



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Higher Secondary School Certificate
Examination**

**ENGLISH COMPULSORY
CLASSES XI-XII**

(based on National Curriculum 2006)

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**Higher Secondary School Certificate
Examination Syllabus**

**ENGLISH COMPULSORY
CLASSES XI-XII**

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

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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 XI and XII 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 higher 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 academicians, 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 textbook 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 to take effect in September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current HSSC syllabuses have been revised to ensure conformity with the new National Curriculum 2006.

We stand committed to all students who have embarked upon the HSSC courses in facilitating their learning outcomes. 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 XI and XII 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 Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

BM 2 Analyze, synthesize and evaluate events, issues and view points, applying reading comprehension and thinking strategies.

BM 3 Analyze and synthesize information from a visual cue or a graphic organizer to summarize, highlighting the key areas and main trends.

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

Competency 2: Writing Skills

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

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

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

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

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

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

Competency 3: Oral Communication Skills

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

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

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

Competency 4: Formal and Lexical Aspects of Language

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

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

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

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

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

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

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

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

Competency 5: Appropriate Ethical and Social Development

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

- BM1 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 in English is skill based. These skills can be applied to any topic so the recommended topics of National Curriculum English (Compulsory) have not been assigned to any particular type of communication, or stage of the course. They can, therefore, be introduced by the teacher whenever and wherever appropriate.
- 2 The following topics are recommended in the NCD for Classes XI & XII:
 - Character building
 - Austerity
 - Respect for Pakistani values and those of other nations
 - Tolerance, humanism, equity between groups and nations
 - Handling / sharing responsibilities
 - Conflict resolution
 - Understanding international cultural diversity
 - The world
 - Rise of nations through national pride
 - Appreciation and preservation of Nature
 - Gender inequality detrimental to society
 - Environment and health
 - Population growth and its implications
 - Tourism, its impact on society
 - Technology and society of future
 - Choosing careers / occupations
 - Respect for all professions. (Valuing disparity and equality among professions)
 - Media skills and communication
 - Role of youth in crises management
 - Public behaviour
 - Sense of individual and public responsibility
 - Prevention from crime

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

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 XI and XII. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its HSSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class XI and in Class XII;
- (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.

2.2. 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
- 2.2.3 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 Ministry of Education (Curriculum Wing) (March 2002), *National Curriculum English (Compulsory) for Classes IX-X*, Government of Pakistan, Islamabad. (Para 2.1 p. 2)

- 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 XI to class XII, building up from IX and 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 XI, the focus of attention is the simpler forms of communication, i.e. narrative, expressive, expository, interpersonal and transactional.

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 XII, 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.

- 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.

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

⁴ Ibid. Page ii.

- 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 7.
- 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 XI)

Skills	Student Learning Outcomes		Cognitive Levels ⁵		
			K	U	A
1. Listening and Speaking	Candidates should be able to:				
1.1 Oral Communication in narrative / expressive, expository, interpersonal and transactional communicative context.	1.1.1	distinguish expressions for various functions such as recount, describe, inquire, compare, contrast, summarise, request, encourage, and complain;			*
	1.1.2	recognize (and use) conventions of greetings, compliments, invitations, introductions, and farewells;	*	CA ⁶	
	1.1.3	recognize (and show) gratitude, apology, anger, and impatience;		*	
	1.1.4	identify (and use) conversational strategies such as agreement and disagreement, inquiry, reply, and acknowledgement;	*		
	1.1.5	recognize and interpret humour in a passage;		*	
	1.1.6	recognize (and use) clear, concise, cohesive and effective language to support ideas and opinions;	*	CA	
	1.1.7	recognise speaker's viewpoint, main idea(s) and supporting details in a heard text;			*
	1.1.8	interpret the use of stress, intonation and pronunciation and various tones to show attitude and convey message;		*	
	1.1.9	predict the use of statements or gestures free from bias against race, religion, and individuals;		*	

⁵ K = Knowledge, U = Understanding, A= Application (for explanation see Section 8: 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.

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			K	U	A
	1.1.10	acknowledge and exhibit performance of turn taking in interpersonal interactions;			*
	1.1.11	analyze speaker, topic, mood, tone, and setting;		*	CA
	1.1.12	recognize (and arrange) sequence of a narrative;		*	
	1.1.13	follow and give oral directions and instructions.			*
2. Reading and Thinking					
Candidates should be able to:					
2.1 Narrative / expressive and expository (Factual / Informative) texts.	2.1.1	skim through the text to identify the theme, key ideas and supporting details;		*	
	2.1.2	identify devices used in the text such as i.e. definitions, examples, cause and effect, comparison and contrast, facts, analogies, anecdotes, and quotations;		*	
	2.1.3	recognize cohesive devices used in the text such as pronouns – antecedent relationships, anaphoric and cataphoric references;	*		
	2.1.4	comprehend the topic sentences of a text;		*	
	2.1.5	express personal opinion about the text along with justification;			*
	2.1.6	identify the text type or literary genre;	*		
	2.1.7	infer tone and implied meaning in a text;		*	
	2.1.8	deploy information from textbooks, resources and dictionaries, using drawings, diagrams, tables, headings, margin notes, index, glossary, graphics, maps etc;			*
	2.1.9	comprehend story elements, characters, events, setting, plot, theme, tone, point of view;		*	
	2.1.10	recognize (and use) literary techniques of personification and alliteration in a poem;		*	

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			K	U	A
	2.1.11	predict the content of a text from topic, picture, title, sub-titles, keywords, and visuals;	*	*	*
	2.1.12	scan a text for specific information;			
	2.1.13	interpret transitional devices that show comparison, contrast, reason, condition, emphasis;			
	2.1.14	explore synonyms used for specific purposes e.g. propaganda, irony, parody, and satire;			*
	2.1.15	deduce meaning of different words from the text and use context to infer missing words;			*
	2.1.16	recognize values and attributes such as tolerance, humanism, patience, equity, justice, honesty etc. relevant for peaceful coexistence.			
3. Writing		Candidates should be able to:			
3.1 Narrative, expository (factual), expressive, interpersonal/ transactional communication	3.1.1	formulate focus for own writing by identifying audience and purpose;			*
	3.1.2	summarize and write from a given text;			*
	3.1.3	use language structures correctly; such as tenses, adjectives and adjectivals; phrases and clauses, adverb and adverbials, and preposition and prepositional phrases, voices and indirect speech;			*
	3.1.4	write an essay with key ideas supported by evidences, examples or points of view;			*
	3.1.5	use appropriate connective devices;			*
	3.1.6	describe an incident including action, spoken words, observations, thoughts and feelings;			*
	3.1.7	compose a text with introduction, middle, and conclusion;		*	

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			K	U	A
	3.1.8	write effective formal letters for various purposes e.g. complain, request, appreciation, asking for and giving information; (use block style with open punctuation)			*
	3.1.9	rectify the errors of grammar and style in a text;			*
	3.1.10	use synonyms, antonyms, and figurative language;			*
	3.1.11	display through writing the values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy etc; relevant for the peaceful coexistence between individuals, groups and nations;			*
	3.1.12	use correct spellings and accurate punctuation;			*
	3.1.13	use a range of vocabulary appropriately;			*
	3.1.14	display presentational devices in text e.g. layout, bullet points, and subheadings.		*	

NOTES

Part II (Class XII)

Skills		Student Learning Outcomes.		Cognitive Levels		
				K	U	A
4. Listening and Speaking		Candidates should be able to:				
4.1 Oral Communication Skills-Utilizing expressive / reflective, persuasive/ argumentative and analytical texts.	4.1.1	interpret appropriate intonation pattern, stress, and tone to convey meaning;		*	*	CA
	4.1.2	identify (and use) polite forms to negotiate, interrupt, and reach consensus;				CA
	4.1.3	analyze speaker, topic, and setting;			*	
	4.1.4	recognize (and use) appropriate expressions to compare, contrast, summarise various ideas in a text;			*	CA
	4.1.5	develop and portray a sense of importance of individual's worth and value diversity and equality among people;				*
	4.1.6	interpret how a topic is supported with effective arguments in a coherent and logical fashion;			*	
	4.1.7	recount and elaborate events, stories and key information;				*
	4.1.8	comprehend and exhibit humour;			*	
	4.1.9	formulate a story from title, theme, outline or vice-versa;				*
	4.1.10	recognize (and use) conversational strategies such as acknowledgement, inquiry, reply, agreement and disagreement, request for repetition or restatement of a query;			*	CA
	4.1.11	recognize and use expressions of hope, surprise, happiness and unhappiness etc;			*	
	4.1.12	evaluate and describe an oral account of everyday processes e.g. driving a car, making tea;				*

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5. Reading and Thinking		Candidates should be able to:		K	U	A
5.1	Persuasive / argumentative, reflective, expository, and analytical texts	5.1.1	identify the order of the text i.e. from general to specific, most important to less important and vice versa;	*		
		5.1.2	distinguish between what is clearly stated and what is implied;			*
		5.1.3	interpret statements, opinions, facts, counter arguments and speculations in a text;		*	
		5.1.4	analyze the causes and consequences of a problem or an issue and propose solutions;		*	
		5.1.5	deduce meaning of difficult words from the text and use context to infer missing words;			*
		5.1.6	recognize that the theme of a text is carried in a thesis statement;	*		
		5.1.7	identify the text type and its source;	*		
		5.1.8	develop a sense of importance of individual's worth and value diversity and equality among people;		*	
		5.1.9	elaborate cohesive devices used at discourse level;		*	
		5.1.10	recognize the author's purpose and point of view in a text;		*	
		5.1.11	analyze the personality traits of the characters and their impact on the story;		*	
		5.1.12	analyze the conflict and resolution in a given story;		*	
		5.1.13	explore set design, dialogue, soliloquies and asides in plays;			*
		5.1.14	analyze literary devices and figurative language of personification and alliteration, and onomatopoeia in a poem.		*	

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6. Writing		Candidates should be able to:		K	U	A
6.1	Persuasive / argumentative, reflective, expository and analytical texts	6.1.1	formulate focus for own writing by identifying audience and purpose;	*	*	*
		6.1.2	present text portraying comparison and contrast, opinion, explanation, reflection, persuasion, and reasoning etc;			*
		6.1.3	write report demonstrating conventions of report writing;			*
		6.1.4	write précis demonstrating brevity of thoughts;			*
		6.1.5	write resume and covering letter (in response to a job advertisement);			*
		6.1.6	rectify the errors of grammar and style in a text;			
		6.1.7	discuss contemporary social, economical and scientific issues and developments;			
		6.1.8	use synonyms, antonyms, and figurative language (metaphor, personification, etc);			*
		6.1.9	use language structures correctly, such as subject-verb agreement, sentence construction, conjunctions, adverbial and subjective clauses, conditional clauses, prepositional phrases, etc;			*
		6.1.10	use a range of vocabulary appropriately;			*
		6.1.11	use correct spelling and accurate punctuation;			*
		6.1.12	write a text with introduction, middle and conclusion;			*
		6.1.13	use transitional words e.g. although, however, after that etc;			*
		6.1.14	deploy presentational devices in text e.g. layout, bullet points, and subheadings;			
		6.1.15	organize the content of an essay in a logical order.			*

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4. Scheme of Assessment

Class XI

Table 1: Number of Student Learning Outcomes by Cognitive level

Sr. No.	Skills	SLOs			
		K	U	A	Total
1.	Listening and Speaking	3	6	4	13
2.	Reading	3	9	4	16
3.	Writing	0	2	12	14
	Total	6	17	21	44
	Percentage	16	39	45	100

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

Topic No.	Topics	No. of Sub-Topic	Marks		
			Multiple Choice Questions	Constructed Response Questions	Total
1.	Listening and Speaking	1	20	-	20
2.	Reading	1	20	20	40
3.	Writing	1	0	40	40
	Total	3	40	60	100

Table 3: Paper Specifications for Examination

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

Paper I

40 marks

Paper I will have two separate sections:

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

Paper II

60 marks

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

- A passage with textual devices used in the text, reference to the context and inference questions 17 marks
- One cloze passage 10 marks
- Formal letter writing (any ONE of either letter of complaint or letter asking for/giving information) 15 marks
- Essay writing (a choice of any ONE from narrative, expository (factual) and expressive essays) 18 marks

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

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

Class XII**Table 4: Number of Student Learning Outcomes by Cognitive level**

Sr. No.	Skills	SLOs			
		K	U	A	Total
4.	Listening and Speaking	1	7	4	12
5.	Reading	3	8	3	14
6.	Writing	1	3	11	15
	Total	5	18	18	41
	Percentage	12	44	44	100

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

Topic No.	Topics	No. of Sub-Topic	Marks		
			Multiple Choice Questions	Constructed Response Questions	Total
4.	Listening and Speaking	1	20	0	20
5.	Reading	1	20	20	40
6.	Writing	1	0	40	40
	Total	3	40	60	100

Table 6: Paper Specifications

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

Paper I

40 marks

Paper I will have two separate sections:

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

Paper II

60 marks

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

- A passage with textual devices used in the text, reference to the context and inference questions 17 marks
- One Cloze Passage / Précis Writing 10 marks
- Resume + Covering Letter OR Report Writing 15 marks
- Essay writing (a choice of any ONE from narrative, expository (factual) and expressive essays) 18 marks

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

(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 XI and one at the end of Class XII.
- 4.3 In each class, the theory paper will be in two parts: Paper I and Paper II. Both papers will be administered within 3 hours.

- 4.4 Paper I theory will consist of 40 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 60 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 response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Classroom Activities

Listening and Speaking Activities for Classroom Practice

1. Students are given activities in which they demonstrate the inference skills by identifying cause and effect, compare and contrast, expression of various functions like request, encouragement and complain.
2. Conduct listening activities related to any event and ask the students to describe the event, i.e. response to greetings, compliments, invitations, introductions, and farewells.
3. Arrange a listening activity and ask the student to recognize and show gratitude, apology, anger, and impatience through different personality traits.
4. Make the students listen to the text to suggest the topic or ask for specific information. Written questions including brief answer provided in advance or a grid, picture or a diagram to be altered or completed.
5. Do activities based on role plays, speeches, debates, stories, plays, extracts.
6. Conduct a listening activity containing context from a news broadcast, weather report, or story and invite students to speak on it.
7. Present a narration with indirect speech and ask the students to convert it into conversation / dialogue or vice versa.
8. Conduct a debate session and invite the students to participate using the tone to negotiate, argue, interrupt, and reach a consensus.
9. Conduct a presentation activity and invite the students to comment on it with factual details.
10. Discuss a problem in the class and invite students to suggest a solution.
11. Arrange a listening activity containing the elements of humour, satire, irony and ask students to identify them.
12. Make the students listen to an act of a play and ask them to identify the speakers, settings, situations, tone, feelings, etc.
13. Design an activity in which the students listen to a piece of communicative text and invite them to express the message conveyed by identifying stress, intonation, pronunciation and various tones to show attitudes.
14. Make the students listen to the series of sudden paragraphs, text and ask them to organise them in order.
15. Provide a list/ text and ask the students to mark or tick off the words / components as they hear them within a spoken description, story or simple list of items.
16. Provide a number of pictures and give specific information about them and ask the students to identify the particular picture / rearrange the pictures according to the given description.

Reading Activities for Classroom Practice

1. Give students a poem to read for various purposes. For example, they can be asked to read it for its main theme, to identify the use of figurative language and analyze its function in the poem.
2. Ask students to find examples of literal and metaphorical use of the same vocabulary item from a text.
3. Give a reading passage to the students so that they scan it for some specific detail, skim it to determine the text type and read it in detail for comprehension and summary. They can also find synonyms for words from the text.
4. Give a list of words to students that are often used incorrectly. Tell them to look up their meanings and pronunciations using dictionaries and thesauruses.
5. Read the text and match the jumbled headings with the paragraph of the text.
6. To teach idiomatic expressions, give students a series of stories and ask them to select a suitable idiomatic expression for each one of them.
7. To teach them grammar, give students a grammatically incorrect text and ask them to identify the mistakes and make corrections.
8. Select a number of passages from different text type. Ask the students to identify the text type and then compare and contrast the texts for the organization of text, e.g., from general to specific or vice versa, for recognizing statements, opinion, facts, for the type and traits of characters, dialogue, set design, and the discourse devices.
9. Initiate an activity based on moral values and ethical issues. Dividing the class into several groups assign each group an ethical issue. Tell them to collect passages from internet, newspapers, and magazine and prepare a presentation for the class on context and text type.
10. Students exchange their writing in pairs and edit them for mistakes of grammar, structure, vocabulary, and punctuation. Provide a check list.
11. Provide a text and discuss coherence and anaphoric and cataphoric uses of pronoun.
12. Ask the students to read the heading of the text and look at the picture. Try to guess what the text is about. Provide samples of both.
13. Provide samples of both formal and informal letters to the class and ask them to identify the differences in the layout and language.

Writing Activities for Classroom Practice

1. Ask students to imagine that they went on a trip to an island perhaps to search for a rare species of animal. Students are directed to write a report for a newspaper. They must find a title for the report, and divide the report further into sub-headings.
2. Give students a story to read, ask them to decide on the message conveyed through the story and elaborate it with reference to the text.
3. Select a short text from a narrative with a lot of conversation. Ask students to change the direct speech into indirect speech and identify the use of active and passive voice.
4. Ask students to find a number of short newspaper reports presented in passive voice. They are to rewrite the reports in active voice.

5. Ask the students to write an essay on the advantages and disadvantages of using anything.
6. The teacher can ask the students to imagine themselves as a reporter of a local newspaper. Ask them to write about an event in their city / town where people protested against a decision they did not agree with.
7. Teachers can show the students a picture story and ask them to write an interesting article.
8. Teachers can ask the students to write a letter giving information such as on “green day”.
9. Give students an incomplete piece of text [excerpt an extract from a novel] and ask them to suggest a suitable ending.
10. Show them a picture and ask them to write their reflections.
11. For teaching synonyms, give a text and ask students to rephrase the underlined sentences.
12. Ask them to bring newspaper cutting/clipping and make them write critical reviews.
13. Introduce issues related to ethical and moral values. Students first discuss those issues from all possible angles and then employing the proper form of an essay they are asked to express their personal views, and arguments supporting them with concrete examples. The essay should have an introductory paragraph based on the central idea, and subsequent paragraphs based on one key idea in each paragraph. The conclusion should then summarize the main points of discussion.

6. Recommended Texts and Reference Materials

1. **** Redford. R. (2007). *Oxford Progressive English 9 and 10*. Oxford University Press.
2. * Mitchell. H.Q. and Scott. J. (2002). *Channel Your English – Intermediate*. MM Publications.
3. *** Amberina M. K. and Farida F. (2009). *English Skills for Class XI*. Karachi: Oxford University Press
4. ** Lucantoni. P. (2004). *IGCSE English as a Second Language Second Edition*. Cambridge University Press.
5. * Punjab Textbook Board, Lahore Book 1, 2, 3.
6. ** Moutsou, E. and Parker, S. (1998). *Plus Upper-Intermediate*. London: MM Publications.

* The asterisk indicates the order of preference to achieve SLOs (3 being the most preferable to 1 being the least preferable.)

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

7.1 Definitions 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.

7.2 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:	
Analyze:	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.

HSSC Scheme of Studies⁷

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised HSSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. The marks allocated to subjects in the revised National Scheme of Studies have been followed.

HSSC I-II (Classes XI-XII) subjects on offer for examination

HSSC Part-I (Class XI) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Biology-I	85	15	100	English
Total:	455	45	500	

HSSC Part-II (Class XII) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Biology-II	85	15	100	English
Total:	555	45	600	

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

⁷ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

HSSC Part-I (Class XI) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Mathematics-I	100	-	100	English
Total:	470	30	500	

HSSC Part-II (Class XII) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Mathematics –II	100	-	100	English
Total:	570	30	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

HSSC Part-I (Class XI) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I	100	-	100	Urdu
Pakistan Culture-I ^a				English
Any one subject combinations of the following:				
Physics-I	85	15	300	English
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Physics-I	85	15	300	English
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Mathematics-I	100	-	300	English
*Statistics-I	85	15		English
Computer Science-I	75	25		English
Total:			500	

HSSC Part-II (Class XII) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Any one subject combinations of the following:				
Physics-II	85	15	300	English
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Physics-II	85	15	300	English
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Mathematics-II	100	-	300	English
*Statistics-II	85	15		English
Computer Science-II	75	25		English
Total:			600	

a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.

b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subject is offered ONLY in the May examination.**

HSSC Part-I (Class XI) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Principles of Accounting-I	100	-	100	English
Principles of Economics	75	-	75	English
Principles of Commerce	75	-	75	English
Business Mathematics	50	-	50	English
Total:	500	-	500	

HSSC Part-II (Class XII) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Principles of Accounting-II	100	-	100	English
Commercial Geography	75	-	75	English
Computer Studies OR Banking	60 OR 75	15 -	75	English
Business Statistics	50	-	50	English
Total:	600		600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

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

HSSC Part-I (Class XI) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	Urdu English
Any three of the following Elective Subjects	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English
1. Civics-I		
2. Computer Science-I (75+25 practical)		
3. Economics-I		
4. *Education-I		
5. *Geography-I (85+15 practical)		
6. *Islamic Studies-I		
7. *Islamic History-I		
8. Literature in English-I		
9. Mathematics-I		
10. *Psychology-I (85+15 practical)		
11. *Statistics-I (85+15 practical)		
12. *Sociology-I		
13. Urdu Literature-I		
14. *Fine Arts-I		
Total:	500	

HSSC Part-II (Class XII) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	Urdu English
Islamiyat OR Ethics ^b	50	English / Urdu
Pakistan Studies	50	English / Urdu
Any three of the following Elective Subjects	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English
1. Civics-II		
2. Computer Science-II (75+25 practical)		
3. Economics-II		
4. *Education-II		
5. *Geography-II (85+15 practical)		
6. *Islamic Studies-II		
7. *Islamic History-II		
8. Literature in English-II		
9. Mathematics-II		
10. *Psychology-II (85+15 practical)		
11. *Statistics-II (85+15 practical)		
12. *Sociology-II		
13. Urdu Literature-II		
14. *Fine Arts-II		
Total:	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

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