



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**ENGLISH COMPULSORY
CLASSES IX-X**

(based on National Curriculum 2006)

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**Secondary School Certificate
Examination Syllabus**

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CLASSES IX-X**

**This subject is examined in both
May and September Examination sessions**

S. No.	Table of Contents	Page No.
	Preface	5
1.	Competencies, standards and benchmarks for Grade IX and X given in the National Curriculum (2006)	7
2.	Rationale of the AKU-EB Examination Syllabus	10
3.	Skills and Student Learning Outcomes of the Examination Syllabus	14
4.	Scheme of Assessment	30
5.	Teaching-Learning Approaches and Classroom Activities	34
6.	Recommended Texts and Reference Materials	43
7.	Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers	44
	Annex : SSC Scheme of Studies	48

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PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education has begun a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or higher secondary school. Needless to say this is not an exclusive offer. Private candidates and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- It is in large part a reproduction, with some elaboration, of the Class IX and X National Curriculum of the subject.
- It makes the National Curriculum freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academics, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed text book which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study which have been implemented since September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current SSC syllabuses have been revised to ensure conformity with the National Curriculum.

We stand committed to all students entering the SSC course as well as those who have recently embarked upon the HSSC course in facilitating their learning outcome. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. **Competencies, Standards and Benchmarks for Grade IX and X in the National Curriculum (2006)¹**

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

BM 2 Analyze complex processes, procedures, events, issues and various view points, applying reading comprehension and thinking strategies.

BM 3 Analyze information from a visual cue or a graphic organizer to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.

BM 4 Gather, analyze, evaluate and synthesize 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 analyze literary text to seek information, ideas, enjoyment; and to relate their own experiences to those of common humanity as depicted in literature.

BM 1 Analyze short stories, poems and essays; make connections between literary texts and their own lives.

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

BM 2 Write a variety of expository, persuasive, analytical essays, and personal narratives for different purposes and audiences.

BM 3 Write expository, persuasive, analytical essays, and personal narratives to produce a variety of academic and creative texts for various audiences.

¹ Ministry of Education (Curriculum Wing) (March 2006), *National Curriculum of English Language for Classes I-XII*, Government of Pakistan, Islamabad.

- BM 4 Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, 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 extended linguistic exponents to communicate appropriately for various functions and co-functions of advice, hopes, fears, queries, in extended social environment.
- BM2 Demonstrate through formal talks, group oral presentations, informal 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 words, 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 Analyze different kinds of texts to identify how lexical items are used to convey different meanings; use lexical items in context and with correct spellings; use lexical items to show different meanings 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 Recognize grammatical functions and concepts of tense and aspects, selected transitional devices and modal verbs, and use them in their speech and writing.
- BM2 Recognize and use punctuation including use of commas in phrases, complex clauses and sentences.
- BM3 Analyze sentence types and structure, recognize and apply the concepts and function of coordination and subordination in extended writing tasks.

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 Recognize 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 of 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 NCD for Classes IX & X:
 - Tolerance
 - Simplicity
 - Justice
 - Handling of trust
 - Self-discipline
 - Respecting self and others
 - Learning to live together in extended society; inter-culturally and at national level
 - Understanding national cultural diversity
 - Places of historical/cultural importance and of interest around the world
 - Practicing patriotism
 - Appreciation and preservation of Nature
 - Understanding/practicing gender equality
 - Festivals and cultural events around the world
 - Role models depicting integrity, professionalism
 - Effects of atmospheric pollution; noise pollution
 - Impact of population growth on environment, health and nutrition
 - Travelling through Pakistan; means and modes
 - Technology in everyday life
 - Understanding careers/occupations
 - Equal opportunity for boys and girls
 - Understanding worth of different professions

- Role and impact of media
- Locating help in an emergency
- First aid
- Avoiding accidents
- Civic responsibilities
- Importance of community living
- Practice and promotion of physical and mental well-being
- Recognising crime
- Learning to say no
- Recognition of problems related to drugs, tobacco, intoxicants
- Updating life skills
- Dealing with change
- Understanding motivation

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex A) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class IX and in Class X;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

2.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking skills” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.

2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.

- 2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates' responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.
- 2.1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.
- 2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

2.2. Specific Rationale of the AKU-EB English Compulsory Examination Syllabus

- 2.2.1 English has become the major international language of diplomacy, business and many areas of research and education, making it the major medium for the communication of new ideas all over the world. Today, English is no longer the language of England or English speaking countries. It is now an international language, used in many parts of the world. This has led to the development of varieties of 'English.' The AKU-EB will take British English as its norm. However, aspects of Pakistani English will also be accepted.
- 2.2.2 Language is the handmaiden of education, and education "is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life, and to equip them to achieve that purpose. It is an instrument for the spiritual development, as well as the material fulfilment of human beings."²

² Ministry of Education (Curriculum Wing) (2006), *National Curriculum English (Compulsory) for Classes IX-X*, Government of Pakistan, Islamabad.

- 2.2.3 English is already the medium of instruction in some educational institutions and many others are aspiring to become so. It remains to extend the reach of the language into everyday life. The growing importance of science, information technology and electronic media will serve to hasten that process, but, for the moment, use of English is in many respects highly dependent on context and purpose.
- 2.2.4. While not forgetting the literary and cultural aspects which are inseparable from language, there is a further aim in concentrating on the functional aspects of English. The inclusion of English as a subject in the National Curriculum furthers the endeavours of the state as set out in the Constitution of the Islamic Republic of Pakistan³.
- 2.2.5 The over-riding aim of the language curriculum will be achieved through listening, speaking, reading and writing skills and competencies. The choice of topics for these communicative activities is, thus, a key decision if the aim is to be fulfilled. This examination syllabus, on the whole, does not depart from the themes and topics laid down for National Curriculum English (Compulsory). However, other topics, relevant to the discourse types, have been added.
- 2.2.6 Steps have also been taken to make the examination syllabus more “needs based”⁴, by identifying the progression from class IX to class X, with a progression from simpler to more demanding types of text. “Text” is used in the modern linguistic sense of any segment of extended discourse. Thus, all four skills can be brought to bear in any textual context. However, it will be found that although purposive use of language is constant throughout the two years of the course, different communicative purposes offer natural opportunities for emphasis on one or other skill objectives.
- 2.2.7 This syllabus recognizes the context specificity of English usage in Pakistan and seeks to build upon it a more comprehensive language mastery. In Grade IX the focus of attention is the simpler forms of communication, i.e. instruction, description and narration.
- These are major text types but their boundaries are permeable. Learners will switch from one to the other but gradually come to terms with each of these simple forms of organization in listening, speaking, reading and writing.
- 2.2.8 In Grade X, the focus is on more demanding text types, expressive writing, persuasion and argument, including analytic comparison and contrast, which is a frequent demand of advanced study.

Again all four communicative skills, listening, speaking, reading and writing, can be brought to bear in these readily recognizable types of communication, each reinforcing the other.

³ Ibid. Quoted at page 3, paras. 2.3.5 and 2.4

⁴ Ibid. Page ii.

- 2.2.9 Similarly the suggested themes of the National Curriculum could be allocated to the different discourse types, but this would be a more artificial and arbitrary division and will not be attempted here. There is no necessary relationship between topic and communicative purpose, though some intentions are more probable than others are.
- 2.2.10 One result of this independence is that there is no necessary relationship of the syllabus to a single textbook. No examination material will be drawn directly from a textbook, so the teacher can use whichever book appears attractive, familiar and affordable. Some recommendations are made in Section 6.
- 2.2.11 However, the recommended topics in the National Curriculum also serve to inculcate the “Ideology of Pakistan”, a purpose which runs through syllabuses of all the subjects. AKU-EB shall ensure that materials with a strong cultural emphasis are readily available to schools, to ensure that no topic is neglected during the two-year course of study.

3. Skills and Student Learning Outcomes of the Examination Syllabus

Part I (Class IX)

Skills	Student Learning Outcomes		Cognitive Levels ⁵		
			K	U	A
1. Listening and Speaking	Candidates should be able to:				
1.1 Listening and speaking in instructional, descriptive and narrative communicative contexts	1.1.1	recognize how stress and intonation contribute to meaning e.g. courtesies and some humour;		*	
	1.1.2	interpret (and give) oral directions and instructions <i>and identify essential and finer points of details</i> ;		*	CA ⁶
	1.1.3	recognize (and use) conversational strategies such as acknowledgement, interruptions, inquiry, reply, agreement and disagreement;		*	CA
	1.1.4	recognize (and respond to) direct questions, frequently used commands and non-verbal signals in familiar context;		*	CA
	1.1.5	comprehend the topic of discussion, theme, main idea and moral after listening to a conversation;		*	
	1.1.6	recapitulate the main points of a conversation;		*	
	1.1.7	reproduce heard information in conversational form;		*	*
	1.1.8	respond to questions regarding places and things in oral descriptions;		*	
	1.1.9	recognize mood and personality traits from conversation;		*	
	1.1.10	follow a sequential account of an incident or event;		*	
	1.1.11	<i>interpret between facts, ideas and opinions</i> ;			*

⁵ K = Knowledge, U = Understanding, A= Application (for explanation see Section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions).

⁶ 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.

NOTES

			K	U	A
	1.1.12	relate a written story from memory;			*
	1.1.13	deduce the meaning of words from the context;		*	
	1.1.14	identify speaker's point of view, purpose and <i>attitude (stated and implied)</i> ;		*	
	1.1.15	exhibit values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.			*
2. Reading					
	Candidates should be able to:				
2.1 Reading instructional, descriptive and narrative.	2.1.1	skim descriptive, narrative and instructional text for key information;	*		
	2.1.2	interpret the relations between the parts of a text by identifying the topic sentences (main ideas) and their relation with other sentences;			*
	2.1.3	predict what follows by looking at initial sentences of passages and anticipating endings;		*	
	2.1.4	deduce the meaning of words from their context;		*	
	2.1.5	recognize the probable sources and functions of given extracts from different kinds of texts, e.g. a page of a dictionary, a greeting card verse, a questionnaire;		*	
	2.1.6	use information from textbooks, resources and dictionaries, using drawings, diagrams, tables, headings, margin notes, index, glossary, graphics, maps etc;			*
	2.1.7	recognize connective devices in their reading e.g. <i>but, when, first, after, next</i> ;	*		
	2.1.8	recognize the author's purpose and point of view;		*	
	2.1.9	summarize a text by identifying the main idea and supporting details;			*
	2.1.10	develop an understanding of the contents of a given passage, questionnaire, form, leaflet, prospectus and brochure;		*	
	2.1.11	suggest implicit meanings of a text and identify how they are implied in e.g. choice of words, rhythm of sentences;		*	

NOTES

			K	U	A
	2.1.12	compare characters in a literary selection to near similar ones in the real life;			*
	2.1.13	exhibit values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.			*
3. Writing	Candidates should be able to:				
3.1 Writing instructional, descriptive and narrative texts and texts used for interpersonal/transactional communication	3.1.1	exhibit an understanding of how to complete different forms, e.g. examination forms, passport application, bio data;		*	
	3.1.2	compose an informal note, e-mail, letter to friends or family;			*
	3.1.3	compose informal dialogue in a given situation;			*
	3.1.4	compose instructions, explanations, biographies, using sentence connectives like <i>but, when, first, after, next</i> etc;			*
	3.1.5	narrate by using given pictures, symbols, outline or key words/phrases;			*
	3.1.6	summarize a given text;			*
	3.1.7	develop a paragraph based on classification of objects and familiar concepts;			*
	3.1.8	deploy presentational devices in text, e.g. bullet points, sub-headings;			*
	3.1.9	convey real or imagined events/accounts coherently in chronological order;			*
	3.1.10	deploy accurate punctuation, range of vocabulary and correct spelling;			*
	3.1.11	write a paragraph of five to ten sentences without grammatical errors;			*

NOTES

			K	U	A
	3.1.12	use language structures correctly, such as verb-subject agreement, sentence construction, conjunctions, adverbial and subjective clauses, conditional clauses etc. (refer to pages 8 and 9);			*
	3.1.13	use synonyms, antonyms, similes, metaphors, idioms, proverbs, and phrasal verbs;			*
	3.1.14	develop a text according to its purpose in a coherent and systematic manner.			*
	3.1.15	rectify errors in texts;			*
	3.1.16	exhibit values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.		*	

NOTES

Part II (Class X)

4. Listening and Speaking		Candidates should be able to:		K	U	A
4.1	Listening and speaking in expressive, persuasive, reflective and analytic communicative contexts.	4.1.1	identify (and use) English pronunciation and appropriate stress, intonation;	*	CA ⁷	
		4.1.2	recognize (and use) expressions of hope, surprise, happiness and unhappiness, agreement and disagreement, approval and disapproval;		*	CA
		4.1.3	recognize (and use) English in a range of situations (e.g. to argue, persuade, summarize, convince, advice);		*	CA
		4.1.4	describe the context with reference to: Who is speaking? Where are they and why? What are they talking about?	*		
		4.1.5	elaborate the main idea of a text and how it is supported by the details;		*	CA
		4.1.6	comprehend familiar events, stories and key information;		*	
		4.1.7	comprehend (devise and conduct) an interview on a specific topic;		*	CA
		4.1.8	comprehend (and discuss) everyday processes (e.g. operating a computer);		*	CA
		4.1.9	elaborate a story after listening to an outline;			*
		4.1.10	elaborate cause and effect in an oral account of an incident or event;			*
		4.1.11	follow a sequential account of an incident or event;		*	
		4.1.12	arrange opinions, emotions, wishes, needs and requirements in a logical sequence;		*	CA
		4.1.13	appreciate (and present) academic presentations for clarity, cohesion, details and speaking style;		*	
		4.1.14	comprehend how vocabulary supports setting and theme in a text;		*	

⁷ CA = Classroom Activity, not to be assessed under examination conditions

NOTES

			K	U	A
	4.1.15	exhibit values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.			*
5. Reading	Candidates should be able to:				
5.1 Reading expressive, persuasive, reflective and analytic texts	5.1.1	skim the given text to get the gist or general idea;	*		
	5.1.2	recognize the common ways in which paragraphs of various text types (persuasive, reflective, analytic etc) are organized;		*	
	5.1.3	recognize literal and figurative text and informal and formal register;		*	
	5.1.4	infer the missing details in a text on the basis of information given;		*	
	5.1.5	identify theme and its development in a poem;		*	
	5.1.6	extract salient points and develop a mind map to summarize a text;		*	
	5.1.7	recognize the means by which the writer expresses a point of view in a persuasive text;		*	
	5.1.8	deduce tone and intention in expressive text; e.g. satire, humour and identify cues which create the effect e.g. alliteration and personification;			*
	5.1.9	comprehend connective devices and their use in a given text;		*	
	5.1.10	analyze the given information to locate an opinion or fact in the passage;		*	
	5.1.11	explore implicit meaning of a text;		*	
	5.1.12	infer from a text using heading, context and prior knowledge;			*
	5.1.13	use critical thinking to respond to the text to explore causes and consequences of a problem or an issue and propose various solutions (post reading).			*

NOTES

			K	U	A
	5.1.14	appreciate values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.			*
6. Writing	Candidates should be able to:				
6.1 Writing expressive, persuasive, reflective and analytic texts	6.1.1	compose a formal application, complete scholarship or application forms;			*
	6.1.2	compose a formal letter 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	develop focus for own writing by identifying audience and purpose;		*	*
	6.1.5	deduce the causes of a given phenomenon or happening;			*
	6.1.6	paraphrase a given unseen poem;		*	*
	6.1.7	compare and contrast any two objects, situations, ideas, events and actions;			*
	6.1.8	use reasons, examples and / or evidences to convince and support a prompt / belief / view;			*
	6.1.9	predict possible future outcomes or situations in a text based on personal or social perspective;			*
	6.1.10	use accurate punctuations, appropriate vocabulary and correct spelling;			*
	6.1.11	write a paragraph of at least ten to fifteen sentences without grammatical errors;			*
	6.1.12	use language structures correctly, such as verb-subject agreement, sentence construction, conjunctions, adverbial and subjective clauses, conditional clauses, etc. (refer to pages 8 and 9);			*
	6.1.13	use synonyms, antonyms, phrasal verbs, idioms, similes, metaphors, proverbs;			*

NOTES

			K	U	A
	6.1.14	write a text according to its purpose in a coherent and systematic manner;			*
	6.1.15	construct a review of a book or a text;			*
	6.1.16	write a formal dialogue between student and teacher, employer and employee in a given situation;			*
	6.1.17	rectify errors in texts;			*
	6.1.18	exhibit values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., for better participation in the global society.			*

NOTES

4. Scheme of Assessment

Class IX

Table 1: Number of Student Learning Outcomes by Cognitive Level

Sr. No.	Skills	SLOs			Total
		K	U	A	
1.	Listening and Speaking	0	11	4	15
2.	Reading	2	6	5	13
3.	Writing	0	2	14	16
	Total	2	20	23	44
	Percentage	5	43	52	100

Table 2: Allocation of Marks for Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topics	No. of Sub-topics	Marks			Total
			Multiple Choice Questions	Constructe d Response Questions	Extended Response Questions	
1.	Listening and Speaking	1	12	0	0	12
2.	Reading	1	13	18	0	31
3.	Writing	1	0	0	32	32
	Total	3	25	18	32	75

Table 3: Paper Specifications

The English Compulsory Exam for SSC Part I will consist of two papers of 75 marks in total. Paper I will have 25 multiple choice questions to be answered in 45 minutes. Paper II will consist of one constructed response question and two extended response questions essay type questions worth 50 marks to be made in 2 hours and 15 minutes.

Paper I **25 marks**

Paper I will have two separate sections:

- Listening comprehension section will be of 12 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 06 MCQs.
- Reading comprehension section will be of 13 marks and 20 minutes long. This part will consist of two passages; 7 and 6 MCQs each will be asked.

Paper II **50 marks**

This paper will be of 50 marks with the following tasks and marks allocation:

- A reading passage followed by ONE constructed response question 18 marks
- Informal letter writing e.g. email to a pen pal (any ONE of two letters) 14 marks
- Essay writing (any ONE of three descriptive and narrative 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.

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

Class X**Table 4: Number of Student Learning Outcomes by Cognitive Level**

Sr. No.	Skills	SLOs			Total
		K	U	A	
4.	Listening and Speaking	2	11	3	15
5.	Reading	1	9	4	14
6.	Writing	0	2	16	18
	Total	3	22	23	47
	Percentage	6	44	50	100

Table 5: Allocation of Marks for Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topics	No. of Sub-topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
4.	Listening and Speaking	1	12	0	0	12
5.	Reading	1	13	18	0	31
6.	Writing	1	0	0	32	32
	Total	3	25	18	32	75

Table 6: Paper Specifications

The English Compulsory Exam for SSC Part II will consist of two papers of 75 marks in total. Paper I will have 25 multiple choice questions to be answered in 45 minutes. Paper II will consist of one constructed response question and two extended response questions essay type questions worth 50 marks to be made in 2 hours and 15 minutes.

Paper I **25 marks**

Paper I will have two separate sections:

- Listening comprehension section will be of 12 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 06 MCQs.
- Reading comprehension section will be of 13 marks and 20 minutes long. This part will consist of two passages; 7 and 6 MCQs each will be asked.

Paper II **50 marks**

This paper will be of 50 marks with the following tasks and marks allocation:

- A reading passage followed by ONE constructed response question 18 marks
- Formal writing (a choice of any ONE from formal letter and report writing) 14 marks
- Essay writing (a choice of any ONE from expressive, persuasive 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.

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

- 4.1 The AKU-EB examination is shaped by the objectives of the National Curriculum. One of these is wide reading and so there is no single textbook, which must be followed. Learners will benefit from having built up vocabulary suited to the various themes and topics set out on pages 9 and 10. In this way, active reading will be encouraged and rote learning will gain no credit. The examination will test the application of skills and knowledge in new contexts, not the acquisition of inert facts.
- 4.2 There will be two examinations, one at the end of Class IX and one at the end of Class X.
- 4.3 In each class, the theory paper will be in two parts: Paper I and Paper II. Both papers will be administrated within 3 hours.

- 4.4 Paper I theory will consist of 25 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 50 marks and consist of a number of constructed response questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- 4.6 All constructed and extended response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Classroom Activities

- 5.1 Classics such as David Copperfield, The Jungle Book, Little Women etc. should be proposed/introduced by the teachers in order to develop students reading skills and knowledge/understanding of the writing and text genre.
- 5.2 Carefully sequenced language study must be ears before eyes, reception before production, and concrete before abstract meaning. Learners should not be expected to speak or write unless they have been exposed to listening and reading first. Listening will assist them in recognizing pronunciation, stress and intonation patterns, and other aspects of the spoken genre. Reading will provide opportunities for picking up correct spellings, internalizing structures, being exposed to new vocabulary, and other aspects of the written language. Later on, in every type of discourse, the class should be encouraged to ask questions of themselves, of their classmates, and of the text, the fundamental activity in active listening.
- 5.3 Comprehension of oral questions, inferential skills, story reading and conversation all involve listening, speaking and reading skills, and when a teacher asks a student to write his or her own opinion about an orally presented topic, the response correlates all the language skills. A student can be asked to read, write and discuss with classmates so that the simultaneous exercise of skills may be ensured. The development of instructional discourse will be further enhanced by multi-media tasks, in which the text presented is responded to graphically or vice versa, i.e. learners are required to speak or write in response to graphic material.
- 5.4 Learners can be asked to listen to a message and then repeat it and put questions to better comprehend it. Here the teacher can also introduce listening to different types of text, expressive for enjoyment, expository as a source of information and persuasive as a challenge to the learners' analytical skills. However, the examination of listening will require that good recording equipment is available in every centre. Teachers of English should ensure that they have access to this equipment to support the teaching of oral communication.

- 5.5 To develop writing skill the teacher may ask the learners to exchange their addresses and write letters to one another. Psychologically, a student feels more comfortable writing a letter than an essay. Experience shows that a student can write a long letter to a friend, but hesitates to write even a short essay. At the earlier stages, writing should be controlled and guided. Even narrative can be guided, at this stage, by taking, for example, comic scripts from the newspapers. Later on, the learners should be encouraged to write creatively. They should tackle more expressive prose and poetry in Grade X, and try their hands at persuasion.
- 5.6 Modern communications technology can transform the teaching of writing. Word processing software encourages drafting and redrafting by taking much of the drudgery out of the task, and the cost of cell phone messages teaches the virtue of succinctness. Teachers of English should lay claim to some time in the computer laboratory for their Grade IX and X classes.
- 5.7 In the interaction with the teacher, a student may feel somewhat nervous and aware of the difficulty of learning the language. Peer work or group-work of two to five learners makes the work less threatening.
- 5.8 Teachers should not overlook the value of Pakistan's English language press as a source both of worthwhile reading material, directly oriented to national consciousness, and a model of written communication. This can be used as a starting point to enrich vocabulary.
- 5.9 While it is entirely up to the teachers to determine what will work in their classrooms at any given time, some classroom activities are being suggested. This is by no means an exhaustive list, neither does it mean to suggest that the activities suggested for one skill cannot be used for the teaching of other skills. In fact, a lot of innovation is possible by adapting and/or merging activities, in order to achieve one or more objectives, covering one skill or several skills, simultaneously.
- 5.10 **Listening/Speaking:**
1. Class listens to a news broadcast, weather report, etc. Ask them to write down the salient points.
 2. Use dialogues to introduce the formulas of the language, the hesitation words, the exclamations and appropriate unarticulated sounds that will give their speech and writing a more authentic ring.
 3. Role-plays, speeches and debates.
 4. Require learners to put a series of pictures in the right order and tell their story aloud to their peers.
 5. Listen to a recorded conversation and develop a conversation in pairs.
 6. In groups, briefly introduce famous people. Taking turns in groups, identify the characters, thus repeating the required structures.

7. Learners perform actions, or draw shapes or pictures, in response to instruction.
8. A list, text, or picture is provided: listeners mark or tick off words or components of the picture as they hear them within a spoken description, story or simple list of items.
9. A listening passage consisting of a number of statements, some of which are true and some false is based on material the class has just learnt. Learners tick or put a cross to indicate whether the statements are right or wrong; or make brief responses ('true!' or 'false!' for example); or they may stay silent if the statements are right, say 'No!' if they are wrong.
10. The teacher tells a story or describes something the class knows, but with a number of deliberate mistakes or inconsistencies. Listeners raise their hands or call out when they hear something wrong.
11. The teacher provides brief oral definitions of a person, place, thing or action; learners write down what they think it is.
12. A not-too-long listening text is given, improvised or recorded; learners are asked to identify some general topic or information, or certain limited information and note the answer(s). Written questions inviting brief answers may be provided in advance; or a grid, with certain entries missing; or a picture or diagram to be altered or completed.
13. One or more questions demanding fairly full responses are given in advance, to which the listening text provides the answer(s). Because of the relative length of the answers demanded, they are most conveniently given in writing.
14. Learners take brief notes from a short lecture or talk.
15. Learners rewrite the listening text in different words: either in the same language (paraphrase) or in another (translation).
16. Learners write a brief summary of the content of the listening passage.
17. A problem is described orally; learners discuss how to deal with it, and/or write down a suggested solution.

5.11 Reading

1. Learners play a parcel game in the class. Each student reads the instructions in the parcel when it reaches him in the game.
2. Different instructions are written by the teacher to find a hidden thing and learners in groups are asked to follow these instructions and find the object.
3. Working in pairs or groups, learners read a letter of a worried mother and look for the specific information required, in order to write back a letter of assurance.
4. In pairs or groups, learners may be asked to read a story and fill a flow chart showing the logical progression of events.
5. Learners may be asked to read intensively in pairs.
6. Learners are asked to rearrange a jumbled paragraph of narrative writing into a coherent and organized text.
7. Activities that develop the ability to extract the main issues or concepts include the following.
 - Provide a caption for an action illustration.
 - Draw an appropriate illustration for a paragraph or story.
 - Predict the plot of a story from the illustrations. Read the story to confirm or reject predictions.
 - State the essence of a paragraph. Ensure that learners justify their particular choices.
 - State the essence of a chapter.
 - Find the sentences that indicate the main issues and discuss choices.
 - Look for supporting details to a specific main idea. This information can be categorized.
 - Skim a newspaper article to find the main points. Discuss the relationship between the headline and the significant ideas.
 - Select an appropriate title for a passage or selection.
 - Select an appropriate title for a paragraph.
 - Select an appropriate title for a poem.
 - **Read a story to gain the general idea to be portrayed in a retelling or a dramatization.**
 - Find the sentence or sentences that contain the main idea of a paragraph.
 - Make side-headings for paragraphs in information material.
 - Discuss the relationship between the title and plot of a story. Learners may come to realize that the author's title establishes a context for reading a particular story.

8. Underline words that are difficult but have meanings explained in the text. Ask learners to list these words and use the context to help explain the meaning of the words, e.g. it was a strange coincidence. Both the twins were involved in an accident on exactly the same day.
9. Where? When? Why? Learners write a selection of words under each heading and then use the list to create stories. This helps learners predict the type of words and the patterns of words found in connected discourse.
10. Provide opportunities for learners to manipulate and sequence words, phrases and sentences, after reading a text. Include such activities as:
 - recording words, phrases, sentences;
 - arranging sentences from a text in a logical order and then justifying choices made;
 - completing a prepared cloze test on the text. A cloze test is a passage with every fourth or fifth word missing. The testee supplies the missing words using the context as guide;
 - using a repetitive phrase from the text to develop their own text;
 - using text innovation to enhance learners' control over text, e.g. select a favourite song, poem or shared book, cover appropriate words and ask the students to suggest other words that would make sense. Read through the 'new' version of the song, poem or story.
11. Help students develop appropriate strategies for reading for information.

Developing skimming strategies:

- Ask learners to predict the contents of a book from its cover. Then have them skim the table of contents to confirm their predictions.
 - Learners skim through reference books to check whether they are relevant to a particular topic.
 - Encourage learners to reflect on skimming strategies, identifying features of text that were helpful.
 - Learners skim through a section of the newspaper and then jot down their predictions about the content. They then read the article and compare their predictions with a partner.
 - Discuss strategies such as reading the first and last paragraph and the first sentence of each paragraph. Involve the learners in skimming through a story after reading to prepare for retelling.
12. Developing scanning strategies. Encourage learners to:
 - scan a telephone directory for a particular number or scan a television guide for specific information;
 - scan reading texts for specific information, e.g. the paragraph that shows how the character was feeling or scan to find a particular word in the dictionary. Have the learners work in pairs to discuss the strategies they used to find the word.

13. Involve learners in comparing information presented in texts. Compare:
- characters or events from two different stories
 - style or settings in different stories
 - story events with aspects of their own lives
 - articles written on the same topic, e.g. information text on 'spiders'
 - two books written by the same author
 - a narrative text about an animal with an information text about the same animal.
14. Plan activities where learners are involved in summarizing and organizing information. Learners:
- work in groups to summarize a piece of text. Summaries are then shared, and learners are encouraged to ask clarifying questions. Learners then tackle set questions as a group and draft their responses. They consider how best they could present what they have learnt about the text, e.g. written report, oral report and dramatic presentation.
 - read a story and classify elements from the story under headings such as 'old and new', 'big and little', 'happy and sad'.
 - select their own headings under which information can be organized after reading a story.
 - examine a bank of words and decide on categories into which they can be sorted.
 - classify information in a story under the headings 'Could be true', 'Could not be true'. Learners need to justify their conclusions.
 - analyse or organise information from a text into either a tree diagram or a retrieval chart.
 - look for logical patterns or structures authors have used, e.g. comparison, contrast, cause and effect.
 - summarize the text and make a 'miniature book'. The book is made up from small notebook sized pages. Appropriate illustrations accompany the text.
 - write diary entries for a particular character in a story.
 - classify print materials in the classroom.
 - recall a story, sequencing events in an appropriate order.
 - sequence events that have been disorganized. This activity can be carried out using illustrations or jumbled paragraphs.
 - predict events prior to and after a particular story-change the sequence of a story to imply a different conclusion.
 - look at chapter headings or a table of contents to note the organization of a book.
 - outline the contents of a passage or story for the purpose of relating information to others.
 - state relevant information about a book to help others decide whether they wish to read it, e.g. title, author, content, impressions, interesting quotes, where to get the book/other books by the same author.

15. Draw language activities from the content areas of the curriculum. Examine the different topics and decide how the content area can be used to develop the learners' knowledge of particular text structures. Select a wide range of resources related to the topic ensuring that examples of different forms are included. Provide opportunities for learners to use these resources independently.
16. Read examples of different forms related to a topic, e.g. a letter, a narrative, a description, and ask students to identify differences in structure related to the author's purpose.
17. Plan activities which will help learners focus on particular aspects of a form, e.g.
 - Change a narrative into an account. Change a procedure into an account.
 - Write a poem about a story.
 - Rewrite an account in the first person.
 - Rewrite an account from one of the other character's points of view.
 - Rewrite texts and parts of fictional texts from points of view different from those in the text.
 - Compare a particular location in a story with either a location from another story or the learners' present location.
 - Compare events or characters from two different stories on a similar theme or topic.
 - Encourage learners to rewrite texts and parts of fictional texts from different points of view to that presented in the text. It is a way of getting learners to take up opposition to the point of view of the author.
18. Teach learners how to identify important information in text. Learners need to be able to recognize those facts and details which are relevant and important because they support the main idea.

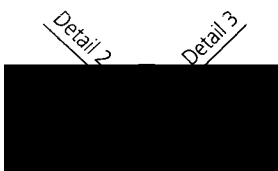
Activities that support the identification of main ideas:

- sequencing scrambled sentences beginning with the sentence containing the main idea;
- skimming a newspaper article to find the main idea. Discuss the relationship between the headline and the main idea;
- selecting an appropriate title for a paragraph;
- identifying key words and phrases in a text. This should be done initially as a whole class activity then later in small groups or pairs. The emphasis is on justifying the choice of key words. Students need to become aware that effective key words:
 - must be specific enough to be meaningful in isolation;
 - will target the memory and allow for recall of specific supporting detail.

19. Begin with a single sentence related to the current topic and ask learners to pick out or underline the key words or phrases. Sentences should gradually be made longer and more complex.
20. Change one key word in a sentence or question and discuss the difference this makes to the meaning. Involve learners in small group discussion after reading a selected paragraph. Learners discuss the main idea of the paragraph. Differences in interpretation should be discussed. Identify particular words or phrases that might lead to differing understandings.
21. When learners have read an important paragraph, i.e. one with an important main idea, have them choose from a multiple-choice list the phrase that best states the main idea. At the same time learners must state why the other choices are inappropriate. Provide them with the following list as a guide in the decision-making. The statement may be:
 - irrelevant
 - too specific
 - too general
 - main idea, because it is the right level of generality.
22. Ask learners to identify irrelevant sentences that have been inserted into paragraphs. Select text related to a current class topic or from a book the learners are familiar with. Use a visual model to explain how a main idea relates to the details that support it.

For example:

A sun in which the rays are the details



5.12 Writing

1. In pairs/groups, learners write letters to one another asking for information, making requests, seeking permission and then receive a reply in class.
2. Learners write a story based on a given outline.
3. Learners are asked to read the headlines/items in the newspapers and elaborate them in writing.
4. Each student is asked to add a sentence in an incomplete story in order to complete it, e.g. *I felt very tired and fell asleep. I dreamt that...*
5. Learners write a description of people and places and the rest of the class has to guess who the people are, or what the places are.
6. Learners write a report of a book they have just read.

7. Learners write an instruction sheet for something they know how to do well (e.g. prepare some kind of food).
8. Learners write a narrative based on a picture or series of pictures.
9. Learners describe an occasion when they were disappointed (or afraid, surprised, relieved...)
10. Learners look out of the window, and describe the view they see.
11. Learners describe someone they know very well.
12. Learners write imaginary descriptions of five people, based on photographs and some information about their professions.
13. Learners write an answer to a (given) letter of complaint.
14. Learners think of a change they would like to see introduced in the country, home community or place of work/study. They write a recommendation to the authorities, explaining why it is desirable and suggesting how it might be affected.
15. Learners describe the process represented in a flowchart or other kind of diagram.

6. Recommended Texts and Reference Materials

6.1 As no examination material will be reproduced from the learners' textbook, teachers are not confined to the use of the same text in every school. Any one of the seven texts recommended below should promote sound learning, and we leave it to the individual teacher to specify one or the other as the text for Grade IX and X. No pupil should be asked to equip him or herself with more than one text but we would recommend that copies of all seven be placed in the school library. The recommended texts will be periodically updated.

6.2 The recommended texts are:

	More Demanding	Demanding	Less Demanding
Very Useful	John & Liz Soars. (1995). <i>Headway Advanced</i> . Oxford University Press.	Mann, R. (2004). <i>Step Ahead, Book 4/5</i> . SNP Panpac. <i>Oxford Progressive English</i> , Book 9 and 10. Oxford University Press.	Moutsou, E. and Parker, S. (1998) <i>MM Plus Pre-Intermediate, MM Plus Intermediate</i> Rachel Redford. (2007). Zakia Sarwar and Tahira Arif. (2009). <i>Exploring English for Class IX</i> . Karachi: Oxford University Press
Useful		Jones and Mann. (2001). <i>Stepping Forward, Book 3 and/or Book 4</i> . Pan Pacific Publications Ltd.	Doff, A and Jones, C. (2001) <i>Language in Use, Pre Intermediate and Intermediate</i> . Cambridge University Press.
Can be Used			Sindh Textbook Board (2001). <i>English for Class IX and X</i> . (revised edition) Hyderabad.

Note: The schools can choose any of the recommended books given in the list based on the requirement and potential of their students.

7. Definition of Cognitive Levels and Command Words in the Student Learning Outcomes and in Examination Papers

7.1 Definition of Cognitive Levels (Knowledge, Understanding and Application)

Knowledge:

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

Understanding:

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, explain, prove, identify the main idea/theme, predict, compare, discuss, chart the course/direction, report, solve, etc.

Application:

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analysing relationships, summarizing, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: distinguish, analyse, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, differentiate, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

8.2 Definition of Command Words:

Knowledge:

Arrange: To put something in a particular order.

Describe: Attempt to capture the distinguishing features of a scene, object or event. The connotation as well as the denotation of words will usually be important and these connotative meanings should be consistent with each other.

Define: To set forth the meaning of a word or a phrase or to identify its qualities or nature.

Enumerate: To mention separately or to specify as in a list.

Identify:	Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the candidate justifies the choice unless specifically asked to do so.
Mention:	To cite formally, to specify or refer.
Recognize:	Involves looking at a given example and stating what it is.
Scan:	Read to locate a type of reading for a particular piece of information.
State:	To declare something (belief, values, opinions) formally in writing.
Understanding:	
Acknowledge:	To accept that something is true on some logical / reasonable basis.
Appreciate:	To judge with heightened perception or understanding.
Comprehend:	To understand something that is complicated / difficult.
Convey:	To impart or communicate by statement, suggestion or by any other form of gesture or expression.
Deploy:	To make use of a concept in order to explore a text.
Develop:	To make an argument or ideas clearer by studying it in more detail. To build a statement.
Discuss:	Give a critical account of the issue raised. There should be an introduction setting out the issue, related points should be drawn together in the body of the text and lead to the conclusion explicitly stated in the final statement.
Display:	To show information, to look at.
Elaborate:	Clarify or enrich given statements or definitions, by providing relevant details or examples.
Explore:	To examine or discuss something carefully in order to find out more about it.
Follow:	Demonstrate an understanding of the information given especially the required sequence of events.
Infer:	Go beyond the information given to identify what is implied but not stated.

Inquire:	To ask somebody for some information.
Interpret:	Clarify both the explicit meaning and the implications of given information.
Paraphrase:	Repeat a text using different words.
Practice:	Doing an activity or training regularly so that you can improve your skills.
Recount / Recapitulate:	Retell in spoken or written form. It is not necessary to sustain a formal register.
Reproduce:	To make a copy of a piece of text.
Respond:	To give a spoken or written answer to somebody or something.
Relate:	To give an account of some happening.
Use:	Deploy the required attribute in a constructed response.
Application:	
Analyse:	Suggest separating or distinguishing the component parts of something so as to discover its true nature.
Arrange:	To make a plan, or to prepare for designing something.
Compare and Contrast:	Involves (a) listing the main points or characteristics of two distinct entities (in English these will normally be different genres / types of texts, characters or events).
Compose:	To form a piece of writing with a number of parts i.e. compose a letter including salutation, body and signature.
Construct:	To form by combining or arranging parts or ideas.
Deduce:	Go beyond the information given to draw a conclusion which is not explicitly stated in the stimulus material. It may also mean to extract some meaning, intonation or tone with the help of contextual clues.
Distinguish:	To be able to recognize and understand the difference between two similar things or people.
Exhibit:	To show something by giving an appropriate explanation.
Express:	Express your views, opinions, doubts or reservation.

Formulate:	To develop a plan or proposal and decide all the details of how it will be done.
Give directions:	Provide precise and relevant information without undue repetition.
Infer:	To derive by reasoning or judging an implied concept from premises of evidences.
Narrate:	To tell a story by describing all the events in order.
Present:	Related to verbs that show an existing state / action.
Portray:	To describe or represent something or someone. To describe or show someone or something in a particular way according to your opinion of them.
Predict:	Make inferences about probable/ possible turn of events from the information given so far.
Rectify:	To correct something that is wrong.
Recount/relate:	Retell in spoken form. It is not necessary to sustain a formal register.
Skim:	To read speedily in order to get the gist of a passage.
Summarize:	To express the most important facts and ideas in a short and clear form.
Suggest:	To mention or introduce an idea, proposition or a plan for consideration or possible action.
Use:	Deploy the required attribute in a constructed or extended response. To deploy previous knowledge from a given stimulus to further explain or form an opinion or idea.
Write:	Implies full sentences of continuous prose, not abbreviated text.

SSC Scheme of Studies⁸

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised SSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. Accordingly, each SSC subject will be taught across both the classes IX and X. The Science and Humanities group subjects are offered at SSC level. The marks allocated to subjects in the revised National Scheme of Studies of September 2007 have been followed.

SSC I and II (Class IX and X) subjects on offer for examination

SSC Part-I (Class IX) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	75	-	75	English
Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b	75	-	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*30	-	*30	English / Urdu
Pakistan Studies-I	*45	-	*45	English / Urdu
Mathematics-I	75	-	75	English / Urdu
Physics-I	65	10	75	English / Urdu
Chemistry-I	65	10	75	English / Urdu
Biology-I OR Computer Science-I	65	10	75	English / Urdu English
Total:	*495	30	*525	

SSC Part-II (Class X) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	75	-	75	English
Urdu Compulsory-II OR Sindhi ^a OR History and Geography of Pakistan-II ^b	75	-	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*45	-	*45	English / Urdu
Pakistan Studies-II	*30	-	*30	English / Urdu
Mathematics-II	75	-	75	English / Urdu
Physics-II	65	10	75	English / Urdu
Chemistry-II	65	10	75	English / Urdu
Biology-II OR Computer Science-II	65	10	75	English / Urdu English
Total:	*495	30	*525	

- Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.
- Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates only.
- * The above will be implemented in
SSC Part I 2013 Examinations and onwards
SSC Part II 2014 Examinations and onwards

⁸ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

SSC Part-I (Class IX) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	75	English
Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*30	English / Urdu
Pakistan Studies-I	*45	English / Urdu
General Mathematics-I	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-I		English / Urdu
2. General Science-I		English / Urdu
3. Computer Science-I (65+10 practical)		English
4. Economics-I		English / Urdu
5. Civics-I		English / Urdu
6. **History of Pakistan-I		English / Urdu
7. **Elements of Home Economics-I		English / Urdu
8. **Food and Nutrition-I (65+10 practical)		English / Urdu
9. **Art & Model Drawing-I		English
10. **Business Studies-I		English
11. **Environmental Studies-I		English
Total:	*525	

SSC Part-II (Class X) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	75	English
Urdu Compulsory-II OR Sindhi ^a History and Geography of Pakistan-II ^b OR	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*45	English / Urdu
Pakistan Studies-II	*30	English / Urdu
General Mathematics-II	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-II		English / Urdu
2. General Science-II		English / Urdu
3. Computer Science-II (65+10 practical)		English
4. Economics-II		English / Urdu
5. Civics-II		English / Urdu
6. **History of Pakistan-II		English / Urdu
7. **Elements of Home Economics-II		English / Urdu
8. **Food and Nutrition-II (65+10 practical)		English / Urdu
9. **Art & Model Drawing-II		English
10. **Business Studies-II		English
11. **Environmental Studies-II		English
Total:	*525	

SSC Part-I and Part-II (Class IX-X) (Additional Subjects)

SSC Part I	SSC Part II	Marks	Medium
1. **Literature in English-I ^d	1. **Literature in English-II ^d	75 each	English
2. **Commercial Geography-I ^d	2. **Commercial Geography-II ^d		English
3. **Additional Mathematics-I ^d	3. **Additional Mathematics-II ^d		English

a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.

b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.

c. For non-Muslim candidates only.

d. Subject will be offered as Additional Subject.

* The above will be implemented in

SSC Part I 2013 Examinations and onwards

SSC Part II 2014 Examinations and onwards

****These subjects are offered ONLY in the May examination.**