



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

ENGLISH LITERATURE

CLASSES IX-X

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**Secondary School Certificate
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PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education has begun a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or senior secondary school. Needless to say this is not an exclusive offer. Private candidates and students joining AKU-EB affiliated schools and college for HSSC Part 1 are eligible to register as AKU-EB candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- It is in large part a reproduction, with some elaboration, of the Class IX and X National Syllabus of the subject.
- It makes the National Syllabus freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “civilized behaviour, attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academics, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed text book which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study to take effect in September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current SSC syllabuses have been revised to ensure conformity with the new National Curriculum.

We stand committed to all students entering the SSC course as well as those who have recently embarked upon the HSSC course in facilitating their learning outcome. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
August 2008

1. Aims/Objectives of the Study of English Literature

A National Curriculum document for English Literature is not available in the set of revised documents issued by the Curriculum Wing of the Ministry of Education in 2002. The following objectives have been derived partly from the National Curriculum Document (NCD) for English Compulsory and partly from the English Literature syllabus of the Board of Secondary Education Karachi (BSEK),¹ with some elaboration to make the intent of the examination syllabus clear to teachers and students.

The general objectives of teaching English Literature at the secondary level are as follows:

- 1.1 “to develop the students’ intellectual and emotional maturity through engagement with, and response to, literature; (BSEK II . i, p. 55)
- 1.2 to increase students’ personal cultural awareness, through the study of a range of texts drawn from different literary traditions and periods; (BSEK II.ii, p. 55 and II.iv, p. 56)
- 1.3 to increase the students’ understanding of how English language functions, especially in its figurative mode, through such devices as simile, metaphor, personification, alliteration and onomatopoeia; (BSEK p. 53 and II. iii, p. 55)
- 1.4 to develop a critical appreciation of the writers’ craft, through close textual study and wide reading; (BSEK I, p. 55)
- 1.5 to extend students’ knowledge of the major literary genres such as drama, poetry, novel, essays and short story; (BSEK II.v, p. 56)
- 1.6 to equip students with a vocabulary, and a simple conceptual framework, for discussing these genres, for example, lyric, sonnet, rhythm, rhyme and meter in poetry, tragedy, comedy, plot, character, soliloquy in prose or drama; (BSEK p.53)
- 1.7 to develop an appreciation for, and an ability to produce, imaginative and creative writing; (AKU-EB English Panel)
- 1.8 to promote the use of library books to inculcate reading habits; (NCD, English Compulsory, p. 5)
- 1.9 to read to form ethical and social values and precepts (humanism, tolerance, patience, patriotism).” (NCD English Compulsory, p. 5)

¹ Scheme of Studies and Syllabi for The Secondary School Certificate Examination, “Science and General Group”, Part I (Class IX) Examination 1998 Onwards, Part II (Class X) Examination 1998 Onwards, Board of Secondary Education, Karachi.

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part wise Scheme of Studies according to which the total marks for the SSC examination have been increased from 850 to 1100 from the year 2008 and onwards. All subjects, are to be taught and examined in both classes IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) how the marks for each subject will be allocated to different topics and sub-topics across Objective Tests and Constructed Response Papers;
- (c) which topics will be examined in Class IX and in Class X;
- (d) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;
- (e) which areas of the syllabus will require additional support materials and the resources where such materials can be found.

2.1.2 This examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. A culture of rote memorization, as the preferred method of examination preparation, results. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking skills” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.

2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.

2.1.4 The Specific Learning Objectives (SLOs) in Section 3 start with command words such as *list*, *describe*, *relate*, *explain*, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words, but not necessarily the same content, to elicit evidence of these competencies in candidate’s responses. The definitions of command words

used in this syllabus are given in Section 8. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.

- 2.1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive objective test items and constructed response questions on a rational basis from the subject syllabuses issued by the Curriculum Wing of the Federal Ministry of Education, ensuring that the intentions of the National Syllabus should be met in full. On the basis of the total number of SLOs falling under each cognitive level and depending on the nature of the command words, marks have been allocated to each topic or section of the syllabus content. The allocation of marks to the objective test and constructed response papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Syllabus determine the structure of the AKU-EB subject examination set out in Section 4.

2.2 Specific Rationale of the AKU-EB English Literature Examination Syllabus

- 2.2.1 Pakistan has some indigenous experience of English, but reading should not be confined to either Pakistani authors writing in English, or the literature of England. For cultural reasons, translations into English of classical and modern Muslim writers have to be included. Also, English as a means of intercultural communication implies that students become familiar with cultures and traditions as well as viewpoints of different communities. As such, a wide range of authors has been included. The guiding principle is that Literature in English should be a major source of pleasure and enjoyment.
- 2.2.2 Wide reading of this kind will “discourage parochial, racial, tribal sectarian and provincial prejudices among the future citizens”² of Pakistan. It will also generate a great deal of classroom discussion, which will be more cogent if students begin to lay the foundations of a critical apparatus, in particular, a shared understanding of analytic terms and common classificatory usage in describing and discussing literature.
- 2.2.3 Emphasis has been given to familiarize the students with the challenges of the modern world. Therefore, works of contemporary writers and poets have also been included.
- 2.2.4 An attempt has been made to include women poets and writers so as to promote gender equality and to give a voice to women so that it can be heard and understood by readers of all ages.

² Aims and Objectives (Education Policy 1998-2010). Para 2.3.5 quoted in op. cit. page 3.

3. Topics and Specific Learning Objectives of the Examination Syllabus

- 3.1 The examination syllabus calls for three main areas of appreciation: prose, poetry and drama. Within each genre, students are expected to engage in close textual study of at least one set text, and to do wider personal reading to provide a body of experience to compare and contrast with the set text.

Part 1 (Class-IX)

Topics	Specific Learning objectives	Cognitive levels ³		
		K	U	A
1. Prose	Candidates should be able to:			
<i>A. Novels⁴</i>				
(a) In the City by the Sea by K. Shamsie OR	1.1 state the social, political and cultural contexts in which the selected prose was written;	*		
(b) Little Women by Louisa May Alcott OR	1.2 write a brief biographical sketch of the author;	*		
(c) Lord of the Flies by William Golding	1.3 communicate a focused, sensitive and informed personal response;		*	
	1.4 identify and explain the authors' uses of appropriate characterization, narrative and plot;	*	*	
	1.5 analyse the theme and setting of the prose;			*
	1.6 discuss the style of language used in the selected prose;		*	
<i>B. Stories⁵</i>	1.7 demonstrate an understanding of social and cultural issues discussed by the writers;		*	
(a) The Gold Cadillac by Mildred D. Taylor	1.8 discuss how the different characters in these texts relate to the learners' personal lives and experiences;			*
(b) The Piece of String by Maupassant	1.9 comment upon the use of humour/satire/pathos/irony, related to the plot of the story;			*
(c) Lumber-Room by Saki	1.10 review critically the given novel/story;			*
(d) If Only Cats Could Talk by Bina Shah	1.11 summarize main ideas presented in the novel/story.			*
(e) Leaving by M. G. Vassanji				

³K = Knowledge, U = Understanding, A= Application (for explanation see section 8: Definition of command words used in Specific Learning Objectives and in Examination Questions).

⁴Schools will have to choose any one of the three novels. Please refer to page 16 for full references.

⁵Please see page 16 for full references.

NOTES

2. Poetry	Candidates should be able to:	K	U	A
(a) The Village School Master by O. Goldsmith (b) If by R. Kipling (c) The Brook, L. A. Tennyson (d) Stopping by the Woods by R. Frost (e) Because I Could Not Stop for Death by E. Dickinson	2.1 state the social, political and cultural contexts in which the selected poem was written; 2.2 write a brief biographical sketch of the poet; 2.3 communicate a focused, sensitive, lively, inspirational and informed personal response; 2.4 identify and explain with reasons the poet's use of the following: imagery, symbolism; genre of poetry as appropriate to its theme;	*		
<i>Translated Poems</i>	2.5 examine the rhyme scheme used and its appropriateness for the theme of the poem;			*
(a) Solitude by Faiz A. Faiz (b) Asia Awakens by S. Jafri (c) Always Late by Munir Niazi (d) Rubaiyat By O. Khayyam	2.6 elaborate upon the use of the figurative language and literary devices such as simile, metaphor, personification, hyperbole, alliteration; 2.7 critically analyse the poem; 2.8 give the central idea and paraphrase the poem.		*	
		*	*	*

NOTES

Part-2 (Class X)

Topics	Specific Learning objectives	Cognitive levels ⁸		
		K	U	A
3. Prose	Candidates should be able to:			
<i>A Plays⁹</i>				
(a) Pygmalion by B. Shaw OR	3.1 state the social, political and cultural contexts in which the selected prose was written;	*		
(b) Midsummer Night's Dream by W. Shakespeare OR	3.2 write a brief biographical sketch of the author;	*		
(c) Twelfth Night by W. Shakespeare	3.3 communicate a focused, sensitive, informed personal response;		*	
	3.4 identify and explain the authors' uses of appropriate characterization, narrative and plot;	*	*	
	3.5 analyse the theme and setting of the prose;			*
<i>B. Essays¹⁰</i>				
(a) The Mercy of the Worlds by G. S. Jillani	3.6 discuss the style of language used in the selected prose;		*	
(b) Stopping by the Moon by Allama Iqbal	3.7 demonstrate an understanding of social and cultural issues discussed by the writers;		*	
(c) Greening the Red Planet by Darrach & Petranek	3.8 discuss how the different characters in these texts relate to the learners' personal lives and experiences;			*
(d) My Fifty Years in Lahore by Intezar Hussain	3.9 comment upon the use of humour/satire/pathos/irony related to the plot of the story;			*
(e) Three Days to See by Helen Keller	3.10 review critically the given novel/story;			*
	3.11 summarize the main ideas presented in the given novel/story.			*

⁸K = Knowledge, U = Understanding, A= Application (for explanation see Section 8: Definition of command words used in Specific Learning Objectives and in Examination Questions).

⁹Schools will have to choose any one of the three plays.

¹⁰Please see page 19 for full references.

NOTES

4. Poetry	Candidates should be able to:	K	U	A
(a) Shall I Compare Thee to a Summer's Day by W. Shakespeare (b) Past and Present by T. Hood (c) When I Have Fears ... by J. Keats (d) To the Cuckoo by W. Wordsworth (e) On his Blindness by J. Milton	4.1 state the social, political and cultural contexts in which the selected poetry was written; 4.2 write a brief biographical sketch of the poet; 4.3 communicate a focused, sensitive, lively, inspirational and informed personal response; 4.4 identify and explain with reasons the poet's use of the following: imagery, symbolism, genre of poetry as appropriate to its theme;	*		
Translated Poems (a) Opinion and Knowledge by J. Rumi (b) Man by V.M. Nazir (c) Departure Lounge by V. Seth (d) Does Not This World of Ours Suit Thee by Allama Iqbal	4.5 examine the rhyme scheme used and its appropriateness for the theme of the poem; 4.6 elaborate upon the use of the figurative language and literary devices such as simile, metaphor, personification, hyperbole, alliteration; 4.7 critically analyse the poem; 4.8 give the central idea and paraphrase the poem.	*	*	*

NOTES

4. Scheme of Assessment

Class IX

Table 1: Number of Specific Learning Objectives by Cognitive Level

	Literary Genre	SLOs			Total
		K	U	A	
1.	Prose	3	4	5	12
2.	Poetry	4	4	2	10
	Total:	7	8	7	22
	Percentage	32	36	32	

Table 2: Allocation of Marks to Short Answers and Extended Responses

	Literary Genre		Marks		
			Short Answer Questions	Extended Response	Total
1.	Prose	Novels	5	15	20
		Stories	10	20	30
2.	Poetry		5	20	25
	Total:		20	55	75

Class X

Table 3: Number of Specific Learning Objectives by Cognitive Level

	Literary Genre	SLOs			Total
		K	U	A	
3.	Prose	3	4	5	12
4.	Poetry	4	4	3	11
	Total:	7	8	8	23
	Percentage	30	35	35	

Table 4: Allocation of Marks for Short answer Questions and Constructed Response Paper

	Literary Genre		Marks		
			Short Answer Questions	Extended Response	Total
3.	Prose	Plays	10	20	30
		Essays	5	15	20
4.	Poetry		5	20	25
	Total:		20	55	75

- 4.1 The Tables 1 and 3 summarize the number and nature of SLOs in each topic in classes IX and X. They also serve as a guide in the construction of examination paper. Higher order skills cannot be developed in English Literature without a sound knowledge of the texts and their context. The focus of the SLOs therefore, is more on Understanding

(36% and 35%) in both the classes. There is more focus on the Application skills in class X. In both years students are expected to use their knowledge and understanding to communicate a focused, sensitive and informed personal response.

- 4.2 Tables 2 and 4 show the distribution of the marks for different topics to be examined through the short answer and the extended response questions. These are derived from the SLOs for each topic and sub-topic, though the translation of the SLOs to marks is not direct.
- 4.3 There will be two papers of three hours duration, carrying 75 marks each, one at the end of Class IX and the other at the end of Class X.
- 4.4 Schools will select one of the three novels in class IX and one of the three plays in class X for assessment purposes. Questions will be set on all the novels and plays to allow students the option of answering questions on the texts they have studied.
- 4.5 Each question will be in structured question format involving short answers and longer essay-type response. There will be one structured question for each set text. The candidate will be required to respond to these questions by writing on the question paper, which is also the answer book.

5. Teaching-Learning Approaches and Classroom Activities

- 5.1 While not forgetting the sheer power of enjoyment, there is a considerable maturing effect in the universal problems and pleasures of human relationships, which are fundamental to all literary endeavours. These insights do not come through with their full educative impact in extracts and summaries. The secondary school literature classroom should deal with the texts themselves, not with texts about texts.
- 5.2 Young people are naturally curious about the potential life holds. Literature can whet that curiosity by offering alternative realities. Most classroom time should be devoted to students discussing their own personal responses to these realities. The text should always be open before them, and they should be encouraged to search and find textual evidence, mainly direct quotations, to support their point of view. In response to every genre, the class should be encouraged to ask question about themselves, of their classmates and of the text, the fundamental activity in active reading.
- 5.3 Teachers should draw attention to the more obvious strategies as they occur in context, for example, the rhetorical devices and linguistic strategies which give the text its emotional and intellectual impact. However, the text should lead to raising the question of how it works. It should not be used in artificial games of, for example, 'hunt the simile'.

6. Recommended Texts and Reference Materials

Class IX

Novels

1. Shamsie, K. (1998). *In the City by the Sea*. New Delhi: Penguin Books.

2. Alcott, L. (1998). *Little Women*. New York: World Classics.
3. Golding, W. (2003). *Lord of the Flies*. New York: Penguin Books.

Stories

1. Marlald, M. (1997). 'The Gold Cadillac.' *Global Tales (Stories of many cultures)*. Longman: Singapore, pp. 52-66.
2. Maupassant, G. D. (1995). 'The Piece of String.' *Selected Short Stories*. Penguin Books: Berkshire, pp. 156-164.
3. Saki (1959). 'Lumber-Room.' *Twentieth-century Short Stories*. Harrap: London, pp 91-98.
4. Shah, B. (2001). 'If Only Cats Could Talk.' *Animal Medicine*. Oxford: Karachi, pp 55-65
5. Vassangi, M. G (2000). 'Leaving.' *The Arnold Anthology of Post-Colonial Literatures in English*. Arnold: London, pp 83-88

English Poems

1. Goldsmith, O. 'The Village School Master'. Also in Smith, P. G. & Wilkins J. F. (eds.) (1957, 1998). *The Sheldon Book of Verse Book 2*. Oxford: Oxford University Press.
2. Kipling, R. 'If'. *The Sheldon Book of Verse Book 2*. Oxford: Oxford University Press.
3. Blake, T. E. A. 'The Brook.' *The Sheldon Book of Verse Book 2*. Oxford: Oxford University Press. William.
4. Frost, R. 'Stopping by Woods on a Snowy Evening.' In Smith, P. G. & Wilkins J. F. (1959, 1995). *The Sheldon Book of Verse Book 1*, Oxford: Oxford University Press.
5. Dickinson, E. (1981). 'Because I Could Not Stop for Death.' *The Harper Anthology of Poetry*. New York. Harper and Row.

Translated Poems

1. Niazi, M. (2002). 'Always Late.' *A Cry in the Wilderness*. Karachi: Oxford University Press. (p.8).
2. Faiz. F. A, 'Solitude.' Translated by Zafar Iqbal Syed *Poems by Faiz*, Lahore: Vanguard Books.
3. Jafri, A. S. (1999). 'Asia Awakens.' *My Journey*, New Delhi: Sterling.
4. Kriyanand, S. K, (2000). *The Rubaiyat of Omar Khayyam*. Dehli: Motilal Banarsidass. (Rubaiyat on PP. 94, 113, 148 and 236) (Available at Paramount Books (Pvt), Karachi)

Class X

Plays

1. Shakespeare, W. (1996) *A Midsummer Night's Dream*. Cambridge: Cambridge University Press.
2. Shakespeare, W. (2001). *Twelfth Night*. Cambridge: Cambridge University Press.
3. Shaw, G. B. *Pygmalion* (1994). London: Penguin Books, Ltd.

Essays

1. Jillani, G. S. 'The Mercy of the Worlds.' *Daily DAWN newspaper*. 22 April 2005. Dawn: Karachi. Editorial p 7.
2. Iqbal, M. (2005). 'Stopping by the Woods' Moon.' *Javednama*. Retold by Hina Tanvir. Edited by Khurram Shafique. Lahore: Iqbal Academy, pp. 9-12.
3. Darrach & Petranek. 'Greening the Red Planet.' *Reader's Digest Vol. 71, No. 424*, July 1995. Reader's Digest Far East Ltd: Hong Kong, pp. 99-104.
4. Hussain, I. (2001). 'My Fifty Years in Lahore.' *Leaving Home: Towards a New Millennium*. Oxford: Karachi, pp 129-134.
5. Keller, H. 'Three Days to See.' *Atlantic Monthly* January 1933.

English Poems

1. Shakespeare, W. (1994). Poem 'Shall I compare thee to a summer's Day' in Pelgrave's Golden Treasury. (1985) Oxford University Press. *Touched with Fire*. United Kingdom Oxford: Oxford University Press.
2. Hood, T. 'Past and Present'. *The Sheldon Book of Verse*, Book 1, Oxford: Oxford University Press.
3. Keats, J. 'When I Have Fears That I May Cease To Be.' *The Harper Anthology of Poetry*, New York: Harper and Row.
4. Wordsworth, W. 'To the Cuckoo.' Smith, P. G. & Wilkins J. F. (1957, 1998). *The Sheldon Book of Verse* Book 2, Oxford: Oxford University Press.
5. Milton, J. 'On his Blindness.' Also in Harrison, M. and Stuart-Clark, C. (eds 1977, 1989, 2003). *The Dragon Book of Verse*. Oxford: Oxford University Press.

Translated Poems

1. Rumi J. 'Opinion and Knowledge.' (Afzal Iqbal) (2003). *The Life and Works of Jalaluddin Rumi*. Karachi: Oxford University Press.
2. Nazir V. M. 'Man.' (1992). *The Gold Tradition*, Karachi: Oxford University Press.
3. Seth, V. (1995). 'Departure Lounge.' (1995, 1999). *The Collected Poems*. England: Penguin Books (Available at Paramount Books (Pvt.) Ltd. Karachi).
4. Iqbal, M.A. Retold 'Does not this world of ours suit thee.' By Hina Tanvir, edited by Khurram Ali Shafique. (2004). *Javaidnama*. Lahore: Iqbal Academy (Under print).

7. Areas for Development of Learning Support Materials

- Biographical sketches of the writers and poets
- Genres of English poetry
- Background material related to the prose and poetry works used in this syllabus to set them in a comprehensible context, e.g. the social, historical, political, ethical and cultural context in which they were written.

8. Definition of Cognitive Levels and Command Words in the Specific Learning Objectives and in Examination Papers

8.1 Definition of Cognitive Levels (Knowledge, Understanding and Application)

Knowledge:

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

Understanding:

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

Application:

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: distinguish, analyze, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganize, predict consequences, etc.

8.2 Definition of Command Words:

Analyse: Go beyond using the information to relate different characteristics of the components in given material and to draw conclusions on the basis of common characteristics.

**Critically analyse/
Give critical
review:** Give an impartial and in-depth analysis of some person, event, story, etc., based on available information/facts and especially selected quotation.

Comment: Give an opinion, elaborate, or explain in the light of one's own experience or knowledge.

Communicate: Convey, make clear one's ideas, opinions, etc.

Demonstrate: Show or prove by evidence and/or argument.

Discuss:	Express views in a logical and lucid way considering all aspects of a matter under discussion and draw conclusions.
Elaborate:	Provide relevant details to clarify or enrich given statements or definitions with examples.
Examine:	State different aspects of a situation or issue or problem in detail.
Explain	Give a clear and detailed account of related information with reasons or justification.
Give:	State something based on reason/logic/available information.
Identify:	Pick out, recognizing specified information from a given content or situation.
Summarise:	Provide summary of a statement or document or synthesis of an argument made.
State:	Give a brief and factual answer with no explanation.
Write:	Implies full sentences of continuous prose, not abbreviated text.
Paraphrase:	Rewrite in their own words, simplifying the expression.

SSC Scheme of Studies⁹**Annex**

AKU-EB as a national board offers qualifications for both English medium and Urdu medium schools. The revised SSC Scheme of Studies issued by the Curriculum Wing in September 2007 is designed for two years. Accordingly, each SSC subject will be taught across both the classes IX and X. The first SSC-I part wise (Class IX) examination will be held in May 2008 and SSC-II (Class X) in 2009. The Science group and the most popular Humanities group subjects are offered. The marks allocated to subjects in the revised National Scheme of Studies of September 2007 have been followed.

SSC I and II (Class IX and X) subjects on offer for examination in 2008-2009**SSC Part-I (Class IX) Science Group**

Subjects	Marks			Number of Periods (per week)
	Theory	Practical	Total	
English	75	-	75	5
Urdu OR History and Geography of Pakistan ^a OR Urdu-I ^b	75	-	75	5
Islamiyat OR Ethics ^c	50	-	50	2
Pakistan Studies	50	-	50	2
Mathematics	75	-	75	6
Physics	65	10	75	6
Chemistry	65	10	75	6
Biology OR Computer Science	65	10	75	6
Total:	520	30	550	38

SSC Part-II (Class X) Science Group

Subjects	Marks			Number of Periods (per week)
	Theory	Practical	Total	
English	75	-	75	5
Urdu OR History and Geography of Pakistan ^a OR Sindhi Aasan ^b	75	-	75	5
Islamiyat OR Ethics ^b	50	-	50	2
Pakistan Studies	50	-	50	2
Mathematics	75	-	75	6
Physics	65	10	75	6
Chemistry	65	10	75	6
Biology OR Computer Science	65	10	75	6
Total:	520	30	550	38

a Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the board's approval.

b Candidates from the province of Sindh may appear in "Urdu-I" in SSC Part I and in "Sindhi Aasan" in Part II examination.

c For non-Muslim candidates only.

⁹Government of Pakistan September 2007 and May 2003. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*, Islamabad: Ministry of Education, Curriculum Wing.

SSC Part-I (Class IX) Humanities Group

Subjects	Marks	Number of Periods (per week)
English	75	5
Urdu OR History and Geography of Pakistan ^a OR Urdu-I ^b	75	5
Islamiyat OR Ethics ^c	50	2
Pakistan Studies	50	2
General Mathematics	75	6
<i>Any three of the following Elective Subjects</i>	225 (75 each)	18
1. Geography		
2. General Science		
3. Computer Science (65 + 10 practical)		
4. Economics		
5. Civics		
6. History of Pakistan		
7. Sindhi Elective		
8. Elements of Home Economics		
9. Food and Nutrition		
10. Art & Model Drawing		
11. Business Studies		
12. Environmental Studies		
13. English Literature ^d		
14. Commercial Geography ^d		
Total:	550	38

SSC Part-II (Class X) Humanities Group

Subjects	Marks	Number of Periods (per week)
English	75	5
Urdu OR History and Geography of Pakistan ^a OR Sindhi Aasan ^b	75	5
Islamiyat OR Ethics ^c	50	2
Pakistan Studies	50	2
General Mathematics	75	6
<i>Any three of the following Elective Subjects</i>	225 (75 each)	18
1. Geography		
2. General Science		
3. Computer Science (65 + 10 practical)		
4. Economics		
5. Civics		
6. History of Pakistan		
7. Sindhi Elective		
8. Elements of Home Economics		
9. Food and Nutrition		
10. Art & Model Drawing		
11. Business Studies		
12. Environmental Studies		
13. English Literature ^d		
14. Commercial Geography ^d		
Total:	550	38

a Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the board's approval.

b Candidates from the province of Sindh may appear in "Urdu-I" in SSC Part I and in "Sindhi Aasan" in Part II examination.

c For non-Muslim candidates only.

d Subject will be offered as Additional Subject.

Note: For the effective learning students are expected to visit library for at least two periods in a week.