



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate
Examination Syllabus

English Compulsory

Grades XI-XII

(based on National Curriculum 2006)

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**Higher Secondary School Certificate
Examination Syllabus**

**ENGLISH COMPULSORY
GRADES XI-XII**

**This syllabus will be examined in both
May and September Examination sessions from
May 2019 for Grade XI and May 2020 for Grade XII**

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Preface

Established in 2002 through Ordinance CXIV, Aga Khan University Examination Board (AKU-EB) is Pakistan's first private autonomous examination 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.

One of the ways in which AKU-EB achieves its vision is by developing syllabus which inculcates conceptual thinking and higher-order learning based on the National Curriculum. AKU-EB revises its syllabus every 4 years so that it continues to meet the needs of students, teachers and examiners.

The aims of the current syllabus review of SSC and HSSC in 2016 were to:

- Ensure continued compatibility with the goals of National Curriculum 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 this 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, schools teachers of affiliated and non-affiliated schools, teacher trainers and university academics, reviewed and revised the syllabus using a planned, meticulous and standardised process.

This year, AKU-EB took the initiative of introducing a 'Concept Map' for each syllabus which represents links among the key concepts of the syllabus. These have been designed to improve students' interest in the subject, facilitate conceptual thinking and make learning and teaching experience memorable.

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 focus are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', including other higher order skills. This is followed by the Exam Specifications which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

This syllabus has been designed to empower the students and teachers to take charge of learning and teaching and reduce their dependence on a single textbook. Some syllabus support material¹, including suggested resources, has also been developed with the syllabus to guide students and teachers. However, these are not exhaustive and students and teachers are encouraged to use multiple books and online resources to achieve the SLOs of the syllabus.

¹ Available at examinationboard.aku.edu

The development of the revised syllabus have 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 National Curriculum of Pakistan 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 all the best to students and their teachers in implementing this syllabus.



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Introduction to AKU-EB Syllabi

1. Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the National Curriculum of Pakistan 2006 and the National Scheme of Studies 2006 – 2007. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the students of the twenty-first century.
3. The 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.
4. The topics of the syllabi are grouped into themes derived from the national curriculum. 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 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 complement the national curriculum by providing enabling SLOs where needed to scaffold student learning.
6. 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.
7. 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 and deriving multiple choice questions (MCQs) and constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.

8. 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.
9. 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**.
10. On the whole, the AKU-EB syllabi for Higher Secondary School Certificate (HSSC) progressively help the students to achieve the benchmarks of the national curriculum and hone in them conceptual understanding, critical thinking and problem solving skills, thereby preparing them for professional and higher education.

Aims/ Objectives of the National Curriculum (2006)

Competencies, Standards and Benchmarks for Grade XI and XII in the National Curriculum (2006)²

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

BM 1 Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

BM 2 Analyse, synthesise and evaluate events, issues and view points, applying reading comprehension and thinking strategies.

BM 3 Analyse and synthesise information from a visual cue or a graphic organiser to summarise, highlighting the key areas and main trends.

BM 4 Gather, analyse, evaluate and synthesise information to use for a variety of purposes including a research project using various aids and study skills.

Standard 2: All students will read and analyse literary text to seek information, ideas, enjoyment; and to relate their own experiences to those of common humanity as depicted in literature.

BM 1 Analyse and evaluate short stories, poems and essays and one-act plays; relate how texts affects their lives and connect the texts to contemporary/ historical ideas and issues across cultures.

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

BM 1 Analyse and evaluate a variety of written discourse to use in their own compositions, techniques for effective text organization, development and author's techniques that influence the reader.

BM 2 Write expository, persuasive, analytical essays, research reports and extended narratives for multiple purposes and audiences.

BM 3 Write a variety of interpersonal and transactional texts, e.g. business letters, applications on advertisements, resume, forms for a range of purposes in real life situations using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.

² Ministry of Education (Curriculum Wing) (March 2006), *National Curriculum of English Language for Classes I-XII*, Government of Pakistan, Islamabad.

- BM 4 Plan, draft, revise, edit their own texts in areas such as, cohesion and coherence, effectiveness of arguments/ opinions, sufficient supporting details, creativity, appropriate punctuation and vocabulary.

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

BM1 Use a variety of linguistic exponents to communicate appropriately for various functions and co-functions of inquiries, persuasions, arguments, comparisons, evaluations in a wide range of contexts.

BM2 Demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information / ideas.

Competency 4: Formal and Lexical Aspects of Language

Standard 1: Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

BM1 Pronounce (acceptably) new lexical terms, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.

Standard 2: Vocabulary: All students will enhance vocabulary for effective communication.

BM1 Evaluate different kinds of texts to understand how lexical items change meaning and style, use lexical items to show finer shades of meaning and style in their own speech and writing.

Standard 3: Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

BM1 Apply grammatical functions and concepts of tense and aspect, transitional devices and modal verbs in their speech and writing.

BM2 Recognise and use punctuation to evaluate complex texts of style and changes in meaning and to use in writing of bibliographies and reference lists.

BM3 Analyse sentence types and structure, recognise and apply the concepts and function of coordination and subordination in extended writing tasks for increased effectiveness in communication.

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

- BM1 Recognise and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.
- BM2 Develop and portray through actions, a sense of importance of individual worth simultaneously valuing diversity and equality among people.
- BM3 Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

Themes and Topics

- 1 The examination syllabus in English is skill based. These skills can be applied to any topic so the recommended topics of National Curriculum English (Compulsory) have not been assigned to any particular type of communication, or stage of the course. They can, therefore, be introduced by the teacher whenever and wherever appropriate.
- 2 The following topics are recommended in the National Curriculum for Classes XI & XII:
 - Character building
 - Austerity
 - Respect for Pakistani values and those of other nations
 - Tolerance, humanism, equity between groups and nations
 - Handling/ sharing responsibilities
 - Conflict resolution
 - Understanding international cultural diversity
 - The world
 - Rise of nations through national pride
 - Appreciation and preservation of Nature
 - Gender inequality detrimental to society
 - Environment and health
 - Population growth and its implications
 - Tourism, its impact on society
 - Technology and society of future
 - Choosing careers/ occupations
 - Respect for all professions. (Valuing disparity and equality among professions)
 - Media skills and communication
 - Role of youth in crises management
 - Public behaviour
 - Sense of individual and public responsibility
 - Prevention from crime

- Youth's role in prevention of drug abuse, related diseases (HIV, AIDS, hepatitis)
- Practicing adaptability
- Accommodating family and work responsibilities
- Positive work ethics

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 conscious effort which requires deliberation, guidance and practice. The National Curriculum (NC) for English Language 2006 addresses this reality in its standards, competencies and student learning outcomes. The AKU-EB syllabi reflect 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 XI to class XII, 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) at university, 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?

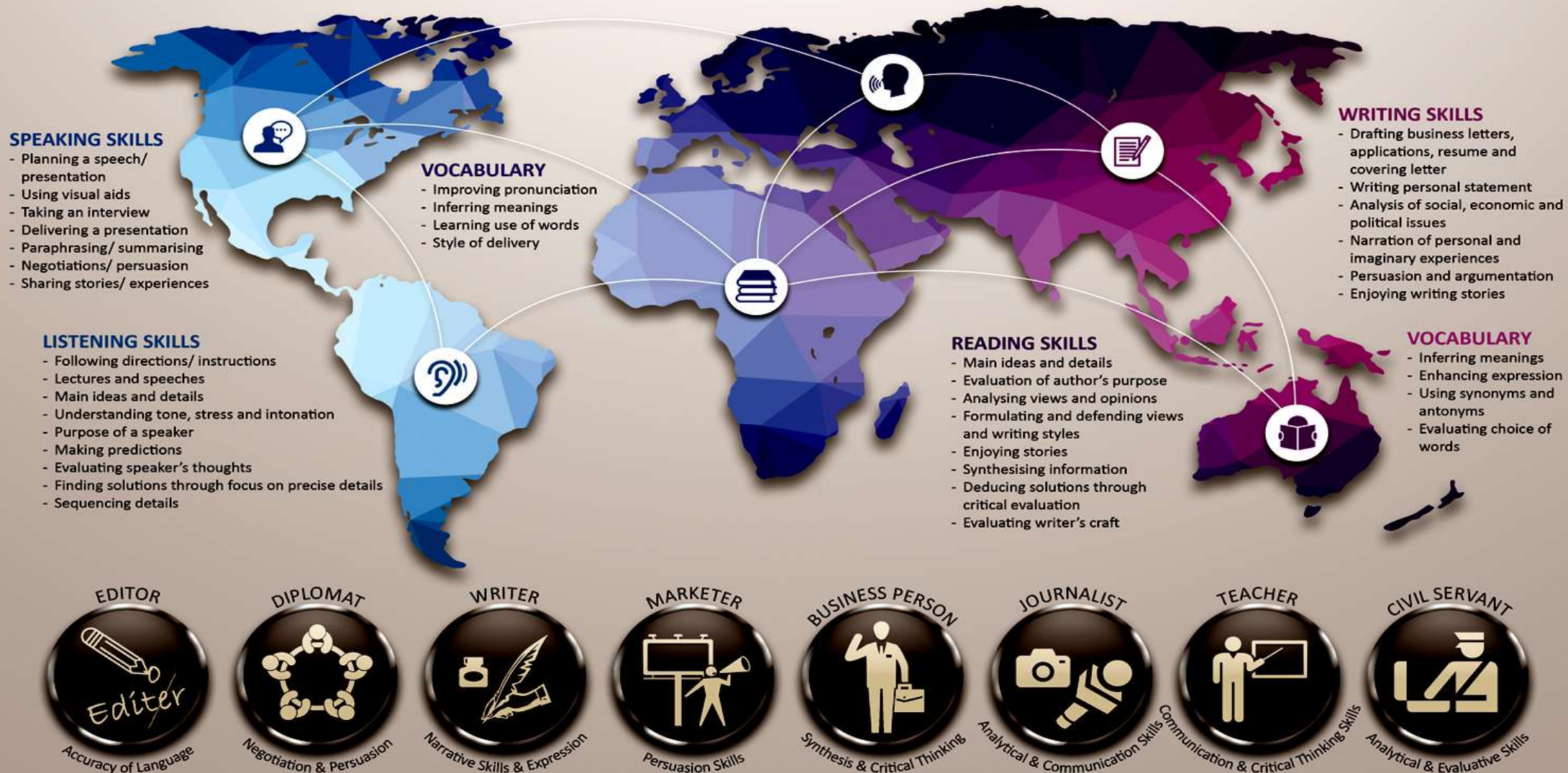
The concept map on the next page will give you an overview of your entire syllabus. After this, the topics and Student Learning Outcomes (SLOs) will tell you the details about what you have to achieve. And finally, the Exam Specifications will tell you what to expect in your examination.

What is the concept map telling you?

English as a global language: The need for a global language has always existed. English, as illustrated through the map, connects the world, academically and professionally. Listening and reading, as shown in the bottom left and right of the map, are **receptive skills** which are required for the making of meaning from ideas or information. These skills constitute basis of the language learning process. Speaking and Writing, as shown at the top left and right of the map, are **productive skills** that enable the expression of meaningful ideas. 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. Listening, speaking and writing in internationally acceptable English which is grammatically accurate and mutually intelligible for different purposes and contexts is an over-arching aim of the syllabus. Students' fluent and confident engagement with a variety of texts will develop sub-skills of persuasion, narration, critical and analytical thinking, and accurate and purposeful use of language for effective communication. These sub-skills will not only facilitate students in their university education, but will also expand career paths for them, nationally and internationally.

ENGLISH

CONCEPT MAP - HSSC I & II



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Student Learning Outcomes of AKU-EB HSSC English Compulsory Syllabus

Part I (Grade XI)

Conceptual Linkage with Grade X AKU-EB syllabus:

- Listening for main idea, details, text type and author's purpose
- Reading for critically evaluating persuasive, reflective and analytic texts
- Writing on persuasive, reflective and analytic topics

Skills and Sub-Skills	Student Learning Outcomes		³ Cognitive Levels		
			K	U	A
1. Listening and Speaking	Students should be able to:				
1.1 Listening and speaking in narrative, expository (factual/informative) and communicative context	<u>Communication Skills: Listening and Speaking</u>				
	1.1.1	comprehend a variety of accents (standard English and common dialects prevalent in their context);		⁴ CA	
	1.1.2	comprehend how meaning is conveyed through pace, stress, intonation;		CA	
	1.1.3	identify and use specific expressions for various social functions such as apology, request, recount, describe, gratitude, inquire, compare, contrast, summarise, encourage, and complain in group discussions and other situations;		CA	
	1.1.4	explore the expressions used in the media to inform, e.g. news stories/ reports);		CA	

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

⁴ CA = Classroom Activity, not to be assessed under examination conditions. The National Curriculum has oral language use in interaction and teachers should use such interaction as the main classroom activity in meeting these objectives. For examination purposes, however, only listening will be tested. The production elements (speaking) of the National Curriculum SLOs are bracketed to indicate that it is the receptive (listening) which will appear in the examination.

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	1.1.5	analyse narrative and expository topics: a. relate an incident or idea by highlighting its significance with some degree of organisation in speech and well-chosen details; b. compare situations, ideas, characters, issues or occurrences in a sustained speech after listening to/ reading a text; c. present and discuss academic content by using props, visual aids and/ or electronic media; d. synthesise and discuss information from print (newspapers/ books) and non-print (internet) sources on chosen topics;			CA
1.2 Listening in narrative, expository (factual/ informative) and communicative context	<u>Listening in Narrative, Expository and Communicative Context</u> <u>Listening to Understand Text Type</u>				
	1.2.1	comprehend text type of a heard text by identifying: a. narrative features: (narrator, plot, tone, setting, characters); b. exposition: (comparisons, cause and effect, details, sequence); c. communicative (interpersonal and transactional contexts): dialogues, negotiation, discussion, interviews;		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Listening to Understand Main Ideas, Details, Moral and Overall Gist</u>			
	1.2.2 identify main idea(s) and supporting details in a heard text;		*	
	1.2.3 discuss 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;		*	
	1.2.4 identify assumptions, similar meanings, similar sounds, numbers, dates, classifications and sequence in a heard text;		*	
	<u>Listening to Identify Tone</u>			
	1.2.5 discuss tone of the speaker through pitch and choice of words/details;		*	
	<u>Listening to Understand Speaker's Purpose (Opinions, Facts and Intent)</u>			
	1.2.6 identify speaker's views by analysing opinions, facts and details;		*	
	1.2.7 discuss the use of statements or gestures free from bias against race, religion and individuals;		*	
	1.2.8 discuss author's purpose in a range of heard texts;		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	1.2.9	elaborate explicit evidences, themes/ sub-themes and overall gist;		*	
	1.2.10	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 while communicating verbally.		CA	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
2. Reading and Thinking	Students should be able to:			
2.1 Reading in narrative, expressive/reflective, interpersonal/transactional and expository (factual/ informative) texts	2.1.1	apply different reading techniques: skimming, scanning, predicting, reading for detail (intensive), annotation, note taking and use critical reading strategies like: a. contextualising (placing a text in its cultural or historical context); b. questioning the author and the readers beliefs; c. outlining and summarising;		*
	2.1.2	discuss topic sentences and thesis statement and how they are supported with details;	*	
	2.1.3	elaborate personal opinion about the text along with justification;	*	
	2.1.4	synthesise information (treatment, scope and organisation of ideas, common themes and/ or message) from two texts based on the same theme/ topic;		*

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Reading for Main/ Sub-Ideas, Details, Moral and Overall Gist</u>			
	2.1.5	discuss theme, main idea and supporting details;		*
	2.1.6	evaluate surface and implied meaning of a text by the help of contextual clues: <ul style="list-style-type: none"> a. Surface/ explicit meaning: comprehend and respond to questions like who, what, where, when i.e. apparent phenomenon, issues or ideas. b. Implied meaning: comprehend and respond to questions like why, how, to what extent i.e. underlying message, tone 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:			
	<u>Reading for Philosophical Insight and Response</u>			
	2.1.7 infer the author's views about the world and human nature as revealed through textual details;			*
	<u>Reading to Understand Vocabulary</u>			
	2.1.8 use contextual clues to infer implied meanings of words and phrases and comprehend the use of pronouns and adjective phrases;			*
	2.1.9 discuss different kinds of texts to understand how lexical items change meaning and style;		*	
	<u>Reading to Understand Text Type and Genre</u>			
	2.1.10 differentiate between the features of fiction (stories, poems) and non-fiction (newspapers, personal accounts, journals, articles etc.), and text types: reflective/ expressive, persuasive and analytical;		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Reading Narrative Texts</u>			
	2.1.11 a. identify basic genres in prose (tragedy, comedy, horror, science fiction); b. discuss characters and relate to their motivations and purpose by classifying them (with evidences) as: i) protagonist or antagonist ii) round or flat characters; c. discuss theme and sub-themes; d. describe the structural elements of plot (beginning, rising action, climax, falling action, resolution) in a simple short story; e. comprehend the relevance of setting (time, place, customs) to the overall meaning of a story; f. comprehend explicit motifs and tone of the narrator;		*	
	<u>Reading Expressive/ Reflective/ Interpersonal Texts</u>			
	2.1.12 a. describe an event from author's experience: what happened, feelings, thoughts, emotions in expressive texts; b. compare specific incidents and broader themes that illustrate the writer's important beliefs or generalisations about life; c. discuss social transactions, attitudes and relationships in interpersonal texts;		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Reading Exposition (factual & informative)</u>			
	2.1.13	a. discuss ideas, details and overall gist; b. discuss facts and opinions; c. explain strategies used by the author to present information (how a topic is introduced, stated point of view, impact of word choice, details and arrangement of texts); d. compare two pieces of news or two brief texts about the same topic; e. discuss organisational pattern cause and effect, problem and solution, general to specific and vice versa;	*	
	2.1.14	analyse and add relevant information from outside the text to the information of a narrative, expressive and/ or expository text;		*
	2.1.15	comprehend cohesive devices used in the text such as pronouns – antecedent relationships, anaphoric and cataphoric references;	*	
	2.1.16	identify and comment on values and attributes such as tolerance, humanism, patience, equity, justice, honesty etc. relevant for peaceful coexistence;	*	

Skills and Sub-Skills		Student Learning Outcomes		Cognitive Levels		
				K	U	A
3. Writing		Students should be able to:				
3.1	Narrative, expository (factual), expressive, interpersonal communication	3.1.1	apply pre-writing and planning strategies to organise ideas in writing: a. brain storming b. clustering/ mind mapping c. free writing d. paragraphing: one idea is developed in each paragraph with details			*
		3.1.2	complete different forms, e.g. examination forms, scholarship forms, passport/ visa application;			CA
		3.1.3	compose a personal statement for acquiring admission/ scholarships in universities by presenting: a. an organised summary of accomplishments; b. statement of goals and ambitions;			*
		3.1.4	write effective business letters for various purposes e.g. complain, request, sales/ order, asking for and giving information; (use block style with open punctuation);			*
		3.1.5	comprehend focus of writing by identifying audience and purpose;		*	
		3.1.6	summarise a given text;			*
		3.1.7	write narrative/ expressive essays, narrative stories and expository essays with an introduction (topic/ thesis statement), body paragraphs and conclusion;			*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Writing Narrative Events/ Experiences</u>				
	3.1.8	a. narrate a sequence of events (real or imagined) and communicate their significance; b. describe appearances, images, and narrate perspectives in a story; c. use different styles of narration (chronology, flashback, flash forward); d. apply basic elements of story writing: characterisation, plot, setting; e. establish coherence within and among paragraphs through effective transitional and connective devices;			*
	<u>Writing Expressive and Interpersonal Text (Experiences/ Events)</u>				
	3.1.9	a. relate an event from personal experience (what happened, feelings, thoughts, emotions); b. analyse causes and consequences/ thoughts and emotions how an event has influenced or changed a person (a recount of events with lessons learnt); c. establish coherence within and among paragraphs through effective transitional and connective devices; d. use dialogues and conversations as part of a story, exchange, narration;			*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Write Exposition of Facts and Information</u>				
	3.1.10	a. use a variety of structures to compose information: comparison and contrast, sequencing, cause and effect, problem and solution; b. synthesise relevant information and discuss its pros and cons; c. establish coherence within and among paragraphs through effective transitional and connective devices;			*
	<u>Vocabulary</u>				
	3.1.11	use appropriate words, figurative language, synonyms and antonyms as per the requirement of texts;			*
	3.1.12	use lexical items to show finer shades of meaning and style in their own writing;			*

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Grammatical Accuracy</u>			
	3.1.13 use accurate: <ul style="list-style-type: none"> 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); 			*
	3.1.14 rectify their own work and that of others;			*
	3.1.15 illustrate through writing the values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy etc.; relevant for the peaceful coexistence between individuals, groups and nations;			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 XII)

Conceptual Linkage with Grade XI AKU-EB syllabus:

- Listening for main idea, details, text type, purpose and tone
- Reading for inference and interpretation of views, characters, themes and viewpoint
- Writing on narrative, expository and expressive/ reflective topics

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
4. Listening and Speaking	Students should be able to:			
4.1 Listening and Speaking skills-utilizing expressive/ reflective, persuasive/ argumentative and analytical texts.	<u>Communication Skills: Listening and Speaking</u>			
	4.1.1	comprehend a variety of accents (standard English and common dialects prevalent in their context);	CA ⁵	
	4.1.2	comprehend and comment on the following: a. how meaning is conveyed through pace, stress, intonation; b. difference between informal and formal register; c. use formal and/ or informal expressions in different situations;	CA	
	4.1.3	identify and use polite forms to negotiate, interrupt and reach consensus and exhibit some degree of tact and sensitivity during debates and disagreements;	CA	
	4.1.4	analyse the type of expressions used in the media to inform and persuade (e.g., advertisements, propaganda, perpetuation of stereotypes; use of visuals and language);		CA

⁵ 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.

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	4.1.5 evaluate expressive/ reflective, analytic and persuasive/ argumentative topics: <ol style="list-style-type: none"> synthesise information from various sources (newspapers, internet, periodicals, books) to develop/ discuss relevant content; express opinions (social and academic contexts) and back them with reasons and evidences; organise thoughts and information in a logical sequence while delivering a formal presentation/ speech; present and discuss academic content by using props, visual aids and/ or electronic media; anticipate and address the listener's concerns and counterarguments; 			CA
	<u>Listening in Expressive/ Reflective, Persuasive/ Argumentative and Analytical Contexts</u> <u>Listening to Understand Text Types</u>			
4.2 Listening in expressive/ reflective, persuasive/ argumentative and analytical texts	4.2.1 identify the text type of a heard text through its basic features: <ol style="list-style-type: none"> expressive/ reflective texts (communicating feelings/ looking back at or reviewing past incidents); simple techniques used for persuasion or argumentation (presenting an opinion/ supporting it with reasons); analytical speeches or passages (relationship of comparison / cause and effect/ analysis of information); 		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Listening to Understand Main Idea, Details, Message and Overall Gist</u>			
	4.2.2 discuss main idea(s) and supporting details in a heard text;		*	
	4.2.3 discuss 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;		*	
	4.2.4 comprehend similar meanings, similar sounds, numbers, dates, classifications and sequence in a heard text;		*	
	4.2.5 describe past events, feelings, behaviour, thoughts and attitudes in reflective and expressive texts;		*	
	4.2.6 discuss persuasive strategies used in a heard text (appeal to emotion, logic or use of evidences and/ or examples);		*	
	4.2.7 elaborate cause and effect in an oral account of an incident, account or event by analysing details;		*	
	<u>Listening to Understand Tone and Atmosphere</u>			
	4.2.8 discuss tone of the speaker and the atmosphere (impact) created through it in a heard text;		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Listening to Understand Speaker's Purpose (Opinions, Facts and Intent)</u>			
	4.2.9	discuss speaker/ author's beliefs, purpose and intent from the focus of speech;	*	
	4.2.10	discuss assumptions versus facts, opinions and how they support a topic;	*	
	4.2.11	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
5. Reading and Thinking	Students should be able to:			
5.1 Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.1	apply different reading techniques: skimming, scanning, predicting, reading for detail (intensive), annotation, note taking and use critical reading strategies like: a. contextualising (placing a text in its cultural or historical context); b. questioning the author and the readers beliefs; c. outlining and summarising;		*
	5.1.2	discuss topic sentences/ thesis statement and how they are supported with details;	*	
	5.1.3	discuss statements, opinions, facts, counter arguments and speculations and add relevant/ familiar details in a text;	*	
	5.1.4	synthesise information (treatment, scope and organisation of ideas) from two texts based on the same theme/ topic;		*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
Students should be able to:					
	<u>Reading for Main Idea, Details, Message and Overall Gist</u>				
	5.1.5	discuss theme, main idea and supporting details; evaluate surface and implied meaning of a text by the help of contextual clues: a. Surface/ explicit meaning: respond to questions like who, what, where, when i.e. apparent phenomenon, issues or ideas. b. Implied meaning: respond to questions like why, how, to what extent i.e. underlying message, tone and motivation of author/ characters, possible outcomes/ solutions/ suggestions.		*	*
	5.1.6				
	<u>Reading for Philosophical Insight and Response</u>				
	5.1.7	analyse the author’s views about the world and human nature as revealed through textual details;			*
	5.1.8	evaluate the issues/ ideas presented in the text with examples from everyday life;			

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		K	U	A
	Students should be able to:			
	<u>Reading to Understand Vocabulary</u>			
	5.1.9	infer the meaning of simple to complex words, phrases and idiomatic expressions in various texts by using context clues;		*
	5.1.10	evaluate different kinds of texts to understand how lexical items change meaning and style;		*
	<u>Reading to Understand Text Type, Genre and Author's Purpose</u>			
	5.1.11	discuss author's purpose in a range of texts by identifying his/her opinion and facts presented;		*
	5.1.12	differentiate between the features of fiction (stories, poems) and non-fiction (newspapers, personal accounts, journals, articles etc.), and text types: reflective/ expressive, persuasive and analytical texts;		*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Reading Expressive/ Reflective Texts</u>				
	5.1.13	a. identify basic types of expressive and reflective writing (tragedy, comedy, critique, evaluation); b. discuss the significance of writer's personal experiences, events, conditions, or concerns; c. compare specific incidents and broader themes that illustrate the writer's important beliefs or generalisations about life; d. elaborate (causes and consequences/ thoughts and emotions) how an event has influenced or changed a person; e. explain personality traits as revealed through thoughts and feelings;		*	
	<u>Reading Persuasive/ Argumentative Texts</u>				
	5.1.14	a. discuss how author(s) present/s an opinion in an effective way; b. discuss explicit and implied evidences, comprehensiveness of details and the way in which the author's intent affects the structure and tone of the text; c. discuss the impact of specific rhetorical devices to support views (<i>ethos, pathos and logos</i> : appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience); d. discuss counterclaims of an argument;		*	

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Reading Analytical Exposition</u>				
	5.1.15	a. analyse a situation: familiar events, situations and processes by identifying: <ul style="list-style-type: none"> i. relational process: (relationship of cause and effect, comparison and contrast, problem and solution); ii. opinions, facts, evidences, reasons and anticipating outcomes; iii. the relevance of an issue by relating it to personal or generalised experiences; b. evaluate an argument: examine the credibility of an argument by: <ul style="list-style-type: none"> i. evaluating the source of information and biases/ underlying assumptions; ii. discussing the evidences given to support an argument; iii. recognising cultural and historic relevance; iv. evaluate the focus on logos (appeal to logic) as compared to pathos (appeal to emotions) or ethos (appeal to ethics); 			*
	5.1.16	analyse and add relevant information from outside the text to expressive/ reflective, persuasive/ argumentative and/ or analytic text;			*

Skills and Sub-Skills	Student Learning Outcomes		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Exploring Text Structure</u>				
	5.1.17	identify the order of the text i.e. from general to specific, most important to less important and vice versa;		*	CA
	5.1.18	evaluate 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
6. Writing		Students should be able to:				
6.1	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.1	use pre-writing and planning strategies to organise ideas in writing: a. brain storming, clustering/ mind mapping, free writing; b. paragraphing: one idea is developed in each paragraph with details;			*
		6.1.2	identify focus for own writing by recognising audience and purpose;		*	
		6.1.3	write reports demonstrating conventions of report writing;			*
		6.1.4	write summary demonstrating brevity of thoughts;			*
		6.1.5	write résumé and covering letter (in response to a job advertisement);			*
		6.1.6	compose a personal statement for acquiring admission/ scholarships in universities by presenting: a. an organised summary of accomplishments; b. statement of goals and ambitions;			*
		6.1.7	use transitional words to create coherence between and within paragraphs;			*
		6.1.8	compose texts portraying comparison and contrast, opinion, explanation, reflection, persuasion, and exposition etc.;			*

Skills and Sub-Skills	Student Learning Outcomes.		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Writing Expressive/ Reflective Texts</u>				
	6.1.9	a. relate an event from personal experience (what happened, feelings, thoughts, emotions); b. analyse causes and consequences/ thoughts and emotions how an event has influenced or changed a person (a recount of events with lessons learnt); c. use exemplification to clarify abstract thoughts/ ideas/ experiences and lessons learnt;			*
	<u>Writing Persuasive/ Argumentative Texts</u>				
	6.1.10	a. support a thesis/ claim with specific rather than general reasons/ examples; b. analyse ideas and evidence in a logical sequence; c. introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organisation that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; d. evaluate credibility of opinions, facts and stated/ perceived beliefs with logic in argumentative texts; e. use specific rhetorical devices to persuade (appeal to emotion and ethics, along with logic, use of analogies, examples or relating a personal experience); f. defend opinions regarding social and current issues;			*

Skills and Sub-Skills	Student Learning Outcomes.		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Writing Analytic Exposition</u>				
	6.1.11	analyse a situation or issue (social, economic and scientific): a. relational process: (relationship of cause and effect, comparison and contrast, problem and solution); b. external conjunctions: relate a situation to other events or phenomenon/ real life events; c. internal conjunctions: 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 with evidences;			*
	6.1.12	analyse an argument by assessing: a. what is offered as evidence, support or proof; b. what is explicitly stated, claimed or concluded; c. what is not stated, but necessarily follows from or underlies what is stated;			*
	<u>Vocabulary</u>				
	6.1.13	a. use appropriate words, figurative language, synonyms and antonyms as per the requirement of texts; b. use lexical items to show finer shades of meaning and style in their own writing;			*

Skills and Sub-Skills	Student Learning Outcomes.		Cognitive Levels		
			K	U	A
	Students should be able to:				
	<u>Grammatical Accuracy</u>				
	6.1.14	use accurately: a. punctuation (full stops, commas, capitalisation, hyphen, colon); 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);			*
	6.1.15	deploy presentational devices in text e.g. layout, bullet points, and subheadings;			*
	6.1.16	show awareness of values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society in one's writing.			CA

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

Scheme of Assessment

Grade XI

Table 1: Number of Student Learning Outcomes by Cognitive Level

S.No.	Skills	SLOs			Total
		K	U	A	
1.	Listening and Speaking	-	9	-	9
2.	Reading and Thinking	-	10	6	16
3.	Writing	-	1	12	13
Total		-	20	18	38
Percentage		-	53	47	100

Exam Specifications

The English Compulsory Exam for HSSC Part I will consist of two papers of 100 marks in total. Paper I will have 40 multiple choice questions to be answered in 55 minutes. Paper II will consist of two constructed response and two essay type questions worth 60 marks to be done in 125 minutes (2 hours and 05 minutes).

Paper I

40 marks

Paper I will have two separate sections:

- Listening comprehension section will be of 20 marks. It will be of 25 minutes duration which includes the time for listening to the recorded passages. This part will have two listening passages; each passage will be followed by 10 MCQs.
- Reading comprehension section will be of 20 marks and 30 minutes long. This part will consist of TWO reading passages. Each passage will be followed by 10 MCQs. These MCQs will test the use of scanning, skimming, top-down and bottom up techniques.

Paper II

60 marks

This paper will be of 60 marks with the following tasks and marks allocation:

- A text-based passage paired with a visual text/ comic strip OR two comparative paired texts followed by literal and inference based questions which require skills to synthesise and interpret information 17 marks
- One cloze passage 10 marks
- Formal letter writing OR business letters/ memo OR personal statement 15 marks
- Essay writing (a choice of any ONE from narrative, expository (factual) and expressive 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, vocabulary, structure, expression and overall impression.

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Grade XII

Table 2: Number of Student Learning Outcomes by Cognitive Level

S.No.	Skills	SLOs			Total
		K	U	A	
4.	Listening and Speaking	-	10	-	10
5.	Reading and Thinking	-	8	9	17
6.	Writing	-	1	14	15
Total		-	19	23	42
Percentage		-	45	55	100

Exam Specifications

The English Compulsory Exam for HSSC Part II will consist of two papers of 100 marks in total. Paper I will have 40 multiple choice questions to be answered in 55 minutes. Paper II will consist of two constructed response and two essay type questions worth 60 marks to be done in 125 minutes (2 hours and 05 minutes).

Paper I

40 marks

Paper I will have two separate sections:

- Listening comprehension section will be of 20 marks. It will be of 25 minutes duration which includes the time for listening to the recorded passages. This part will have two listening passages; each passage will be followed by 10 MCQs.
- Reading comprehension section will be of 20 marks and 30 minutes long. This part will consist of TWO reading passages. Each passage will be followed by 10 MCQs. These MCQs will test the use of scanning, skimming, top-down and bottom up techniques.

Paper II

60 marks

This paper will be of 60 marks with the following tasks and marks allocation:

- A text-based passage paired with a visual text/ comic strip OR two comparative paired texts followed by literal and inference based questions which require skills to synthesise and interpret information 17 marks
- One cloze passage 10 marks
- Resume + Covering Letter OR report writing OR personal statement 15 marks
- Essay writing (a choice of any ONE from expressive/ reflective, persuasive/ argumentative and analytical 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, vocabulary, structure, expression and overall impression.

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Annex A: Text Types and Examples

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

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

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