



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Secondary School Certificate (SSC)

Examination syllabus

ENGLISH X

**Based on Provincial revised curriculum
(Sindh)**



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PREFACE

The Ziauddin University Examination Board (ZUEB) was established under **Sindh ACT XLI 2018**, with the primary objective of enhancing the quality of education in Sindh. ZUEB is responsible for administering examinations for the **Secondary School Certificate (SSC)** and **Higher Secondary School Certificate (HSSC)** in alignment with the most recent revisions to the **National Curriculum**, as outlined by the **Directorate of Curriculum Assessment and Research (DCAR), Sindh**. Through its ordinance, ZUEB is mandated to provide examination services for both English, Urdu, and Sindhi medium candidates from private schools across Sindh. This examination syllabus reflects ZUEB's dedication to achieving the educational goals set by the provincial authorities.

In collaboration with subject professors, ZUEB has developed a comprehensive syllabus for each subject. It is important to distinguish between the syllabus and the curriculum. The syllabus serves as a guide for both teachers and students, outlining the key areas of focus within the subject. It provides students with a clear understanding of what is expected of them in their studies and helps them prepare effectively for their exams.

This examination syllabus incorporates all cognitive outcomes derived from the **Provincial Curriculum Statement**, ensuring that assessments are both valid and reliable. While the focus is primarily on the cognitive domain, significant emphasis is placed on the application of knowledge and understanding.

The syllabus is made available to all stakeholders via the ZUEB website to assist affiliated schools in planning their teaching. It is crucial to note that the syllabus, rather than the prescribed textbook, forms the foundation of ZUEB examinations. Additionally, this syllabus supports the development of learning materials for both students and teachers. ZUEB remains committed to supporting students undertaking the SSC and HSSC courses by facilitating their learning outcomes through this detailed syllabus document.

To further assist in the learning process, ZUEB provides a dedicated **e-resource tab** on its website, offering both text-based and video content on various subjects. These 15-20 minute instructional videos, created around key subject concepts, allow students to learn at their own pace and convenience. The videos can be used as a reinforcement tool to revisit lessons already taught or as pre-lesson material. This initiative is an ongoing effort, and new videos will continue to be uploaded.

We encourage all students and educators to make the most of these resources for a more enriched and flexible learning experience.

Sincerely,

Shahbaz Nasim
Head – Measurement & Testing
Ziauddin University Examination Board

Reviewed by Beena Kohati-Bilal
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29.01.2025

Rationale For The Reviewed Provincial Curriculum

The process of revising the National Curriculum 2006 began in August 2004, when the newly elected government of Pakistan initiated education reforms across the country. These reforms included the introduction of a new National Education Policy, a National Education Census, and a revision of curricula (Ministry of Education, 2009).

In practice, the overhaul of the secondary school curriculum began in 2006, leading to a review of the scheme of studies for classes I to XII and the revision of curricula for 25 compulsory subjects.

The 18th Amendment to the Constitution of Pakistan, enacted in 2010, significantly altered the federal-provincial relationship by abolishing the "concurrent legislative list." This amendment granted provinces greater legislative and financial autonomy in sectors such as education and health. The most notable implication of the 18th Amendment for education was the transfer of responsibility for curriculum development, syllabus planning, policy formation, and educational standards to the provinces, marking a significant step forward for education.

In Sindh, the School Education Department tasked a Curriculum Review Team with revising the National Curriculum 2006 for all subjects. The goal was to create a curriculum better suited to the needs of students and teachers while aligning with the principles of the 18th Amendment. Subject-specific curriculum review committees were established to critically examine and align the curriculum's content, both contextually and textually, ensuring coherence across various subjects. The Bureau of Curriculum (BoC) played a crucial role in organizing workshops and meetings in Hyderabad to facilitate the completion of this task. The support of numerous educationists, researchers, and teachers was invaluable in successfully revising the curriculum.

The revised National Curriculum, along with the original version, is available on the DCAR website at http://dcar.gos.pk/BoC_Other_Pages/curriculum_dev.html for easy access.

The Ziauddin University Examination Board (ZUEB) SSC and HSSC syllabi are developed in accordance with the Sindh Revised Curriculum. To date, textbooks for various subjects have been developed based on the revised curriculum.

AIMS AND OBJECTIVES OF THE SUBJECT OF SPECIFIC SYLLABUS FOR ENGLISH LANGUAGE CURRICULUM

Competency: A key learning area

Standard: The standard defines the competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area during a minimum of thirteen years of schooling

Benchmark: A description of the extent to which a certain standard is required to be accomplished. The word is synonymous to a 'learning target'. These provide at a glance, the continuum of the English language learning e.g. benchmarks for grades ECE, I and II define what the students will be able to do by the end of grade II.

Students Learning Outcomes: These are built on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade.





Student Learning Outcomes (SLOs) indicate achievement levels in each skill set to be attained by the students as a result of the instruction derived from the standards. In other words, standards are the main boulevards with vivid directions (benchmarks) marked on the maps and SLOs are the specific streets in order to reach a destination. Interestingly, both main boulevards and the streets are traceable and can be verified from a variety of sources.

In a similar fashion, standards and SLOs are realistic and attainable levels of achievement stipulated in this document. The benchmarks and SLOs stated in this document have been redefined and reformulated, as compared to the 2006 document. This has been done keeping in mind, the particular context of this part of the world with regard to school settings, capacity of teachers, connections with the teaching material used in the ECE-XII classes, etc.

Most importantly, logical progression, both in the skill area and grade level has been addressed. Student learning outcomes build on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. Most student learning outcomes progress and develop across grades, where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes, within a competency or across competencies, overlap and are interrelated; progress towards one outcome is often dependent upon progress towards another.

Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic year. The outcomes are realistic, observable, achievable and measurable. Some of the student learning outcomes from the National Curriculum Document 2006 (carried forward in this document) might not be testable in the Board examinations due to constraints, but considering their importance these have been retained and are to be tested during formative assessment in the classroom by the teachers.

The aim is to help students achieve these outcomes through extended engagement with texts and language, and by developing a variety of literacy practices over the years of compulsory schooling. To attain a spiral build-up, all the elements in each standard are introduced, focused, revisited, revised and reinforced.

READING	WRITING	LISTENING	SPEAKING
			
Reading for understanding Meaning Level	Language Rules & Mechanics	Listening for global understanding	Knowledge and understanding of the spoken language
Reading for Comprehension	Writing Conventions	Listening for acquiring knowledge and understanding of language rules, patterns, and conventions	Use of Language for social interaction
Reading for Critical Thinking	Writing for Variety of Purposes and Audiences	Listening for developing academic proficiency	Use of language for academic settings and contexts

GRADE X ENGLISH DETAILED EXAMINATION SYLLABUS 2023

This exam syllabus is produced to facilitate teachers, students and the test setters to teach, learn and assess subject specific learning.

SECONDARY STAGE ENGLISH BOOK-II For Class X				
GENRE OF LITERATURE/ UNIT	SLOs	COGNITIVE LEVEL		
		K	U	A
1. CONTRIBUTIONS OF NOTABLE LEADERS	1.1 Reading Comprehension: The Voice of God		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	Skim texts to <ul style="list-style-type: none"> • Have a general idea of the text. • Infer themes/ main idea. 			
	Read silently to find main idea and supporting details and to interact with the text: <ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	1.2 Writing	✓		✓
	Select and use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, etc.			
	1.3 Language Practice	✓	✓	✓
	Apply rules of capitalization and punctuation, wherever applicable.			
	Rectify faulty capitalization and punctuation in given Passages			
Recognize common prefixes and suffixes: use that knowledge to determine the meaning of unfamiliar words.				
2. LABOUR AND PEOPLE'S RIGHTS	2.1 Reading Comprehension: Dignity of Work		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	Skim texts to <ul style="list-style-type: none"> • Have a general idea of the text. • Infer themes/ main idea. 			

	<p>Read silently to find main idea and supporting details and to interact with the text:</p> <ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	2.2 Writing			✓
	Write a formal email to an organization/institution asking/requesting for information/clarity about something.			
	2.3 Language Practice:		✓	✓
	Revise the rules of and illustrate the use of tenses learnt earlier.(present)			
	Make simple and compound sentences.			
3. PRACTICING POSITIVE WORK ETHICS	3.1 Reading Comprehension: King Bruce and the Spider		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	<p>Read silently to find main idea and supporting details and to interact with the text:</p> <ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	<p>Read a poem and give orally and in writing</p> <ul style="list-style-type: none"> • Theme and its development • Personal response with justification • Paraphrase/summary 			
	3.2 Writing		✓	✓
	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas). Add own thoughts/opinions/feelings.			
	3.3 Language Practice:		✓	✓
Revise the rules of and illustrate the use of tenses learnt earlier.(past)				
Revise the rules for the use of <i>a</i> , <i>an</i> , and <i>the</i> (also advance usage of the) whenever applicable in speech and in writing.				
4. MEDIA FOR INFORMATION AND REFLECTION	4.1 Reading Comprehension: Social Media		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	<p>Skim texts to</p> <ul style="list-style-type: none"> • Have a general idea of the text. <p>Infer themes/ main idea</p>			
	Read silently to find main idea and supporting details and to interact with the text:			

	<ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. Deduce meaning of difficult words from context. 			
	Use critical thinking skills to respond orally and in writing to the text read to: <ul style="list-style-type: none"> • give a personal opinion and justify a stance related to viewpoints/ideas/issues in the text • Evaluate the material read 			
	4.2 Writing		✓	✓
	Write a cause and effect essay of at least four paragraphs on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing			
	4.3 Language Practice:		✓	
	Revise the rules of and illustrate the use of tenses learnt earlier.(future)			
	Revise and convert sentences from passive voice to active voice.			
5. RESPECTING SELF AND OTHERS	5.1 Reading Comprehension: A bad dream		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	Skim texts to <ul style="list-style-type: none"> • Have a general idea of the text. • Infer themes/ main idea. 			
	Read silently to find main idea and supporting details and to interact with the text: <ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	Read text to make predictions about storyline/content, characters, using contextual clues and prior knowledge.			
	5.2 Writing		✓	✓
	Write a letter to the editor explaining and presenting an idea, a point, or an opinion.			
	5.3 Language Practice:			
	Revise and apply the rules of change of number of nouns learnt earlier.			
	Illustrate use and selected functions of modal verbs (request and advice)			
6. CHARACTER BUILDING	6.1 Reading Comprehension: Speak Gentle		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	Skim texts to <ul style="list-style-type: none"> • Have a general idea of the text. 			

	<ul style="list-style-type: none"> • Infer themes/ main idea. 			
	<p>Read silently to find main idea and supporting details and to interact with the text:</p> <ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	<p>Read a poem and give orally and in writing</p> <ul style="list-style-type: none"> • Theme and its development • Personal response with justification <p>Paraphrase/summary</p>			
	6.2 Writing	✓	✓	✓
	Write an expository essay of at least four paragraphs on a given topic based on the guidelines			
	Identify and use transitional devices that show order and reason.			
	Recognize the rules of and change the narration of selected sentence types: questions			
7. PRAISING NATURE	7.1 Reading Comprehension: Struggle for an Education		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	Skim texts to			
	<ul style="list-style-type: none"> • Have a general idea of the text. • Infer themes/ main idea. 			
	<p>Read silently to find main idea and supporting details and to interact with the text:</p> <ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	7.2 Writing			
	Write a persuasive/argumentative essay of at least four paragraphs, on a given topic based on the guidelines			
	7.3 Language Practice		✓	
Revise the use of prepositions of movement and direction.				
Revise the use of conditional sentences.				
Revise the rules of type 3 conditional sentences.				
8. CIVIC SENSE AND CIVIC ACTIVITIES	8.1 Reading Comprehension:		✓	
	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.			
	Skim texts to			
	<ul style="list-style-type: none"> • Have a general idea of the text. • Infer themes/ main idea. 			
Read silently to find main idea and supporting details and to interact				

	<p>with the text:</p> <ul style="list-style-type: none"> • Scan for facts and opinions • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	Organize information using various organizational patterns: compare and contrast, and cause and effect			
	8.2 Writing		✓	
	Write a persuasive/argumentative essay of at least four paragraphs, on a given topic based on the giving guidelines			
	8.3 Language Practice:		✓	✓
	Spot errors in context with respect to use of relative pronouns (that, who, whom, whose, which)			
	Recognize the rules of and change the narration of selected sentence types: questions, requests, and orders.			

DEFINITIONS OF COGNITIVE LEVELS

Remember

Remembering is the act of retrieving knowledge and can be used to produce things like definitions or lists. The student must be able to recall or recognise information and concepts. The teacher must present information about a subject to the student, ask questions that require the student to recall that information and provide written or verbal assessment that can be answered by remembering the information learnt.

Question Stems

- Can you name all the ...?
- Describe what happens when ...?
- How is (are) ...?
- How would you define ...?
- How would you identify ...?
- How would you outline ...?
- How would you recognise...?
- List the ... in order.
- What do you remember about ...?
- What does it mean?
- What happened after?
- What is (are) ...?
- What is the best one?
- What would you choose ...?
- When did ...?
- Where is (are) ...?
- Which one ...?
- Who spoke to ...?
- Who was ...?
- Why did ...?

Understand

The next level in the taxonomic structure is Understanding, which is defined as the construction of meaning and relationships. Here the student must understand the main idea of material heard, viewed, or read and interpret or summarise the ideas in their own words. The teacher must ask questions that the student can answer in their own words by identifying the main idea.

Question Stems

- Can you clarify...?
- Can you illustrate ...?
- Condense this paragraph.
- Contrast ...
- Does everyone think in the way that ... does?
- Elaborate on ...
- Explain why ...
- Give an example
- How can you describe...?
- How would you clarify the meaning...?
- How would you compare ...?
- How would you differentiate between ...?
- How would you describe...?
- How would you generalise...?
- How would you identify ...?
- Is it valid that ...?
- Is this the same as ...?
- Outline ...
- Select the best definition...
- State in your own words...
- This represents ...
- What are they saying?
- What can you infer from ...?
- What can you say about ...?
- What could have happened next?
- What did you observe?

	<ul style="list-style-type: none"> • What does this mean? • What expectations are there? • What information can you infer from...? • What is the main idea of ...? • What restrictions would you add? • What seems likely? • What seems to be ...? • What would happen if ...? • What might happen if ...? • Which are the facts? • Which statements support ...?
<p>Apply</p> <p>The third level in Bloom’s taxonomy, Applying, marks a fundamental shift from the pre-Bloom’s learning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and applying it to real-world exercises, challenges or situations. Students must apply an abstract idea in a concrete case to solve a problem or relate it to prior experience. The teacher must provide opportunities for students to use theories and problem-solving techniques in new situations and review and check their work. Assessment questions should be provided that allow students to define and solve problems.</p> <p>Question Stems</p> <ul style="list-style-type: none"> • Can you group by characteristics such as ...? • Choose the best statements that apply... • Clarify why ... • Do you know of another instance where ...? • Draw a story map... • Explain why a character acted in the way that he did... • From the information given, can you develop a set of instructions about ...? • How would you develop ...? • How would you change ...? • How would you demonstrate...? 	<p>Analyse</p> <p>Analysing is the cognitive level where students can take the knowledge they have remembered, understood and applied, then delve into that knowledge to make associations, discernments or comparisons. Students should break down a concept or idea into parts and show relationships between these parts. Teachers must give students time to examine concepts and their requisite elements. Students are required to explain why they chose a solution.</p> <p>Question Stems</p> <ul style="list-style-type: none"> • Can you distinguish between ...? • Can you explain what must have happened when ...? • Determine the point of view, bias, values, or intent underlying the presented material... • Discuss the pros and cons of ... • How can you classify ... according to ...? • How can you compare the different parts? • How can you sort the different parts...? • How is ... connected to ...? • How is ... similar to ...? • How would you categorise...? • How would you explain...?

<ul style="list-style-type: none"> • How would you develop? • How would you explain ...? • How would you modify ...? • How would you present...? • How would you solve ... ? • Identify the results of ... • Illustrate the ... • Judge the effects of ... What would result ...? • Predict what would happen if ... • Tell how much change there would be if ... • Tell what would happen if ... • What actions would you take to perform ...? • What do you think could have happened next? • What examples can you find that ? • What other way would you choose to ...? • What questions would you ask of ...? • What was the main idea ...? • What would the result be if ...? • Which factors would you change if ...? • Who do you think...? • Why does this work? • Write a brief outline ... • Write in your own words ... 	<ul style="list-style-type: none"> • What could the ending have been if ... had taken place? • State the point of view of ... • What are some of the problems of ...? • What assumptions ...? • What can you infer about...? • What can you point out about ? • What conclusions ...? • What do you see as other possible outcomes? • What does the author assume? • What explanation do you have for ...? • What ideas justify the conclusion? • What ideas validate...? • What is the analysis of ...? • What is the function of ...? • What is the problem with ...? • What motive is there? • What persuasive technique is used? • What statement is relevant? • What was the turning point? • What were some of the motives behind ...? • What's fact? Opinion? • What's the main idea? • What's the relationship between? • Which events could not have happened? • Why did ... changes occur? • Why do you think ?
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BLOOM'S TAXONOMY WITH EXAMPLES

Conclusion

If you are a teacher looking for ways to engage your students in learning, this LIST of questions might be interesting for your classroom practice. Bloom's Taxonomy question stems can help elicit higher-order thinking skills and promote critical thinking among learners at different taxonomy levels. These question stems can also encourage students to think about their knowledge through reflection before answering questions.

ACTION WORDS FOR COGNITIVE LEVELS

Knowledge	Understand	Apply	Analyze	Evaluate	Create
	 <small>UNDERSTAND</small>				
define	explain	solve	analyze	reframe	design
identify	describe	apply	appraise	criticize	compose
describe	interpret	illustrate	judge	evaluate	create
label	paraphrase	modify	support	order	plan
list	summarize	use	compare	compare	combine
name	classify	calculate	decide	classify	formulate
state	compare	change	discriminate	contrast	invent
match	differentiate	choose	recommend	distinguish	hypothesize
recognize	discuss	demonstrate	summarize	infer	substitute
select	distinguish	discover	assess	separate	write
examine	extend	experiment	choose	explain	compile
locate	predict	relate	convince	select	construct
memorize	associate	show	defend	categorize	develop
quote	contrast	sketch	estimate	connect	generalize
recall	convert	complete	grade	differentiate	integrate
reproduce	demonstrate	construct	measure	divide	modify
tabulate	estimate	dramatize	predict	order	organize
tell	express	interpret	rank	prioritize	prepare
Copy	identify	manipulate	score	survey	produce

discover	indicate	paint	select	calculate	rearrange
duplicate	infer	prepare	test	conclude	rewrite
enumerate	relate	teach	argue	correlate	adapt
listen	restate	act	conclude	deduce	anticipate
observe	select	collect	consider	devise	arrange
omit	translate	compute	critique	diagram	assemble
read	ask	explain	debate	dissect	choose
recite	cite	list	distinguish	estimate	collaborate
record	discover	operate	editorialize	evaluate	facilitate
repeat	generalize	practice	justify	experiment	imagine
retell	group	simulate	persuade	focus	intervene
visualize	illustrate	transfer	rate	illustrate	make
	judge	write	weigh	organize	manage
	observe			outline	originate
	order			plan	propose
	report			question	simulate
	represent			test	solve
	research				support
	review				test
	rewrite				validate
	show				

**SSC PART II EXAMINATION
MARKS BREAKUP GRID FOR EXAMINATION 2025**

SCIENCE GROUP:

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
BIOLOGY	60	15	75
MATHEMATICS	75	-	75
TOTAL	505	45	550

COMPUTER SCIENCE GROUP:

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
COMPUTER SCIENCE	60	15	75
MATHEMATICS	75	-	75
TOTAL	505	45	550

GENERAL GROUP:

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
GENERAL SCIENCE	75	-	75
GENERAL MATH	75	-	75
EDUCATION	75	-	75
ECONOMICS	75	-	75
CIVICS	75	-	75
ISLAMIC STUDIES	75	-	75
TOTAL	550	-	550