



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate  
Examination Syllabus**

**LITERATURE IN  
ENGLISH  
CLASSES IX-X**

Published by  
Aga Khan University Examination Board  
Bungalow # 233 / E.1.Lines,  
Daudpota Road, Karachi, Pakistan.

May 2005  
Last Revised July 2011

All rights reserved  
This syllabus is developed by Aga Khan University Examination Board for distribution  
to all its affiliated schools

**Secondary School Certificate  
Examination Syllabus**

**LITERATURE IN ENGLISH  
CLASSES IX-X**

<b>S. No.</b>	<b>Table of Contents</b>	<b>Page No.</b>
	Preface	5
1.	Aims/Objectives of the Study of Literature in English	7
2.	Rationale of the AKU-EB Examination Syllabus	8
3.	Topics and Student Learning Outcomes of the Examination Syllabus	10
4.	Scheme of Assessment	22
5.	Teaching-Learning Approaches and Classroom Activities	25
6.	Recommended Texts and Reference Materials	25
7.	Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers	28
	Annex : SSC Scheme of Studies	32

### **For queries and feedback**

**Address:** The Aga Khan University Examination Board  
 Bungalow No. 233/ E.1 Lines, Daudpota Road, Karachi-Pakistan.  
**Phone:** (92-21) 35224702-10  
**Fax:** (92-21) 35224711  
**E-mail:** [examination.board@aku.edu](mailto:examination.board@aku.edu)  
**Website:** <http://examinationboard.aku.edu>  
<http://learningsupport.akueb.edu.pk>  
**Facebook:** [www.facebook.com/akueb](http://www.facebook.com/akueb)

# 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. Aims/Objectives of the Study of Literature in English**

A National Curriculum document for Literature in English is not available in the set of revised documents issued by the Curriculum Wing of the Ministry of Education in 2002. The following objectives have been derived partly from the National Curriculum Document (NCD) for English Compulsory and partly from the English Literature syllabus of the Board of Secondary Education Karachi (BSEK),<sup>1</sup> with some elaboration to make the intent of the examination syllabus clear to teachers and students.

The general objectives of teaching Literature in English at the secondary level are as follows:

- 1.1 to expand students' experience of literary text in all its forms;
- 1.2 to increase students' awareness and tolerance for culture through immersion in texts from different regions and periods;
- 1.3 to increase the students' understanding of how English language functions, simultaneously at literal and symbolic levels;
- 1.4 to develop a critical appreciation of the writers' craft, through close textual study and wide reading; (BSEK I, p. 55)
- 1.5 to equip students with technical vocabulary, to distinguish variants of different genres; poetry, prose and drama
- 1.6 to develop an appreciation for, and an ability to produce, imaginative and creative writing;
- 1.7 to promote the use of library books to inculcate reading habits; (NCD, English
- 1.8 to form ethical and social values and precepts (humanism, tolerance, patience, patriotism) through reading." (NCD English Compulsory, p. 5)

---

<sup>1</sup> Scheme of Studies and Syllabi for The Secondary School Certificate Examination, "Science and General Group", Part I (Class IX) Examination 1998 Onwards, Part II (Class X) Examination

## **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) 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.



## **2.2. Specific Rationale of the AKU-EB Literature in English Examination Syllabus**

- 2.2.1 Pakistan has some indigenous experience of English, but reading should not be confined to either Pakistani authors writing in English, or the literature of England. For cultural reasons, translations into English of classical and modern Muslim writers have to be included. Also, English as a means of intercultural communication implies that students become familiar with cultures and traditions as well as viewpoints of different communities. As such, a wide range of authors has been included. The guiding principle is that 'Literature in English' should be a major source of pleasure and enjoyment.
- 2.2.2 Wide reading of this kind will "discourage parochial, racial, tribal sectarian and provincial prejudices among the future citizens" of Pakistan. It will also generate a great deal of classroom discussion, which will be more cogent if students begin to lay the foundations of a critical apparatus, in particular, a shared understanding of analytic terms and common classificatory usage in describing and discussing literature.
- 2.2.3 Emphasis has been given to familiarise the students with the challenges of the modern world. Therefore, works of contemporary writers and poets have been included.
- 2.2.4 An attempt has been made to include women poets and writers so as to promote gender equality and to give voice to women so that it can be heard and understood by readers of all ages.

### 3. Topics and Student Learning Outcomes of the Examination Syllabus

#### Part I (Class IX)

Topics	Student Learning Outcomes		Cognitive Levels <sup>2</sup>		
			K	U	A
<b>1. Prose</b>	<b>Candidates should be able to:</b>				
<b>A. Novels<sup>3</sup></b>	1.1	state the social, political and cultural contexts in which the selected prose was written;	*		
(a) In the City by the Sea by <i>K. Shamsie</i> OR	1.2	communicate a focused, sensitive and informed personal response;		*	
(b) Little Women by <i>Louisa May Alcott</i>	1.3	explain the authors' use of appropriate characterisation, narrative and plot;		*	
	1.4	analyse the theme and setting of the selected prose;			*
	1.5	discuss the style and language used in the selected prose;		*	
	1.6	demonstrate an understanding of social and cultural issues discussed by the writers;		*	
	1.7	discuss how different characters in these texts relate to the learners' personal lives and experiences;			*
	1.8	comment upon the use of humour/satire/pathos/irony, related to the plot of the story;		*	
	1.9	comment upon author's viewpoint and purpose;			*
	1.10	discuss the main ideas presented in the novel.		*	

<sup>2</sup> K = Knowledge, U = Understanding, A= Application (for explanation see Section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions).

<sup>3</sup> Schools will have to choose any one of the three novels.

NOTES

			K	U	A
<b>B. Stories<sup>4</sup></b>			<b>Candidates should be able to:</b>		
(a)	The Gold Cadillac by <i>Mildred D. Taylor</i>	1.11	state the social, political and cultural contexts in which the selected prose was written;	*	
(b)	The Piece of String by <i>Maupassant</i>	1.12	identify the biographical elements in the given texts;	*	
(c)	Lumber-Room by <i>Saki</i>	1.13	communicate a focused, sensitive and informed personal response;		*
(d)	If Only Cats Could Talk by <i>Bina Shah</i>	1.14	explain the authors' use of appropriate characterisation, narrative and plot;		*
(e)	Leaving by <i>M. G. Vassanji</i>	1.15	analyse the theme and setting of the selected prose;		
		1.16	discuss the style and language used in the selected prose;	*	
		1.17	demonstrate an understanding of social and cultural issues discussed by the writers;	*	

<sup>4</sup> Stories are available in an anthology.

NOTES

			K	U	A
<b>2. Poetry<sup>5</sup></b>			<b>Candidates should be able to:</b>		
(a) The Village School Master by <i>O. Goldsmith</i>	2.1	identify the genre of the given text with reference to its structure and content;	*		
(b) If by <i>R. Kipling</i>	2.2	summarise the main ideas in the given text;			*
(c) Before the Sun by <i>C. Mungoshi</i>	2.3	identify metaphor, simile, alliteration and personification;	*		
(d) Stopping by Woods on a Snowy Evening by <i>R. Frost</i>	2.4	discuss the tone of the poem with respect to the vocabulary used;		*	
(e) Because I Could Not Stop for Death by <i>E. Dickinson</i>	2.5	discuss the imagery as used in the poem;		*	
	2.6	paraphrase a poem;		*	
	2.7	discuss elements of poetry such as form, rhyme scheme and, setting;		*	
<b>Translated Poems</b>	2.8	situate a poem within its historical /poet's personal context (if any)			*
(a) Solitude by <i>Faiz A. Faiz</i>	2.9	analyse the given lines with reference to the context.			*
(b) Asia Awakens by <i>S. Jafri</i>					
(c) Always Late by <i>Munir Niazi</i>					
(d) Rubaiyyat by <i>O. Khayyam</i>					

<sup>5</sup>Poetry is available in an anthology.

NOTES

**Part I (Class X)**

Topics	Student Learning Outcomes		Cognitive Levels		
			K	U	A
<b>3. Prose</b>	<b>Candidates should be able to:</b>				
<b>A Plays<sup>6</sup></b>	3.1	state the social, political and cultural contexts in which the selected prose was written;	*		
(a) Pygmalion by <i>G. B. Shaw</i> OR	3.2	identify the structure of a play; introduction, rising action, climax, falling action and resolution;	*		
(b) The Cherry Orchard by <i>Anton Chekov</i>	3.3	explain the authors' use of appropriate characterisation, narrative and plot;		*	
	3.4	analyse the theme and setting of the selected prose;			*
	3.5	discuss the style and language used in the selected prose;		*	
	3.6	demonstrate an understanding of social and cultural issues discussed by the writers;		*	
	3.7	discuss how the different characters in these texts relate to the learners' personal lives and experiences;		*	
	3.8	comment upon the use of humour/satire/pathos/irony related to the plot of the story;		*	
	3.9	comment upon author's viewpoint and purpose;			*
	3.10	analyse the given lines with reference to context;			*

<sup>6</sup> Schools will have to choose any one of the three plays.



NOTES

			K	U	A
<b>B. Essays<sup>7</sup></b>			<b>Candidates should be able to:</b>		
(a)	Mercy for the Worlds by <i>G. S. Jilani</i>	3.11	state the social, political and cultural contexts in which the selected prose was written;	*	
(b)	Stopping by the Moon by <i>Allama Iqbal</i>	3.12	identify the biographical elements in the given piece of prose;	*	
(c)	Greening the Red Planet by <i>Darrach &amp; Petranek</i>	3.13	communicate a focused, sensitive, informed personal response;		*
(d)	My Fifty Years in Lahore by <i>I. Hussain</i>	3.14	explain the authors' point of view and purpose;		*
		3.15	analyse the theme and setting of the selected prose;		
(e)	Three Days to See by <i>Helen Keller</i>	3.16	discuss the style and language used in the selected prose;		*
		3.17	demonstrate an understanding of social and cultural issues discussed by the writers;		*

<sup>7</sup> Essays are available in an anthology

NOTES

			K	U	A
<b>4. Poetry<sup>8</sup></b>			<b>Candidates should be able to:</b>		
(a) Shall I Compare Thee to a Summer's Day by <i>W. Shakespeare</i>	4.1	identify the genre of poetry with reference to its structure and content;	*		
(b) Past and Present by <i>T. Hood</i>	4.2	summarise the main ideas given in a text;			*
(c) When I Have Fears ... by <i>J. Keats</i>	4.3	identify metaphor, simile, alliteration and personification;	*		
(d) To the Cuckoo by <i>W. Wordsworth</i>	4.4	discuss the imagery as used in the poem;		*	
(e) On his Blindness by <i>J. Milton</i>	4.5	paraphrase a poem;			*
<b>Translated Poems</b>	4.6	discuss elements of poetry such as form, rhyme scheme and setting;		*	
(a) Opinion and Knowledge by <i>J. Rumi</i>	4.7	discuss the tone of a poem with respect to the vocabulary used;		*	
(b) Man by <i>V.M. Nazir</i>	4.8	analyse the given lines with reference to the context;			*
(c) Departure Lounge by <i>V. Seth</i>	4.9	situate a poem within its historical /poet's personal context (if any).			*
(d) The Albatross by <i>Charles Baudelaire</i>					

<sup>8</sup> Poetry is available in an anthology.

NOTES

#### 4. Scheme of Assessment

There will be two papers of three hours duration, carrying 75 marks each, one at the end of Class IX and the other at the end of Class X.

##### Class IX

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

Topics No.	Topics	No of Sub-Topics	SLOs			Total
			K	U	A	
1.	Prose	Novels	1	6	3	10
		Short Stories	2	4	1	7
2.	Poetry		2	4	3	9
	<b>Total</b>		<b>5</b>	<b>14</b>	<b>7</b>	<b>26</b>
	<b>Percentage</b>		<b>20</b>	<b>53</b>	<b>27</b>	<b>100</b>

**Table 2: Allocation of Marks for the Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)**

Topic No.	Topics	No. of Sub-topics	Marks		
			Constructed Response Questions	Extended Response Questions	Total
1.	Prose	Novels	10	15	25
		Short Stories	10	15	20
2.	Poetry		10	15	25
	<b>Total</b>		<b>30</b>	<b>45</b>	<b>75</b>

**Table 3: Paper Specifications**

There will be two papers of three hours duration, carrying 75 marks each, one at the end of Class IX and the other at the end of Class X.

The Literature in English Exam for SSC Part I will be comprised of three sections; novels, short stories and poetry. Each section will consist of constructed response questions and two essay type questions. (A choice will be given between the two essay type questions)

##### **Section I: (Novels)**

Section I will have two parts A and B, representing the two recommended novels. Students will attempt only one of the novels. This section will be of 25 marks with the following tasks and marks allocation.

A reading passage from the novel followed by constructed response questions worth 10 marks (10 Marks)

Two questions based on theme, plot, setting or characters which imply an extended response. (Students will have to attempt only one question) (15 Marks)

## Section II: (Short Stories)

Section II will be of 25 marks with the following tasks and marks allocation.

Constructed response questions from the recommended stories (10 Marks)

Two questions based on theme, plot, setting, symbolism or characters which imply an extended response. (Students will have to attempt only one question) (15 Marks)

## Section III: (Poetry)

Section III will have 25 marks with the following tasks and marks allocation.

Two reference to context questions from the recommended poems (10 Marks)

Two questions based on theme, setting, symbolism, figurative language or author's viewpoint which imply an extended response. (Students will have to attempt only one question) (15 Marks)

## Class X

There will be two papers of three hours duration, carrying 75 marks each, one at the end of Class IX and the other at the end of Class X.

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

Topics No.	Topics	No of Sub-Topics	SLOs			Total
			K	U	A	
3.	Prose	Plays	2	5	3	10
		Essays	2	4	1	7
4.	Poetry		2	3	4	9
	<b>Total</b>		<b>6</b>	<b>12</b>	<b>8</b>	<b>26</b>
	<b>Percentage</b>		<b>23</b>	<b>46</b>	<b>31</b>	<b>100</b>

**Table 5: Allocation of Marks for the Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)**

Topic No.	Topics	No. of Sub-topics	Marks		
			Constructed Response Questions	Extended Response Questions	Total
3.	Prose	Plays	10	15	25
		Essays	10	15	25
4.	Poetry		10	15	25
	<b>Total</b>		<b>30</b>	<b>45</b>	<b>75</b>

### **Table 6: Paper Specifications**

The Literature in English Exam for SSC Part II will consist of one paper of 75 marks in total. This paper would be comprised of three sections; plays, essays and poetry. Each section will consist of constructed response questions and two essay type questions.(a choice will be given)

#### **Section I: (Plays)**

Section I will have two parts A and B, representing the two recommended plays. Students will attempt one of these parts. This section will be of 25 marks with the following tasks and marks allocation.

A reading passage from the play followed by constructed response questions worth 10 marks  
(10 Marks)

Two questions based on theme, plot, setting or characters which imply an extended response.  
(Students will have to attempt only one question) (15 Marks)

#### **Section II: (Essays)**

Section II will be of 25 marks with the following tasks and marks allocation.

Constructed response questions from the recommended essays (10 Marks)

Two questions based on theme, setting, symbolism or author's viewpoint which imply an extended response. (Students will have to attempt only one question) (15 Marks)

#### **Section III: (Poetry)**

Section III will have 25 marks in total. It will be comprised of the following tasks and marks allocation.

Two reference to context questions from the recommended poems (10 Marks)

Two questions based on theme, setting, symbolism, figurative language or author's viewpoint which imply an extended response. (Students will have to attempt only one question) (15 Marks)

- 4.1 The Tables 1 and 4 summarise the number and nature of SLOs in each topic in classes IX and X. They also serve as a guide in the construction of the examination paper. Higher order thinking skills cannot be developed without a sound understanding of the texts and their context. The focus of the SLOs therefore, is more on understanding in both the classes. In both years students are expected to use their knowledge and understanding to communicate a focused, sensitive and informed personal response.



- 4.2 Tables 2 and 5 show the distribution of the marks for different topics to be examined through the constructed response and the extended response questions. These are derived from the SLOs for each topic and sub-topic, though the translation of the SLOs to marks is not direct.
- 4.3 Schools will select one of the three novels in class IX and one of the three plays in class X for assessment purposes. Questions will be set on all the novels and plays to allow students the option of answering questions on the texts they have studied.
- 4.4 Each question will be in structured question format involving either short answers or longer essay-type response. There will be one structured question for each set text. The candidate will be required to respond to these questions by writing on the question paper, which is also the answer book.

## **5. Teaching-Learning Approaches and Classroom Activities**

- 5.1 While not forgetting the sheer power of enjoyment, there is a considerable maturing effect in the universal problems and pleasures of human relationships, which are fundamental to all literary endeavours. These insights do not come through with their full educative impact in extracts and summaries. The secondary school literature classroom should deal with the texts themselves, not with texts about texts.
- 5.2 Young people are naturally curious about the potential life holds. Literature can whet that curiosity by offering alternative realities. Most classroom time should be devoted to students discussing their own personal responses to these realities. The text should always be open before them, and they should be encouraged to search and find textual evidence, mainly direct quotations, to support their point of view. In response to every genre, the class should be encouraged to ask question about themselves, of their classmates and of the text, the fundamental activity in active reading.
- 5.3 Teachers should draw attention to the more obvious strategies as they occur in context, for example, the rhetorical devices and linguistic strategies which give the text its emotional and intellectual impact. However, the text should lead to raising the question of how it works. It should not be used in artificial games of, for example, 'hunt the simile'.

## **6. Recommended Texts and Reference Materials**

### **Class IX**

#### ***Novels***

1. Shamsie, K. (1998). *In the City by the Sea*. New Delhi: Penguin Books.
2. Alcott, L. (1998). *Little Women*. New York: World Classics.

### ***Stories***

1. Marlald, M. (1997). 'The Gold Cadillac.' *Global Tales (Stories of many cultures)*. Longman: Singapore, pp. 52-66.
2. Maupassant, G. D. (1995). 'The Piece of String.' *Selected Short Stories*. Penguin Books: Berkshire, pp. 156-164.
3. Saki (1959). 'Lumber-Room.' *Twentieth-century Short Stories*. Harrap: London, pp 91-98.
4. Shah, B. (2001). 'If Only Cats Could Talk.' *Animal Medicine*. Oxford: Karachi, pp 55-65
5. Vassangi, M. G (2000). 'Leaving.' *The Arnold Anthology of Post-Colonial Literatures in English*. Arnold: London, pp 83-88

### ***English Poems***

1. Goldsmith, O. 'The Village School Master'. Also in Smith, P. G. & Wilkins J. F. (eds.) (1957, 1998). *The Sheldon Book of Verse Book 2*. Oxford: Oxford University Press.
2. Kipling, R. 'If'. *The Sheldon Book of Verse Book 2*. Oxford: Oxford University Press.
3. Mungoshi, C. E. A. 'Before the Sun.' *The Sheldon Book of Verse Book 2*. Oxford: Oxford University Press. William.
4. Frost, R. 'Stopping by Woods on a Snowy Evening.' In Smith, P. G. & Wilkins J. F. (1959, 1995). *The Sheldon Book of Verse Book 1*, Oxford: Oxford University Press.
5. Dickinson, E. (1981). 'Because I Could Not Stop for Death.' *The Harper Anthology of Poetry*. New York. Harper and Row.

### ***Translated Poems***

1. Niazi, M. (2002). 'Always Late.' *A Cry in the Wilderness*. Karachi: Oxford University Press. (p.8).
2. Faiz, F. A, 'Solitude.' Translated by Zafar Iqbal Syed *Poems by Faiz*, Lahore: Vanguard Books.
3. Jafri, A. S. (1999). 'Asia Awakens.' *My Journey*, New Delhi: Sterling.
4. Kriyanand, S. K, (2000). *The Rubaiyat of Omar Khayyam*. Dehli: Motilal Banarsidass. (Rubaiyat on PP. 94, 113, 148 and 236) (Available at Paramount Books (Pvt), Karachi)

### **Class X**

#### ***Plays***

1. Chekov, A (2001). *The Cherry Orchard*. Cambridge: Cambridge University Press.
2. Shaw, G. B. *Pygmalion* (1994). London: Penguin Books, Ltd.

### ***Essays***

1. *Jillani, G. S.* 'Mercy for the Worlds.' *Daily DAWN newspaper*. 22 April 2005. Dawn: Karachi. Editorial p 7.
2. *Iqbal, M.* (2005). 'Stopping by the 'Moon.' *Javednama*. Retold by Hina Tanvir. Edited by Khurram Shafique. Lahore: Iqbal Academy, pp. 9-12.
3. *Darrach & Petranek.* 'Greening the Red Planet.' *Reader's Digest Vol. 71, No. 424*, July 1995. Reader's Digest Far East Ltd: Hong Kong, pp. 99-104.
4. *Hussain, I.* (2001). 'My Fifty Years in Lahore.' *Leaving Home: Towards a New Millennium*. Oxford: Karachi, pp 129-134.
5. *Keller, H.* 'Three Days to See.' *Atlantic Monthly* January 1933.

### ***English Poems***

1. *Shakespeare, W.* (1994). Poem 'Shall I compare thee to a summer's Day' in Palgrave's Golden Treasury. (1985) Oxford University Press. *Touched with Fire*. United Kingdom Oxford: Oxford University Press.
2. *Hood, T.* 'Past and Present'. *The Sheldon Book of Verse*, Book 1, Oxford: Oxford University Press.
3. *Keats, J.* 'When I Have Fears That I May Cease To Be.' *The Harper Anthology of Poetry*, New York: Harper and Row.
4. *Wordsworth, W.* 'To the Cuckoo.' Smith, P. G. & Wilkins J. F. (1957, 1998). *The Sheldon Book of Verse* Book 2, Oxford: Oxford University Press.
5. *Milton, J.* 'On his Blindness.' Also in Harrison, M. and Stuart-Clark, C. (eds 1977, 1989, 2003). *The Dragon Book of Verse*. Oxford: Oxford University Press.

### ***Translated Poems***

1. *Rumi J.* 'Opinion and Knowledge.' (Afzal Iqbal) (2003). *The Life and Works of Jalaluddin Rumi*. Karachi: Oxford University Press.
2. *Nazir V. M.* 'Man.' (1992). *The Gold Tradition*, Karachi: Oxford University Press.
3. *Seth, V.* (1995). 'Departure Lounge.' (1995, 1999). *The Collected Poems*. England: Penguin Books (Available at Paramount Books (Pvt.) Ltd. Karachi).
4. *Baudelaire, C.* Retold 'The Albatross.' By Hina Tanvir, edited by Khurram Ali Shafique. (2004). *Javednama*. Lahore: Iqbal Academy (Under print).

## **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, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, 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, 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, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

### **8.2 Definition of Command Words:**

#### **Knowledge**

**Appreciate:** To judge with heightened perception or understanding.

- Be fully aware of.
- To increase the value of.

**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.

**Narrate:** To tell a story by describing all the events in order.

**Present:** Related to verbs that show an existing state / action.

<b>Recognise:</b>	Involves looking at a given example and stating what it is.
<b>Rectify:</b>	To correct something that is wrong.
<b>Scan:</b>	Read to locate a type of reading for a particular piece of information.
<b>Use:</b>	Deploy the required attribute in a constructed response.

## **Understanding**

<b>Analyse:</b>	Suggest separating or distinguishing the component parts of something so as to discover its true nature.
<b>Arrange:</b>	To put something in a particular order.
<b>Compose:</b>	Form a piece of writing with a number of parts i.e. compose a letter including salutation, body and signature
<b>Comprehend:</b>	To understand something that is complicated / difficult.
<b>Convey / State:</b>	To make ideas, feelings, etc. known to somebody.
<b>Deploy:</b>	Use or apply appropriately in context.
<b>Develop:</b>	To make an argument or ideas clearer by studying it in more detail.
<b>Discuss:</b>	Requires candidates to give a critical account of the issue raised. There should be an introductory paragraph setting out the issue, related points should be drawn together in paragraphs in the body of the text and lead to the conclusion explicitly stated in the final paragraph.
<b>Display/ Demonstrate:</b>	To show information, to look at.
<b>Elaborate/ Explain:</b>	Clarify or enrich given statements or definitions, by providing relevant details or examples.
<b>Exhibit:</b>	To show something.
<b>Express:</b>	Express your views, opinions, doubts reservation. <ul style="list-style-type: none"> <li>• To tell or show what you are feeling or thinking by using words.</li> </ul>
<b>Identify:</b>	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.
<b>Inquire:</b>	To ask somebody for some information.

<b>Interpret:</b>	Clarify both the explicit meaning and the implications of given information.
<b>Practice:</b>	Doing an activity or training regularly so that you can improve your skills.
<b>Predict/ anticipate:</b>	Make inferences about probable/possible turns of event from the information given so far.
<b>Skim:</b>	To read quickly to search for key information.
<b>Situate:</b>	Situated in a particular spot, position or historical context
<b>Use:</b>	Deploy the required attribute in a constructed response.
<b>Application</b>	
<b>Acknowledge:</b>	To accept that something is true.
<b>Analyse:</b>	Suggest separating or distinguishing the component parts of something so as to discover its true nature.
<b>Compare and Contrast:</b>	Involves (a) listing the main points or characteristics of two distinct entities (in English these will normally be texts) and (b) clearly identifying similarities and differences between characteristics.
<b>Comment:</b>	To express an opinion or remark about a piece of text
<b>Deduce:</b>	Go beyond the information given to draw a conclusion which is not explicitly stated in the stimulus material.
<b>Deploy:</b>	Use or apply appropriately in context.
<b>Describe:</b>	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.
<b>Display:</b>	To show information, to look at.
<b>Distinguish:</b>	To be able to recognise and understand the difference between two similar things or people.
<b>Explain/ Elaborate:</b>	Clarify or enrich given statements or definitions, by providing relevant details or examples.

<b>Express:</b>	Express your views, opinions, doubts reservation.  <ul style="list-style-type: none"> <li>• To tell or show what you are feeling or thinking by using words.</li> </ul>
<b>Explore:</b>	To examine or discuss something carefully in order to find out more about it.
<b>Evaluate:</b>	To formulate opinion of the quality of something after assessing it.
<b>Follow instructions:</b>	Demonstrate an understanding of the information given especially the required sequence of events.
<b>Formulate:</b>	To develop a plan or proposal and decide all the details of how it will be done.
<b>Give directions:</b>	Provide precise and relevant information without undue repetition. Use the imperative voice.
<b>Infer:</b>	Go beyond the information given to identify what is implied but not stated.
<b>Paraphrase:</b>	To say in one's own words; a rewording of meaning of a text with details.
<b>Portray:</b>	Describe or represent something or someone. To describe or show someone or something in a particular way according to your opinion of them.
<b>Predict/anticipate:</b>	Make inferences about probable/possible turns of event from the information given so far.
<b>Recognise:</b>	Involves looking at a given example and stating what it most probably is.
<b>Recount/relate :</b>	Retell in spoken form. It is not necessary to sustain a formal register.
<b>Summarise:</b>	To express the most important facts and ideas in a short and clear form.
<b>Use:</b>	Deploy the required attribute in a constructed response.
<b>Write:</b>	Implies full sentences of continuous prose, not abbreviated text.
<b>Review:</b>	To consider retrospectively; look back on or examine critically

## SSC Scheme of Studies<sup>9</sup>

AKU-EB as a national board offers 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 <sup>a</sup> OR **History and Geography of Pakistan-I <sup>b</sup>	75	-	75	Urdu Urdu English
Islamiyat-I OR Ethics-I <sup>c</sup>	*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
<b>Total:</b>	<b>*495</b>	<b>30</b>	<b>*525</b>	

#### SSC Part-II (Class X) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	75	-	75	English
Urdu Compulsory-II OR **Sindhi <sup>a</sup> OR **History and Geography of Pakistan-II <sup>b</sup>	75	-	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II <sup>c</sup>	*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
<b>Total:</b>	<b>*495</b>	<b>30</b>	<b>*525</b>	

- 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

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

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

### SSC Part-II (Class X) Humanities Group

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

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

SSC Part I	SSC Part II	Marks	Medium
1. **Literature in English-I <sup>d</sup>	1. **Literature in English-II <sup>d</sup>	75 each	English
2. **Commercial Geography-I <sup>d</sup>	2. **Commercial Geography-II <sup>d</sup>		English / Urdu
3. **Additional Mathematics-I <sup>d</sup>	3. **Additional Mathematics-II <sup>d</sup>		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.**