



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate  
Examination Syllabus

# English Compulsory

Grades XI - XII

(Based on New National Curriculum 2022-2023)

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**Higher Secondary School Certificate  
Examination Syllabus**

**ENGLISH COMPULSORY  
GRADES XI-XII**

**This syllabus will be examined in both  
Annual and September Examination sessions from  
Annual Examinations 2026 for Grade XI and from Annual  
Examinations 2027 for Grade XII**

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## 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). 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 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 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 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 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.



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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

### 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 conscious effort which requires deliberation, guidance and practice. The AKU-EB syllabi reflects 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 XI to class XII, 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
- The English courses in universities which are mostly based on the communication and comprehension needs of the students. By pursuing English major courses (Literature and Linguistics) at university, the following career paths may be pursued:
  - Civil Services
  - Journalism
  - Public Relations
  - Teaching/ Education Management
  - Marketing/ Advertising
  - Communications / Editing/ Content Development
  - 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 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 Specification)	It guides regarding what is expected in the examination.
<b>Additional Resources:</b>	
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 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 HSSC English Compulsory Syllabus

## Part I (Grade XI)

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels <sup>1</sup>			
		R	U	A and beyond	
<b>1. Listening and Speaking</b>	Students should be able to:				
Listening and Speaking in Narrative, Descriptive, Reflective, Expository, Expressive and Communicative contexts	<b>1.1 Communication Skills</b>				
	1.1.1	identify a variety of accents (standard English spoken in England, Commonwealth, United States of America, and common dialects prevalent in their context);		FA <sup>2</sup>	
	1.1.2	identify ways in which meaning is conveyed through pace, stress, intonation;		FA	
	1.1.3	use specific expressions for various social functions such as apology, request, recount, describe, gratitude, inquire, compare, contrast, summarise, encourage, and complain in group discussions and other situations;			FA
	1.1.4	explore the expressions used in the media (print, digital) to inform, e.g., news stories/ reports;			FA

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

<sup>2</sup>FA= Formative Assessment, not to be assessed under examination conditions

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	1.1.5 analyse narrative and expository topics by: a. relating an incident or idea by highlighting its significance with some degree of organisation in speech and well-chosen details, b. comparing situations, ideas, characters, issues or occurrences in a sustained speech after listening to texts, c. discussing academic content using props, visual aids and/or electronic/ social media;			FA
	1.1.6 use modes of communication to speak confidently and fluently in a wide range of contexts to fulfil different purposes, (role plays and dialogues) to fulfil different purposes (exposition, express feeling/ thoughts, reflection on past events);			FA
	1.1.7 use communication strategies to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners while exhibiting tact and sensitivity;			FA
	<b>1.2 Listening for Instructions: Simple</b>			
	1.2.1 show the ability to: a. effectively listen for simple instructions, comprehending and following instructions accurately in various contexts, such as classroom activities, daily routines, or tasks, b. comprehend audio texts generated through AI software;			FA

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>1.3 Listening to Understand Text Type</b>			
	1.3.1 identify text type of a heard text through: a. narrative features such as narrator, plot, tone, setting, characters (protagonist(s), antagonist(s), supporting characters), b. exposition such as comparisons, cause and effect, details, sequence, c. communicative (interpersonal and transactional) contexts such as dialogues, negotiation, discussion, and interviews;		*	
	<b>1.4 Listening to Understand Main and Sub Ideas, Details, Moral, and Overall Gist</b>			
	1.4.1 identify main idea(s), morals, themes in audio/ heard texts;		*	
	1.4.2 discuss 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
	1.4.3 identify assumptions, similar meanings, similar sounds, numbers, dates, classifications and sequence in a heard text;		*	
	1.4.4 describe past events, feelings, behaviour, thoughts and attitudes in reflective and expressive texts;		*	
	<b>1.5 Listening to Identify Tone</b>			
	1.5.1 discuss tone of the speaker through pitch and choice of words/ details;			E
	1.5.2 discuss satire/ sarcasm in a heard/ audio texts;			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>1.6 Listening to Understand Speaker's Purpose (Opinions, Facts, and Intent)</b>			
	1.6.1		*	
	1.6.2		FA	
	1.6.3			E
	1.6.4			E
	1.6.5		*	
	1.6.6			FA
	1.6.7		FA	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
<b>2. Reading</b>	Students should be able to:			
Reading in Narrative, Expressive/ Reflective, Interpersonal/ Transactional and Expository (factual/ informative) Texts	<b>2.1 Reading Strategies</b>			
	2.1.1	apply different reading techniques: skimming, scanning, predicting, reading for detail (intensive), annotation, note taking using critical reading strategies like: <ul style="list-style-type: none"> <li>a. contextualising (placing a text in its cultural or historical context),</li> <li>b. questioning the author and the readers beliefs,</li> <li>c. outlining and summarising;</li> </ul>		A
	2.1.2	discuss topic sentences and thesis statement along with supporting details;		E
	2.1.3	evaluate the text through opinion along with justification and reasoning;		E
	2.1.4	synthesise information (treatment, scope and organisation of ideas, common themes and/ or message) from two texts based on the same theme/ topic;		E
	2.1.5	translate sentences/ paragraphs/ passage in mother tongue or national language through contextual clues;		FA

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
	<b>2.2 Reading for Main/ Sub-Ideas, Details, Moral, and Overall Gist</b>				
	2.2.1	discuss theme, main idea and supporting details;			E
	2.2.2	evaluate surface and implied meaning of a text by the help of contextual clues: a. <b>Surface/ explicit meaning:</b> comprehend and respond to questions like who, what, where, when, i.e., apparent phenomenon, issues or ideas, b. <b>Implied meaning:</b> comprehend and respond to questions like why, how, to what extent, i.e., underlying message, tone and motivation of author/ characters, possible outcomes/ solutions/ suggestions;			E
	<b>2.3 Reading for Philosophical Insight and Response</b>				
	2.3.1	infer the author's: a. views about the world and human nature as revealed through textual details, b. use of the stereotypes (cultural, racial) in texts;			An
	<b>2.4 Reading to Understand Vocabulary</b>				
	2.4.1	analyse contextual clues by: a. inferring implied meanings of words, terms, and phrases, b. comprehending the use of pronouns and adjective phrases, c. recognising meanings of idiomatic expressions, figurative language (similes, metaphors, hyperbole, personification, oxymoron, puns, alliteration, consonance) and analogies;			An
	2.4.2	discuss texts to understand the changes in meaning and style of lexical items;			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>2.5 Reading to Understand Text Type and Genre</b>			
	2.5.1 differentiate between the features of fiction (stories, poems) and non-fiction (newspapers, personal accounts, journals, articles etc.), and text types: reflective/ expressive, persuasive and analytical;		*	
	<b>2.6 Reading to Understand Literature</b>			
	2.6.1 identify paragraphs, essays, stories/ novels (fiction/ non-fiction), multi-stanza poems through the conventions of literary writing used in these texts;		FA	
	2.6.2 describe features of: a. novellas/ short stories/ novels [fiction/ non-fiction: personal accounts (biographies/ autobiographies) and interpersonal], b. poems (classical/ rhythmic);		FA	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>2.7 Reading Narrative Texts</b>			
	2.7.1 assess narrative texts by: <ol style="list-style-type: none"> <li>a. identifying basic genres in prose (tragedy, comedy, horror, thriller, fantasy and science fiction),</li> <li>b. discussing characters and relate to their motivations and purpose by classifying them (with evidences) as:               <ol style="list-style-type: none"> <li>i) protagonist(s) or antagonist(s)</li> <li>ii) round or flat characters,</li> </ol> </li> <li>c. discussing themes and sub-themes,</li> <li>d. describing the structural elements of plot (beginning, rising action, climax, falling action and resolution) in a simple short story,</li> <li>e. comprehending the relevance of setting (time, place, customs, culture) to the overall meaning of a story,</li> <li>f. comprehending explicit/ implicit motifs,</li> <li>g. discussing tone of the narrator(s), character(s);</li> </ol>			E
	<b>2.8 Reading Descriptive Texts</b>			
	2.8.1 assess descriptive texts by: <ol style="list-style-type: none"> <li>a. describing the use of sensory details and imagery used for a person, place, or phenomenon,</li> <li>b. identifying the impact of detailed and/ or brief descriptions for various purposes by the author;</li> </ol>			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>2.9 Reading Expressive/ Reflective/ Interpersonal Texts</b>			
	2.9.1 assess expressive/ reflective/ interpersonal texts by: <ul style="list-style-type: none"> <li>a. describing an event(s) from author’s experience: what happened, feelings, thoughts and emotions in expressive texts,</li> <li>b. comparing specific incidents and broader themes that illustrate the writer’s important beliefs or generalisations about life,</li> <li>c. discussing social transactions, attitudes and relationships in interpersonal texts;</li> </ul>			E
	<b>2.10 Reading Exposition (factual and informative)</b>			
	2.10.1 assess expository texts by: <ul style="list-style-type: none"> <li>a. discussing ideas, details and overall gist,</li> <li>b. discussing facts and opinions,</li> <li>c. explaining strategies used by the author to present information (introduction of topic, stated point of view, impact of word choice, details and arrangement of texts),</li> <li>d. comparing two pieces of news or two brief texts about the same topic,</li> <li>e. discussing the following organisational patterns in a text: cause and effect, problem and solution, general to specific comparison, argumentation, persuasion, chronology, spatial order, and vice versa;</li> </ul>			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>2.11 Mechanics for Critical Thinking Skills</b>			
	2.11.1			An
	2.11.2		*	
	2.11.3			E
	2.11.4			C
	2.11.5			FA
	2.11.6		FA	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and Beyond	
<b>3. Writing</b>	Students should be able to:				
Narrative, Expository (factual), Expressive, Interpersonal Communication	<b>3.1 Writing for Effective Communication – Strategies and Styles</b>				
	3.1.1	apply pre-writing and planning strategies to organise ideas in writing: a. brain storming, b. mind mapping/ clustering, c. free writing, d. paragraphing, e. cohesive (transitional) devices;			A
	3.1.2	complete different forms for academic and administrative/ professional purposes, e.g., examination forms, scholarship forms, Google forms, NADRA forms, passport/ visa application;			FA
	3.1.3	compose a personal statement (in essay format) for acquiring admission/ scholarships in universities by presenting: a. an organised summary of accomplishments, b. statement of goals and ambitions;			C
	3.1.4	create ePortfolios for various purposes such as academics, professional or personal;			FA
	3.1.5	write effective formal letters (to school authorities/ educational leadership/ governmental institutions/ editors) or business letters/ memos for various purposes, e.g., complain, request, sales/ order, asking for and giving information (use block style with open punctuation);			C
	3.1.6	identify focus of writing for target audience and purpose;		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and Beyond
	3.1.7 summarise texts from a range of fiction, non-fiction and other types of texts;			A
	3.1.8 write narrative/ expressive essays, narrative stories and expository essays with an introduction (topic/ thesis statement), body paragraphs and conclusion organisation, appropriate tone and language;			C
	3.1.9 critique through writing the values and attributes such as tolerance, humanism, patience, equity, justice, honesty and empathy relevant for the peaceful coexistence between individuals, groups and nations; and features of global citizenship and digital literacy in spoken or audio texts through the principles of <i>ethos</i> (appeal to ethics), <i>pathos</i> (appeal to emotions), and <i>logos</i> (appeal to logic);			E
	3.1.10 use contextual clues for translating sentences/ paragraphs/ passages into mother tongue or national language;			FA
	3.1.11 use presentational devices such as bullet points, sub-headings, animations as required in written and digital texts;			A

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and Beyond
	<b>3.2 Writing Narrative Events/ Experiences</b>			
	3.2.1 compose a story/ fable/ event by: <ol style="list-style-type: none"> <li>a. tracing a sequence of events (real or imagined) and communicate their significance,</li> <li>b. describing appearances, images, and narrate perspectives in a story,</li> <li>c. using different styles of narration (chronology, flashback, flash forward, stream of consciousness),</li> <li>d. applying basic elements of story writing: characterisation, plot, conflict, setting,</li> <li>e. establishing coherence within and among paragraphs through effective transitional and connective devices;</li> </ol>			C
	<b>3.3 Writing Description of Places, Persons, and Events</b>			
	3.3.1 compose descriptive essays on a situation/ event/ incident/ case by describing: <ol style="list-style-type: none"> <li>a. everyday events, places, persons by making effective use of language, i.e., use adjectives and noun phrases,</li> <li>b. some detail of the sights, sounds and smells of a scene and specific actions, movements and persons;</li> </ol>			C
	<b>3.4 Writing Reflective Essays</b>			
	3.4.1 compose reflective essays by: <ol style="list-style-type: none"> <li>a. identifying basic types of reflective writing such as satire, comedy, critique or evaluation,</li> <li>b. discussing the importance of the writer’s personal experiences, events, conditions or concerns in reflective pieces;</li> </ol>			C

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and Beyond
	<b>3.5 Writing Expressive and Interpersonal Essays (Experiences/ Events)</b>			
	3.5.1 compose expressive/ interpersonal essays by: a. relating an event from personal experience (what happened, feelings, thoughts, emotions), b. analysing causes and consequences/ thoughts and emotions for example, how an event has influenced or changed a person (a recount of events with lessons learnt), c. establishing coherence within and among paragraphs through effective transitional and connective devices, d. using dialogues and conversations as part of a story, exchange and narration;			C
	<b>3.6 Writing Exposition of Facts and Information</b>			
	3.6.1 compose expository (factual) essays by: a. using a variety of structures to compose information: comparison and contrast, sequencing, cause and effect, problem and solution, b. synthesising relevant information and discuss its pros and cons, c. establishing coherence within and among paragraphs through effective transitional and connective devices;			C
	<b>3.7 Vocabulary</b>			
	3.7.1 use appropriate words, figurative language, synonyms and antonyms as per the requirement of texts;			A
	3.7.2 use lexical items to show finer shades of meaning and style in their own writing;			A

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and Beyond
	<b>3.8 Grammatical Accuracy</b>			
	3.8.1 use accurate: a. punctuations (full stops, commas, capitalisation, hyphen colon, semi colon, quotation marks, apostrophe), b. spellings, c. prepositions, d. subject-verb agreement and tenses, e. finite verbs and non-finite verbs (infinitives), f. sentence construction (simple sentence, compound sentence, complex sentence, compound-complex sentence), g. conjunctions (coordinating, subordinating conjunctions), h. clauses - independent, dependent/ subordinate (adverbial, adjective, noun clauses), i. conditional clauses; (type zero, type I, type II, type III), j. words/ phrases to indicate degrees of possibility using adverbs and modal verbs;			A
	3.8.2 rectify grammatical errors by editing/ revising a written text;			A
	<b>3.9 Writing Literature</b>			
	3.9.1 compose paragraphs, essays, stories, multi-stanza poems using conventions of writing literature (elements, features, rules).			FA

(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 XII)

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels <sup>1</sup>		
		R	U	A and beyond
<b>4. Listening and Speaking</b>	Students should be able to:			
Listening and Speaking Skills-utilising Expressive/ Reflective, Persuasive/ Argumentative and Analytical Texts	<b>4.1 Communication Skills: Listening and Speaking</b>			
	4.1.1	identify a variety of accents (standard English spoken in UK, Commonwealth, United States of America, and common dialects prevalent in their context);		FA <sup>2</sup>
	4.1.2	evaluate the following aspects in heard texts or oral conversations: a. ways in which meaning is conveyed through pace, stress, intonation, b. differences between informal and formal register, c. formal and/ or informal expressions in different situations, d. human and AI voices;		FA
	4.1.3	use polite forms to negotiate, interrupt and reach consensus and exhibit some degree of tact and sensitivity during debates and disagreements;		FA
	4.1.4	analyse the type of expressions used in the media (print/ digital) to inform and persuade (e.g., advertisements, propaganda, perpetuation of stereotypes, use of visuals and language); <sup>3</sup>		FA

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

<sup>2</sup>FA= Formative Assessment, not to be assessed under examination conditions

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and Beyond
	<p>4.1.5 evaluate expressive/ reflective, analytical and persuasive/ argumentative topics by:</p> <ul style="list-style-type: none"> <li>a. synthesising information from various sources (newspapers, internet, periodicals and books) to develop/ discuss relevant content,</li> <li>b. expressing opinions (social and academic contexts) and with reasoning and evidences,</li> <li>c. delivering formal presentations/ speeches through logically organised thoughts and information,</li> <li>d. presenting academic content by using props, visual aids and/ or electronic media,</li> <li>e. addressing the listener’s concerns and counterarguments by anticipating the conversation;</li> </ul>			FA
	<p>4.1.6 use communication strategies to speak confidently and fluently in a wide range of:</p> <ul style="list-style-type: none"> <li>a. contexts, (conflict resolution, panel discussion, role plays and dialogues) to fulfil different purposes (exposition, argumentation, persuasion, analysis),</li> <li>b. collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners;</li> </ul>			FA
<b>4.2 Listening for Instructions: Simple to Complex</b>				
	<p>4.2.1 explain 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;</p>		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and Beyond
	<b>4.3 Listening to Understand Text Types</b>			
	4.3.1 identify the text type of a heard text through its basic features: a. expressive/ reflective texts (communicating feelings/ looking back at or reviewing past incidents), b. simple techniques used for persuasion or argumentation (presenting an opinion/ supporting it with reasons), c. analytical speeches or passages (relationship of comparison/ cause and effect/ analysis of information);		*	
	<b>4.4 Listening to Understand Main/ Sub Idea(s), Details, Message/ Moral, and Overall Gist</b>			
	4.4.1 discuss main idea(s) and supporting details in a heard text;			E
	4.4.2 discuss 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
	4.4.3 describe similar meanings, similar sounds, numbers, dates, classifications and sequence in a heard text;		*	
	4.4.4 describe past events, feelings, behaviour, thoughts and attitudes in reflective and expressive texts;		*	
	4.4.5 discuss persuasive strategies used in a heard text (appeal to emotion, logic or use of evidences and/ or examples);			E
	4.4.6 elaborate cause and effect in an oral account of an incident, account or event by analysing details;		*	

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and Beyond	
	<b>4.5 Listening to Understand Tone and Atmosphere</b>				
	4.5.1	discuss tone of the speaker and the atmosphere (impact) created through it in a heard text;			E
	<b>4.6 Listening to Understand Speaker's Purpose (Opinions, Facts, and Intent)</b>				
	4.6.1	discuss speaker's/ author's beliefs, purpose and intent from the focus of speech;			E
	4.6.2	discuss assumptions versus facts and opinions, and their support for a topic;			E
	4.6.3	discuss satire/ sarcasm in a heard text;			E
	4.6.4	evaluate values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, diversity, patriotism etc., by observing the features of global citizenship and digital literacy for better participation in the global society through conversations and in audio texts.			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
<b>5. Reading</b>	Students should be able to:				
Reading in Persuasive/ Argumentative, Reflective, Expository, and Analytical Texts	<b>5.1 Reading Strategies</b>				
	5.1.1	apply different reading techniques: skimming, scanning, predicting, reading for detail (intensive), annotation, note taking using critical reading strategies like: <ul style="list-style-type: none"> <li>a. contextualising (placing a text in its cultural or historical context),</li> <li>b. questioning the author and the readers beliefs,</li> <li>c. outlining and summarising;</li> </ul>			A
	5.1.2	discuss topic sentences/ thesis statement and the details that support them;			E
	5.1.3	critique statements, opinions, facts, counter arguments and speculations and add relevant/ familiar details in a text;			E
	5.1.4	synthesise information (treatment, scope and organisation of ideas) from two texts based on the same theme/ topic;			C
	5.1.5	translate sentences/ paragraphs/ passage into mother tongue or national language using contextual clues;			FA
	5.1.6	synthesise relevant information from outside the text to expressive/ reflective, persuasive/ argumentative and/ or analytic text for various purposes;			C

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
	<b>5.2 Reading for Main Idea, Details, Message and Overall Gist</b>				
	5.2.1	discuss theme, main idea and supporting details;			E
	5.2.2	evaluate surface and implied meaning of a text by the help of contextual clues: a. <b>Surface/ explicit meaning:</b> respond to questions like who, what, where, when, i.e., apparent phenomenon, issues or ideas, b. <b>Implied meaning:</b> respond to questions like why, how, to what extent, i.e., underlying message, tone and motivation of author/ characters, possible outcomes/ solutions/ suggestions;			E
	<b>5.3 Reading for Philosophical Insight and Response</b>				
	5.3.1	analyse the author's views about the world and human nature as revealed through textual details;			An
	5.3.2	evaluate the issues/ ideas presented in the text with examples from everyday life;			E
	<b>5.4 Reading to Understand Vocabulary</b>				
	5.4.1	infer the meaning of simple to complex words, phrases and idiomatic expressions in various texts by using context clues;			An
	5.4.2	evaluate different kinds of texts to understand the change in lexical items' meaning and style in various contexts;			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels			
		R	U	A and beyond	
	<b>5.5 Reading to Understand Text Type, Genre and Author's Purpose</b>				
	5.5.1	discuss author's purpose in a range of texts by identifying his/her opinion(s) and facts presented;			E
	5.5.2	differentiate between the features of fiction (stories, poems) and non-fiction (e.g., newspapers, personal accounts, journals, articles), and text types (reflective/ expressive, persuasive and analytical texts);		*	
	<b>5.6 Reading to Understand Literature</b>				
	5.6.1	discuss the conventions of literary writing used in: a. paragraphs, essays and playscripts (fiction / non-fiction), b. multi-stanza poems;			FA
	5.6.2	describe features of playscript (fiction/ non-fiction) and poems (free verse/ contemporary);		FA	
	5.6.3	interpret the elements of: a. a play or poetry (free verse/ contemporary), such as the influence of setting(s) on characters (protagonist(s) or main character(s), antagonists (villains), supporting characters) and plot, b. poems with respect to rhyme schemes and figurative language;			FA
	5.6.4	analyse the ways which illustrate the differentiation/ similarity of plot between the book and the movie, and the modification of elements in the movie;			FA

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>5.7 Reading Expository Texts</b>			
	5.7.1 assess expository texts by: <ol style="list-style-type: none"> <li>a. discussing introduction of topic, impact of word choice, details and arrangement of texts,</li> <li>b. discussing ways in which the main idea is supported by details, thesis statement and evidences used by the author,</li> <li>c. identifying the organisation of a text (cause and effect, problem and solution, comparison and contrast, general to specific, chronology, spatial order, and vice versa);</li> </ol>			E
	<b>5.8 Reading Expressive/ Reflective Texts</b>			
	5.8.1 assess expressive/ reflective texts by: <ol style="list-style-type: none"> <li>a. identifying basic types of expressive and reflective writing (tragedy, comedy, critique, satire, allegory, and evaluation),</li> <li>b. discussing the significance of writer's personal experiences, events, conditions or concerns,</li> <li>c. comparing specific incidents and broader themes that illustrate the writer's important beliefs or generalisations about life,</li> <li>d. elaborating (causes and consequences (effects)/ thoughts and emotions) ways in which an event has influenced or changed a person,</li> <li>e. explaining personality traits as revealed through thoughts and feelings;</li> </ol>			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>5.9 Reading Persuasive/ Argumentative Texts</b>			
	5.9.1 assess persuasive/ argumentative texts by: <ol style="list-style-type: none"> <li>a. discussing ways in which author(s) present/s an opinion, in an effective way,</li> <li>b. discussing explicit and implied evidences, inferences, proof, comprehensiveness of details and the ways in which the author's intent affects the structure, tone, and concluding remarks in the text,</li> <li>c. discussing the impact of specific rhetorical devices to support views (<i>ethos, pathos, and logos</i>: appeal to emotion, logic, ethics, use of analogies, examples or relating a personal experience),</li> <li>d. discussing counterclaims of an argument;</li> </ol>			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>5.10 Reading Analytical Exposition</b>			
	5.10.1 assess analytical texts by: <ol style="list-style-type: none"> <li>a. identifying relational process: relationship of cause and effect, comparison and contrast, problem and solution,</li> <li>b. discussing opinions, facts, evidences, reasons, to support arguments/ counterarguments and anticipating outcomes,</li> <li>c. elaborating the cultural, historical, economic relevance of issues relating it to personal or generalised experiences,</li> <li>d. discussing situations: familiar events, situations and processes,</li> <li>e. examining the credibility of an argument,</li> <li>f. evaluating the source of information and biases/ underlying assumptions in an argument,</li> <li>g. evaluating <i>logos</i> (appeal to logic) as compared to <i>pathos</i> (appeal to emotions) or <i>ethos</i> (appeal to ethics) in texts;</li> </ol>			E

Skills and Sub-Skills	Student Learning Outcomes	Cognitive Levels		
		R	U	A and beyond
	<b>5.11 Exploring Text Structure</b>			
	5.11.1 explore the following discourse structures of texts: a. cause and effect relationship, b. comparison and contrast, c. spatial details, d. sequence/ chronology, e. argumentation, f. problem and solution, g. general to specific or vice versa;			An
	5.11.2 design the contents of the text for a target audience or theme;			C
	5.11.3 evaluate texts generated through AI software such as ChatGPT, Meta AI for authenticity and plagiarism;			FA
	5.11.4 compare and contrast an excerpt from a contemporary text or text written by humans with an AI generated text;		FA	
	5.11.5 evaluate the social/ moral values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, and diversity for better participating through features of global citizenship and digital literacy described in texts.			E

Skills and Sub-Skills	Student Learning Outcomes.	Cognitive Levels			
		R	U	A and beyond	
<b>6. Writing</b>	Students should be able to:				
Writing Persuasive/ Argumentative, Reflective/ Expressive, Expository and Analytical Texts	<b>6.1 Writing for Effective Communication – Strategies and Styles</b>				
	6.1.1	use pre-writing and planning strategies to organise ideas in writing: a. brain storming, clustering/ mind mapping, free writing, b. paragraphing: one idea is developed in each paragraph with details;			A
	6.1.2	identify focus for own writing by recognising audience and purpose using soft and hard skills;		*	
	6.1.3	write official reports (analytical/ informative/ narrative recommendation/ progress/ problem-solution) demonstrating conventions of report writing;			C
	6.1.4	write summary/ precis demonstrating brevity of thoughts;			A
	6.1.5	write CVs/ résumés and covering letters (in response to job advertisements);			C
	6.1.6	compose a personal statement (in essay form) for acquiring admission/ scholarships in universities by presenting: a. an organised summary of accomplishments, b. statement of goals and ambitions;			C
	6.1.7	use transitional (connectors) words/ cohesive devices to create coherence between and within paragraphs;			A
	6.1.8	compose texts portraying comparison and contrast, opinion, explanation, reflection, persuasion, and exposition, problem and solution, and progression, general to specific and vice versa;			C
	6.1.9	use presentational devices in text, e.g., layout, bullet points, and subheadings;			A

Skills and Sub-Skills	Student Learning Outcomes.	Cognitive Levels		
		R	U	A and beyond
	6.1.10 illustrate awareness of values and attributes such as, tolerance, humanism, patience, equity, justice, honesty, empathy, dignity, equality, and diversity, by observing the features of global citizenship and digital literacy for better participation in the world in one's writing;			A
	6.1.11 use contextual clues to translate sentences/ paragraphs/ passages into mother tongue or national language;			FA
	6.1.12 write ePortfolios for various purposes such as academics, professional or personal;			FA
<b>6.2 Writing Expressive/ Reflective Essays</b>				
	6.2.1 compose expressive/ reflective texts by: a. relating an event from personal experience (what happened, feelings, thoughts, emotions), b. analysing causes and consequences/ thoughts and emotions in which an event has influenced or changed a person (a recount of events with lessons learnt), c. using exemplification to clarify abstract thoughts/ ideas/ experiences and lessons learnt;			C
<b>6.3 Writing Exposition of Facts and Information</b>				
	6.3.1 compose expository essays through: a. developing a thesis statement, b. drawing comparisons and contrasts on familiar ideas and/ or concepts, c. evaluating everyday life situations or social interactions by synthesising relevant details;			C

Skills and Sub-Skills	Student Learning Outcomes.	Cognitive Levels		
		R	U	A and beyond
	<b>6.4 Writing Persuasive/ Argumentative Essays</b>			
	6.4.1 compose persuasive/ argumentative texts on issues and problems by: <ol style="list-style-type: none"> <li>a. supporting a thesis/ claim with specific rather than general reasons/ examples,</li> <li>b. analysing ideas and evidence in a logical sequence,</li> <li>c. introducing and defending precise claim(s), distinguish the claim(s) from alternate or opposing claims,</li> <li>d. creating an organisation that establishes clear relationships among claim(s), counterclaims, reasons, and evidence,</li> <li>e. evaluating credibility of opinions, ethical concerns facts and stated/ perceived beliefs with logic in argumentative texts,</li> <li>f. 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);</li> </ol>			C

Skills and Sub-Skills	Student Learning Outcomes.	Cognitive Levels		
		R	U	A and beyond
<b>6.5 Writing Analytical Exposition</b>				
	6.5.1 compose analytical essays on a situation or issue (social, economic and scientific) by its: <ol style="list-style-type: none"> <li>a. relational processes: relationship of cause and effect, comparison and contrast, problem and solution,</li> <li>b. external conjunctions: relate a situation to other events or phenomenon/ real life events,</li> <li>c. internal conjunctions: elaborating and itemising steps (firstly... secondly .. next... finally),</li> <li>d. deducing causes and consequences/ advantages and disadvantages/ strengths and limitations of a given happening or phenomenon with evidence;</li> </ol>			C
<b>6.6 Content Creation</b>				
	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, animal rights, digital rights, and pluralism;			FA
<b>6.7 Vocabulary</b>				
	6.7.1 use the following in writing: <ol style="list-style-type: none"> <li>a. appropriate words, figurative language, synonyms and antonyms as per the requirement of texts;</li> <li>b. lexical items to show finer shades of meaning and style in their own writing;</li> </ol>			A

Skills and Sub-Skills	Student Learning Outcomes.	Cognitive Levels			
		R	U	A and beyond	
	<b>6.8 Grammatical Accuracy</b>				
	6.8.1	use accurately: a. punctuations (full stops, commas, capitalisation, hyphen, colon, semi colon, quotation marks, apostrophe), b. spellings, c. subject-verb agreement, tenses, prepositions, d. sentence construction (simple sentence, compound sentence, complex sentence, compound-complex sentence), e. finite verbs and non-finite verbs (infinitives, gerunds, participles), f. conjunctions (coordinating, subordinating, corelated conjunctions), g. clauses - independent, dependent/ subordinate (adverbial, adjective, noun clauses), h. conditional clauses (type zero, type I, type II, type III, mixed), i. words/ phrases to indicate degrees of possibility using adverbs and modal verbs;			A
	6.8.2	rectify grammatical errors by editing/ revising a written text;			A
	<b>6.9 Writing Literature</b>				
	6.9.1	compose paragraphs, essays, playscript, multi-stanza poems (free verse/ contemporary) using conventions of writing literature (elements, features, rules).			FA

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

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

Reference: Adapted from National Curriculum of Pakistan 2024

## Annex B: Figurative Language in Writing

Figurative language is a form of expression in the English language where words and phrases are used in a way that deviates from their literal meaning to create a special effect or evoke emotions and imagery. Unlike literal language, which conveys information directly, figurative language uses various literary devices to add depth and richness to the writing or speech. It is commonly used in literature, poetry, speeches, and everyday language to make the language more engaging and expressive. Here are some common types of figurative language:

**Simile:** A comparison between two different things using 'like' or 'as'. For example: Her smile is as bright as the sun.

- Her laughter was like a melody, sweet and soothing to the soul.
- The toddler's energy was boundless, running around like a wild tornado.

**Metaphor:** A direct comparison between two unrelated things, stating that one thing is the other. For example: His heart is a stone.

- Time is a thief, stealing away moments we can never get back.
- His words were a soothing balm for her wounded heart.

**Personification:** Giving human qualities or attributes to non-human entities or objects. For example: The wind whispered through the trees.

- The stars danced playfully in the night sky.
- The old house groaned as the wind howled through its creaky doors.

**Hyperbole:** Exaggerating a statement for emphasis or effect. For example: I've told you a million times!

- I've been waiting for ages to meet you!
- My backpack weighs a ton with all these books.

**Alliteration:** The repetition of initial consonant sounds in a sequence of words.

For example: Peter Piper picked a peck of pickled peppers.

- Sally sells seashells by the seashore.
- The big, brown bear bounded beyond the bushes.

**Onomatopoeia:** Words that imitate the natural sounds associated with the objects or actions they refer to. For example: Buzz, clang, hiss.

- The fire crackled and popped, warming our chilly campsite.
- Bees buzzed around the blooming flowers in the garden.

**Idiom:** A phrase or expression that has a figurative meaning different from its literal interpretation. For example: It's raining cats and dogs.

- She's feeling under the weather today, so she won't be at the meeting.
- I'm just pulling your leg; I didn't actually break your phone.

**Oxymoron:** Combining two contradictory words to create a unique expression. For example: bittersweet, deafening silence.

- The silence in the empty room was deafening.
- Her bitter smile revealed a sadness beneath the surface.

**Symbolism:** Using objects, colours, or actions to represent abstract ideas or qualities. For example: The colour red may symbolise love, passion, or danger.

- The dove is often seen as a symbol of peace and hope.
- The colour red symbolises both love and danger in this painting.

**Irony:** A literary device where there is a discrepancy between what is said and what is meant, creating humour or a deeper meaning. For example: “Water, water, everywhere, nor any drop to drink” (from *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge).

- The fire station burned down during the fire drill, which was a clear example of irony.
- After studying hard all night, he fell asleep during the exam – talk about irony!

## Annex C: Cohesive Devices

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

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

## Scheme of Assessment

Grade XI

**Table 1: Exam Specifications**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Listening	20 (2 Passages: 10+10)			20
2	Reading	<ul style="list-style-type: none"> <li>• 2 Passages (10+10)</li> <li>• 1 Cloze passage (10)</li> </ul>	6 CRQs (3+3+4+2+3+5) 20 Marks		50
3	Writing			2 ERQs <ul style="list-style-type: none"> <li>• Letter Writing (2 ERQs @ 15 Marks)</li> <li>• Essay Writing (3 ERQs @ 15 Marks)</li> </ul> Note: Choose any ONE option from each ERQ	30
<b>Total</b>		<b>MCQ 50</b>	<b>CRQ 20</b>	<b>ERQ 30</b>	<b>100</b>

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

Remember: 0 to 10 %

Understand: 35 to 45 %

Apply and beyond: 55 to 65 %

The English Compulsory Exam for **HSSC Part I** will consist of two papers of 100 marks in total. Paper I will have 50 multiple choice questions to be answered in 1 hour and 15 minutes. Paper II will consist of one constructed response and two essay type questions worth 50 marks to be done in 1 hour and 45 minutes.

### **Paper I**

**50 marks**

Paper I will have three separate sections:

- Listening comprehension section will be of 20 marks and 25 minutes long. This part will consist of TWO listening passages. Each passage will be followed by 10 MCQs. (20 marks)
- Reading comprehension section will be of 20 marks and 30 minutes long. This part consists of TWO reading passages followed by 10 MCQs each. (20 marks)
- Grammar section is of 10 marks and 20 minutes long. This part consists of 10 MCQs where the grammatical accuracy will be assessed. (10 marks)

### **Paper II**

**50 marks**

This paper will be of 50 marks with the following tasks and marks allocation:

- Constructed Response Questions: A text-paired passage paired (with one passage repeated from Paper I) with a visual text/ comic strip OR two comparative paired texts followed by literal and inference-based questions which require skills to synthesise and interpret information. (10 marks from Text A, 5 marks from Text B, and 5 marks on comparison of both texts) (20 marks)
- Formal Writing: Candidates are required to write (300-350 words) on any ONE of the two prompts given from the following three writing formats: (1) Formal letter (2) Business letters (3) Personal Statement. (15 marks)
- Essay writing: Candidates are required to write an essay (350-400 words) on any ONE of the three essay topics given from the following five text types: narrative, descriptive, expository (factual), reflective and expressive essay. (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, vocabulary, structure, 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 XII

**Table 2: Exam Specifications**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Listening	20 (2 Passages: 10+10)			20
2	Reading	<ul style="list-style-type: none"> <li>• 2 Passages (10+10)</li> <li>• 1 Cloze passage (10)</li> </ul>	6 CRQs (3+3+4+2+3+5) 20 Marks		50
3	Writing			2 ERQs <ul style="list-style-type: none"> <li>• Letter Writing (2 ERQs @ 15 Marks)</li> <li>• Essay Writing (3 ERQs @ 15 Marks)</li> </ul> Note: Choose any ONE option from each ERQ	30
<b>Total</b>		<b>MCQ 50</b>	<b>CRQ 20</b>	<b>ERQ 30</b>	<b>100</b>

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

Remember: 0 to 10 %

Understand: 35 to 45 %

Apply and beyond: 55 to 65 %

The English Compulsory Exam for **HSSC Part II** will consist of two papers of 100 marks in total. Paper I will have 50 multiple choice questions to be answered in 1 hour and 15 minutes. Paper II will consist of one constructed response and two essay type questions worth 50 marks to be done in 1 hour and 45 minutes.

### **Paper I**

**50 marks**

Paper I will have three separate sections:

- Listening comprehension section will be of 20 marks and 25 minutes long. This part will consist of TWO listening passages. Each passage will be followed by 10 MCQs. (20 marks)
- Reading comprehension section will be of 20 marks and 30 minutes long. This part will consist of TWO reading passages. Each passage will be followed by 10 MCQs. (20 marks)
- Grammar section is of 10 marks and 20 minutes long. This part consists of 10 MCQs where the grammatical accuracy will be assessed. (10 Marks)

### **Paper II**

**50 marks**

This paper will be of 50 marks with the following tasks and marks allocation:

- Constructed Response Question: A text-paired passage paired (with one passage repeated from Paper I) with a visual text/ comic strip OR two comparative paired texts followed by literal and inference-based questions which require skills to synthesise and interpret information (10 marks from Text A, 5 marks from Text B, and 5 marks on comparison of both texts) (20 marks)
- Formal Writing: Candidates are required to write (300-350 words) on any ONE of the two prompts given from the following three writing formats: (1) Resume + Covering Letter (2) Personal Statement (3) Report Writing. (15 marks)
- Essay Writing: Candidates are required to write an essay (350-400 words) on any ONE of the three essay topics given from the following five text types; expository, expressive, persuasive, argumentative, and analytical essays. (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, vocabulary, structure, 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.)

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