



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)

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**Secondary School Certificate
Examination Syllabus**

**ENGLISH COMPULSORY
GRADES IX-X**

**This syllabus will be examined in both Annual and
September Examination sessions from Annual
Examinations 2026 onwards for Grade IX and from
Annual Examinations 2027 for Grade X**

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For queries and feedback

Address: Aga Khan University Examination Board
Block - C, IED - PDC, 1-5/B-VII
Federal B. Area, Karimabad, Karachi, Pakistan.

Phone: (92-21) 3682-7011

E-mail: examination.board@aku.edu

Website: <http://examinationboard.aku.edu>

Facebook: www.facebook.com/akueb

Linktree: <https://linktr.ee/akuexamboard>

Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) levels. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and is aligned with the National Curriculum and mapped with provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and society.

The aims of the syllabus review of SSC and HSSC are 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 society.
- 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 the 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, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The development of the revised syllabus has 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 our Principal Syllabus Reviewers, Syllabus Revision Panellists and all other reviewers for their contribution. 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 and students 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 the very best to our students and teachers in implementing this syllabus.



Dr Naveed Yousuf
Chief Executive Officer (CEO), Aga Khan University Examination Board
Associate Professor of Practice, Educational Development, Faculty of Health Science,
Aga Khan University

FOR ANNUAL EXAMINATION 2026 AND ONWARDS

Understanding of AKU-EB Syllabi

1. The AKU-EB 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.
2. 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 also provide enabling SLOs where needed to scaffold student learning.
3. 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.
4. The SLOs are classified under the following cognitive levels of Bloom's Taxonomy: Remember (R), Understand (U), Apply and beyond [Apply (A), Analyse (An), Evaluate (E), Create (C)]. This is to facilitate effective planning for teaching, learning and assessment. In addition, some SLOs are identified as Formative Assessments (FA), where applicable.
5. The **Examination Specification** is provided which elucidates the weightage of each topic in the examinations determined on the basis of the content as well as the relevance of the topic
6. To implement this syllabus, students and teachers can take support from additional material provided by the board to its affiliated schools including **Learning Resource Guides, Pacing Guides** and **Model Papers**.
7. The AKU-EB syllabi for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) are designed to foster not only conceptual understanding but also critical thinking and problem-solving skills. These syllabi ensure students develop the cognitive, affective and psychomotor skills essential for success at the university and beyond.

Subject Rationale of AKU-EB English Compulsory

Why study English?

Studying English is crucial because it opens doors to countless opportunities. Being the lingua franca, it allows students to communicate confidently at national and international levels. Many universities and workplaces require English proficiency; therefore, being skilled in the language can significantly enhance career prospects. It's also the language of technology, science, and global business, which gives students access to cutting-edge knowledge and resources. Students can also attempt language proficiency exams such as IELTS or TOEFL, and if they pass these exams, which can lead to studying abroad or a career internationally. English also allows students to connect with people from different cultures, breaking down barriers and developing an inclusive attitude. Beyond academics, knowing English boosts self-confidence and gives students a competitive edge. Ultimately, English is not just a subject to study but a powerful tool that can shape students' futures in a globalised world.

What will you learn in AKU-EB English Compulsory?

- English is the major international language of education, research, diplomacy and business, making it the medium for the communication of new ideas all over the world. AKU-EB's English Compulsory syllabus, hence, focuses on the need to interact globally and locally, in academic and non-academic settings.
- The syllabus takes a skill-based approach to language learning and focuses on language learning, academic literacy and effective communication strategies. The skills taught in the English Compulsory course at SSC and HSSC are not an end in themselves but have been designed to support and contribute to the literacy requirements needed for humanities and science subjects.
- For a majority of Pakistani students, learning English is a conscious effort which requires deliberation, guidance and practice. The AKU-EB syllabi reflect focused approach and the path to achievement of these outcomes through a particular sequence of learning goals.
- Steps have also been taken to make the syllabus more “needs based”, by identifying the progression within and across the grades, i.e., from class IX to class X, with a progression from simpler to more demanding types of text – both reading and listening passages.
- All four language skills – reading, writing, listening, and speaking – have been addressed in the syllabi. In fact, AKU-EB is the only Pakistani Examination Board to assess not only reading and writing but listening skills as well.

Where will it take you?

- Proficiency in English is a requirement for most university courses in Pakistan and across the world. Hence, a successful completion of this course will open the doors for further successes in life. The successful implementation of the objectives of AKU-EB English Compulsory syllabus in classroom and assessment practices will facilitate you in taking up various national and international competitive and placement examinations and courses of higher studies. This also includes language proficiency tests such as IELTS/ GRE/ TOEFL/ GMAT/ SAT/ PTE.
- In addition to learning basic English language through AKU-EB syllabi and later opting for advanced courses in Linguistics and Literature in universities, students can opt for the following career pathways:
 - Civil Services
 - Journalism
 - Public Relations
 - Teaching/ Education Management
 - Communications/ Editing/ Content Development/ Marketing/ Advertising
 - Writing (academic/ research/ fiction/ translation)

How to approach the syllabus?

The AKU-EB English Compulsory syllabi are carefully designed with a reader-friendly approach to ensure that students and teachers can easily comprehend it, making it functional for teaching, learning and assessment purposes. The syllabus includes the following parts:

Subject Rationale	It is an introductory document for students.
Student Learning Outcomes (SLOs)	These guides regarding the details about what has to be achieved.
Scheme of Assessment (Exam Specifications)	It guides regarding what is expected in the examination.
Additional Resources:	
Pacing Guide	It ensures smooth transition and curricular continuity of a school's academic year. It also predicts the time and pace of syllabi implementation.
Resource Guide	It includes teaching and learning resources for students and teachers.
Model Paper	It guides regarding exam pattern, types of questions and marking scheme.
Command Word Guide	It clarifies expectations regarding the cognitive levels and skills that should be acquired by the students and which are assessed in the AKU-EB examinations.
English Guidebook for Teachers	It assists teachers to develop exam questions for their classrooms. It includes sample text types assessed in examinations and language skills required to prepare students for examinations, higher education, and communication for active participation in the global and digital world.

Student Learning Outcomes of AKU-EB SSC English Compulsory Syllabus

Part I (Grade IX)

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels ¹			
		R	U	A and beyond	
1. Listening and Speaking	Students should be able to:				
Listening and Speaking in Narrative, Descriptive, Reflective, Expository, Expressive and Communicative Contexts	1.1 Communication Skills				
	1.1.1	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	
	1.1.2	identify ways in which meaning is conveyed through pace, stress and intonation during listening/ conversation;		FA	
	1.1.3	discuss familiar topics by <ol style="list-style-type: none"> a. selecting and synthesising facts and ideas from some basic print (newspapers/ textbooks) and/ or non-print (internet/ digital) sources, appropriate to the purpose, audience, context, and culture: b. asking and responding to relevant questions, c. making notes of responses, d. delivering presentations/ brief to sustained speeches on familiar 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
	1.1.4 use expressions used in the media to report facts and incidents;			FA
	1.1.5 use simple vocabulary to convey thoughts, purpose, seek clarification, narrate an incident or describe a phenomenon/situation;			FA
	1.1.6 use expressions to speak confidently and fluently in a wide range of contexts, (role plays and dialogues) to fulfil different purposes (exposition, express feeling/thoughts, reflection on past events);			FA
	1.1.7 use interactive modes of communication to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners;			FA
1.2 Listening for Instructions: Simple				
	1.2.1 show the ability to: <ul style="list-style-type: none"> a. effectively listen for simple instructions by comprehending and following instructions accurately in various contexts, such as classroom activities, daily routines, or tasks, b. comprehend audio texts generated through AI software; c. provide clear instructions to AI software to generate listening texts. 			FA
1.3 Listening to Understand Text Type				
	1.3.1 identify text type of a heard text by the help of basic features: <ul style="list-style-type: none"> a. narrative features (speaker, tone, plot, setting, characters), b. descriptive features (sensory details, vivid imagery), c. exposition (sequence, thesis and details), d. expressive/ reflective texts (communicating feelings/ looking back at or reviewing past incidents); 		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	1.4 Listening to Understand Main and Sub-ideas, Details, Moral and Overall Gist			
	1.4.1 discuss the topic, theme, main idea and moral after listening to a text;			E
	1.4.2 identify similar meanings, similar sounds, numbers, dates and sequence in a heard text;		*	
	1.4.3 describe the impact of sensory details and imagery used in a heard text;		*	
	1.4.4 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;		*	
	1.4.5 discuss past events, feelings, behaviour, thoughts and attitudes in reflective texts;			E
	1.5 Listening to Understand Speaker's Purpose and Viewpoint/ Moral			
	1.5.1 describe the following from conversation(s): a. mood(s), b. personality traits;		*	
	1.5.2 identify speaker's (narrator's) purpose in a range of texts;		*	
	1.5.3 differentiate between facts and opinions;		*	
	1.5.4 discuss explicit evidences, themes/ sub-themes and overall gist in texts;			E
	1.5.5 identify organisational pattern(s) of heard/ audio texts;		*	
	1.5.6 establish social/ moral values and personal attributes during listening and speaking such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, and diversity for better participation in the global society through features of global citizenship and digital literacy in spoken or audio texts.			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
2. Reading	Students should be able to:				
Reading in Narrative, Descriptive, Reflective, Expository (factual/ informative) and Expressive Texts	2.1 Reading Strategies				
	2.1.1	apply the following reading strategies: a. skimming, b. scanning, c. annotation and note-taking, d. using index and headings to navigate within texts, e. inferring by referring to texts, f. predicting by contextual clues;			A
	2.1.2	translate sentences/ paragraphs/ passage through contextual clues in Urdu;			FA
	2.2 Reading for Main/ Sub-Ideas, Details, Moral and Overall Gist				
	2.2.1	discuss different parts of a text by identifying the topic sentences, main ideas and their relation with other sentences;			E
	2.2.2	predict situations, consequences, resolutions and endings based on: a. facts and events, b. character traits;			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	2.2.3 evaluate the following meanings of a text through 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; 2.2.4 construct a given text by: a. adding and subtracting relevant details, b. suggesting techniques to the original author(s)/ writer(s) of the text;			E
2.3 Reading to Understand Literature				
	2.3.1 discuss paragraphs, essays, stories, multi-stanza poems through the basic conventions of literary writing used in these texts; 2.3.2 describe features of: a. novellas, short stories, personal and interpersonal accounts (biographies, autobiographies), b. poems (classic/ rhythmic); 2.3.3 interpret the elements of: a. stories (fiction) or poetry (classical/ rhythmic), such as how the setting influences the characters and plot, b. poems with respect to rhyme schemes and figurative language;		FA	FA

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	2.4 Reading to Understand Vocabulary			
	2.4.1 identify contextual clues to recognise: <ul style="list-style-type: none"> a. meanings of unfamiliar words, b. proverbs, c. antecedents for pronouns, d. meanings of idiomatic expression, figurative language (similes, metaphors, hyperbole, personification, oxymoron) and analogies; 		*	
	2.5 Reading to Understand Text Type and Genre			
	2.5.1 identify the type and genre of text (e.g., fictional, including short stories and poems and non-fictional, including newspaper articles, personal accounts) through its basic features;		*	
	2.6 Reading Narrative Texts			
	2.6.1 assess narrative texts by: <ul style="list-style-type: none"> a. comparing characters (protagonist(s), antagonist(s), supporting character(s)) b. relating characters to their motivations and purpose, c. describing recurring theme(s) and sub-theme(s), d. identifying the structural elements of a plot (beginning, rising action, climax, falling action, resolution) in a simple short story, e. describing the narrator and his/ her comments about characters and situations; 			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	2.7 Reading Expressive and Reflective Texts			
	2.7.1 assess expressive/ reflective texts by: <ol style="list-style-type: none"> a. describing an event from personal experience: what happened, feelings, thoughts, emotions, b. discussing causes and consequences/ thoughts and emotions the influence of an event on an individual/s leading to changes in thoughts, emotions, behaviours, attitudes (a recount of events with a new insight), c. describing personal traits as revealed through thoughts, behaviours, attitudes, appearances, and feelings; 			E
	2.8 Reading Descriptive Texts			
	2.8.1 assess descriptive texts by: <ol style="list-style-type: none"> a. describing the use of sensory details and imagery used for a person, place, or phenomenon, b. explaining the impact of detailed and/ or brief descriptions for various purposes by the author, c. describing the use of figurative elements, such as metaphors, similes, personification, hyperbole, oxymoron to enhance the reader's experience of a text; 			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	2.9 Reading Expository Texts			
	2.9.1 assess expository texts by: <ol style="list-style-type: none"> discussing introduction of topic, impact of word choice, details (main and supporting) and arrangement/ sequence of texts, discussing support of main idea through main and sub-details, thesis statement and evidences used by the author(s), identifying the organisation of a text (cause and effect, problem and solution, comparison and contrast, general to specific, chronology, vice versa); 			E
	2.10 Reading to Understand Author's Purpose and Intent			
	2.10.1 elaborate author's purpose and intention by: <ol style="list-style-type: none"> identifying overall gist, facts and opinions, describing details, choice of words including figurative and cohesive devices, and tone, explaining the use of connective (transitional) devices in texts; 		*	
	2.10.2 evaluate on the use of the stereotypes (cultural, racial) by the author in a text;			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
	2.11 Reading to Understand Details				
	2.11.1	extract information from textbooks, resources and dictionaries, using drawings, diagrams, tables, headings, margin notes, index, glossary, graphics, maps, etc.;		FA	
	2.11.2	evaluate social/ moral values and personal attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity biases (stereotypes against a group/ culture/ community) through features of global citizenship and digital literacy in texts;			E
	2.11.3	evaluate texts by: <ul style="list-style-type: none"> a. discussing AI generated texts from available AI Software such as ChatGPT, Meta AI for authenticity and plagiarism, b. drawing comparisons and contrasting AI generated texts with excerpts from a classic texts. 			FA

FOR ANNUAL EXAMINATIONS

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
3. Writing Skills	Students should be able to:				
Writing Narrative, Expository (Factual/ Informative), Reflective, Expressive, Interpersonal/ Transactional Communication	3.1 Writing for Effective Communication – Strategies and Styles				
	3.1.1	use pre-writing and planning strategies to organise ideas in writing: a. brainstorming, b. mind mapping/ clustering, c. free writing, d. paragraphing different texts (one idea is developed in each paragraph and understanding of the difference between introduction, body paragraphs and conclusion is demonstrated), e. include cohesive (transitional) devices in writing;			A
	3.1.2	explore social/ moral values and personal 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 in written work;			E
	3.1.3	summarise a text by identifying the main idea and supporting details;			A
	3.1.4	complete forms for administrative and educational purposes such as examination forms, admission forms, Google forms;			FA
	3.1.5	compose formal letters and e-mails (to educational institutes and leadership in other institutions) and follow block style with open punctuation;			C

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	3.1.6 compose coherent texts by using transitional and connective (cohesive) devices;			C
	3.1.7 compose narrative, expository (factual/ informative), reflective, expressive, interpersonal essays and formal letters by establishing a controlled impression that conveys a clear perspective, focus, organisation, appropriate tone and language;			C
3.2 Writing Narrative Essays				
	3.2.1 compose a story/ fable by: a. tracing a sequence of events (real or imagined) and communicate their significance, b. discussing appearances and images in a story, c. using simple style of narration in a chronological and/ or organised manner, d. using basic elements of story writing: characterisation, plot and setting; e. using figurative and connectors/ cohesive (transitional) devices;			C
3.3 Writing Description of Places, Persons and Events				
	3.3.1 compose a written text regarding a situation/ event/ incident/ case by describing: a. the situation/ event/ incident/ case, places, persons through effective use of language, i.e., use adjectives, figurative language, and noun phrases, b. details of the sights, sounds, and smells of a scene and specific actions, movements, and persons;			C

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
	3.4 Writing Exposition of Facts and Information				
	3.4.1	compose an expository (factual) essay by: a. writing thesis statement, b. drawing comparison and contrast between familiar ideas and/ or concepts, c. evaluating a familiar social or everyday life situation(s) by synthesising relevant details; d. rationalising facts and comments to validate the findings and/ or outcomes;			C
	3.4.2	use presentational devices such as bullet points, sub-headings, animations as required in written and digital texts;			A
	3.5 Writing Reflective Essays				
	3.5.1	compose reflective essays by: a. recounting a personal experience, detailing what transpired, and exploring the associated feelings, thoughts, and emotions, b. analysing causes and consequences/ thoughts and emotions of a person influenced by an event;			C
	3.6 Writing Expressive Essays				
	3.6.1	compose personal experiences or expressive thoughts by: a. vividly describing events/ situations and conveying the emotions, thoughts, and feelings they evoked, b. exploring the causes and consequences of an event, delving into its impact on emotions and thoughts to convey a particular theme or message, c. assessing a topic/ theme with proper/ appropriate justifications and/ or analysis;			C

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	3.7 Vocabulary			
	3.7.1 use the following in writing: a. appropriate words as per the requirement of texts, b. synonyms, antonyms, idioms, proverbs, figurative language and phrasal verbs based on the content and context of the text;			A
	3.8 Writing Literature			
	3.8.1 compose paragraphs, essays, stories, multi-stanza poems using basic conventions of writing literature (elements, features, rules);			C
	3.9 Grammatical Accuracy			
	3.9.1 use a variety of simple and compound sentences with accurate: a. punctuation (full stops, commas, capitalisation), 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 conjunctions), g. clauses (independent and dependent clause), h. conditional clauses (type zero, type I), i. words/ phrases to indicate degrees of possibility using adverbs (e.g. perhaps, surely) and modal verbs (e.g., might, should, will, must);			A
	3.9.2 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.)

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;			FA

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"> a. describing expressive/ reflective texts (an event from personal experience: what happened, feelings, thoughts, emotions), b. discussing (causes and consequences/ thoughts and emotions) how an event has influenced or changed a person (a recount of events with a new insight), c. describing personal traits as revealed through thoughts and feelings, d. 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"> a. discussing ways in which author(s) effectively present/s an opinion, b. discussing explicit evidences, comprehensiveness of details and the way in which the author's intent affects the structure and tone of the text, c. 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: 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: 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

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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

Grade IX

Table 1: Exam Specifications

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Listening	12 (2 Passages: 6+6)			12
2	Reading	<ul style="list-style-type: none"> • 2 Passages (6+6) • 1 Cloze passage (6) 	5 CRQs (3+3+4+5+5) 20 Marks		38
3	Writing			2 ERQs <ul style="list-style-type: none"> • Letter Writing (2 ERQs @ 10 Marks) • Essay Writing (3 ERQs @ 15 Marks) Note: Choose any ONE option from each ERQ	25
Total		MCQ 30	CRQ 20	ERQ 25	75

Note: The cognitive distribution of marks for English Compulsory SSC are as follows

Remember: 0 to 10 %

Understand: 30 to 40%

Apply and beyond: 50 to 60 %

The English Compulsory Exam for **SSC Part I** 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 on each passage.
- 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 two writing formats: formal letter, formal email in 200-250 words. (10 marks)
- Essay Writing: Candidates will be required to write an essay on any ONE of the three essay topics given from the following five essay types: narrative, reflective, expressive, descriptive, and expository 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.)

Scheme of Assessment

Grade X

Table 2: Exam Specifications

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Listening	12 (2 Passages: 6+6)	5 CRQs (3+3+4+5+5) 20 Marks		12
2	Reading	<ul style="list-style-type: none"> • 2 Passages (6+6) • 1 Cloze passage (6) 			38
3	Writing			2 ERQs <ul style="list-style-type: none"> • Letter Writing (2 ERQs @ 10 Marks) • Essay Writing (3 ERQs @ 15 Marks) Note: Choose any ONE option from each ERQ	25
Total		MCQ 30	CRQ 20	ERQ 25	75

Note: The cognitive distribution of marks for English Compulsory SSC are as follows

Remember: 0 to 10 %

Understand: 30 to 40%

Apply and beyond: 50 to 60 %

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.

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Principal Reviewer
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Principal Reviewer
The Mama Parsi Girls' Secondary School, Karachi

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In-house Team

- **Mentor and Advisor:**
Dr Naveed Yousuf, CEO, AKU-EB
- **Operational Advisor:**
Hanif Shariff, Director, AKU-EB
- **Syllabi Review Lead:**
Raabia Hirani, Manager, Curriculum Development
- **Syllabi Review Facilitators:**
Dur Nasab, Associate, Curriculum Development
Mahrukh Jiwa, Specialist, Middle School Programme
- **Internal Reviewer:**
Zain-ul-Muluk, Manager, Examination Development
Farhan Khan, Specialist, Curriculum and Exam Development
Mahrukh Amin Jiwa, Specialist, Middle School Programme
Anita Saleem, Specialist, Curriculum and Exam Development
Farhan Khan, Specialist, Curriculum and Exam Development
- **Learning Resources Reviewer:**
Ali Bijani, Manager, Teacher Support, and team
- **Assessment Reviewer:**
Munira Muhammad, Lead Specialist, Assessment
- **Administrative Support:**
Raheel Sadrudin, Manager, Administration, and team
- **School Coordination Support:**
Danish Hussain, Senior Manager, Operations, and team
- **Syllabi Feedback Data Analysts:**
Muhammad Faheem, Lead Specialist, Assessment
Muhammad Kamran Afzal, Specialist, Assessment
- **Communications and Design Support:**
Hatim Yousuf, Specialist, Communications
Shanoz Aqnazarbekova, Manager, Communications
- **Quality Assurance:**
Malik Azam, Manager, and Team
- **Data Compilation and Formatting:**
Shamsa Farzand Ali, Former Assistant AKU-EB
Ali Jumani, Assistant AKU-EB
Akber Hashmani, Assessment Specialist AKU-EB
Riyan Ali, Assistant, Curriculum and Examination Development

Aga Khan University Examination Board

Block-C, IED-PDC, 1-5/B-VII, Federal B Area,
Karimabad, Karachi, Pakistan - 75950

examinationboard.aku.edu



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linkedin.com/school/akueb

akuexamboard



examination.board@aku.edu

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+92 21 3682 7011-8