



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

English Compulsory

Grades IX - X

(Based on New National Curriculum 2022-2023)

Part II (Grade X)

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level ¹ | | | |
|--|---|---|---|-----------------|----|
| | | R | U | A and beyond | |
| 4. Listening and Speaking | Students should be able to: | | | | |
| Listening And Speaking In Expressive/ Reflective, Persuasive/ Argumentative, Analytical and Communicative Contexts | 4.1 Communication Skills: Listening and Speaking | | | | |
| | 4.1.1 | identify a variety of accents (standard English spoken in England, United States of America, Australia, Canada, and common dialects prevalent in their context); | | FA ² | |
| | 4.1.2 | identify the following through differentiation: a. ways in which meaning is conveyed through pace, stress, and intonation, b. informal and formal register, c. human and AI voices; | | FA | |
| | 4.1.3 | discuss familiar topics by: a. selecting and synthesising facts and ideas from a variety of print (newspapers/ books) and/ or non-print (internet/ digital) sources, appropriate to the purpose, audience, context and culture, b. relating a familiar incident or situation by using well-chosen words/ terms, c. presenting opinions and support with reasons on familiar issues, d. delivering brief presentations on familiar topics which reflects selection of relevant and focussed information, e. comprehending (devise and conduct) an interview on specific topics; | | | FA |

¹R = Remember, U = Understand, A = Apply and beyond [Apply (A), Analyse (An), Evaluate (E), Create (C)]

²FA= Formative Assessment, not to be assessed under examination conditions.

| Skills and Sub-Skills | Student Learning Outcomes | | Cognitive Levels | | |
|--|---------------------------|---|------------------|---|--------------|
| | | | R | U | A and beyond |
| | 4.1.4 | illustrate the use of expressions in the media to inform and persuade (e.g., advertisements, news reports, vlogs); | | | FA |
| | 4.1.5 | use English in a range of situations (e.g., to argue, persuade, summarise, convince, narrate, describe, recount, and advice); | | | FA |
| | 4.1.6 | use interactive modes of communication to confidently and fluently engage in different contexts, (conflict resolution, role plays and dialogues) to fulfil different purposes (exposition, argumentation, persuasion, analysis); | | | FA |
| | 4.1.7 | use communication methods to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners; | | | FA |
| 4.2 Listening for Instructions: Complex | | | | | |
| | 4.2.1 | identify complex instructions and details from monologues or dialogues featuring heavy figurative language, such as irony, oxymoron, alliteration, allusion, puns, simile, metaphor, personification, hyperbole, idioms, and proverbs; | | * | |
| 4.3 Listening to Understand Text Type | | | | | |
| | 4.3.1 | identify the following text types of a heard text: a. expressive/ reflective texts (communicating feelings/ looking back at or reviewing past incidents), b. persuasive/ argumentative texts by illustrating simple techniques used for persuasion (opinion followed by reasons and examples), c. analytical speeches or passages (analysis of information/ relationship of comparison/ cause and effect); | | * | |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Levels | | |
|-----------------------|---|------------------|---|--------------|
| | | R | U | A and beyond |
| | 4.4 Listening to Understand Main and Sub-ideas | | | |
| | 4.4.1 describe the context of a heard passage with reference to people, conversation/ dialogue, places, topic, theme, discussion points; | | * | |
| | 4.4.2 elaborate the main idea of a text; | | * | |
| | 4.4.3 discuss past events, feelings, behaviour, thoughts and attitudes in reflective and expressive texts; | | | E |
| | 4.4.4 identify persuasive strategies used in a heard text (appeal to emotion, logic or use of evidences and/ or examples); | | * | |
| | 4.4.5 describe the following in a heard text: a. introduction of topic, b. presentation of point of view, c. impact of word choice, d. details and arrangement of texts, e. tone of text and/ or speaker (narrator); | | * | |
| | 4.4.6 discuss satire/ sarcasm in a heard text; | | | E |
| | 4.5 Listening to Understand Author's Purpose, Viewpoint and Message | | | |
| | 4.5.1 discuss author's purpose and emotions in a range of texts by identifying his/ her opinion and facts presented; | | | E |
| | 4.5.2 analyse explicit motifs, intentions, message and/ or moral conveyed in a heard text through choice of words and message; | | | An |
| | 4.5.3 establish social/ moral values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity etc., by observing the features of global citizenship and digital literacy for better participation in the global society through and in texts. | | | E |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | | |
|---|---|---|---|--------------|---|
| | | R | U | A and beyond | |
| 5. Reading | Students should be able to: | | | | |
| Reading Persuasive/ Argumentative, Reflective/ Expressive, Expository, and Analytical Texts | 5.1 Reading Strategies | | | | |
| | 5.1.1 | apply reading strategies like skimming, scanning, annotations note taking, using index and headings to navigate within texts to: a. inferring by referring to texts, b. predicting by contextual clues; | | | A |
| | 5.2 Reading for Main/ Sub Ideas, Details, Message and Overall Gist | | | | |
| | 5.2.1 | explore the given text for the gist, general idea, thesis statement and/ or topic sentences; | | | A |
| 5.2.2 | identify theme and its development in a poem/ prose; | | * | | |
| 5.2.3 | evaluate the following meanings of a text with the help of some basic contextual clues: a. Surface/ explicit meaning: respond to questions like who, what, where, when, i.e., apparent phenomenon, issues or ideas, b. Implied meaning: respond to questions like why, how, to what extent, i.e., underlying message and motivation of author/ characters, possible outcomes/ solutions/ suggestions; | | | E | |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | |
|---|---|-----------------|----|--------------|
| | | R | U | A and beyond |
| 5.3 Reading to Understand Text Structure | | | | |
| | 5.3.1 identify the following: a. common ways in which paragraphs of various text types (e.g. persuasive, reflective, analytical) are organised; b. discourse structures of texts: i. cause and effect relationship, ii. comparison and contrast, iii. spatial details, iv. sequence/ chronology, v. argumentation, vi. problem and solution, vii. general to specific or vice versa; | | * | |
| | 5.3.2 deduce tone and intention in expressive text; e.g. satire, humour for identifying cues which create the effect e.g. alliteration and personification; | | | E |
| 5.4 Reading to Understand Literature | | | | |
| | 5.4.1 identify the conventions of literary writing used in: a. paragraphs, essays and playscripts, b. multi-stanza poems; | | FA | |
| | 5.4.2 describe features of playscript (interpersonal) and poems (free verse/ contemporary); | | FA | |
| | 5.4.3 interpret the elements of: a. a play (fiction) or poetry (free verse/ contemporary), to illustrate ways in which setting (atmosphere) and plot influences the characters (main and supporting) b. poems with rhyme schemes and figurative language; | | | An |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | |
|-----------------------|---|-----------------|---|--------------|
| | | R | U | A and beyond |
| | 5.5 Reading to Understand Vocabulary | | | |
| | 5.5.1 infer contextual clues to comprehend: <ol style="list-style-type: none"> meanings of unfamiliar words, antecedents for pronouns, synonyms and antonyms, meanings of idiomatic expression, figurative language (similes, metaphors, hyperbole, personification, oxymoron, symbolism, pun), analogies and proverbs; | | | An |
| | 5.6 Reading to Understand Text Type, Genre and Author's Purpose | | | |
| | 5.6.1 describe the following in texts: <ol style="list-style-type: none"> facts and opinions, text types (e.g. fictional, including short stories and poems and non-fictional, including newspaper articles, personal accounts, digital texts) through basic features; | | * | |
| | 5.7 Reading Expository Texts | | | |
| | 5.7.1 assess expository texts by <ol style="list-style-type: none"> discussing ways in which a topic is introduced, impact of word choice, details (main and supporting) of texts, discussing ways in which the main idea is supported by details, thesis statement and evidence used by the author(s), identifying their arrangement/ organisation (cause and effect, problem and solution, comparison and contrast, general to specific, chronology, spatial order, vice versa); | | | E |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | |
|-----------------------|---|-----------------|---|--------------|
| | | R | U | A and beyond |
| | 5.8 Reading Expressive and Reflective Texts | | | |
| | 5.8.1 assess expressive and reflective texts by: <ol style="list-style-type: none"> describing expressive/ reflective texts (an event from personal experience: what happened, feelings, thoughts, emotions), discussing (causes and consequences/ thoughts and emotions) how an event has influenced or changed a person (a recount of events with a new insight), describing personal traits as revealed through thoughts and feelings, tracing the personal journey through moments of realisation with respect to moral/ ethical/ social/ digital values; | | | E |
| | 5.9 Reading Persuasive/ Argumentative Texts | | | |
| | 5.9.1 assess persuasive/ argumentative texts by: <ol style="list-style-type: none"> discussing ways in which author(s) effectively present/s an opinion, discussing explicit evidences, comprehensiveness of details and the way in which the author’s intent affects the structure and tone of the text, explaining the use of specific rhetorical devices to support views (appeal to emotion (<i>pathos</i>), logic (<i>logos</i>), ethics, predetermined ideas (<i>ethos</i>) use of analogies, examples or relating a personal experience); | | | E |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | |
|-----------------------|---|-----------------|---|--------------|
| | | R | U | A and beyond |
| | 5.10 Reading Analytical Exposition | | | |
| | 5.10.1 discuss familiar events, situations and processes in analytical exposition by: a. comprehending relational process: relationship of cause and effect, comparison and contrast, problem and solution, b. discussing opinions, facts, evidences and reasons, and anticipating outcomes, c. identifying the relevance of an issue by relating it to personal or generalised experiences; | | | E |
| | 5.11 Mechanics for Critical Thinking | | | |
| | 5.11.1 discuss the use of connective and transitional (cohesive) devices and their use in each text; | | | E |
| | 5.11.2 critique on the: a. author's/ poet's bias toward a group or community, b. use of stereotype (cultural, racial) in written texts; | | | E |
| | 5.11.3 evaluate texts generated through AI Software (such as ChatGPT, Meta AI) for: a. authenticity and plagiarism, b. drawing comparisons and contrasts between an excerpt from a classic text with an AI generated text; | | | FA |
| | 5.11.4 evaluate social/ moral values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, and diversity described in texts; | | | E |
| | 5.11.5 evaluate unseen poems/ quotations/ advertisements/ brochures/ news reports/ news stories/ digital media. | | | FA |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | | |
|---|--|---|---|--------------|---|
| | | R | U | A and beyond | |
| Writing | Students should be able to: | | | | |
| Writing Persuasive/ Argumentative, Reflective/ Expressive, Expository, and Analytical Texts | 6.1 Writing for Effective Communication – Strategies and Styles | | | | |
| | 6.1.1 | use pre-writing and planning strategies to organise ideas in writing: a. brainstorming, b. mind mapping/ clustering, c. free writing, d. using paragraphing in different texts: one idea is developed in each paragraph, e. using transitional devices are used for coherence; | | | A |
| | 6.1.2 | compose a formal letter or email to government and relevant authorities such as newspaper/ E-news editors following block style with open punctuation; | | | C |
| | 6.1.3 | write a report to the school authorities (informational, event, investigative, incident); | | | C |
| | 6.1.4 | identify focus in one’s own writing by recognising audience and purpose; | | * | |
| | 6.1.5 | compose a precis of a paragraph or a passage; | | | C |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | | |
|--|---------------------------|--|---|--------------|----|
| | | R | U | A and beyond | |
| | 6.1.6 | compose expressive/ reflective, persuasive/ argumentative and analytical essays and reports/ formal letters by establishing a controlled impression that conveys a clear perspective, focus, organisation, appropriate tone and language; | | | C |
| | 6.1.7 | establish social/ moral values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity, etc., by observing the features of global citizenship and digital literacy for better participation in the world in one's writing; | | | E |
| | 6.1.8 | use conventions/ style of writing reports/ letters (impassioned/ impersonal) and articles such as personal anecdotes/ experience (personal/ opinionated); | | | C |
| | 6.1.9 | design a written text using conventions of writing/ text types/ genres; | | | C |
| | 6.1.10 | use given contextual clues to translate sentences/ paragraphs/ passages into mother tongue and/ or Urdu; | | | FA |
| 6.2 Writing Exposition of Facts and Information | | | | | |
| | 6.2.1 | write expository essays by: <ul style="list-style-type: none"> a. composing a thesis statement, b. drawing comparisons and contrasting familiar ideas and/ or concepts, c. evaluating a familiar social or everyday life situations by synthesising relevant details, d. incorporating presentational devices, e.g. bullet points, sub-headings; | | | C |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | |
|-----------------------|---|-----------------|---|--------------|
| | | R | U | A and beyond |
| | 6.3 Writing Expressive/ Reflective Essays | | | |
| | 6.3.1 compose expressive/ reflective texts by: <ul style="list-style-type: none"> a. recalling events from personal experience (what happened, feelings, thoughts, and emotions), b. analysing ways (causes and consequences/ thoughts and emotions) that influence individuals after an event; | | | C |
| | 6.4 Writing Persuasive/ Argumentative Essays | | | |
| | 6.4.1 compose persuasive/ argumentative essays by: <ul style="list-style-type: none"> a. structuring ideas and evidence in a logical fashion, b. introducing precise claim(s), distinguishing and analysing the claim(s) from alternate or opposing claims, creating an organisation that establishes clear relationships among claim(s), counterclaims, reasons, and evidence, c. using specific rhetorical devices to persuade (appeal to emotions (<i>pathos</i>), logic (<i>logos</i>), ethics (<i>ethos</i>), use of analogies, examples, reasons and/ or by relating a personal experience), d. defending opinions regarding social and current issues; | | | C |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | |
|-----------------------|---|-----------------|---|--------------|
| | | R | U | A and beyond |
| | 6.5 Writing Analytical Exposition | | | |
| | 6.5.1 compose analytical exposition on an opinion, a situation, issue, process by: a. using relationship of cause and effect, comparison and contrast, problem and solution, b. relating a situation to other events or phenomenon/ real life events, c. elaborating and itemising steps (firstly... secondly. next... finally), d. deducing the causes and consequences/ advantages and disadvantages/ strengths and limitations of a given happening or phenomenon; | | | C |
| | 6.6 Content Creation | | | |
| | 6.6.1 design creative content using digital tools such as AI software, Canva, Scratch for better participation in the digital world using the conventions of writing; | | | FA |
| | 6.6.2 create communication strategies to engage with the global world on issues such as climate change, human rights, digital rights, and pluralism; | | | FA |
| | 6.7 Writing Literature | | | |
| | 6.7.1 compose paragraphs, essays, playscripts, multi-stanza poems (free verse/ contemporary) using conventions of writing literature (elements, features, rules); | | | FA |

| Skills and Sub-Skills | Student Learning Outcomes | Cognitive Level | | |
|-----------------------|---|-----------------|---|--------------|
| | | R | U | A and beyond |
| | 6.8 Vocabulary | | | |
| | 6.8.1 use the following language components in written texts: a. appropriate words as per the requirement of texts, b. synonyms, antonyms, idioms, figurative language and phrasal verbs to enrich one’s writing; | | | A |
| | 6.9 Grammatical Accuracy | | | |
| | 6.9.1 use the following grammatical components accurately in texts: a. punctuation (full stops, commas, capitalisation, colon, semi colon, quotation marks, apostrophe), b. spellings, c. prepositions, d. subject-verb agreement and tenses, e. sentence construction (simple sentence, compound sentence, complex sentence, compound-complex sentence) f. conjunctions (coordinating, subordinating conjunctions), g. clauses - independent, dependent/subordinate (adverbial, adjective, noun clauses), h. conditional clauses; (type zero, type I, type II), i. words/ phrases to indicate degrees of possibility using adverbs and modal verbs; | | | A |
| | 6.9.2 rectify grammatical errors by editing/ revising a written text. | | | A |

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

Annex A: Text Types and Examples

| Text Type | Examples |
|--|--|
| <p>Narrative/ Expressive/ Reflective Texts (Literary/ fiction/ creative non-fiction texts)</p> <p>Intention: To entertain, explore, imagine, enlighten, share experience to get the reader involved in the story and characters.</p> <p>Focus: To show literary, creative and aesthetic appeal.</p> | <ul style="list-style-type: none"> ○ Stories ○ Poems (lyrics, ballads, sonnets) ○ Play scripts ○ Biographies/ autobiographies/ memoirs or personal experiences ○ Anecdotes ○ Personal essays/ Blogs/ vlogs, Instagram Reels, Youtube Shorts, TikToks, Spotlight on Snapchat ○ Diary, journal entries, blog posts ○ Fantasy, adventure, science, fiction, thriller, fantasy |
| <p>Persuasive/ Argumentative texts</p> <p>Intention: To persuade, argue, advice.</p> <p>Focus: To influence the readers or viewers to change their mind about something.</p> | <ul style="list-style-type: none"> ○ Brochures ○ Advertisements of consumer products, Instagram Reels, Youtube Shorts, TikToks, Spotlight on Snapchat ○ Letter to the editor conveying opinions ○ Editorials ○ Campaign literature ○ Magazine articles (print and digital) supporting a position ○ Anecdote/ story supporting a position |
| <p>Expository (Factual/ Informative Texts)</p> <p>Intention: To inform, explain and describe print and computer-based informative and reference texts.</p> <p>Focus: To document, organise and convey information and ideas</p> | <ul style="list-style-type: none"> ○ News reports, magazine articles, memos, menus, blurbs, indices, forms, maps, recipes, minutes, tables, flowcharts, Youtube Shorts, TikToks, Spotlight on Snapchat, Instagram Reels ○ Diagrams, fact sheets, information leaflets, prospectuses, plans, summaries, records |

| Text Type | Examples |
|--|---|
| <p>Expository/ Analytical Texts</p> <p>Intention: To analyse, review and comment</p> <p>Focus: To present weighed and evaluation views of ideas and issues</p> | <ul style="list-style-type: none"> ○ Commentaries ○ Analytical articles ○ Essays and reports ○ Reviews ○ Podcasts |
| <p>Interpersonal/ Transactional communication Texts</p> <p>Intention: To communicate a message for transactional or interpersonal purpose.</p> <p>Focus: To communicate and share ideas, feelings and information.</p> | <ul style="list-style-type: none"> ○ Dialogues (informal/ formal) ○ Letters (informal/ formal) ○ Greeting cards ○ E mails ○ Notices ○ Talks ○ Interviews ○ Job advertisements ○ Resumes/ CVs ○ Podcasts |
| <p>Reflective Texts</p> <p>Intention: To reflect on personal experiences, thoughts, or feelings, often with introspection or self-analysis.</p> <p>Focus: To give personal anecdotes, introspective analysis, emotional insight</p> | <ul style="list-style-type: none"> ○ Journals ○ Diaries ○ Personal essays/ Blogs/ Vlogs ○ Memoirs ○ Podcasts |
| <p>Literary Texts</p> <p>Intention: To express creativity, imagination, or artistic vision.</p> <p>Focus: To compose innovative language, literary devices, imaginative storytelling</p> | <ul style="list-style-type: none"> ○ Poetry ○ Fiction ○ Drama ○ Creative nonfiction ○ Anime/ Comics |

Reference: Adapted from National Curriculum of Pakistan 2024

Annex B: Figurative Language

Figurative language refers to the use of words or expressions in a non-literal way to convey meaning beyond their literal interpretation. It enhances the impact and effectiveness of writing by engaging readers' senses, emotions, and imagination and allows writers to convey complex ideas and evoke powerful imagery, making their writing more memorable and compelling. Understanding figurative language involves recognising and interpreting the non-literal meanings of words and expressions used in communication.

Here are some common types of figurative language:

1. **Simile:** A comparison between two unlike things using like or as. For example: He runs as fast as a cheetah.
2. **Metaphor:** A direct comparison between two unlike things, stating that one thing is another. For example: Her smile is a ray of sunshine.
3. **Personification:** Giving human characteristics to non-human entities or objects. For example: The wind whispered through the trees.
4. **Hyperbole:** Exaggeration for emphasis or effect. For example: I've told you a million times.
5. **Understatement:** Deliberately downplaying the significance or intensity of something. For example: "It's just a scratch" even after being in a major accident.
6. **Alliteration:** The repetition of initial consonant sounds in neighbouring words. For example: She sells seashells by the seashore.
7. **Onomatopoeia:** Words that imitate the sound they represent. For example: buzz, clang, meow.
8. **Oxymoron:** A combination of contradictory or opposite terms. For example: bittersweet and living death.
9. **Irony:** Saying one thing while meaning the opposite, often to highlight absurdity or convey a deeper meaning. For example: The fire station burned down.
10. **Symbolism:** Using objects, characters, or actions to represent abstract ideas or concepts. For example: A dove usually symbolises peace.
11. **Pun:** A type of wordplay that exploits multiple meanings of a word or phrase, or the similar-sounding words, for humorous or rhetorical effect. For example: I used to be a baker, but I couldn't make enough dough.

Annex C: Cohesive Devices

Cohesive devices are linguistic elements used to connect different parts of a text, making the writing coherent and facilitating the smooth flow of ideas. Here's a breakdown of various cohesive devices:

| Addition | Comparison | Giving Examples | Sequencing |
|---|---|---|--|
| <ul style="list-style-type: none">• Moreover• Additionally• Furthermore• In addition• Also• Too• As well as | <ul style="list-style-type: none">• Similarly• Compared to• Likewise• Equally• Also• In the same way | <ul style="list-style-type: none">• For example• To illustrate this..• For Instance• Such as• In other words• Namely | <ul style="list-style-type: none">• Firstly• To begin with• After that• Thirdly• Next• Finally• Lastly |

Source: <https://ieltsfocus.com/2017/07/20/cohesive-devices-in-ielts/>

FOR ANNUAL EXAMINATION 2026 AND C

Scheme of Assessment (Exam Specifications)

The English Compulsory Exam for **SSC Part II** will consist of two papers of 75 marks. Paper I will have 30 multiple choice questions to be answered in 60 minutes (1 hour). Paper II will consist of constructed response questions and two extended response essay type questions worth 45 marks to be attempted in 120 minutes (2 hours).

Paper I

30 marks

Paper I will have three separate sections:

- Listening comprehension section will be of 12 marks. It will be of 25 minutes' duration which includes the time for listening to the recorded passages. This part will consist of two passages having 6 MCQs each.
- Reading comprehension section will be of 12 marks and 25 minutes long. This part will consist of two passages having 6 MCQs each.
- Grammar section will be of 6 marks and 10 minutes long. This part will consist of 6 MCQs based on a Cloze Passage where grammatical accuracy will be assessed.

Paper II

45 marks

This paper will be of 45 marks with the following tasks and marks allocation:

- A reading passage (any one reading passage is repeated from Paper I) followed by constructed response questions (20 marks)
- Formal Writing: Candidates will be required to write on any ONE of the two prompts given from the following three writing formats: formal letter, formal email, report in 200-250 words. (10 marks)
- Essay Writing: Candidates are required to write an essay on any ONE of the three essay topics given from the following five text types: expository, expressive, persuasive, argumentative, and analytical essays in 300-350 words. (15 marks)

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

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