



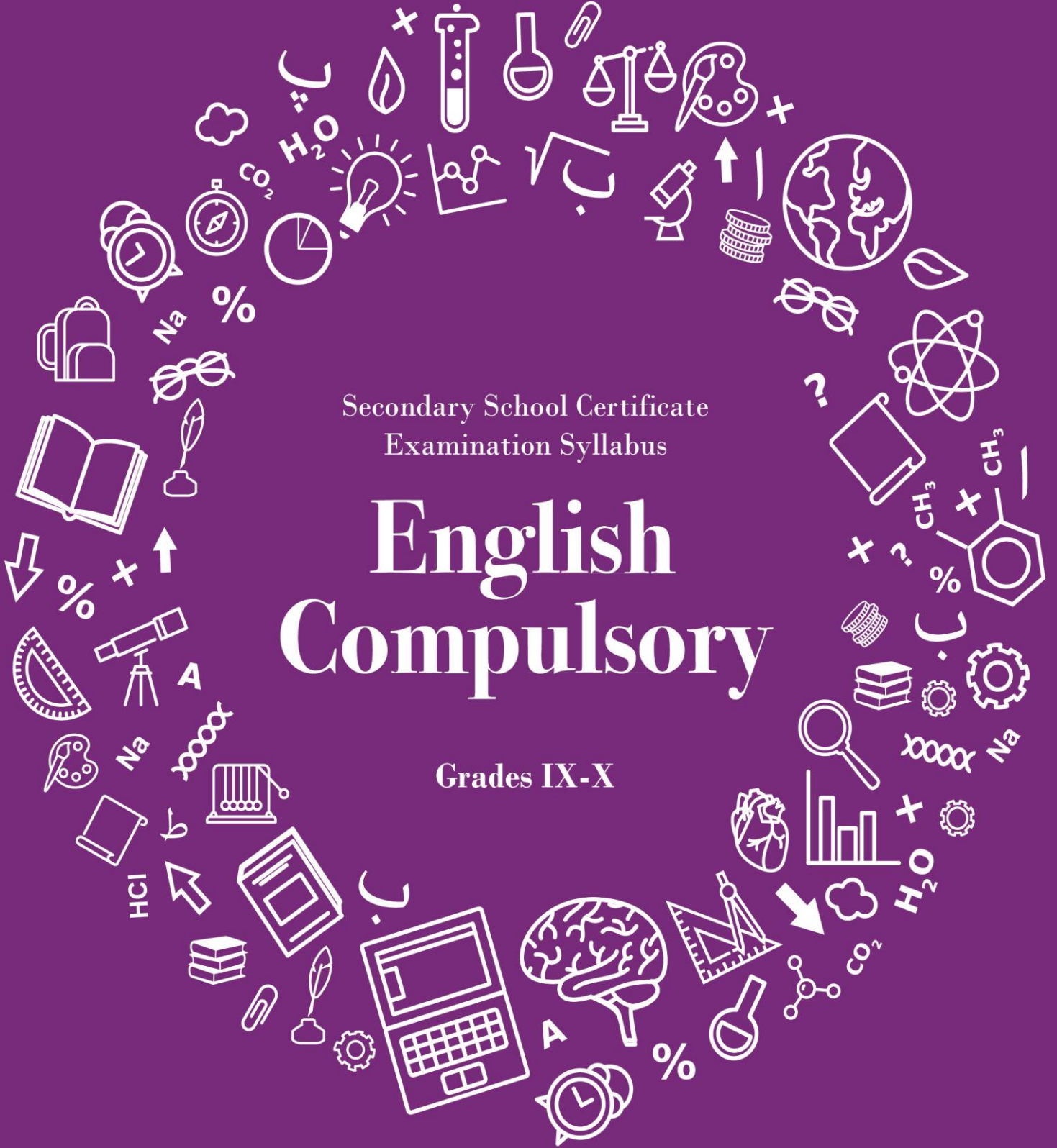
آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate  
Examination Syllabus

# English Compulsory

Grades IX-X



FOR ANNUAL EXAMINATION 2023 AND ONWARDS

Published by  
Aga Khan University Examination Board  
Block - C, IED - PDC, 1-5/B-VII  
Federal B. Area, Karimabad, Karachi, Pakistan.

Latest revision: August 2022  
(This syllabus has been periodically revised in 2012 and 2017)

© The Aga Khan University Examination Board, 2022

All rights and entitlements reserved.

This syllabus is developed by Aga Khan University Examination Board for distribution to all its affiliated schools only. No part of this syllabus may be copied, reproduced or used for any other purpose whatsoever without prior written permission of the Aga Khan University Examination Board.

**Secondary School Certificate  
Examination Syllabus**

**ENGLISH COMPULSORY  
GRADES IX-X**

**This syllabus will be examined in both  
Annual and Re-sit Examination sessions from  
Annual Examinations 2023**

Table of Contents	Page No.
Preface	5
Understanding of AKU-EB Syllabi	7
Subject Rationale	8
Concept Map	10
Student Learning Outcomes	11
Scheme of Assessment	32
Annex A: Text Types and Examples	36
Acknowledgments	38

#### For queries and feedback

**Address:** Aga Khan University Examination Board  
 Block - C, IED - PDC, 1-5/B-VII  
 Federal B. Area, Karimabad, Karachi, Pakistan.  
**Phone:** (92-21) 3682-7011  
**Fax:** (92-21) 3682-7019  
**E-mail:** examination.board@aku.edu  
**Website:** <http://examinationboard.aku.edu>  
**Facebook:** [www.facebook.com/akueb](http://www.facebook.com/akueb)

## Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.



Dr Shehzad Jeeva

Chief Executive Officer (CEO), Aga Khan University Examination Board

Associate Professor of Practice, Faculty of Arts and Sciences, Aga Khan University

FOR ANNUAL EXAMINATION 2023 AND ONWARDS

## Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The topics of the syllabi are grouped into themes derived from the national/ trans-provincial curricula. The connection between various themes and topics is highlighted in the '**concept map**' provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.
5. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
6. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
7. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
8. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

## Subject Rationale of AKU-EB English Compulsory

### What will you learn in AKU-EB English Compulsory?

- English is the major international language of education, research, diplomacy and business, making it the medium for the communication of new ideas all over the world. AKU-EB's English Compulsory syllabus, hence, focuses on the need to interact globally and locally, in academic and non-academic settings.
- The syllabus takes a skill-based approach to language learning and focuses on language learning, academic literacy and effective communication strategies. The skills taught in the English Compulsory course at SSC and HSSC are not an end in themselves but have been designed to support and contribute to the literacy requirements needed for humanities and science subjects.
- For a majority of Pakistani students, learning English is a conscious effort which requires deliberation, guidance and practice. The AKU-EB syllabi reflects focused approach and the path to achievement of these outcomes through a particular sequence of learning goals.
- Steps have also been taken to make the syllabus more “needs based”, by identifying the progression within and across the grades, i.e. from class IX to class X, with a progression from simpler to more demanding types of text – both reading and listening passages.
- All four language skills – reading, writing, listening, and speaking – have been addressed in the syllabi. In fact, AKU-EB is the only Pakistani Examination Board to assess not only reading and writing, but listening skills as well.

### Where will it take you?

- Proficiency in English is a requirement for most university courses in Pakistan and across the world. Hence, a successful completion of this course will open the doors for further successes in life. The successful implementation of the objectives of AKU-EB English Compulsory syllabus in classroom and assessment practices will facilitate you in taking up various national and international competitive and placement examinations and courses of higher studies like:
- IELTS/ GRE/ TOEFL/ GMAT/ SAT
- The English courses in universities which are mostly based on the communication and comprehension needs of the students.



- By pursuing English major courses (Literature and Linguistics) in universities, the following career paths may be pursued:
  - Civil Services
  - Journalism
  - Public Relations
  - Teaching/ Education Management
  - Marketing/ Advertising
  - Communications / Editing/ Content Development
  - Writing (academic/ research/ fiction)
  - Translation

### **How to approach the syllabus?**

The concept map on the next page will give you an overview of your entire syllabus. After this, the topics and Student Learning Outcomes (SLOs) will tell you the details about what you have to achieve. And finally, the Exam Specifications will tell you what to expect in your examination.

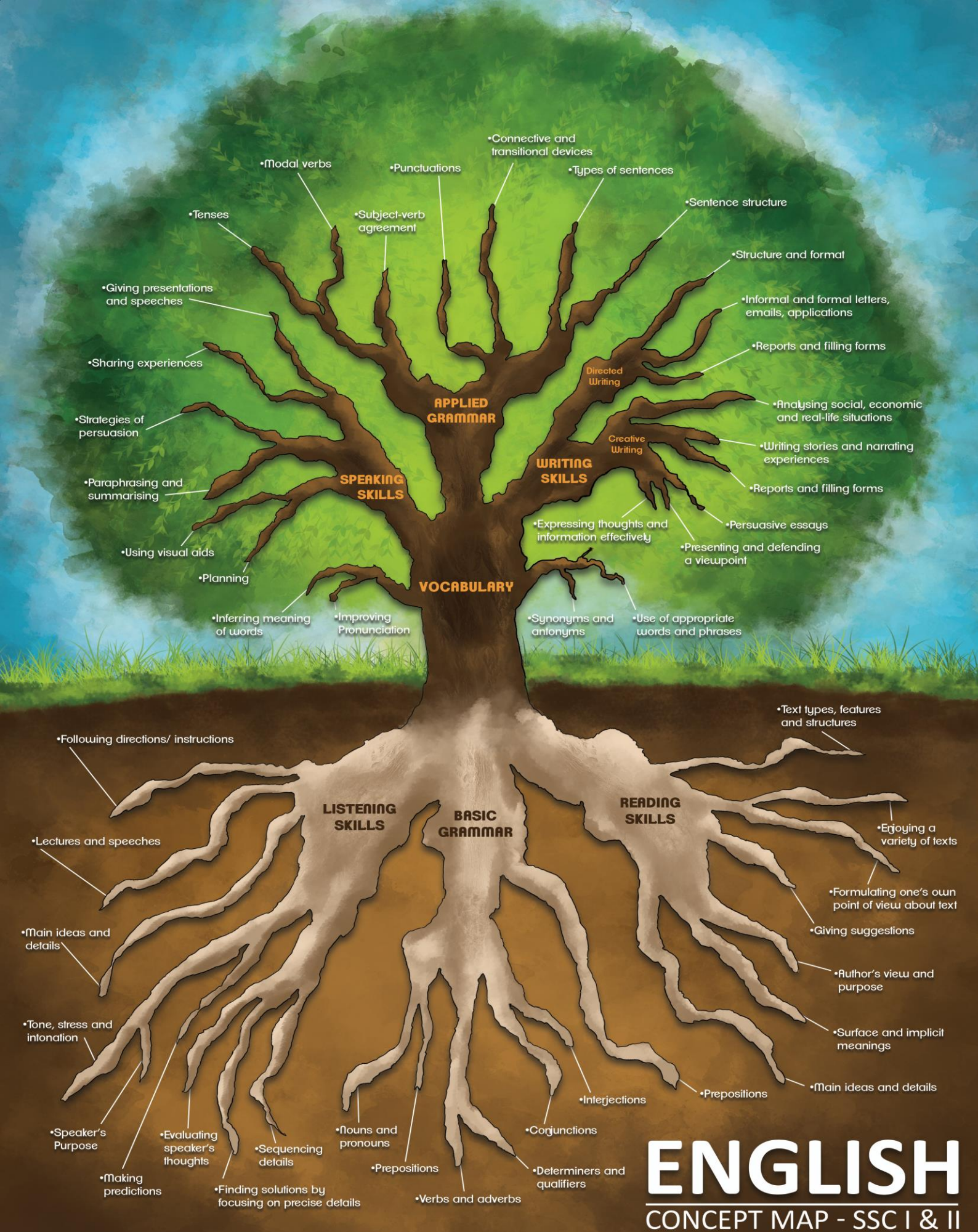
### **What is the concept map telling you?**

#### **Language grows!**

There are many striking parallels between evolution of life forms and evolution of languages. The analogy of a tree is hence used to visualise the underlying theory of skill-based acquisition of language. Listening and reading are receptive skills which are required for the making of meaning from ideas or information. These skills constitute ‘roots’ of the language learning process along with knowledge of some basic grammar. Speaking and Writing are productive skills that enable the expression of meaningful ideas.

The map intends to illustrate that by paying adequate attention to listening and reading, new words/ phrases could be learnt which will help in producing spoken and written texts. Grammar and vocabulary, which constitute knowledge about language, are the building blocks that are required for the application of the receptive and productive skills for effective communication. Consolidating and expanding the knowledge about language systematically, i.e. from roots to branches, through enhanced exposure to different purposeful texts, will result in pragmatic evolution of language skills.





© AGA KHAN UNIVERSITY EXAMINATION BOARD

# Student Learning Outcomes of AKU-EB SSC English Compulsory Syllabus

## Part I (Grade IX)

### Conceptual Linkage with Grade VIII AKU-EB syllabus:

- Listening for main idea and details
- Reading for main idea, details and overall impression
- Writing on imaginative, persuasive and informative topics

Skills and Sub-Skills	Student Learning Outcomes		<sup>1</sup> Cognitive Levels		
			K	U	A
<b>1. Listening and Speaking</b>	Students should be able to:				
1.1 Listening and speaking in expository, descriptive, narrative and communicative contexts	<b>Communication Skills – Listening and Speaking</b>				
	1.1.1	comprehend a variety of accents (standard English and common dialects prevalent in their context);		<sup>2</sup> CA	
	1.1.2	comprehend how meaning is conveyed through pace, stress and intonation;		CA	
	1.1.3	discuss familiar topics by selecting and synthesising facts and ideas from some basic print (newspapers/ textbooks) and/ or non-print (internet) sources, appropriate to the purpose, audience, context and culture: a. ask and respond to relevant questions; b. make notes of responses; c. deliver presentations/ brief to sustained speeches on familiar topics;		CA	

<sup>3</sup> K = Knowledge, U = Understanding, A= Application and other higher-order cognitive skills

<sup>2</sup> CA = Classroom Activity, not to be assessed under examination conditions



Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	1.1.4	identify (and use) the expressions used in the media to report facts and incidents;		CA	
	1.1.5	use simple vocabulary to convey thoughts, purpose, seek clarification, narrate an incident or describe a phenomenon/ situation;			CA
1.2 Listening in narrative, descriptive, expository (factual/ informative) and communicative context	<b>Listening to Understand Text Type</b>				
	1.2.1	identify text type of a heard text by the help of basic features: a. narrative features (speaker, tone, setting, characters); b. descriptive features (sensory details, vivid imagery); c. exposition (sequence, thesis and details);		*	
	<b>Listening to Understand Main and Sub-ideas</b>				
	1.2.2	discuss the topic, theme, main idea and moral after listening to a text;		*	
	1.2.3	identify similar meanings, similar sounds, numbers, dates and sequence in a heard text;		*	
	1.2.4	describe the impact of sensory details and imagery used in a heard text;		*	
	1.2.5	describe the following in a heard text: a. how a topic is introduced; b. how a point of view is presented; c. impact of word choice; d. details and arrangement of texts;		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Listening to Understand Speaker's Purpose and Viewpoint/ Moral</b>				
	1.2.6	describe mood and personality traits from conversation;		*	
	1.2.7	identify author's purpose in a range of texts;		*	
	1.2.8	differentiate between facts and opinions;		*	
	1.2.9	discuss explicit evidences, themes/ sub-themes and overall gist;		*	
	1.2.10	exhibit values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.			CA

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
<b>2. Reading and Thinking</b>	Students should be able to:				
2.1 Reading narrative, expressive and expository (factual/ informative) texts.	2.1.1	apply reading strategies: a. skimming b. scanning c. annotation and note-taking d. use index and headings to navigate within texts e. infer by referring to texts f. predict by contextual clues;			*
	<b>Reading for Overall Gist, Main and Sub-Ideas</b>				
	2.1.2	discuss different parts of a text by identifying the topic sentences, main ideas and their relation with other sentences;		*	
	2.1.3	predict situations, consequences, resolutions and endings based on: a. facts and events; b. character traits;			*
	2.1.4	evaluate the following meanings of a text with the help of some basic contextual clues: a. <b>Surface/ explicit meaning:</b> respond to questions like who, what, where, when i.e. apparent phenomenon, issues or ideas. b. <b>Implied meaning:</b> respond to questions like why, how, to what extent i.e. underlying message and motivation of author/ characters, possible outcomes/ solutions/ suggestions.			*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Reading to Understand Vocabulary</b>				
	2.1.5	comprehend contextual clues to recognise: a. meanings of unfamiliar words; b. antecedents for pronouns; c. meanings of idiomatic expression, figurative language and analogies;		*	
	<b>Reading to Understand Text Type and Genre</b>				
	2.1.6	identify the type of text (e.g. fictional, including short stories and poems and non-fictional, including newspaper articles, personal accounts, etc.) through its basic features;		*	
	<b>Reading Narrative Texts</b>				
	2.1.7	a. compare characters and relate to their motivations and purpose; b. describe recurring theme and sub-themes; c. identify the structural elements of a plot (beginning, rising action, climax, falling action, resolution) in a simple short story; d. identify narrator and his/ her comments about characters and situations;		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Reading Descriptive Texts</b>				
	2.1.8	a. describe the use of sensory details and imagery used for a person, place, or phenomenon; b. identify the impact of detailed and/ or brief descriptions for various purposes by the author;		*	
	<b>Reading Expository Texts</b>				
	2.1.9	a. discuss how a topic is introduced, impact of word choice, details and arrangement of texts; b. discuss how main idea is supported by details, thesis statement and evidences used by the author; c. identify the organisation of a text (cause and effect, problem and solution, comparison and contrast, general to specific/ vice versa);		*	
	<b>Reading to Understand Author's Purpose</b>				
	2.1.10	elaborate author's purpose and intention by: a. identifying overall gist, facts and opinions; b. describing details, choice of words and tone;		*	



Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Reading to Understand Details</b>				
	2.1.11	a. extract information from textbooks, resources and dictionaries, using drawings, diagrams, tables, headings, margin notes, index, glossary, graphics, maps etc.; b. identify how coherence is achieved through connective and transitional devices;			CA
	2.1.12	summarise a text by identifying the main idea and supporting details;			*
	2.1.13	identify and comment on values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., described in a text.		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
<b>3. Writing Skills</b>	Students should be able to:				
3.1 Writing narrative, expository (factual/ informative), expressive, interpersonal/ transactional communication	3.1.1	use pre-writing and planning strategies to organise ideas in writing: a. brainstorming; b. mind mapping/ clustering; c. free writing; d. use paragraphing in different texts (one idea is developed in each paragraph and understanding of the difference between introduction, body paragraphs and conclusion is demonstrated);			*
	3.1.2	complete different forms, e.g. examination forms, admission forms;			CA
	3.1.3	compose an informal note, e-mail, letter to friends or family and informal dialogue for a given situation;			*
	3.1.4	compose coherent texts by using transitional and connective devices;			*
	<b>Write Narrative Texts</b>				
	3.1.5	a. narrate a sequence of events (real or imagined) and communicate their significance; b. discuss appearances and images in a story; c. use simple style of narration in a chronological and/ or organised manner; d. comprehend and use basic elements of story writing: characterisation, plot and setting;			*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Write Description of Places, Persons and Events</b>				
	3.1.6	a. write descriptions of everyday events, places, persons by making effective use of language, i.e., use adjectives and some noun phrases; b. write descriptions with some detail of the sights, sounds and smells of a scene and specific actions, movements and persons;			*
	<b>Write Exposition of Facts and Information</b>				
	3.1.7	a. write thesis statement for an expository essay; b. compare and contrast familiar ideas and/ or concepts; c. evaluate a familiar social or everyday life situation by synthesising relevant details;			*
	3.1.8	comprehend the use of presentational devices in text, e.g. bullet points, sub-headings, etc.;		*	
	<b>Vocabulary</b>				
	3.1.9	a. use appropriate words as per the requirement of texts; b. use synonyms, antonyms, similes, metaphors, idioms, proverbs, figurative language and phrasal verbs;			*

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<b>Grammatical Accuracy</b>			
	3.1.10	use a variety of simple and compound sentences and accurate: a. punctuation (full stops, commas, capitalisation); b. spelling; c. subject-verb agreement and tenses; d. sentence construction; e. conjunctions; f. adverbial and subjective clauses g. conditional clauses; h. words/ phrases to indicate degrees of possibility using adverbs (e.g. perhaps, surely) and modal verbs (e.g. might, should, will, must);		*
	3.1.11	rectify grammatical errors by editing/ revising a written text;		*
	3.1.12	exhibit values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society in written work.		CA

(Students should **NOT** mention their names, names of their schools or any other form of identification anywhere in the examination paper)

## Part II (Grade X)

### Conceptual Linkage with Grade IX AKU-EB syllabus:

- Listening for main idea, details, text type and author's purpose
- Reading for inference and interpretation of views, characters, themes and author's purpose
- Writing on narrative, descriptive and expository topics

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
<b>4. Listening and Speaking</b>	Students should be able to:				
4.1 Listening and speaking in expressive/ reflective, persuasive/ argumentative, analytic and communicative contexts.	<b>Communication Skills: Listening and Speaking</b>				
	4.1.1	comprehend a variety of accents (standard English and common dialects prevalent in their context);		CA <sup>3</sup>	
	4.1.2	comprehend and discuss the following: a. how meaning is conveyed through pace, stress, intonation; b. difference between informal and formal register;		CA	
	4.1.3	discuss familiar topics by selecting and synthesising facts and ideas from a variety of print (newspapers/ books) and/ or non-print (internet) sources, appropriate to the purpose, audience, context and culture: a. relate a familiar incident or situation by using well-chosen words; b. present his/ her opinion and support with reasons on familiar issues; c. deliver brief presentations on familiar topics which reflects selection of relevant and focussed information; d. comprehend (devise and conduct) an interview on a		CA	

<sup>3</sup> CA = Classroom Activity, not to be assessed under examination conditions. The SLOs of classroom activity should be covered in the classroom for better preparation of exams.

		specific topic;			
--	--	-----------------	--	--	--

FOR ANNUAL EXAMINATION 2023 AND ONWARDS

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	4.1.4	identify (and use) the type of expressions used in the media to inform and persuade (e.g., advertisements or news reports);		CA	
	4.1.5	use English in a range of situations (e.g. to argue, persuade, summarise, convince, advice);			CA
4.2 Listening in expressive/ reflective, persuasive/ argumentative, analytic and communicative contexts.	<b>Listening to Understand Text Type</b>				
	4.2.1	identify the following text types of a heard text: a. expressive/ reflective texts (communicating feelings/ looking back at or reviewing past incidents); b. simple techniques used for persuasion (opinion followed by reasons and examples); c. analytical speeches or passages (analysis of information/ relationship of comparison/ cause and effect);		*	
	<b>Listening to Understand Main and Sub-ideas</b>				
	4.2.2	describe the context with reference to: Who is speaking? Where are they and why? What are they talking about?		*	
	4.2.3	elaborate the main idea of a text and how it is supported by details;		*	
	4.2.4	identify (and discuss) past events, feelings, behaviour, thoughts and attitudes in reflective and expressive texts ;		*	
	4.2.5	identify persuasive strategies used in a heard text (appeal to emotion, logic or use of evidences and/ or examples);		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	4.2.6	describe the following in a heard text: a. how a topic is introduced; b. how a point of view is presented; c. impact of word choice; d. details and arrangement of texts;		*	
	4.2.7	describe similar meanings, similar sounds, numbers, dates, classifications and sequence in a heard text;		*	
	<b>Listening to Understand Author's Purpose, Viewpoint and Message</b>				
	4.2.8	discuss author's purpose and emotions in a range of texts by identifying his/ her opinion and facts presented;		*	
	4.2.9	discuss explicit motifs, intentions, message and/ or moral conveyed in a heard text by analysing choice of words and message;		*	
	4.2.10	identify and comment on values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.		CA	



Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
<b>5. Reading and Thinking</b>	Students should be able to:				
5.1 Reading persuasive/ argumentative, reflective/ expressive, expository and analytical texts	5.1.1	apply reading strategies like skimming, scanning, annotations note taking, using index and headings to navigate within texts to a. infer by referring to texts b. predict by contextual clues;			*
	<b>Reading For Overall Gist, Main and Sub-Ideas</b>				
	5.1.2	skim the given text to get the gist, general idea, thesis statement and/ or topic sentences;			*
	5.1.3	identify theme and its development in a poem;		*	
	5.1.4	evaluate the following meanings of a text with the help of some basic contextual clues: a. <b>Surface/ explicit meaning:</b> respond to questions like who, what, where, when i.e. apparent phenomenon, issues or ideas. b. <b>Implied meaning:</b> respond to questions like why, how, to what extent i.e. underlying message and motivation of author/ characters, possible outcomes/ solutions/ suggestions.			*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Reading to Understand Text Structure</b>				
	5.1.5	a. comprehend the common ways in which paragraphs of various text types (persuasive, reflective, analytic etc.) are organised; b. comprehend the following discourse structures of a text: i. cause and effect relationship; ii. comparison and contrast; iii. spatial details; iv. sequence/ chronology;		*	
	5.1.6	deduce tone and intention in expressive text; e.g. satire, humour and identify cues which create the effect e.g. alliteration and personification;			*
	<b>Reading to Understand Vocabulary</b>				
	5.1.7	infer contextual clues to comprehend: a. meanings of unfamiliar words; b. antecedents for pronouns; c. synonyms and antonyms; d. meanings of idiomatic expression, figurative language, analogies and proverbs;			*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Reading to Understand Text Type, Genre and Author's Purpose</b>				
	5.1.8	a. identify facts and opinions in a text; b. identify the type of text (e.g. fictional, including short stories and poems and non-fictional, including newspaper articles, personal accounts, etc.) through its basic features;		*	
	<b>Reading Expressive and Reflective Texts</b>				
	5.1.9	a. describe expressive/ reflective texts (an event from personal experience: what happened, feelings, thoughts, emotions); b. discuss (causes and consequences/ thoughts and emotions) how an event has influenced or changed a person (a recount of events with a new insight); c. describe personal traits as revealed through thoughts and feelings;		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Reading Persuasive/ Argumentative Texts</b>				
	5.1.10	a. identify how author(s) present/s an opinion in an effective way; b. discuss explicit evidences, comprehensiveness of details and the way in which the author's intent affects the structure and tone of the text; c. identify the use of specific rhetorical devices to support views (appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience);		*	
	<b>Reading Analytical Exposition</b>				
	5.1.11	discuss familiar events, situations and processes by identifying: a. relational process: relationship of cause and effect, comparison and contrast, problem and solution; b. opinions, facts, evidences and reasons and anticipating outcomes; c. the relevance of an issue by relating it to personal or generalised experiences;		*	
	5.1.12	comprehend connective and transitional devices and their use in a given text;		*	
	5.1.13	identify and comment on values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., described in a text.		CA	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
<b>6. Writing</b>	Students should be able to:				
6.1 Writing persuasive/ argumentative, reflective, expository and analytical texts	6.1.1	use pre-writing and planning strategies to organise ideas in writing: a. brainstorming; b. mind mapping/ clustering; c. free writing; d. use paragraphing in different texts: one idea is developed in each paragraph; e. transitional devices are used for coherence;			*
	6.1.2	compose a formal letter or email to school authorities, newspaper editors, etc. (follow block style with open punctuation);			*
	6.1.3	compose a report of an experiment, investigation, incident or event;			*
	6.1.4	identify focus in one's own writing by recognising audience and purpose;		*	
	6.1.5	compose expressive/ reflective, persuasive/ argumentative and analytical essay by establishing a controlling impression that conveys a clear perspective;			*
	<b>Write Expressive/ Reflective Texts</b>				
	6.1.6	a. recall and reiterate an event from personal experience (what happened, feelings, thoughts, emotions); b. analyse causes and consequences/ thoughts and emotions e.g. how an event has influenced or changed a person;			*

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<b>Write Persuasive/ Argumentative Texts</b>			
	6.1.7 analyse and defend opinions regarding social and current issues by: a. structuring ideas and evidence in a logical fashion; b. introducing precise claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organisation that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. using specific rhetorical devices to persuade (appeal to emotion, logic, ethics, use of analogies, examples, reasons and/ or by relating a personal experience);			*
	<b>Write Analytical Exposition</b>			
	6.1.8 analyse a given situation, issue, opinion and/ or process by: a. using relationship of cause and effect, comparison and contrast, problem and solution; b. relating a situation to other events or phenomenon/ real life events; c. elaborating and itemising steps (firstly... secondly .. next... finally); d. deducing the causes and consequences/ advantages and disadvantages/ strengths and limitations of a given happening or phenomenon;			*
	6.1.9 discuss a given unseen poem/ quotation/ advertisement/ brochure/ news report/ news story;		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<b>Vocabulary</b>				
	6.1.10	a. use appropriate words as per the requirement of texts; b. use synonyms, antonyms, similes, idioms, figurative language and phrasal verbs to enrich one's writing;			*
	<b>Grammatical Accuracy</b>				
	6.1.11	use a variety of simple and compound sentences and accurate: a. punctuation (full stops, commas, capitalisation); b. spelling; c. subject-verb agreement and tenses; d. sentence construction; e. conjunctions; f. adverbial and subjective clauses; g. conditional clauses; h. words/ phrases to indicate degrees of possibility using adverbs (e.g. perhaps, surely) and modal verbs (e.g. might, should, will, must);			*
	6.1.12	use conventions/ style of writing reports/ letters (impassioned/ impersonal) and articles personal anecdotes/ experience (personal/ opinionated);			*
	6.1.13	rectify grammatical errors by editing/ revising a written text.			*

(Candidates should NOT mention their names, names of their schools or any other form of identification anywhere in the examination paper)

## Scheme of Assessment

### Grade IX

**Table 1: Number of Student Learning Outcomes by Cognitive Level**

S.No.	Skills	SLOs			Total
		K	U	A	
1.	Listening	-	9	-	9
2.	Reading	-	8	4	12
3.	Writing	-	1	9	10
<b>Total</b>		-	<b>18</b>	<b>13</b>	<b>31</b>
<b>Percentage</b>		-	<b>58</b>	<b>42</b>	<b>100</b>

FOR ANNUAL EXAMINATION 2023 AND ONWARDS



## Exam Specifications

The English Compulsory Exam for SSC Part I will consist of two papers of 75 marks in total. Paper I will have 30 multiple choice questions to be answered in 60 minutes (1 hour). Paper II will consist of constructed response questions and two extended response essay type questions worth 45 marks to be attempted in 120 minutes (2 hours).

### Paper I

**30 marks**

Paper I will have three separate sections:

- Listening comprehension section will be of 13 marks. It will be of 25 minutes duration which includes the time for listening to the recorded passages. This part will consist of two passages having 6 and 7 MCQs.
- Reading comprehension section will be of 13 marks and 25 minutes long. This part will consist of two passages having 6 and 7 MCQs.
- Grammar section will be of 4 marks and 10 minutes long. This part will consist of 4 MCQs based on a Cloze Passage where accuracy of tenses, subject-verb agreement and prepositions will be checked.

### Paper II

**45 marks**

This paper will be of 45 marks with the following tasks and marks allocation:

- A reading passage followed by constructed response questions 17 marks
- Informal letter OR informal email (a choice of any ONE of the two) 10 marks
- Essay writing (a choice of any ONE of three descriptive and narrative essays) 18 marks

The students will be asked to give an elaborate response to the essay question. Their responses to the writing composition questions will be marked against the given tasks. Rote memorization and reproduction of irrelevant details will be discouraged. Responses will be marked for their content relevance, structure, vocabulary, expression, and overall impression.

(Students should **NOT** mention their names, names of their schools or any other form of identification anywhere in the examination paper)

**Grade X****Table 2: Number of Student Learning Outcomes by Cognitive Level**

S.No.	Skills	SLOs			Total
		K	U	A	
1.	Listening and Speaking	-	9	-	9
2.	Reading	-	7	5	12
3.	Writing	-	2	11	13
<b>Total</b>		<b>-</b>	<b>18</b>	<b>16</b>	<b>34</b>
<b>Percentage</b>		<b>-</b>	<b>53</b>	<b>47</b>	<b>100</b>

## Exam Specifications

The English Compulsory Exam for SSC Part II will consist of two papers of 75 marks in total. Paper I will have 30 multiple choice questions to be answered in 60 minutes (1 hour). Paper II will consist of constructed response questions and two extended response essay type questions worth 45 marks to be attempted in 120 minutes (2 hours).

### Paper I

**30 marks**

Paper I will have three separate sections:

- Listening comprehension section will be of 13 marks. It will be of 25 minutes duration which includes the time for listening to the recorded passages. This part will consist of two passages having 6 and 7 MCQs.
- Reading comprehension section will be of 13 marks and 25 minutes long. This part will consist of two passages having 6 and 7 MCQs.
- Grammar section will be of 4 marks and 10 minutes long. This part will consist of 4 MCQs based on a Cloze Passage where accuracy of tenses, subject-verb agreement, adverbs, modal verbs and prepositions will be checked.

### Paper II

**45 marks**

This paper will be of 45 marks with the following tasks and marks allocation:

- A reading passage followed by constructed response questions 17 marks
- Formal writing (a choice of any ONE from formal email/ letter and report writing) 10 marks
- Essay writing (a choice of any ONE from expressive, persuasive, reflective and analytical essays) 18 marks

The candidates will be asked to give an elaborate response to the essay question. Their responses to the writing composition questions will be marked against the given tasks. Rote memorization and reproduction of irrelevant details will be discouraged. Responses will be marked for their content relevance, structure, vocabulary, expression and overall impression.

(Students should **NOT** mention their names, names of their schools or any other form of identification anywhere in the examination paper)

## Annex A: Text Types and Examples

Text Type	Examples
<p><b>Narrative/ expressive/ reflective texts</b> (Literary/ fiction/ creative non-fiction texts)</p> <p><b>Intention:</b> to entertain, explore, imagine, enlighten, share experience so as to get the reader involved in story and characters</p> <p><b>Focus:</b> literary, creative and aesthetic appeal</p>	<ul style="list-style-type: none"> <li>○ Stories</li> <li>○ Poems (lyrics, ballads, sonnets)</li> <li>○ Play scripts</li> <li>○ Biographies/ personal experiences</li> <li>○ Anecdotes</li> <li>○ Diary, journal entries</li> <li>○ Fantasy, adventure, science, fiction</li> </ul>
<p><b>Persuasive/ argumentative texts</b></p> <p><b>Intention:</b> To persuade, argue, advice.</p> <p><b>Focus:</b> Influence the readers or viewers to change their mind about something</p>	<ul style="list-style-type: none"> <li>○ Brochures</li> <li>○ Advertisements of consumer products</li> <li>○ Letter to the editor conveying opinions</li> <li>○ Editorials</li> <li>○ Campaign literature</li> <li>○ Magazine articles supporting a position</li> <li>○ Anecdote/ story supporting a position</li> </ul>
<p><b>Expository (factual/ informative texts)</b></p> <p><b>Intention:</b> to inform, explain and describe print and computer-based informative and reference texts.</p> <p><b>Focus:</b> Document, organise and convey information and ideas</p>	<ul style="list-style-type: none"> <li>○ News reports, magazine articles, memos, menus, blurbs, indices, forms, maps, recipes, minutes, tables, flowcharts</li> <li>○ Diagrams, fact sheets, information leaflets, prospectuses, plans, summaries, records</li> </ul>

Text Type	Examples
<b>Expository (analytical texts)</b>  <b>Intention:</b> to analyse, review and comment  <b>Focus:</b> present weighed and evaluation views of ideas and issues	<ul style="list-style-type: none"> <li>○ Commentaries</li> <li>○ Analytical articles</li> <li>○ Essays and reports</li> <li>○ Reviews</li> </ul>
<b>Text used for interpersonal/ Transactional communication</b>  <b>Intention:</b> To communicate a message for transactional or interpersonal purpose.  <b>Focus:</b> to communicate and share ideas, feelings and information.	<ul style="list-style-type: none"> <li>○ Dialogues (informal/ formal)</li> <li>○ Letters (informal/ formal)</li> <li>○ Greeting cards</li> <li>○ E mails</li> <li>○ Notices</li> <li>○ Talks</li> <li>○ Interviews</li> <li>○ Job advertisements</li> <li>○ Resumes</li> </ul>

Reference: Adapted from National Curriculum of Pakistan 2006

## Acknowledgements

Aga Khan University Examination Board (AKU-EB) would like to acknowledge the contributions of all those who played an important part in the revision of the AKU-EB SSC Biology syllabus.

We would like to thank **Kiran Shahnawaz, Former Specialist, English Language**, AKU-EB, for taking the subject **lead** during the entire process of revising the SSC English syllabus.

We are particularly thankful to the **syllabus revision panel** for their time, commitment and effort in revising the syllabus. The panel included:

- **Liaquat Hashim**  
The City School, Karachi
- **Shahnaz Asghar Ali**  
The Mama Parsi Girls' Secondary School, Karachi
- **Shahnaz Ahmed**  
Civilization Public School, Karachi

We also thank the following **post-revision reviewers** for their feedback on relevance of the content, skills and resources of the syllabus:

- **Naureen Hakim Ali**  
Habib Girls Higher Secondary School, Karachi
- **Shazia Ahmad**  
Maryam Siddiq School, Chenab Nagar

Furthermore, we thank the following for reviewing the syllabus for **higher education preparedness**, ensuring that the syllabus includes adequate skills and content to effectively prepare students for the next level of education.

- **Dr Fauzia Shamim**  
Professor and ELC coordinator  
English Language Centre, Deanery of Academic Services Taibah University,  
Madinah, KSA.  
Former Chairperson, Department of English, University of Karachi  
Reviewer of National Curriculum (2006)
- **Ms Shumaila Muneer Omar**  
Assistant Professor, English  
Institute of Business Administration, Karachi (IoBM)

## In-house Team

- **Final Reviewer and Advisor: Dr Shehzad Jeeva**  
CEO, AKU-EB
- **Mentor and Guide for Syllabi Review: Dr Naveed Yousuf**  
Former Associate Director, Assessment
- **Syllabi Review Lead: Raabia Hirani**  
Manager, Curriculum Development
- **Syllabi Review Facilitators:**  
**Banazeer Yaqoob**, Former Associate, Curriculum Development  
**Dur Nasab**, Associate, Curriculum Development  
**Mahrukh Jiwa**, Specialist, Middle School Programme
- **Internal Reviewer: Zain-ul-Muluk**  
Manager, Examination Development
- **Learning Resources Reviewer:**  
**Aamna Pasha**, Former Associate Director, Teacher Development, and team  
**Ali Bijani**, Manager, Teacher Support and Team
- **Administrative Support:**  
**Hanif Shariff**, Associate Director, Operations  
**Raheel Sadrudin**, Manager, Administration, and team
- **Syllabi Feedback Data Analysts:**  
**Tooba Farooqui**, Former Lead Specialist, Assessment  
**Muhammad Kashif**, Former Specialist, Assessment
- **Language Reviewer: Mehek Ali**  
Former Specialist, Assessment
- **Design Support:**  
**Karim Shallwanee**, Former Associate, Communications  
**Hatim Yousuf**, Specialist, Communications

We would like to thank the students and teachers of affiliated schools from across Pakistan who gave their valuable feedback at various stages of the review process.

We also thank **Shahid Arwani**, Assistant AKU-EB, **Tabassum Ali**, Senior Assistant, AKU-EB and **Anusha Aslam**, Former Assistant, AKU-EB, for data compilation and formatting. In addition, we thank **Noshaba Hameed**, Assistant AKU-EB, **Ammara Dawood** and **Lubna Anis** for their support during formatting.