

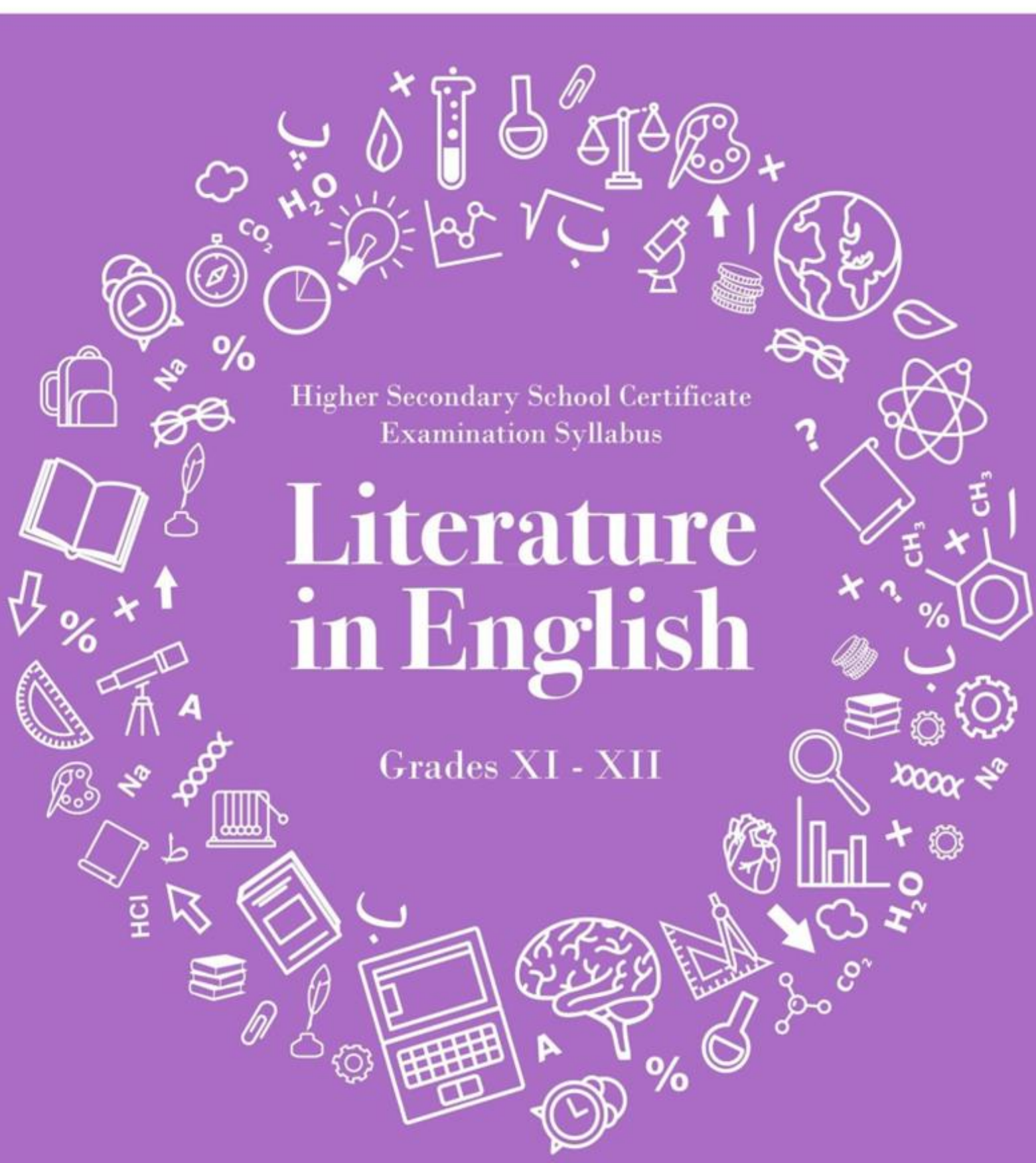


آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate  
Examination Syllabus

# Literature in English

Grades XI - XII



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**Higher Secondary School Certificate  
Examination Syllabus**

**LITERATURE IN ENGLISH  
GRADES XI-XII**

**This syllabus will be examined in both  
Annual and Re-sit Examination sessions from  
Annual Examinations 2023**

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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 (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

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

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula 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 Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards 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 Shehzad Jeeva  
Chief Executive Officer (CEO), Aga Khan University Examination Board  
Associate Professor of Practice, Faculty of Arts and Sciences, Aga Khan University

FOR ANNUAL EXAMINATION 2023 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 topics of the syllabi are grouped into themes derived from the National/ trans-provincial curricula. The connection between various themes and topics is highlighted in the '**concept map**' provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.
5. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
6. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
7. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
8. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

# Subject Rationale of AKU-EB Literature in English

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

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 Literature in English syllabus, compliments and enhances the focus on the need to interact globally and locally, in academic and non-academic settings.

In the Literature in English syllabus, the focus is to introduce candidates to a wide variety of literary texts including essays, poems, short stories, plays and multimodal texts. Candidates will engage with literary theory and study literary texts in some detail. Pluralism, awareness of their as well as international cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques.

Candidates will enter the discourse about readings, reading practices and the possibility of multiple readings. For cultural reasons, translations into English of classical and modern Muslim writers have been included. Also, English as a means of intercultural communication implies that students become familiar with cultures and traditions as well as viewpoints of different communities. As such, a wide range of authors has been included. An attempt has been made to include female authors as well.

The focus of reading all literary texts would be the narrative structure, political and cultural background, author's purpose and literary devices used. This will help them understand the ways in which constructed and spontaneous language are either consciously or unconsciously written by writers for a variety of purpose and effects. Skills of researching, selecting and shaping information from different sources will be enhanced through the study of Literature in English course.

## Where will it take you?

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

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

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

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

## **How to approach the syllabus?**

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

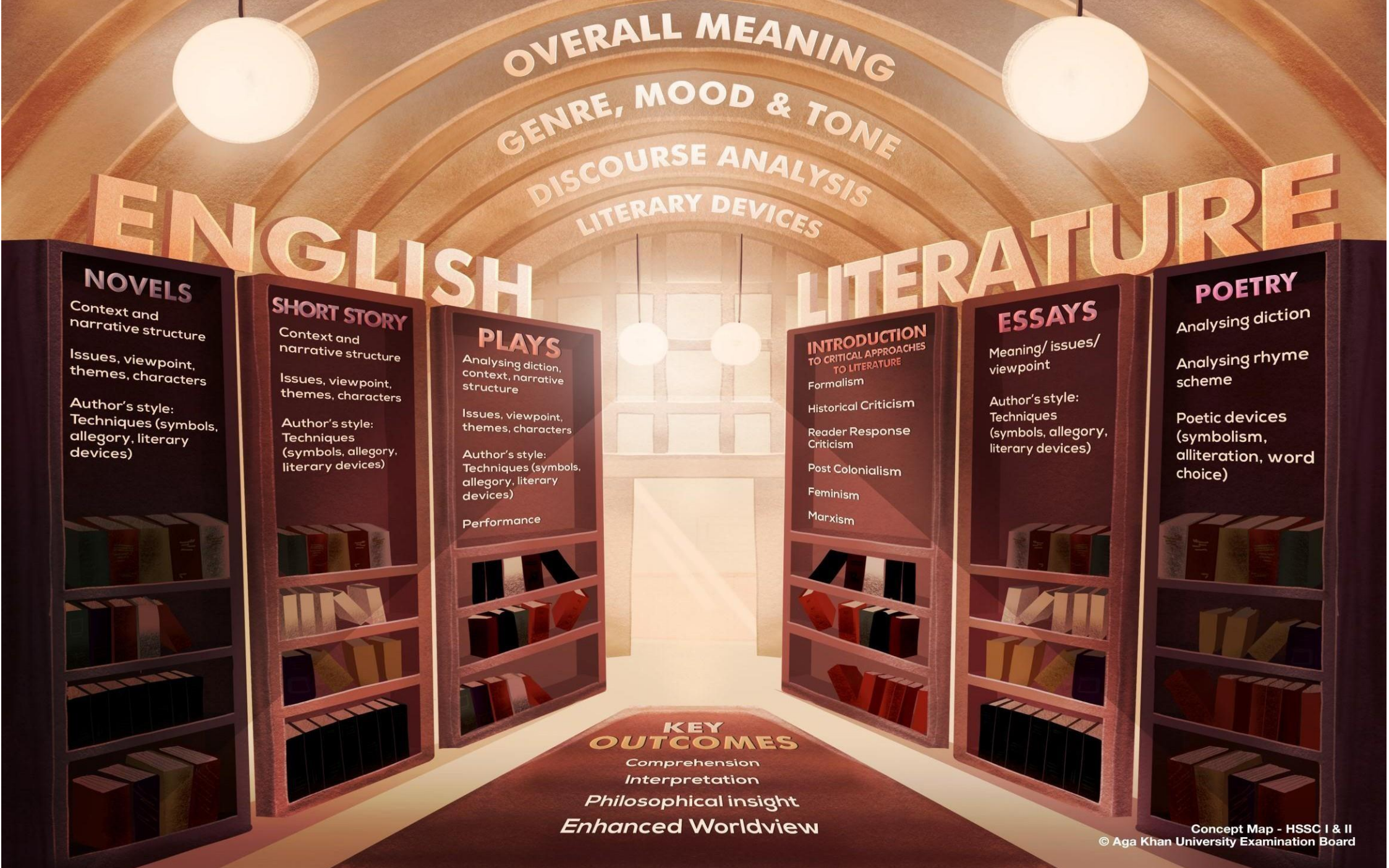
## **What is the concept map telling you?**

“Bad libraries build collections, good libraries build services, great libraries build communities”. R. David Lankes

The concept map of HSSC Literature in English resembles a library. Each type of literary text is placed on a shelf. When students evaluate literature, each shelf becomes a representative of a collaborative effort to develop critical and creative thinking skills in them.

By studying literature, students appreciate the complexity of various institutional issues presented in texts and explore the evolution made in literature over time. By understanding such complex issues of other cultures by international or regional authors, they become appreciative of their own culture and learn to empathise with characters" bildungsroman.

Furthermore, it helps in developing their criticism on texts by applying various literary criticism by building on their own literary critique. Multiple perspectives increase the students' knowledge and help them to be accepting of all opinions that are necessary for developing 21<sup>st</sup> century life skills.



## NOVELS

Context and narrative structure

Issues, viewpoint, themes, characters

Author's style:  
Techniques (symbols, allegory, literary devices)

## SHORT STORY

Context and narrative structure

Issues, viewpoint, themes, characters

Author's style:  
Techniques (symbols, allegory, literary devices)

## PLAYS

Analysing diction, context, narrative structure

Issues, viewpoint, themes, characters

Author's style:  
Techniques (symbols, allegory, literary devices)

Performance

## INTRODUCTION TO CRITICAL APPROACHES TO LITERATURE

Formalism

Historical Criticism

Reader Response Criticism

Post Colonialism

Feminism

Marxism

## ESSAYS

Meaning/ issues/ viewpoint

Author's style:  
Techniques (symbols, allegory, literary devices)

## POETRY

Analysing diction

Analysing rhyme scheme

Poetic devices (symbolism, alliteration, word choice)

## KEY OUTCOMES

Comprehension

Interpretation

Philosophical insight

Enhanced Worldview

Concept Map - HSSC I & II  
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# Student Learning Outcomes of AKU-EB HSSC Literature in English

## Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level <sup>1</sup>		
			K	U	A
<b>1. Prose</b>	Students should be able to:				
A. Novels <sup>2</sup> <ul style="list-style-type: none"> <li>• A Tale of Two Cities by <i>Charles Dickens</i></li> <li>• American Brat by <i>Bapsi Sidhwa</i></li> </ul>	<b><u>Narrative Structure</u></b>				
	1.1.1	discuss the interplay of the different elements of fiction such as plot, and structure;		*	
	1.1.2	discuss the impact of setting on the plot and issues raised by the author; evaluate the intended purpose (motivations, intentions, actions) of the narrator;		*	
	1.1.3	identify the genre of comedy, tragedy, horror and thriller;		*	
	<b><u>Characterisation</u></b>				
	1.2.1	analyse the characters of the protagonists, antagonists and the minors;			*
	1.2.2	discuss how the characters contribute to the overall themes and plot of the novel;		*	
	1.2.3	evaluate the poetic justice received by the characters;			*
	<b><u>Author's Style and Purpose</u></b>				
	1.3.1	discuss the use of symbolism and figurative devices in the selected novel;		*	
	1.3.2	discuss the explicit and implicit themes in the novel;		*	
	1.3.3	discuss the style and language used in the selected prose;		*	
	1.3.4	elaborate the use of humour/ satire/ pathos/ irony, related to the plot of the story;		*	

<sup>1</sup>K = Knowledge, U = Understanding, A = Application and other higher-order cognitive skills

<sup>2</sup>Novels: Schools are required to choose ONE novel for examination purpose.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
Students should be able to:					
C. Stories <ul style="list-style-type: none"> <li>• The Gift of the Magi by <i>O Henry</i></li> <li>• Sultana’s Dream by <i>Rokeya Sakhawat Hossein</i></li> <li>• The Destructors by <i>Graham Greene</i></li> <li>• <i>The Secret Life of Walter Mitty</i> by <i>James Thurber</i></li> </ul>	<b><u>Context</u></b>				
	1.4.1	state the social, political and cultural contexts in which the selected novel is written;	*		
	1.4.2	discuss how the social and cultural issues are explored by the author;		*	
	1.4.3	relate the issues raised by the author to the contemporary society;		*	
	<b><u>Philosophical Insight and Response</u></b>				
	1.5.1	review critically the views expressed in the chosen work;		*	
	1.5.2	evaluate how societies and issues represented in the chosen work relates to contemporary world and an individual’s life (stereotypes, issues, etc.);			*
	<b><u>Narrative Structure (organisation, plot, atmosphere, imagery, setting)</u></b>				
	1.6.1	discuss the basic elements of fiction including plot, character, setting, tone and mood with respect to the given stories;		*	
	1.6.2	describe genres of fiction (science fiction, fantasy, horror, drama, comedy, tragic-comedy and tragedy);		*	
1.6.3	comment critically on the theme of the text giving your views on its handling;		*		
1.6.4	discuss the narrator’s/author’s viewpoint, imagery and symbolism in the given texts;		*		

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
Students should be able to:					
D. Essays <sup>3</sup> <ul style="list-style-type: none"> <li>• A Preface to Lyrical Ballads by <i>William Wordsworth</i></li> <li>• Give Her a Pattern by <i>D. H. Lawrence</i></li> </ul>	<b><u>Context</u></b>				
	1.7.1	state the social, political and cultural contexts in which the selected text is set;	*		
	1.7.2	demonstrate an understanding of social, cultural issues discussed by the author;		*	
	1.7.3	analyse the hybridisation of local culture due to colonial expansion;			*
	<b><u>Characterisation</u></b>				
	1.8.1	discuss the major and minor characters, themes and plot;		*	
	1.8.2	summarise main ideas presented in the given texts;			*
	<b><u>Author's Purpose and Style</u></b>				
	1.9.1	analyse how the author addresses stereotypes (confirms and reaffirms/ refutes/ challenges);			*
	1.9.2	discuss the style and language used in the selected prose;		*	
1.9.3	discuss the literary devices used by the author;		*		
1.9.4	discuss the use of regional/ local language to enhance the understanding of expressions by the author;		*		

<sup>3</sup> Stories and essays are available in an anthology.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
Students should be able to:					
E. Critical Approaches to Literature	<b><u>Critical Approaches</u></b>				
	1.10.1	Formalism, Marxism, Feminist Criticism, Historical Criticism and Reader Response Criticism;		*	
	1.10.2	describe (on a basic level) at least three critical approaches; apply any two critical approaches (Formalism/ Historical Analysis/ Reader Response Criticism) to the recommended stories;		*	
	1.10.3	discuss that the critical approaches can be applied in the context of essays, short stories and poetry.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>2. Poetry<sup>4</sup></b>	Students should be able to:				
A. Voices from America and Europe <ul style="list-style-type: none"> <li>Let Me Not to the Marriage of True Minds by <i>William Shakespeare</i></li> <li>The Raven by <i>Edgar Allan Poe</i></li> <li>To a Skylark by <i>Percy Bysshe Shelley</i></li> <li>The Road Not Taken by <i>Robert Frost</i></li> <li>My Last Duchess by <i>Robert Browning</i></li> </ul>	<b><u>Meaning and Message</u></b>				
	2.1.1	describe the main and sub-ideas, themes and sub-themes presented in the poem;		*	
	2.1.2	discuss the poet's motives, intentions, hidden purpose;		*	
	2.1.3	comment on the given lines from the selected poems;		*	
	2.1.4	analyse the lines with their meanings and reference (if any);			*
	2.1.5	summarise the main ideas in a poem;			*
	<b><u>Form</u></b>				
2.2.1	identify the features of sonnets (Shakespearean), odes, dramatic monologue, elegy, quatrain and songs;		*		

<sup>4</sup> Poems are available in an anthology.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
Students should be able to:					
B. Voices from Asia <ul style="list-style-type: none"> <li>• My Grandmother's House by <i>Kamala Das</i> (OE)</li> <li>• An Ode to Death by <i>Daud Kamal</i> (OE)</li> <li>• All the Hemispheres by <i>Hafiz</i> (TP)</li> </ul>	<b><u>Poetic Devices</u></b>				
	2.3.1	identify metaphors, similes, alliteration, onomatopoeia and personification as used in the selected poems;		*	
	2.3.2	explain the poet's use of imagery and symbolism as appropriate to the theme/ central idea of the poem;		*	
	2.3.3	discuss the elements of poetry such as form, figurative language, setting;		*	
	2.3.4	discuss the tone of a poem with respect to the vocabulary used;		*	
C. Voices from Africa <ul style="list-style-type: none"> <li>• Kidnapped by <i>Ruperake Petaia</i> (OE)</li> </ul>	<b><u>Context</u></b>				
	2.4.1	situate a poem within its historical/ poet's personal context.		*	

Part II (Class XII)

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
<b>3. Drama<sup>5</sup></b>	Students should be able to:			
A. Plays				
<ul style="list-style-type: none"> <li>The Merchant of Venice by <i>William Shakespeare</i></li> <li>Macbeth by <i>William Shakespeare</i></li> </ul>	<p style="text-align: center;"><b><u>Context</u></b></p> <p>3.1.1 identify the characteristics of Shakespearean comedies and tragedies;</p> <p>3.1.2 state the social, political and cultural contexts in which the selected play is set;</p> <p>3.1.3 demonstrate an understanding of the social and cultural issues portrayed by the playwright;</p> <p>3.1.4 analyse the themes, sub-themes, motifs and setting of the selected play and its relevance in its respective time period and today;</p> <p style="text-align: center;"><b><u>Structure</u></b></p> <p>3.2.1 discuss the basic elements of drama including plot, setting tone and action with respect to the given plays;</p> <p>3.2.2 identify the structure of a play; exposition, rising action climax, falling action and resolution;</p> <p style="text-align: center;"><b><u>Characterisation</u></b></p> <p>3.3.1 explain the playwright's use of characters, actions and their relation to the plot;</p> <p>3.3.2 discuss protagonists, antagonists, minors and their portrayal in the context of the play;</p> <p>3.3.3 analyse hubris, mistaken identities, stock characters (the fool, the clever servant, the young couple, the drunk);</p>	*	*	*

<sup>5</sup>Drama: Schools are required to choose ONE play for examination purpose.

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level			
		K	U	A	
Students should be able to:					
	<b><u>Playwright's Style</u></b>				
	3.4.1	discuss the style and language used by the playwright and its similarities/ differences with modern plays/ soap operas;		*	
	3.4.2	comment upon the use of humour / satire/ pathos/ irony, related to the plot of the play;		*	
	3.4.3	discuss playwright's use of puns, soliloquy, supernatural elements and their effect on the play;		*	
	<b><u>Dramatisation</u></b>				
	3.5.1	discuss the setting and set designs required to act out a Shakespearean play;		*	
	3.5.2	describe how Shakespearean plays are performed in the present time;		*	
	<b><u>Philosophical Insight and Response</u></b>				
	3.6.1	analyse the issues, problems and questions posed by the playwright;			*
	3.6.2	discuss the relevance of issues identified in the play and their relevance in today's time.		*	

Topics and Subtopics	Student Learning Outcomes	Cognitive Level			
		K	U	A	
<b>4. Prose<sup>6</sup></b>	Students should be able to:				
A. Essays <ul style="list-style-type: none"> <li>• Another Kind of Migration by <i>Hamida Khuhro</i></li> <li>• My Mother Never Worked by <i>Bonnie Smith Yackel</i></li> <li>• A Modest Proposal by <i>Jonathan Swift</i></li> <li>• History and the Reader by <i>G.M Trevelyan</i></li> </ul> B. Short Stories <ul style="list-style-type: none"> <li>• Interlopers by <i>Saki</i></li> <li>• Miss Brill by <i>Katherine Mansfield</i></li> <li>• The Ballad of the Flexible Bullet by <i>Stephen King</i></li> </ul>	<b><u>Author's Purpose and Style</u></b>				
	4.1.1	discuss the language and style of the author;		*	
	4.1.2	comment upon the use of satire, humour, irony;		*	
	4.1.3	discuss the author's viewpoints as presented in the text;		*	
	<b><u>Context</u></b>				
	4.2.1	state the social, political or cultural context in which the essay is written;	*		
	<b><u>Analysis of Essay and Stories as Genres</u></b>				
	4.3.1	analyse the main theme, main idea and author's purpose in the given essays and stories;			*
	4.3.2	describe the difference between the genre of stories and essays;		*	
	<b><u>Narrative Features of Essays and Stories</u></b>				
4.4.1	discuss the basic elements of fiction and non-fiction including plot, character, setting, tone and mood with respect to the given texts;		*		
4.4.2	comment critically on the theme of the text giving your views on its handling;		*		
4.4.3	discuss the author's viewpoint, imagery and symbolism in the given essays/ stories;		*		

<sup>6</sup>Essays and short stories in the Prose section are available in an anthology

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level			
		K	U	A	
Students should be able to:					
C. Critical Approaches to Literature	<b><u>Philosophical Insight and Response</u></b>				
	4.5.1	analyse the issues, problems and questions posed by the author and discuss their relevance in today's time;			*
	<b><u>Critical Approaches</u></b>				
	4.6.1	Formalism, Post Colonialism, Feminism and Reader Response Criticism;		*	
	4.6.2	discuss (on a basic level) at least three critical approaches;		*	
4.6.3	apply any two critical approaches (Post Colonialism/ Feminism/ Reader Response Criticism) to the recommended essays;			*	
4.6.4	discuss that the critical approaches can be applied in the context of plays, essays, short stories and poetry.		*		

Topics and Subtopics	Student Learning Outcomes	Cognitive Level			
		K	U	A	
<b>5. Poetry<sup>7</sup></b>		Students should be able to:			
<p>A. Voices from America and Europe</p> <ul style="list-style-type: none"> <li>Ode on a Grecian Urn by <i>John Keats</i></li> <li>Go and Catch a Falling Star by <i>John Donne</i></li> <li>Elegy Written in a Country Churchyard by <i>Thomas Grey</i></li> <li>Lady of Shallot by <i>L. Alfred Tennyson</i></li> <li>Fear No More the Heat of the Sun by <i>William Shakespeare</i></li> </ul> <p>B. Voices from Asia</p> <ul style="list-style-type: none"> <li>So What If I Live in a House Made by Idiots? by <i>Alamgir Hashmi (TP)</i></li> <li>Ghazal by <i>Jalaluddin Rumi (TP)</i></li> <li>The Flask by <i>Charles Baudelaire (TP)</i></li> </ul> <p>C. Voices from Africa</p> <ul style="list-style-type: none"> <li>Vultures by <i>Chinua Achebe (OE)</i></li> </ul>	<b><u>Meaning and Message</u></b>				
	5.1.1	identify the features of ballads, epic, odes and blank verse;		*	
	5.1.2	elaborate the central idea of the poem and how it is related to the candidate's life;		*	
	5.1.3	summarise the main ideas in a poem;			*
	<b><u>Form</u></b>				
	5.2.1	demonstrate an understanding of the rhyme scheme of the above mentioned forms of poetry;		*	
	5.3.1	explain metaphors, similes, alliteration and the use of personification in the given poem;		*	
	5.3.2	discuss the imagery used in the poem;		*	
	5.3.3	discuss elements of poetry such as form, figurative language, setting in two contrasting poems;		*	
	5.3.4	discuss how the tone of a poem is created by the vocabulary used;		*	
	<b><u>Context</u></b>				
	5.4.1	situate a poem within its historical /poet's personal context;		*	
	5.4.2	write a critical appreciation of the poem.			*

<sup>7</sup>Poems are available in an anthology.

# Scheme of Assessment

## Grade XI

**Table 1: Number of Student Learning Outcomes by Cognitive level**

Topic No.	Topic	Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Prose	Novels/ Short Stories/ Essays	2	23	6	31
2.	Poetry	-	-	9	2	11
<b>Total</b>			<b>2</b>	<b>32</b>	<b>8</b>	<b>42</b>
<b>Percentage</b>			<b>5</b>	<b>76</b>	<b>19</b>	<b>100</b>

**Table 2: Number of Student Learning Outcomes by Cognitive level**

Topic No.	Topic	Sub-Topics	SLOs			Total SLOs
			K	U	A	
3.	Drama	Plays	1	12	3	16
4.	Prose	Essays/ Novella/ Short Stories	1	10	3	14
5.	Poetry	-	-	8	2	10
<b>Total</b>			<b>2</b>	<b>30</b>	<b>8</b>	<b>40</b>
<b>Percentage</b>			<b>5</b>	<b>75</b>	<b>20</b>	<b>100</b>

## Scheme of Assessment

### Grade XI

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

Topic No.	Topic	Sub-Topics	Marks		Total
			Constructed Response Question	Extended Response Question	
			1.	Prose	
		Short Stories/ Essays	15	15	30
2.	Poetry	-	20	15	35
<b>Total</b>			<b>55</b>	<b>45</b>	<b>100</b>

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

Topic No.	Topic	Sub-Topics	Marks		Total
			Constructed	Extended	
			Response Question	Response Question	
3.	Drama	Plays	20	15	35
4.	Prose	Essays/ Novella/ Short Stories	15	15	30
5.	Poetry	-	20	15	35
<b>Total</b>			<b>55</b>	<b>45</b>	<b>100</b>

## Exam Specifications

The Literature in English Exam for HSSC Part I will consist of one paper of 100 marks in total.

This paper will comprise three sections; novels, stories and poetry. Each section will consist of constructed response questions and two extended response questions (a choice will be given between the extended response questions).

### Section I: (Novels)

Section I will have two parts A and B, representing the two recommended novels. Students will attempt one of the novels. This section will be of 35 marks with the following tasks and marks allocation:

A reading passage from the novel followed by constructed response questions. 20 Marks

Two questions based on theme, plot, setting or characters which imply an extended response. Students will have to attempt any one question. 15 Marks

### Section II: (Short Stories/ Essays)

Section II will be of 30 marks with the following tasks and marks allocation:

Constructed response questions from the recommended stories/ essays. 15 Marks

Two questions based on theme, plot, setting, symbolism or characters which imply an extended response. Students will have to attempt any one question. 15 Marks

### Section III: (Poetry)

Section III will have 35 marks with the following tasks and marks allocation:

Reference to context questions from the recommended poems 20 Marks

Two questions based on theme, setting, symbolism, figurative language or author's viewpoint which imply an extended response. Students will have to attempt any one question. 15 Marks

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Reference to context questions from the recommended poems 20 Marks

Two questions based on theme, setting, symbolism, figurative language or author's viewpoint which imply an extended response. Students will have to attempt any one question. 15 Marks

- Schools will select one of the three plays in class XI and one of the three novels in class XII for assessment purposes. Questions will be set on all the plays and novels to allow students the option of answering questions on the texts they have studied.
- Questions will be in structured question format involving short answers and longer essay-type responses.
- Candidates will be required to respond to these questions by writing on the question paper, which is also the answer book.
- Tables 1 and 2 summarise the number and nature of SLOs in each topic in classes XI and XII. They also serve as a guide in the construction of the examination paper. Higher order thinking skills cannot be developed in Literature in English without a sound understanding of the texts and their context. The focus of the SLOs therefore, is more on Understanding in both the classes. In both years students are expected to use their knowledge and understanding to communicate a focused, sensitive and informed personal response.
- Tables 3 and 4 show the distribution of marks for different topics to be examined through constructed and extended response questions. These are derived from the SLOs for each topic and sub-topic, though the translation of the SLOs to marks is not direct.

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