/designation at the end.	(Total 6: Content 4, Grammar 2)
Q-4	Write an Email to the CEO of a company telling him/her about your branding strategies so that he may hire you.	(Total 10: Content 7, Grammar 2)
Q-5	Official Instructions for a Technical Task Your school has just installed a new Desktop Computer in the student resource centre. Students are often confused about how to use it safely and correctly. Write a set of 6 clear instructions to be pasted above the machine. Use simple, direct language (Imperative Sentences). Your instructions should cover: • Checking the power connection. • Basic operation (e.g., placing the paper correctly). • What to do if the machine gets jammed or shows an error. • A final step on switching it off to save energy.	(Total 10 Marks) (Content: 07 Embedded Grammar: 03)
Q-6	Paragraph Writing Task: Write a structured paragraph of 70-80 words on ONE of the following topics. Topics 1. How Technology Helps Me Learn: Discuss how using a mobile phone or computer makes it easier to find information for your school projects. 2. Keeping Our Workshop Clean: Describe why it is important to put tools back in their proper place after finishing a practical task	(Total 10 Marks) (Content: 07 Embedded Grammar: 03)

Federal Board SSC-I Examination

Functional English Model Question Paper

Scheme of Study 2024 (Curriculum 2022-23)

Alignment of Questions with Student Learning Outcomes

Sr No	Section: Q. No. (Part no.)	Competency / Content Area	Student Learning Outcomes	Cognitive Domain *	Allocated Marks in Model Paper
1	A: Q1(i)	Competency C	[FE-09-C2-02] Apply basic grammatical rules (e.g., subject verb agreement, use of tenses).	A	1
2	A: Q1(ii)	Competency C	[FE-09-C1-05] Identify, recall, and use synonyms and antonyms through structured activities on a foundational level to strengthen vocabulary, word relationships, and their application in everyday academic and workplace contexts.	K	1
3	A: Q1(iii)	Competency C	[FE-09-C2-02] Apply basic grammatical rules (e.g., subject verb agreement, use of tenses).	A	1
4	A: Q1(iv)	Competency C	[FE-09-C1-05] Identify, recall, and use synonyms and antonyms through structured activities on a foundational level to strengthen vocabulary, word relationships, and their application in everyday academic and workplace contexts.	K	1
5	A: Q1(v)	Competency C	[FE-09-C2-04] Identify and construct simple and compound sentences using proper sentence elements and conjunctions in professional contexts.	A	1
6	A: Q1(vi)	Competency C	[FE-09-C2-04] Identify and construct simple and compound sentences using proper sentence elements and conjunctions in professional contexts.	K	1
7	A: Q1(vii)	Competency C	[FE-09-C1-03] Identify and accurately apply punctuation marks to ensure clarity, coherence, and correctness in technical and professional writing.	K	1
8	A: Q1(viii)	Competency C	[FE-09-C2-04] Identify and construct simple and compound sentences using proper sentence elements and conjunctions in professional contexts.	U	1
9	A: Q1(ix)	Competency C	[FE-09-C2-02] Apply basic grammatical rules (e.g., subject verb agreement, use of tenses).	U	1
10	A: Q1(x)	Competency C	[FE-09-C2-03] Recognize and use different parts of speech and their sub types correctly in workplace communication.	K	1
11	A: Q1(xi)	Competency C	[FE-09-C2-03] Recognize and use different parts of speech and their sub types correctly in workplace communication.	A	1
12	A: Q1(xii)	Competency C	[FE-09-C2-03] Recognize and use different parts of speech and their sub types correctly in workplace communication.	A	1
13	A: Q1(xiii)	Competency C	[FE-09-C2-03] Recognize and use different parts of speech and their sub types correctly in workplace communication.	U	1
14	A: Q1(xiv)	Competency C	[FE-09-C2-03] Recognize and use different parts of speech and their sub types correctly in workplace communication.	K	1

15	A: Q1(xv)	Competency C	[FE-09-C2-03] Recognize and use different parts of speech and their sub types correctly in workplace communication.	K	1
Sections B and C					
14	B: Q2(i)	Competency B	[FE-09-B1-05] Provide a summary of technical and professional text.	U	5+1=6
15	B: Q2(ii)	Competency B	[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions.	K	3
			[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions.		
16	B: Q2(iii)	Competency B	[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions.	K	3
			[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions.		
17	B: Q2(iv)	Competency B	[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions.	K	3
18	B: Q2(v)	Competency B	[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions.	K	3
19	B: Q2(vi)	Competency B	[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions.	U	3
20	B: Q2(vii)	Competency B	[FE-09-B1-01] Identify and comprehend key vocabulary and terms in technical and professional texts.	U	3
21	C: Q3	Competency D	[FE-09-D1-04] Draft clear, concise, and formally structured official notices using appropriate headings, formal language, and essential details in professional and institutional contexts.	U	6
22	C: Q4	Competency D	[FE-09-D1-02] Compose well-structured formal official emails in technical and professional contexts by using appropriate vocabulary, polite and professional tone, correct format and clear, concise language.	U	10
23	C: Q5	Competency D	[FE-09-D1-01] Write clear instructions for a simple technical and professional task.	U+A	10
24	C: Q6	Competency D	[FE-09-D1-05] Construct well-structured paragraphs on technical and professional topics using appropriate topic sentences, supporting details, examples, and concluding sentences, ensuring coherence, unity, and logical flow.	U+A	10

TABLE OF SPECIFICATION

Model Paper Functional English (SSC-I)					
Cognitive Level	Reading & Critical Thinking (Q.2–Q.3)	Vocabulary & Grammar (Q.1)	Writing Skills (Q.4–Q.7)	Marks	%
Knowledge	Q.2 (iif, iis, iiif, iiis, iv, v) (18)	Q.1(ii, iv, vi, vii, x, xiv, xv) (7)	—	25	30.86
Understanding	Q.2 (i, (6) vi, vii (6)	Q.1 (viii, ix, xiii) (3)	Q.3 (4) Q3 (2) embedded grammar Q4. (7) Q4 (3) embedded grammar Q5 (3) embedded grammar Q 6 (3) embedded grammar	37	45.67
Application		Q.1 (i, iii, v, xi, xii) (5)	Q.5 (7) Q.6 (7)	19	23.45
Total Marks	30	15	36	81	100
% Weightage	37.03	18.51	44.44	100	

Q 2 ii f/s = Question No 2, Sub-Part ii, f stands for first choice while s stands for the second choice.

Note:

- 1 This TOS does not reflect policy, but it is particular to this model question paper.
- 2 Proportionate/equitable representation of the content areas may be ensured.
- 3 While selecting alternative questions for Short Response Questions (SRQs) and Extended Response Questions (ERQs), it must be kept in mind that:
 - Cognitive level of two alternative questions of the internal choice will be the same.
 - Difficulty levels of two alternative questions of the internal choice will be the same.



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