



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Secondary School Certificate (SSC)

Examination syllabus

ENGLISH IX

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



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PREFACE

Ziauddin University Examination Board (ZUEB) was established by the Sindh ACT XLI 2018, with the aim of improving the quality of education. The Board administers examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest Reviewed National Curriculum by Directorate Curriculum Assessment and Research (DCAR) Sindh. ZUEB has a mandate by Ordinance to offer such examination services to English /Urdu and Sindhi medium candidates for SSC and HSSC from private schools in Sindh. This examination syllabus exemplifies ZUEB's commitment to provincial educational goals

The Examination Board has prepared with the help of subject professors, subject wise syllabus. It is important to make the difference between syllabus and curriculum. The syllabus of a subject is considered as a guide for the subject teacher as well as the students. It helps the students understand the subject in detail. It also helps students to anticipate what is expected from them while preparing for the exams.

This examination syllabus brings together all those cognitive outcomes of the Provincial 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.

The examination syllabus is uploaded on the ZUEB website. This is done to help affiliated schools in planning their teaching. It is the syllabus, not the prescribed textbook which is the basis of the ZUEB examinations. In addition, the ZUEB examination syllabus is used to develop learning support materials for students and teachers. The examination board stand committed to all students who have embarked upon the SSC, and HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.

On the Ziauddin University Examination Board website a tab e –resource is made available which provides resource material in all subjects both in text form in line with the curriculum and also videos on topics to give students access to learn at their own pace and own time. These 15 to 20 minutes videos are prepared around subject concept / topics. These videos are available to the students for revisiting a lesson taught by their teacher or watch it prior to the lesson and as a reinforcement strategy. The work on videos is in progress and new titles will be uploaded.

Please look out for the videos on the given website



Humbly Yours;

Shahbaz Nasim
Curriculum Coordinator

RATIONALE FOR THE REVIEWED PROVINCIAL CURRICULUM

The process of revising the National Curriculum 2006 was initiated in August 2004 when newly elected government of Pakistan decided to introduce education reform in the country. The education reform process included the announcement of new National Education Policy, National Education Census and changing the curricula (Ministry of Education, 2009)

In reality, change in secondary school curriculum was initiated in 2006 and as result, scheme of studies for classes I to XII was reviewed and curriculum of 25 compulsory subjects.

The 18th Amendment to the constitution of Pakistan has reconfigured the federal and provincial relationship by abolishing the “concurrent legislative list”. The Act (2010) provides the provinces with strong legislative and financial autonomy in education, health, and other social sectors. Major implication of the 18th Amendment for education is that the curriculum, syllabus, planning, policy, centres of excellence and standards of education will fall under the purview of the provinces. This was a big step forward for education.

In Sindh the Curriculum review team was assigned a task by the School Education Department, Government of Sindh to review the National Curriculum 2006 for all subjects and prepare a revised version that best suits the needs of the students teachers and meets the spirit of the 18th amendment.

Subject wise curriculum review committees were formed. Curriculum review team critically examined the contextual and textual parts and aligned the different sections horizontally and vertically of the Curriculum. The Bureau of Curriculum (BOC) played vital role in organizing the workshops and meetings at Hyderabad for the completion of task. The positive support from a number of educationists, researchers and teachers helped in completing the mammoth task of curriculum revision.

On the DCAR website http://dcar.gos.pk/BoC_Other_Pages/curriculum_dev.html the national curriculum as well as the revised curriculums are all placed for easy reference.

The Ziauddin University Examination Board Examination syllabi for SSC and HSSC are prepared with the Sindh Revised curriculum. Up till now following subject text books have been developed as per 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 IX 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-I For Class IX				
GENRE OF LITERATURE/ UNIT	SLOs	COGNITIVE LEVEL		
		K	U	A
1. ETHICS-CHARACTER BUILDING	1.1 Reading Comprehension: The Last Sermon of the Holy Prophet(P.B.U.H.)	✓	✓	
	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. • Locate examples to support an opinion 			
	Use summary skills to extract salient points		✓	
	1.2 Writing		✓	✓
	Write a descriptive essay			
	Analyze letters to the editor complaining about a problem/issue to note the differences of conventions, vocabulary, style and tone.			
	Write a letter to the editor complaining about a problem/issue. Use the appropriate format, layout, and tone.			
	1.3 Language Practice			
Revise the rules of type 2 conditional sentences.		✓	✓	
Rectify faulty capitalization and punctuation in given passages				
2. ROLE MODEL	2.1 Reading Comprehension: Shah Abdul Latif		✓	
	Use pre-reading strategies to predict the content of a text by asking questions			
	Infer themes/ main idea.			

	<ul style="list-style-type: none"> • Scan for facts and opinions • Deduce meaning of difficult words from context. • Identify viewpoints/ ideas and issues. • Generate questions to understand text. • To identify the following question types and to respond orally and in writing <ul style="list-style-type: none"> ○ Interpretive ○ Inferential ○ Personal response/opinion 				
	2.2 Writing		✓		
	Write a narrative essay of at least four paragraphs on a given topic, describing and event or incident, following the conventions of essay writing.				
	Use summary skills to write a summary of a simple Passage	✓		✓	
	2.3 Language Practice:	✓	✓		
	Revise and illustrate the use and selected functions of modal verbs (ability and permission)				
	Recognize common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.				
3. EDUCATION AND CAREERS	3.1 Reading Comprehension: Education and Careers		✓		
	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.				
	<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. • Distinguish between what is clearly stated and what is implied. • Make simple inferences using context of the text and prior knowledge 				
	3.2 Writing		✓	✓	
	Compare various informal emails to note differences of conventions, vocabulary, style, and tone. Write an informal email to a friend/class fellow asking/requesting for something that you need.				
	Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems.				
	3.3 Language Practice:	✓	✓	✓	
Make and convert affirmative, negative, and interrogative sentences					
Revise the rules for the use of <i>a</i> , <i>an</i> and <i>the</i> , wherever applicable in speech and in writing					
4. PAKISTAN AND NATIONAL PRIDE	4.1 Reading Comprehension: The Great Visionaries		✓		
	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				

	<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. • Locate examples to support an opinion 			
	Organize information using various organizational patterns: sequence and classification.			
	4.2 Writing		✓	✓
	Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose			
	Write an application to the class teacher / principal for various academic purposes using correct format, layout, and tone.			
	4.3 Language Practice:	✓	✓	
	Revise and convert sentences from active voice to passive voice and use them in contexts in their writing.			
	Recognize common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.			
5. HEALTHY LIFE STYLE	5.1 Reading Comprehension: Health Problems		✓	
	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. 			
	6. Scan for facts and opinions 7. Make inferences using context of the text and prior knowledge. 8. Deduce meaning of difficult words from context.			
	Organize information using various organizational patterns: sequence and classification.			
	5.2 Writing		✓	✓
	Write a descriptive essay			
	Clearly fill in various types of forms requiring basic Information			
	5.3 Language Practice:	✓	✓	✓
	Identify and use simple and compound sentences.			
	Revise the rules of and change the narration of statements, exclamations, wish, hope and promise.			
6. GENDER EQUITY	6.1 Reading Comprehension: The Role of Women in Pakistan's Creation and Development		✓	
	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. 			
	• Scan for facts and opinions			

	<ul style="list-style-type: none"> • Make inferences using context of the text and prior knowledge. • Deduce meaning of difficult words from context. 			
	Identify the following question types and to respond orally and in writing <ul style="list-style-type: none"> ○ Literal/ textual/ factual 			
	Explore causes and consequences of a problem or an issue and propose solutions			
	6.2 Writing		✓	
	Write a narrative essay of at least four paragraphs on a given topic, describing and event or incident, following the conventions of essay writing.			
	Use summary skills to write a summary of a simple Passage		✓	
	6.3 Language Practice	✓	✓	
	Explore the use of synonyms (using a dictionary or thesaurus) with various meanings in simple sentences.			
	Revise the use of prepositions of position and time. Also, use of since and for.			
7. LIFE SKILLS	7.1 Reading Comprehension: Life Skills		✓	
	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. 			
	<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. • Make connections between their own lives and the characters 			
	7.2 Writing		✓	✓
	Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems.			
	Write an informal email to a friend/class fellow asking/requesting for something that you need.			
	7.3 Language Practice	✓	✓	✓
Use the knowledge of literal and figurative meaning, grammar, gender, and syntax to translate sentences from English to Urdu/Sindhi.				
Understand that most phrases and idioms cannot be translated literally from one language to another.				
Recognize common prefixes; use that knowledge to determine the meaning of unfamiliar words.				
8. PEOPLE AND PLACES	8.1 Reading Comprehension: People and Places			
	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. 			
	<ul style="list-style-type: none"> • Deduce meaning of difficult words from context. • Locate examples to support an opinion 			

	• Identify viewpoints/ ideas and issues.			
	Use summary skills to extract salient points and develop a mind map to summarize a text.		✓	
	8.2 Writing		✓	✓
	Write an application to the class teacher / principal for various academic purposes using correct format, layout, and tone.			
	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).			
	8.3 Language Practice:		✓	✓
	Identify, form and use degrees of comparison of adverbs			
	Recognize and use quotation marks to enclose parts of a quotation.			
	Recognize common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.			

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 would 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 could 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 ... to present ? • 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"> • If ... happened, what might the ending have been? • 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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BLOOMS 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 I EXAMINATION
MARKS BREAKUP GRID FOR EXAMINATION 2023

SCIENCE GROUP:

SUBJECT	THEORY	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	75	-	75
ISLAMIAT/ETHICS	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	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL/SINDHI NORMAL	75	-	75
ISLAMIAT/ETHICS	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
COMPUTER STUDIES	60	15	75
MATHEMATICS	75	-	75
TOTAL	505	45	550

GENERAL GROUP:

SUBJECT	THEORY	PRACTICAL	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	75	-	75
ISLAMIAT/ETHICS	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