



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

Literature in English

Grades IX - X

(based on National Curriculum 2006)

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**Secondary School Certificate
Examination Syllabus**

**LITERATURE IN ENGLISH
GRADES IX-X**

**This syllabus will be examined in both
May and September Examination sessions from
May 2020 for Grade IX and May 2021 for Grade X**

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Preface

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

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

The aims of the current syllabus review of SSC and HSSC in 2018 were to:

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

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

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

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

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

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



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Introduction to AKU-EB Syllabi

1. Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the National Curriculum of Pakistan 2006 and the National Scheme of Studies 2006 – 2007. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the students of the twenty-first century.
3. The syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
4. The topics of the syllabi are grouped into themes derived from the national curriculum. The connection between various themes and topics is highlighted in the ‘**concept map**’ provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.
5. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi complement the national curriculum by providing enabling SLOs where needed to scaffold student learning.
6. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students’ responses.
7. The SLOs are classified under three **cognitive levels**: Knowledge (K), Understanding (U) and Application and other higher order skills (A) for effective planning during teaching and learning; and deriving multiple choice questions (MCQs) and constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.

8. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
9. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
10. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding of the content of the National Curriculum and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Aims of the National Curriculum (2006)¹

Aims

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 2006. The following objectives have been derived largely from the National Curriculum Document (NCD) for English Compulsory, and partly from the English Literature Syllabus of the Board of Secondary Education Karachi (BSEK), 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. 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.
- 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 Compulsory, p.5)
- 1.8
 - i. to form ethical and social values and precepts (humanism, tolerance, patience, patriotism) through reading.” (NCD English Compulsory, p. 5)
 - ii. All students will develop ethical and social attributes and values relevant in a multicultural, civilized society. (NCD English Compulsory, p. 37)
- 1.9 All students will read and analyse literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

¹Government of Pakistan (2006), *National Curriculum for Literature in English IX-X*, Islamabad, Ministry of Education (Curriculum Wing)

Subject Rationale of AKU-EB Literature in English (LiE)

What will you learn in AKU-EB Literature in English?

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.

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.

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.

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.

Where will it take you?

The Literature in English course has been constructed by taking inspiration from the Literature Major courses offered at various universities.

The English courses in universities which are mostly based on the communication and comprehension needs of the students.

By pursuing English major courses (Literature) in universities, the following career paths may be pursued:

- Teaching/ Education Management
- Writing (academic/ research/ fiction)
- Journalism
- Publications
- Civil Services
- Public Relations
- Translation

How to approach the syllabus?

The concept map of the syllabus gives an overview of the entire syllabus. The topics and Student Learning Outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the Exam Specification guides regarding what will be expected in the examinations.

What is the concept map telling you?

Literature Matters!

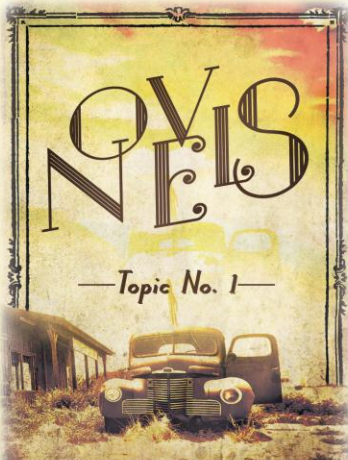
The world is a concept. Literature in English (LiE) provides that sublime quality to an assembly of judges (reader, critic) to gauge the importance of studying it as a humanitarian effort to improve intellectual capabilities.

Therefore, the analogy of a theatrical billboard in the LiE map of SSC level illustrates the various components of literature with adequate attention towards the contextualised meaning behind several genres. It also demonstrates multiple discourse analysis used while reading literary and poetic texts to aware the student about critical approaches to literature by inferring human values in the given prose and poetic texts.

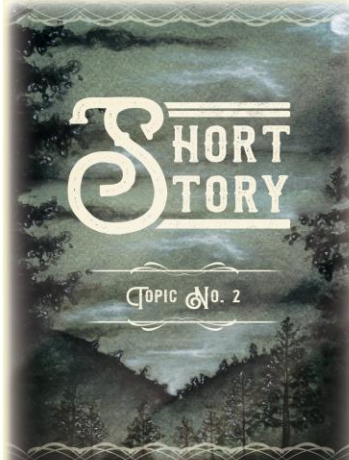
Moreover, it will help inculcate an enhanced worldview of the students through exposing them to different forms of literature to further their pragmatic skills.

ENGLISH LITERATURE

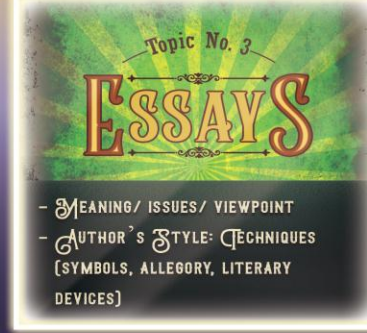
CONCEPT MAP - SSC 1 & 2



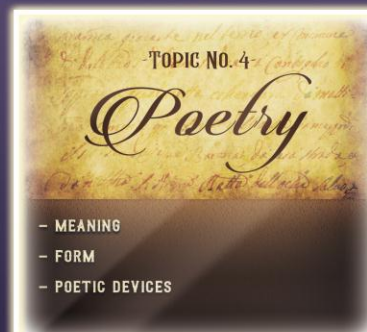
- CONTEXT AND NARRATIVE STRUCTURE
- MEANING/ ISSUES/ VIEWPOINT/ THEMES
- CHARACTERISATION
- AUTHOR'S STYLE: TECHNIQUES (SYMBOLS, ALLEGORY, LITERARY DEVICES)



- CONTEXT AND NARRATIVE STRUCTURE
- MEANING/ ISSUES/ VIEWPOINT/ THEMES
- AUTHOR'S STYLE: TECHNIQUES (SYMBOLS, ALLEGORY, LITERARY DEVICES)
- CHARACTERISATION



- MEANING/ ISSUES/ VIEWPOINT
- AUTHOR'S STYLE: TECHNIQUES (SYMBOLS, ALLEGORY, LITERARY DEVICES)



- MEANING
- FORM
- POETIC DEVICES



- CONTEXT AND STRUCTURE
- FORM AND GENRE (PERFORMANCES)
- MEANING/ ISSUES/ VIEWPOINT/ THEMES
- AUTHOR'S STYLE: TECHNIQUES (SYMBOLS, ALLEGORY, LITERARY DEVICES)
- CHARACTERISATION



- FORM AND GENRE
- PERFORMANCE
- CHARACTERISATION/ THEMES

GENRE • OVERALL MEANING • MOOD AND TONE • LITERARY DEVICES • DISCOURSE ANALYSIS

Student Learning Outcomes of AKU-EB SSC Literature in English

Part I (Grade IX)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ²		
			K	U	A
1. Prose	Students should be able to:				
A. Novella³ <ul style="list-style-type: none"> • A Study In Scarlet by <i>Arthur Conan Doyle</i> • Screen Adaptation BBC Series <i>Sherlock: A Study In Pink</i> • Animal Farm by <i>George Orwell</i> • Screen Adaptation of Animal Farm 	<u>Context</u>				
	1.1.1	describe the social, political and cultural contexts in which the selected prose was written;		*	
	1.1.2	write a focused, sensitive and informed personal response;			*
	1.1.3	infer social and cultural issues discussed by the writers;			*
	<u>Characterisation</u>				
	1.2.1	explain the authors' use of appropriate characterisation, narrative and plot;		*	
	1.2.2	analyse the theme and setting of the selected prose;			*
	1.2.3	relate how different characters in these texts relate to the learners' personal lives and experiences;		*	
	<u>Author's Style and Purpose</u>				
	1.3.1	discuss the main ideas presented in the novella;		*	
	1.3.2	discuss the style and language used in the selected prose;		*	
	1.3.3	discuss the use of humour, satire, pathos, irony, related to the plot of the novella;		*	
	1.3.4	discuss the author's viewpoint and purpose;		*	

²K = Knowledge, U = Understanding, A = Application and other higher-order cognitive skills

³Novellas: Schools will have to choose any one of the two novellas

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	<u>Narrative Structure</u>				
	1.4.1	discuss the interplay of the different elements of fiction such as plot and structure;		*	
	1.4.2	describe the intended purpose (motivations, intentions, actions) of the narrator/ author;		*	
	<u>Screen Adaptations: Scene</u>				
	1.5.1	analyse the setting and scene of the movie as compared to the book;			*
	<u>Characterisation and Dialogues</u>				
	1.5.2	infer the depth of characterisation in the book and movies;			*
	1.5.3	analyse the dialogues and delivery by characters;			*
	<u>Plot</u>				
	1.5.4	analyse how plot differs between the book and the movie and what elements are modified in the movie;			*
	1.5.5	evaluate how societies and issues represented in the chosen work relates to the contemporary world and an individual's life (stereotypes, issues, etc.);			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
B. Stories ⁴ <ul style="list-style-type: none"> • The Gold Cadillac by <i>Mildred D. Taylor</i> • The Piece of String by <i>Maupassant</i> • Lumber-Room by <i>Saki</i> • The School Master's Progress by <i>Caroline Kirkland</i> • True Love by <i>Isaac Asimov</i> 	<u>Characterisation</u>				
	1.6.1	identify protagonists, antagonists and minors;		*	
	1.6.2	explain the authors' use of appropriate characterisation, narrative and plot;		*	
	1.6.3	discuss how the characters contribute to the overall themes and the plot of the story;		*	
	<u>Author's Purpose and Style</u>				
	1.7.1	discuss the theme and setting of the selected story;		*	
	1.7.2	discuss the style and language used in the selected prose;		*	
	<u>Context</u>				
	1.8.1	describe the social, political and cultural contexts in which the selected prose was written;		*	
	1.8.2	identify the biographical elements in the given texts;		*	
	1.8.3	write a focused, sensitive and informed personal response;			*
	1.8.4	evaluate social and cultural issues discussed by the writers;			*
	<u>Narrative Structure</u>				
	1.9.1	discuss the interplay of the different elements of fiction such as plot, and structure;		*	
	1.9.2	describe the intended purpose (motivations, intentions, actions) of the narrator/ author.		*	

⁴Stories are available in an anthology.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
2. Poetry⁵	Students should be able to:				
A. Voices from America and Europe <ul style="list-style-type: none"> • The Village School Master by <i>O. Goldsmith</i> • If by <i>R. Kipling</i> • Stopping by Woods on a Snowy Evening by <i>R. Frost</i> • Because I Could Not Stop for Death by <i>E. Dickinson</i> B. Voices from Asia <ul style="list-style-type: none"> • Solitude by <i>Faiz A. Faiz</i> (TP)⁶ • Asia Awakens by <i>S. Jafri</i> (TP) • Always Late by <i>Munir Niazi</i> (TP) • Rubaiyyat by <i>O. Khayyam</i> (TP) C. Voices from Africa <ul style="list-style-type: none"> • Before the Sun by <i>C. Mungoshi</i> (OE)⁷ 	<u>Meaning and Message</u>				
	2.1.1	identify the genre of the given text with reference to its structure and content;		*	
	2.1.2	summarise the main ideas in the given text;			*
	<u>Form</u>				
	2.2.1	discuss elements of poetry such as form, rhyme scheme and setting;		*	
	<u>Poetic Devices</u>				
	2.3.1	discuss the use of metaphor, simile, alliteration and personification;		*	
	2.3.2	discuss the tone of the poem with respect to the vocabulary used;		*	
	2.3.3	discuss the theme and imagery as used in the poem;		*	
	<u>Context</u>				
	2.4.1	situate a poem within its historical/ poet's personal context (if any);		*	
	2.4.2	analyse the given lines with reference to the context.			*

⁵ Poetry is available in an anthology.

⁶ TP: Translated Poems.

⁷ OE: Originally in English.

Part II (Class X)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Drama	Students should be able to:				
A. Plays <ul style="list-style-type: none"> Pygmalion by <i>G. B. Shaw</i> and Screen Adaptation <i>My Fair Lady</i> Death of a Sales Man by <i>Arthur Miller</i> 	<u>Context</u>				
	3.1.1	identify characteristics of plays;		*	
	3.1.2	state the social, political and cultural contexts in which the selected play is set;	*		
	3.1.3	demonstrate an understanding of the social and cultural issues portrayed by the playwright;		*	
	3.1.4	analyse the themes, sub-themes, motifs and setting of the selected text and their relevance in their respective time period and today;			*
	<u>Structure</u>				
	3.2.1	discuss the basic elements of drama including plot, setting, tone and action with respect to the given plays;		*	
	3.2.2	identify the structure of a play; exposition, rising action, climax, falling action and resolution;		*	
	<u>Characterisation</u>				
	3.3.1	explain the playwright's use of characters, actions and their relation to the plot.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Prose	Students should be able to:				
A. Essays ⁸ <ul style="list-style-type: none"> Gossip as Social Currency by <i>Dan Geddes</i> Mother Tongue by <i>Amy Tan</i> Why I Write by <i>George Orwell</i> My Fifty Years in Lahore by <i>I. Hussain</i> Three Days to See by <i>Helen Keller</i> 	<u>Author's Purpose and Style</u>				
	4.1.1	discuss the language and style of the author;		*	
	4.2.2	comment upon the use of satire, humour and irony;		*	
	4.3.3	discuss the author's viewpoints as presented in the text;		*	
	<u>Context</u>				
	4.2.1	state the social, political or cultural context in which the essay is written;	*		
	<u>Narrative Features of Essays</u>				
	4.3.1	discuss the basic elements of fiction and non-fiction including plot, character, setting, tone and mood with respect to the given texts;		*	
	4.3.2	comment critically on the theme of the text giving your views on its handling;		*	
	4.3.3	discuss the narrator's/ author's viewpoint, imagery and symbolism in the given essay.		*	

⁸ Essays are available in an anthology.

Topics and Subtopics	Student Learning Outcomes		Cognitive Level		
			K	U	A
5. Poetry⁹	Students should be able to:				
A. Voices from America and Europe <ul style="list-style-type: none"> • Shall I Compare Thee to a Summer's Day by <i>W. Shakespeare</i> • Past and Present by <i>T. Hood</i> • When I Have Fears ... by <i>J. Keats</i> • To the Cuckoo by <i>W. Wordsworth</i> • On his Blindness by <i>J. Milton</i> • The Albatross by <i>Charles Baudelaire</i> (TP)¹⁰ B. Voices from Asia <ul style="list-style-type: none"> • Opinion and Knowledge by <i>J. Rumi</i> (TP) • Man by <i>V.M. Nazir</i> (TP) • Departure Lounge by <i>V. Seth</i> (OE)¹¹ 	<u>Meaning and Message</u>				
	5.1.1	identify the genre of poetry with reference to its structure and content;		*	
	5.1.2	summarise the main ideas given in a text;			*
	<u>Poetic Devices</u>				
	5.2.1	identify metaphor, simile, alliteration and personification;		*	
	5.2.2	discuss the imagery as used in the poem;		*	
	5.2.3	paraphrase a poem;			*
	5.2.4	discuss the tone of a poem with respect to the vocabulary used;		*	
	<u>Form</u>				
	5.3.1	discuss elements of poetry such as form, rhyme scheme and setting;		*	
	<u>Context</u>				
	5.4.1	analyse the given lines with reference to the context;			*
	5.4.2	situate a poem within its historical/ poet's personal context (if any).		*	

⁹ Poetry is available in an anthology.

¹⁰ TP: Translated Poems.

¹¹ OE: Originally in English

Summary of Student Learning Outcomes

There will be two papers of three hours duration, carrying 100 marks each, one at the end of Class IX and the other at the end of Class X.

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Prose	Novellas	-	9	8	16
		Short Stories Short Play	-	9	2	11
2.	Poetry	-	-	6	2	8
Total			-	24	12	36
Percentage			-	67	33	100

Grade X

Table 2: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	Sub-Topics	SLOs			Total SLOs
			K	U	A	
3.	Drama	Plays	1	5	1	7
4.	Prose	Essays	1	6	-	7
5.	Poetry	-	-	6	3	9
Total			2	17	4	23
Percentage			9	74	17	100

Scheme of Assessment

Grade IX

Table 3: Allocation of Marks for the Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topic	Sub-Topics	Marks		Total
			Constructed Response Question	Extended Response Question	
1.	Prose	Novels	10	15	25
		Short Stories	10	15	25
2.	Poetry	-	10	15	25
Total			30	45	75

Grade X

Table 4: Allocation of Marks for the Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topic	Sub-Topics	Marks		Total
			Constructed Response Question	Extended Response Question	
3.	Drama	Plays	10	15	25
4.	Prose	Essays	10	15	25
5.	Poetry	-	10	15	25
Total			30	45	75

Exam Specifications

The Literature in English Exam for SSC Part I will consist of one paper of three hours duration, carrying 75 marks.

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 extended response questions (a choice will be given in the extended response questions).

Section I: (Novellas)

Section I will have two parts A and B, representing the two recommended novellas. 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. | 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 any one question. | 15 Marks |

Section III: (Poetry)

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

- | | |
|---|----------|
| 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 any one question. | 15 Marks |

Exam 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 extended response questions (a choice will be given in the extended response questions).

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. 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 any 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:

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 any one question. 15 Marks

- 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.
- 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.
- Candidates will be required to respond to these questions by writing on the question paper, which is also the answer book.
- Tables 1 and 2 summarise the number and nature of SLOs of 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.
- Tables 3 and 4 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.

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