

ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

ENGLISH (Compulsory)

Grade X

NATIONAL CURRICULUM OF PAKISTAN
2022-23



FEDERAL BOARD
OF INTERMEDIATE AND SECONDARY
EDUCATION, ISLAMABAD

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H-8/4, ISLAMABAD



**ASSESSMENT FRAMEWORK
FOR
ENGLISH (COMPULSORY) GRADE-X
CURRICULUM 2022-23**

ACKNOWLEDGEMENT

It is a great honour that we, at the Federal Board of Intermediate and Secondary Education, have developed the Assessment Framework (AF) for the subject of English for Grade-X. The primary objective of the AF is to optimize the current curriculum 2022-23. This comprehensive framework has been crafted meticulously by subject matter and assessment experts who conducted an in-depth review of all learning outcomes for Grade-X English curriculum. They evaluated these outcomes in terms of their scope, cognitive level, and progression across the grade.

This significant undertaking was the result of a series of extensive meetings and collaborative efforts of the subject and assessment experts. Their dedication and expertise have been instrumental in bringing this framework to fruition.

The Assessment Framework will serve as a guiding document for students, teachers and paper setters. Students will receive clear directions for preparing themselves for the annual examination. Similarly, teachers will use it as a guide to understand what to teach in class and to prepare students for the final examinations accordingly. Similarly paper setters will also seek guidance from this document.

Following subject as well as assessment experts/committee members remained constantly engaged in the development of the AF:

1. Mr. Riaz Anjum, Associate Professor, Islamabad Model College for Boys, G-10/4, Islamabad
2. Mr. Muhammad Habibullah, Assistant Professor, Islamabad Model College for Boys (PG), H-9, Islamabad
3. Ms. Saman Akbar, Sectional Head, APS&C, DHA-II, Islamabad
4. Mr. Imran Ullah, HOD English, APS&C, Hamza Camp, Rawalpindi
5. Mr. Nasir Mahmood, Pak Turk Maarif School & College H-8 Islamabad
6. Mr. Danish Ikhlas Abbasi, Lecturer, Islamabad Model College for Boys (PG), H-8, Islamabad

The whole work was successfully accomplished under the able supervision and guidance of Dr. Ikram Ali Malik, Chairman, FBISE and due to the hard work and dedication of the staff of Research Section of FBISE, in particular, Syed Zulfiqar Shah, Deputy Secretary, Research and Academics who played a pivotal and leading role in finalizing the AF.

(MIRZA ALI)
Director (Test Development)
FBISE, Islamabad

ASSESSMENT FRAMEWORK FOR ENGLISH (COMPULSORY) GRADE- X, CURRICULUM 2022-23

To ensure clarity and precision in assessment, the learning outcomes have been categorized into two distinct groups: formative and summative. This classification helps in effectively measuring student progress and understanding. Each Student learning outcome (SLO) has been carefully marked as either formative or summative within the newly developed Assessment Framework. SLOs of Summative Assessment Format will be part of the Final Examination while SLOs of Formative Assessment will although be part of the teaching-learning activity but they will **NOT** be part of Final Examinations. Estimated cognitive levels i.e Knowledge (K), Understanding (U) and Application (A) of all the SLOs have also been indicated. It may be noted that all the higher cognitive levels have been collectively accumulated in the cognitive level of 'Application'. In subjects involving Practicals (Lab work), it has been mentioned categorically whether an SLO is summative for theory or summative for Practical Based Assessment (PBA). If an SLO is summative for PBA, it means that Laboratory work is required in the teaching-learning activity and it will be part of the Practical Examination/ Practical Based Assessment.

The Assessment Framework will act as a comprehensive guide for students, teachers and paper setters. Students will have clear instructions on how to prepare for the annual examinations. Teachers will use the framework to understand the curriculum and effectively prepare their students for the final examination. Additionally, paper setters will refer to this document for guidance in setting examination papers.

A model question paper has also been developed to provide a clear structure and format for upcoming examinations. The model question paper ensures consistency and fairness, offering students a comprehensive understanding of what to expect in their examinations. By aligning the paper with the Student Learning Outcomes (SLOs) of the curriculum, we ensured that the questions accurately reflect the skills and knowledge that students are expected to acquire.

A detailed Table of Specifications (ToS) has been created to ensure equitable coverage of cognitive levels and content domains in order to generate a balanced question paper. The ToS serves as drawing scale and action plan for the question paper, ensuring that all important areas of the curriculum are adequately and proportionately assessed.

Instructions for paper setters have also been included before the model question paper, providing self-explanatory guidance on the selection and nature of each question which is part of the model paper

FORMATIVE ASSESSMENT: AN ESSENTIAL COMPONENT OF EFFECTIVE LEARNING

Formative assessment is a pivotal element in the educational process, distinguished by its role in providing ongoing feedback to both students and educators. Unlike summative assessments, which evaluate student learning at the end of an instructional period, formative assessments are integrated into the learning process to monitor student understanding and guide instructional decisions.

The primary objective of formative assessment is to identify learning gaps and misunderstandings as they occur, enabling timely interventions. This dynamic approach allows teachers to adjust their teaching strategies to better meet the needs of their students. For instance, if a teacher notices through a quick quiz or class discussion that a significant portion of the class struggles with a particular concept, they can revisit that topic, providing additional explanations or alternative methods of instruction. This adaptability is crucial for fostering a deeper understanding of the material.

Formative assessments come in various forms, ranging from informal methods like classroom discussions, observations, and questioning, to more structured approaches such as quizzes, peer assessments, and self-reflections. These methods are not limited to paper-and-pencil tasks but can include digital tools that provide instant feedback. The versatility of formative assessments allows educators to cater to diverse learning styles and preferences, ensuring that all students are engaged and supported in their learning journey.

Formative assessment plays a significant role in creating a supportive classroom environment. It shifts the focus from merely achieving grades to understanding the learning process. This approach reduces the pressure on students, as they perceive assessments not as a final judgment of their abilities but as a part of their learning journey. Consequently, formative assessment can lead to increased student motivation and engagement.

In conclusion, formative assessment is a powerful tool that, when effectively implemented, can significantly enhance the learning experience. It provides invaluable insights for both teachers and students, promotes a growth-oriented learning environment, and supports the continuous development of essential skills. As education evolves, the role of formative assessment will undoubtedly continue to be central in fostering successful and meaningful learning experiences.

SUMMATIVE ASSESSMENT: EVALUATING LEARNING OUTCOMES IN THE FORM OF TERMINAL/FINAL EXAMINATION

Summative assessment is a fundamental component of the educational process, designed to evaluate student learning at the conclusion of an instructional period. Unlike formative assessment, which provides ongoing feedback during the learning process, summative assessment serves as a final measure of what students have learned. Typically administered at the end of a unit, course, or academic year. Summative assessment aims to determine the extent to which educational objectives have been achieved.

The primary purpose of summative assessment is to assess the overall effectiveness of instruction and learning. It provides a conclusive evaluation of student performance, often in the form of tests, final projects, or standardized exams. These assessments generate grades or scores that reflect a student's achievement in a given subject area over a specific period or time duration.

Summative assessment is often used to make critical decisions regarding student progression, certification, or placement in subsequent educational levels. Additionally, summative assessments provide valuable data that inform curriculum development and instructional strategies. By analyzing summative assessment results, educators can identify trends, strengths, and weaknesses within their instructional approaches, allowing for improvements in future teaching.

In conclusion, summative assessment plays a critical role in the educational process by providing a final evaluation of student learning. While it differs from formative assessment in its focus and application, it is an essential tool for measuring academic achievement. When balanced with formative assessments, summative assessments contribute to a well-rounded and effective approach to evaluating and supporting student learning.

National Curriculum of Pakistan 2022-2023
ASSESSMENT FRAMEWORK English Grade-IX & X (SSC-I & II)
Details of Content Areas/ SLOs

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
A: Oral Communication Skills	<u>[SLO: E-09-A1-01]</u> Explore simple to complex ideas and issues in a two to three-act play. <u>[SLO: E-09-A1-02]</u> Respond to text through discussion, short stories and plays. <u>[SLO: E-09-A2-01]</u> Demonstrate attentive listening' skills to respond orally with standard pronunciation. <u>[SLO: E-09-A2-02]</u> Ask and answer questions of personal relevance, information and a variety of communicative purposes <u>[SLO: E-09-A2-03]</u> Use rhetorical questions for a range of audiences. <u>[SLO: E-09-A2-04]</u> Perform a drama/ role play/play script. <u>[SLO: E-09-A3-01]</u> Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.). <u>[SLO: E-09-A3-02]</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.	<u>[SLO: E-10-A1-01]</u> Analyze and present complex ideas and issues in a short drama. <u>[SLO: E-10-A1-02]</u> Respond to the text by giving arguments and opinions. <u>[SLO: E-10-A2-01]</u> Demonstrate attentive listening' skills while working in pairs and taking turns to speak with standard pronunciation. <u>[SLO: E-10-A2-02]</u> Ask and answer questions of personal relevance, information and a variety of communicative purposes <u>[SLO: E-10-A2-03]</u> Apply the use of rhetorical questions for a range of audiences. <u>[SLO: E-10-A2-04]</u> Perform a drama/ role play/play script showing different roles and scenarios. <u>[SLO: E-10-A3-01]</u> Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).	Formative	This competency is part of regular teaching and learning. It will not be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	IX	X		
	<u>[SLO: E-09-A4-01]</u> Engage in extended discussions.	<u>[SLO: E-09-A3-02]</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners. <u>[SLO: B-10-A4-01]</u> Engage in extended discussions and critique taking into account others' viewpoints.		
B1: Reading and Critical Thinking	<u>[SLO: E-09-B1-01]</u> Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	<u>[SLO: E-10-B1-01]</u> Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in Annual Examinations.
	<u>[SLO: E-09-B1-02]</u> Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	<u>[SLO: E-10-B1-02]</u> Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
B2. Reading for Understanding	<u>[SLO: E-09-B2-01]</u> Discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own reading critically.	<u>[SLO: E-10-B2-01]</u> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss their own and others' reading critically	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
	<u>[SLO: E-09-B2-02]</u> Analyze that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.	<u>[SLO: E-10-B2-02]</u> Analyze that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	<u>[SLO: E-09-B2-03]</u> Make recommendations and develop an interest in fiction and poetry.	<u>[SLO: E-10-B2-03]</u> Make recommendations and develop an interest in a variety of texts including fiction, non-fiction texts and poetry.		
	<u>[SLO: E-09-B2-04]</u> Analyze organizational patterns in a text: a. list/ sequence of ideas/ events - comparison-contrast b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion	<u>[SLO: E-10-B2-04]</u> Analyze organizational patterns in a text: a. list/ sequence of ideas/ events - comparison-contrast b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion	Summative	This SLO is part of regular teaching and learning. It will be assessed in Annual Examinations.
B3. Reading for Meaning	<u>[SLO: E-09-B3-01]</u> Provide an objective summary of fiction and poetry texts.	<u>[SLO: E-10-B3-01]</u> Provide an objective summary of fiction, non-fiction and poetry texts.	Summative	These SLOs are part of regular teaching and learning. These will be assessed in Annual Examinations.
	<u>[SLO: E-09-B3-02]</u> Use pre-reading and while reading strategies to analyses and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters etc. <u>[SLO: E-09-B3-03]</u> Explain whether predictions about the content	<u>[SLO: E-10-B3-02]</u> Use pre-reading and while reading strategies to analyses and explore different layers of meaning within texts including biases and opinions. Read and use inference and deduction to recognize implicit meaning (e.g look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meanings, e.g. writer's view point, relationships between characters		

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	IX	X		
	of a text are acceptable or should be modified and why <u>[SLO: E-09-B3-04]</u> Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts. <u>[SLO: E-09-B3-05]</u> Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary	etc. <u>[SLO: E-10-B3-03]</u> Explain whether predictions about the content of a text are acceptable or should be modified and why <u>[SLO: E-10-B3-04]</u> Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts. <u>[SLO: E-10-B3-05]</u> Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary		
	<u>[SLO: E-09-B3-06]</u> - Examine how an author develops and contrasts point of view of different characters or narrative in text. - Critique the plot development with respect to different aspects of the story.	<u>[SLO: E-10-B3-06]</u> - Examine how an author develops and contrasts point of view of different characters or narrative in text. - Critique the plot development with respect to different aspects of the story.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in Annual Examinations.
	<u>[SLO: E-09-B3-07]</u> Examine the particular elements of a story or drama (e.g., how the setting	<u>[SLO: E-10-B3-07]</u> Examine the particular elements of a story or drama (e.g., how the setting	Summative	This SLO is part of regular teaching and learning. However, only

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	shapes the characters or plot). - Identify rhyme schemes and figurative language in poems. - Examine stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) - Analyse how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	shapes the characters or plot). - Identify rhyme schemes and figurative language in poems. - Examine stages of plot development in a fictional text (exposition, setting, climax, character development, resolution) - Analyse how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		the identification of rhyming scheme and figurative language in a poetic extract will be assessed in the Annual Examination.
	<u>[SLO: E-9-B3-08]</u> Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<u>[SLO: E-10-B3-08]</u> Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Use summary skills to extract salient points and develop a mind map to summarize a variety of informational text.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
		<u>[SLO: E-10-B3-09]</u> Examine the mechanics of precis writing	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination of SSC-II.
	<u>[SLO: E-09-B3-10]</u>	<u>[SLO: E-10-B3-10]</u>	Summative	This SLO is part of regular teaching and

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	Give an informed personal and analytical response to a descriptive and informative text.	Give an informed personal and analytical response to a descriptive and informative text and poetry.		learning. It will be assessed in the Annual Examination.
	<u>[SLO: E-09-B3-11]</u> Reading to analyse descriptive/argumentative essays. Examine different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others.	<u>[SLO: E-10-B3-11]</u> Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/ biography. Examine different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others	Summative	This SLOs is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>[SLO: E-09-B3-12]</u> Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. a. contextual information b. writer's viewpoint c. implied information	<u>[SLO: E-10-B3-12]</u> Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. d. contextual information e. writer's viewpoint f. implied information	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>[SLO: E-09-B3-13]</u> Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	<u>[SLO: E-10-B3-13]</u> Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Summative	These SLOs are part of regular teaching and learning. These will be

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	<u>[SLO: E-09-B3-14]</u> Analyze various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. <u>[SLO: E-09-B3-15]</u> Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures) f. Interpersonal text (informal/formal letters, notices, emails) g. Factual recounts h. Drama / playscript i. Explanation j. expositions <u>[SLO: E-09-B3-16]</u> Cite strong and thorough textual evidence to	<u>[SLO: E-10-B3-14]</u> Analyze various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. <u>[SLO: E-10-B3-15]</u> Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures) f. Interpersonal text (informal/formal letters, notices, emails) g. Factual recounts h. Drama / playscript i. Explanation j. Expositions <u>[SLO: E-10-B3-16]</u> Cite strong and thorough textual evidence to	Summative	assessed in the Annual Examination. This SLO is part of regular teaching and learning. It will be

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	support analysis of what the text says explicitly as well as inferences drawn from the text.	support analysis of what the text says explicitly as well as inferences drawn from the text.		assessed in the Annual Examination.
C1: VOCABULARY	<u>SLO: E-09-C1-01]</u> Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, Its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<u>SLO: E-10-C1-01]</u> Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 &10 and 11 & 12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, Its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Summative & Formative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination. However, the following SLO is part of Formative Assessment: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
				in a dictionary.
	<u>SLO: E-09-C1-02]</u> Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	<u>SLO: E-10-C1-02]</u> Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination. However it will be assessed at HSSC level.
	<u>SLO: E-09-C1-03]</u> Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	<u>SLO: E-10-C1-03]</u> Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>SLO: E-09-C1-04]</u> Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	<u>SLO: E-10-C1-04]</u> Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examinations
	<u>SLO: E-09-C1-05]</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. simile, metaphor, imagery, personification,	<u>SLO: E-10-C1-05]</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.	Summative	This SLO is part of regular teaching and learning. Only Simile, metaphor, imagery, personification, alliteration will be part of the final examination.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	alliteration	Simile, metaphor, imagery, personification, alliteration		
	<u>SLO: E-09-CI-06]</u> Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	<u>SLO: E-10-CI-06]</u> Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
C2. GRAMMAR	<u>SLO: E-09-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>SLO: E-09-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	<u>SLO: E-10-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>SLO: E-10-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	Summative	These SLOs are part of regular teaching and learning. These will be assessed in the Annual Examination.
	<u>SLO: E-09-C2-03]</u> Identify and use compound prepositions and prepositional phrases in writing.	<u>SLO: E-10-C2-03]</u> Identify and use compound prepositions and prepositional phrases in writing.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>[SLO: E-09-C2-04]</u> Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating conjunctions	<u>[SLO: E-10-C2-04]</u> Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination. However, Transitional

Competency	Student Learning Outcomes (SLOs)		Type of Assessment	Remarks
	IX	X		
	to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.	conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.		will be part of Class 9 while Conjunctions Devices will be part of Class 10.
C3. PUNCTUATION	<u>SLO: E-09-C3-01</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. - Observe hyphenation conventions. - Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.	<u>SLO: E-10-C3-01</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. - Observe hyphenation conventions. - Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.	Summative	This SLO is part of regular teaching and learning. However, it may be assessed in the Annual Examination of Class 9.
C4. TENSES	<u>SLO: E-09-C4-01</u> Use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing.	<u>SLO: E-10-C4-01</u> Use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
C5. SENTENCE STRUCTURE	<u>SLO: E-09-C5-02</u> Construct sentences using the sentence patterns and structures learnt in earlier classes.	<u>SLO: E-10-C5-02</u> Construct sentences using the sentence patterns and structures learnt in earlier classes.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>SLO: E-09-C5-03</u> Construct complex sentences and paragraphs	<u>SLO: E-10-C5-03</u> Construct complex sentences and paragraphs	Summative	This SLO is part of regular teaching and

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.	using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.		learning. It will be assessed in the Annual Examination of Class 9.
	<u>SLO: E-09-C5-04]</u> Change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.	<u>SLO: E-10-C5-04]</u> Change tense in indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in narrative paragraphs.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
D1. Writing Readiness and Fluency	<u>SLO: E-09-D1-01]</u> Apply editing and proofreading skills to a range of different texts and contexts	<u>SLO: E-10-D1-01]</u> Apply editing and proofreading skills to a range of different texts and contexts	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.
	<u>SLO: E-09-D1-02]</u> Use hyphens (hyphenated nouns and adjectives) in words, letter string -ough words.	<u>SLO: E-10-D1-02]</u> Use hyphens (hyphenated nouns and adjectives) in words, letter string -ough words.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination.
D2. Writing for Understanding	<u>SLO: E-09-D2-01]</u> Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.	<u>SLO: E-10-D2-01]</u> Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	<u>SLO: E-09-D2-02]</u> Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.	<u>SLO: E-10-D2-02]</u> Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination of Class 9.
	<u>SLO: E-09-D2-03]</u> Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	<u>SLO: E-10-D2-03]</u> Apply the technique of writing first draft with sufficient details: proofreading and editing details to suit the purpose and audience.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination.
	<u>SLO: E-09-D2-04]</u> Write and critique (self /peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.	<u>SLO: E-10-D2-04]</u> Write and critique (self /peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination.
D3. Writing for Meaning	<u>SLO: E-09-D3-01]</u> Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	<u>SLO: E-10-D3-01]</u> Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination.
	<u>SLO: E-09-D3-02]</u> Write narratives to develop real or imagined	<u>SLO: E-10-D3-02]</u> Write narratives to develop real or imagined	Summative	This SLO is part of regular teaching and

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	experiences or events using effective techniques, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. - Produce clear and coherent writing in which the development, organization, and	experiences or events using effective techniques, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task,		learning. It may be assessed in the Annual Examination of Class 10.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	style are appropriate to the task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
	<u>SLO: E-09-D3-03]</u> - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes - it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the	<u>SLO: E-10-D3-03]</u> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes - it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and	Summative	This SLO is part of regular teaching and learning. It may be assessed in Annual Examinations of Class 10.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
	<u>SLO: E-09-D3-04]</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an	<u>SLO: E-10-D3-04]</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically	Formative	This SLO is part of formative assessment at SSC level while it will fall in the category of summative assessment at HSSC level.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	organization that logically sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented.	sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented.		
	<u>SLO: E-09-D3-05]</u> Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a	<u>SLO: E-10-D3-05]</u> Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a	Formative	This SLO is part of formative assessment at SSC level while it will fall in the category of summative assessment at HSSC level.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
	first draft.	first draft.		
	<u>SLO: E-09-D3-06]</u> Write a formal letter to people in extended academic and professional environments for various purposes.	-	Summative	This SLO is part of regular teaching and learning. It will only be assessed in the Annual Examination of Class 9.
	<u>SLO: E-09-D3-07]</u> Research for short projects to answer a question (including a self- generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.	<u>SLO: E-10-D3-07]</u> Research for short projects to answer a question (including a self- generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
	<u>SLO: E-09-D3-08]</u> - Examine the mechanics of developing a book review report. - Write a book review report.	<u>SLO: E-10-D3-08]</u> - Examine the mechanics of developing a book review report. - Write a book review report.	Formative	This SLO is part of regular teaching and learning. It will not be assessed in the Annual Examination.
		<u>[SLO: E-10-D3-09]</u> Develop precis writing skills. Write precis effectively.	Summative	This SLO is part of regular teaching and learning. It may be assessed in the Annual Examination of Class 10.
	<u>[SLO: E-09-D3-10]</u> Use paraphrasing skills to paraphrase a poem.	<u>[SLO: E-10-D3-10]</u> Use paraphrasing skills to paraphrase a poem.	Summative	This SLO is part of regular teaching and learning.

Competency	Student Learning Outcomes (SLOs)			
	IX	X	Type of Assessment	Remarks
				It will be assessed in the Annual Examination.
	<u>[SLO: E-09-D3-11]</u> Use summary skills to write an objective summary of the given text and poems.	<u>[SLO: E-10-D3-11]</u> Use summary skills to write an objective summary of the given text and poems.	Summative	This SLO is part of regular teaching and learning. However, the skill of summary writing will be assessed based on a passage of comprehension.
	<u>[SLO: E-09-D3-12]</u> Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in: • sentence structure. • subject/verb agreement. • noun/pronoun agreement • reference words, connectives/transitional devices. punctuation and spelling.	<u>[SLO: E-10-D3-12]</u> Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in: • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • reference connectives/transitional punctuation and spelling. words, devices.	Summative	This SLO is part of regular teaching and learning. It will be assessed in the Annual Examination.

Text Types

Texts are written to communicate information, ideas, feelings etc; therefore, they are shaped by the purpose of writing, the context of communication, and the reader. These elements are interdependent so that, for example, the form of writing in a particular text type is adapted to the writer's aim and the intended reader.

It is essential that the students are exposed to a variety of writing, its readership and variations in form and style of expression; only then will students acquire flexible strategies to understand various texts, and to display their understanding by producing well-written texts for various purposes and audiences.

This section gives various text types; their examples, the range of purposes or intentions and the focus of writing of each text type.

Suggested themes and sub-themes are also listed to enable teachers and materials writers to build text content. Context should be designed so as to build a wide range of reading experiences that have literary, informational, persuasive, analytical, and practical purposes.

Text Types

Text Type	Intention	Focus	Examples
Narrative/expressive/reflective texts (Literary texts)	To entertain, explore, imagine, enlighten, and share experiences so as to get the reader involved in the story and characters.	Literary, creative and aesthetic appeal.	• Stories • Novels (classic and contemporary) • Poems (lyrics, ballads, sonnets) • Play scripts • Biographies • Anecdotes • Diary, journal entries • Fantasy, adventure, science, fiction
Persuasive/ argumentative texts	To persuade, argue, advice.	Influence the readers or viewers to change their minds about something.	• Brochures • Advertisement of consumer products • Letters to the editor conveying opinions • Editorials • Campaign literature • Magazine articles supporting a position
Expository(factual/ Informative texts)	To inform, explain and describe	The document organises and	• News reports

	print and computer-based informative and reference texts.	conveys information and ideas.	• Magazine articles • Memos • Menus, blurbs, memes • Indices, forms • Maps • Recipes • Minutes • Tables • Flowcharts • Diagrams • Fact sheets • Information leaflets • Prospectuses • Plans • Summaries • Records
Expository (analytical texts)	To analyze, review and comment.	Present weighed and evaluative views of ideas and issues	• Commentaries • Analytical articles • Essays and reports • Reviews
Texts used for Interpersonal / Transactional Communication	To communicate a message for transactional or interpersonal purposes.	To communicate and share ideas, feelings and information	• Dialogues (informal/ formal) • Letters (informal/ formal) • Greeting cards • E-mails • Notices • Talks • Interviews • Job advertisements • Resumes

Themes and Sub-Themes:

The following themes along with their sub-themes are suggested for the selection of topics and development of content for English Textbooks. These themes should primarily nurture ethical and social attitudes relevant to the Global Context required for the 21st century. and also create awareness,

tolerance and understanding of global audiences. The chosen material should demonstrate gender and cultural neutrality, and should not contain any hate material.

Content relevant to the recommended themes should be used to teach various language skills. There is no direct relation between a thematic topic and a particular skill. Any topic can be utilized for teaching any number of skills, and at a higher grade should incorporate wider content areas and a higher vocabulary range justifying the spiral approach of the curriculum.

Some of the listed themes lend themselves better to teaching basic transactional skills by providing an immediate communicative purpose and are, therefore, more suitable for conversational and functional texts. Several themes can also be combined in one unit e.g. Nature and Environmental Education can be dealt with through a range of text types and activities on Environmental Pollution in one unit. Authors can and must use other themes to teach language appropriately.

An indicative list of themes is given below.

Themes	Sub-Theme	Text Type
Entrepreneurship	• Entrepreneurship-Role in a society • Success stories of entrepreneurs women empowerment	• Informative article/magazine article • Autobiography/Blogs/News report • Novel/speeches/poems
Digital Globalization (The theme can be covered in Grades 9 & 10)	• Impact of digital globalization on the English Language • Impact on culture and economy • MOOC (Massive Open Online Courses) • Twitter/LinkedIn	• web article/ magazine article • magazine advertisement • an extract from the guide book • narrative text type
Digital Media (Grade 11 & 12)	• Artificial Intelligence • Digital marketing • Google/Facebook/YouTube (knowledge hub) • MOOC (educational resource)	• Advertisement • Articles/blogs • News report/article • podcasts • websites • narrative text type
SDG-Millineum Development Goals	• No Poverty, Zero hunger • Quality Education • Gender Equality • Good Health and well-being • Global Partnership • Climate action • sustainable cities and communities	• Informative article/ web article • formal report writing • news story • essays • stories and success stories • articles • essays

	• Clean water & sanitation • affordable and clean energy • decent work and economic growth • Industry, innovation and infrastructure • life on land • life below water • peace, justice, freedom for all and strong institutions.	• projects
Innovation and Creativity	• Importance of innovation & creativity at school • Innovation & creativity in science/ business/work. • Innovation, Creativity and success	• news story • interviews • news reports • articles/blogs • narrative stories
Drug Education	• drug education in schools • refusal skills • prevention of drugs	• essays • blogs • diary writing • advertisements • stories
Soft Skills	• Time management • team work • Stress management • Communication and collaboration • Decision making	• Moral stories • Success stories • narrative stories • informative blogs • Case study • biography/autobiography
Nature and natural resources	Connecting People and Nature • Wonder Green • Smart and Sustainable • Wildlife Vignette • Environment Matters	• Poetry/ literature • Journals • Articles/blogs • descriptive essays
Travel and Tourism	• GIS application in tourism • Hospitality • Transportation	• Travel writing/ travel log • Journal/magazine article • Autobiography/blogs • leaflet/brochure/ advertisement • poems/novel
Literature & Poetry	• Human Relationships	• Sonnets, free verse etc

	• War and Peace • Technology • Bravery • Freedom • Nature • Industrial Revolution • Spiritualism (Rubaiyat)	• fables, short stories, small plays, excerpts from novels, novelettes, etc. • Poems on the suggested sub-themes
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**POLICY GUIDELINES FOR
STUDENTS/TEACHERS/PAPER SETTERS
ENGLISH (COMPULSORY) SSC-II
NATIONAL CURRICULUM OF PAKISTAN (NCP) 2022-23**

The question paper is divided into three sections: A, B, and C. The questions may be framed from any content, with a difficulty level of SSC-II students and aligned with the Learning Outcomes of the SSC-II level. The distribution of questions, based on cognitive levels, shall be approximately **30% Knowledge (K), 50% Understanding (U), and 20% Application (A)**.

SECTION -A (Marks 15)

Q. No.	PAPER PATTERN AND DISTRIBUTION OF MARKS	Marks Distribution
Q.1	This section consists of Q. No. 1 , comprising 15 MCQs of one mark each . While devising/preparing MCQs, sufficient representation across the various assessable areas of competencies and their corresponding SLOs will be ensured — with particular emphasis on the competency of ‘ <i>Vocabulary and Grammar</i> ’.	15 x 1 = 15 Marks

SECTION -B (MARKS 39)

Q.2	This part of the question paper includes a comprehension passage of 250 to 350 words, designed to match the difficulty level of SSC-II classroom-taught content. The passage will align with the text types, themes and subthemes outlined in the National Curriculum of Pakistan (NCP) 2022-23, ensuring relevance and adherence to policy guidelines, age appropriateness and SSC-II level. - Five questions —based on various SSC-II SLOs and cognitive levels of learning— will be appended to the passage. Students are required to answer all five parts, including the compulsory Question (i) on writing a precis and suggesting a suitable title, which carries six (5+1) marks. - The standard length of a precis typically depends on the context, but for academic purposes, a precis is approximately one-third of the length of the original text. The precis must demonstrate a strong understanding of the given text, presenting well-organized and concise content with clear logical transitions. Additionally, it must be precise, grammatically accurate, and lexically appropriate, ensuring coherence throughout. - The remaining questions (ii-v) will carry three marks each, with	6+4 x 3 = 18 Marks
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	internal choice provided in only three of them. Answers must be precise, coherent, and grammatically accurate, with appropriate word choices— demonstrating relevant content, a clear interpretation of the question, and accuracy in language use. • It must be ensured that the passage is free from religious, sectarian, cultural, racial, ethnic, lingual, or gender biases.	
Q.3	A) Students are required to paraphrase any ONE of the given two stanzas/ poetic extracts with a difficulty level of SSC-II. An attempt primarily demonstrating a thorough understanding of the given stanza, coupled with an excellent command of language, structure, and expression, will be awarded the highest marks. B) This part will consist of two poetic extracts. The extracts will be of a difficulty level parallel to the content taught at the SSC-II level. The candidates will be required to attempt to answer the questions appended to any ONE of the two extracts. • Each poetic extract will be followed by three questions, worth 2x3=6 marks, focusing on the thematic aspect, identification and illustration of figurative language (alliteration, metaphor, personification, simile, and imagery), and rhyming scheme, or any other relevant items outlined in the bifurcated SLOs of SSC-II. • The responses should demonstrate relevant content, a clear interpretation of the question, correct identification and illustration of figurative language, writing correct rhyming scheme, and excellence in grammatical and lexical expression.	3Marks 6Marks
Q.4	A) Part A is based on the appropriate use of Modal Auxiliary Verbs e.g., may, can, will, etc. with the help of given clues/hints (e.g., ‘may’ is used for permission and ‘will’ is used for future prediction). In this part, the candidates are required to fill in any FOUR (4) of the given six blanks using the appropriate modal auxiliary verbs. <i>However, it may be noted that other grammatical items of identical nature mentioned in the SLOs for SSC-II may also be examined in the question paper.</i>	4 Marks
	B) Part B is based on the appropriate use of adverbs. In this part, the candidates are required to modify and rewrite any FOUR (4) of the	4 Marks

	given six sentences using the appropriate adverbs, replacing the underlined words. <i>However, it may be noted that other grammatical items of identical nature mentioned in the SLOs for SSC-II may also be examined in the question paper.</i>	
	C) Part C is based on the conversion of direct and indirect speech. The candidates are required to convert the direct/indirect speech of the given <i>narrative paragraph</i> .	4 Marks

SECTION -C (Marks 21)

Q.5	This question is based on Narrative Writing . The candidates are required to write a narrative in 100-125 words on any ONE of the given three cues i.e., a topic, a moral, and a prompt/scenario related to daily life. The narrative exhibiting conflict/problem, dialogue, description, logical development/conclusion , clarity and coherence — using correct language mechanics — will be awarded maximum marks.	6 Marks
Q.6	This question is based on a passage with 6 blanks . The candidates will be required to fill in any FIVE (5) blanks using appropriate conjunctions from the given list to ensure cohesion and coherence.	5 Marks
Q.7	The candidates are required to write a multi-paragraph informative/explanatory essay of approximately 200-250 words , using correct language mechanics, on any ONE of the three given topics . The essay should be coherent and cohesive , and demonstrate accuracy in grammar, syntax, and vocabulary.	10 Marks

IMPORTANT NOTE: *In Section C, other items from various competencies recommended for summative assessment in the SSC-II Assessment Framework may also be included, provided they align with the National Curriculum of Pakistan (NCP) 2022-23.*



Federal Board SSC-II Examination
Model Question Paper ENGLISH
(Curriculum 2022-2023)

Section - A (Marks 15)

Time Allowed: 20 minutes

Section – A is compulsory.
All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

ROLL NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
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Version No.			
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8	8	8	8
9	9	9	9

Invigilator Sign. _____

Candidate Sign. _____

Q1. Fill the relevant bubble against each question. Each part carries ONE mark.

S #	QUESTION	(A)	(B)	(C)	(D)	(A)	(B)	(C)	(D)
(i)	“Beware of a silent dog and <u>still</u> water.” Identify the part of speech for the underlined word ‘ <i>still</i> ’:	noun	adjective	verb	adverb	☐	☐	☐	☐
(ii)	Which of the following words is an example of an <i>interjection</i> ?	beautifully	smart	wow!	besides	☐	☐	☐	☐
(iii)	Identify the collective noun in this sentence: "Emily’s kindness brought joy to the crowd of children."	kindness	joy	crowd	children	☐	☐	☐	☐
(iv)	Identify the adverb of frequency in this sentence: "Yes, she always performs very well."	yes	always	very	well	☐	☐	☐	☐
(v)	Which type of verb is the underlined word “ <i>was</i> ” in the following sentence? "She <u>was</u> running fast"	auxiliary verb	modal verb	linking verb	transitive verb	☐	☐	☐	☐
(vi)	Choose the sentence having a compound preposition .	She is sitting under the tree.	He came because of an emergency.	The cat jumped over the wall.	I will go to school tomorrow.	☐	☐	☐	☐
(vii)	Choose the correct form of the verb for future perfect tense : "By tomorrow, she _____ her assignment."	completes	completed	has completed	will have completed	☐	☐	☐	☐
(viii)	Which pattern is used in the following sentence? " <i>The teacher gave the students homework.</i> "	SVO (Subject-Verb-Object)	SVC (Subject-Verb-Complement)	SVOO (Subject-Verb-Indirect Object-Direct Object)	SV (Subject-Verb)	☐	☐	☐	☐
(ix)	Identify the adjectival phrase in the sentence: "The book on the shelf was donated by Mr. Nasir."	The book	on the shelf	was donated	by Mr. Nasir	☐	☐	☐	☐

(x)	Which of the following sentences carries an adverbial phrase ?	The man in the blue jacket is my friend.	She walked with great confidence.	The dog with brown fur is cute.	The cake on the table is delicious.	☐ ☐ ☐ ☐
(xi)	In the sentence, "The cruel boss was cunning in his approach," what is the connotation of " cunning "?	Sympathetic and honest	Dishonest and deceitful	Hardworking and determined	Kind and considerate	☐ ☐ ☐ ☐
(xii)	The denotative meaning of the word " lion " is:	A brave leader	A wild animal	A fierce warrior	A symbol of courage	☐ ☐ ☐ ☐
(xiii)	What sense does the word " childlike " make in the following sentence? "He found childlike joy in the simplest things."	immature	innocent and pure	foolish	silly	☐ ☐ ☐ ☐
(xiv)	Which sentence demonstrates a metaphor ?	The wind howled through the trees.	The classroom was a zoo.	She sings like a bird.	He is as tall as a giraffe.	☐ ☐ ☐ ☐
(xv)	Which sentence depicts personification ?	It was as easy as ABC.	Life is a game.	Tipu Sultan was a lion when he fought in war.	The trees waved their arms in the wind.	☐ ☐ ☐ ☐



Federal Board SSC-II Examination

English Compulsory Model Question Paper

(Curriculum 2022-23)

Time allowed: 2.40 hours

Total Marks: 60

Note: Answer all parts from Section 'B' and all questions from Section 'C' on the **E-sheet**. Write your answers in the allotted/given spaces.

SECTION – B (Marks 39)

Q.2: Read the given passage carefully and answer the questions including Question No. (i) appended to it. (6 + 4 x 3 = 18)

Note: Question No. (i) about precis writing carries 6 (5+1) marks while the rest of the questions carry 3 marks each.

Climate change affects many aspects of life, including health, economy, and agriculture. Floods destroy infrastructure and spread diseases, while droughts reduce food production, leading to hunger and poor health. These issues lower productivity and increase mortality¹ rate. Underserved communities suffer the most because they have fewer resources to cope² with climate disasters.

International agreements like the Kyoto Protocol and the Paris Agreement aim to address climate change, but their effects take decades. Even with full enforcement, restoring the ozone layer could take 50 years. Governments must take immediate action to limit further damage.

Pakistan is among the ten most vulnerable³ countries, as reported by the German Watch Institute. Its economy relies heavily on agriculture, making it highly sensitive to climate change. Natural disasters — like floods — threaten food security, employment, and exports, causing financial instability. Frequent⁴ extreme weather changes make economic recovery difficult.

Climate change also increases the spread of diseases like malaria and cholera. Poor healthcare systems in affected regions struggle to manage these outbreaks, worsening public health conditions. The combination of health crises and job losses can deepen economic decline, making recovery harder.

The 2022 floods in Pakistan demonstrated the severity⁵ of climate disasters, destroying homes, farms, and infrastructure. Rising global temperatures continue to drive extreme weather, food and water shortages, and environmental damage.

To protect the country's future, Pakistan must implement policies that improve disaster preparedness, invest in climate-resilient agriculture, and strengthen infrastructure. Public awareness, better planning, and sustainable practices are crucial to minimize losses and ensure long-term stability.

(Text Word Count: 252 Words)

QUESTIONS:

- (i) Write a precis of the given passage in your own words and suggest a suitable title. (5+1=6)
- (ii) What are some of the key impacts of climate change on society and the environment? **OR**
Describe the role of international agreements like the Kyoto Protocol and the Paris Agreement in addressing climate change.
- (iii) How do underserved communities suffer more from climate change? **OR**
Why is Pakistan's economy at high risk due to climate change?
- (iv) If Pakistan faces another flood like in 2022, how should the government respond? **OR**
What individual actions can help minimize the impact of climate change?
- (v) Write the contextual meanings of the words that are **bold and underlined**. (Any three)

Q.3

A) Paraphrase any ONE of the following stanzas / poetic extracts:

(3 Marks)

(I) "I cried for a while and then I got mad
This was not my idea of being a dad
So from that day forward I started a plight
To be her eyes in life and her heart of sight."

OR (II) "Once or twice though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again."

B) Read the following poetic extracts and answer the questions appended to any ONE of them: (2+2+2=6 Marks)

(I) “Nature, the gentlest mother,
Impatient of no child,
The feeblest or the waywardest, —
Her admonition mild”

QUESTIONS:

- (i)** Which image does the poet use to describe Nature?
- (ii)** Trace out an example of personification in the given poetic extract.
- (iii)** Identify the rhyming scheme of the given stanza.

OR (II) “In spite of war, in spite of hate
Lilacs are blooming at my gate,
Tulips are tripping down the path
In spite of war, in spite of wrath.”

QUESTIONS:

- (i)** What visual images does the poet use in the extract?
- (ii)** Find an example of figurative language in the given poetic extract.
- (iii)** Identify the rhyming scheme of the given extract.

Q. 4

A) Fill in the blanks with appropriate *modal auxiliary verbs* using clues/hints given in the brackets. (Any Four) (4 Marks)

- (i)** He _____ lift this heavy box without any help. (ability)
- (ii)** _____ I use your phone for a minute? (permission)
- (iii)** _____ you help me with my assignment? (polite request)
- (iv)** You _____ wear a seatbelt while driving. (necessity/obligation)
- (v)** You _____ see a doctor if you are feeling sick. (advice/suggestion)
- (vi)** The weather _____ be sunny tomorrow. (future prediction)

B) Modify the sentence and rewrite it with the appropriate adverb forms of the underlined parts. (Any Four) (4 Marks)

- (i)** He spoke in a very gentle tone.
- (ii)** The baby cried in a loud voice.
- (iii)** She handled the crisis with wisdom.
- (iv)** It is sure that he will help me in need.
- (v)** He treated me with scorn.
- (vi)** His behavior was so polite.

C) Convert the following paragraph from direct to indirect speech. (4 Marks)

Mother said, "Wake up early tomorrow." Sam asked, "Why, Mom?" The mother clarified, "We have to attend your cousin's wedding. Get ready on time."

SECTION – C (Marks 21)

Note: Attempt ALL the questions.

Q.5 Write a short but coherent narrative based on any ONE of the given three cues i.e., a topic, a moral, and a prompt/scenario in 100-125 Words: (6 Marks)

- (i)** A Lesson Learned from a Mistake
- (ii)** Kindness Makes the World Better.
- (iii)** Complete the following narrative:

"Ali was walking home when he saw a small child crying near the park. He stopped and asked what happened..."

Q.6 Use the correct conjunctions from the list below to complete the paragraph. (Any FIVE) (5 Marks)

or	because	nor	however	therefore	and
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My father was in need of money _____¹ moral support _____² he had suffered losses in business. He was in trouble; _____³ he requested his friend to lend him some money _____⁴ assist him in any other way. _____⁵ he was shocked that his friend supported him neither financially _____⁶ morally. No doubt, we should hope for the best but stay prepared for the worst.

Q.7 Write an essay of 200-250 words on any ONE of the given topics. (10 Marks)

- (i)** How to Build a Happy Family?
- (ii)** Pollution and Its Consequences
- (iii)** Cybersecurity: How to Stay Safe Online?

Federal Board SSC-II Examination
English Compulsory Model Question Paper
(Curriculum 2022-23)
Alignment of Questions with Student Learning Outcomes

Sr No	Section: Q. No (Part no.)	Competency Title/Content Area	Student Learning Outcomes	Cognitive Domain	Allocated Marks in Model Paper
1	A: Q.1 (i)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>[SLO: E-10-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	K	1
2	A: Q.1 (ii)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>[SLO: E-10-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	K	1
3	A: Q.1 (iii)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>[SLO: E-10-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	K	1
4	A: Q.1 (iv)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.	K	1

			<u>[SLO: E-10-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.		
5	A: Q.1 (v)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C2-01]</u> Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. <u>[SLO: E-10-C2-02]</u> Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	K	1
6	A: Q.1 (vi)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C2-03]</u> Identify and use compound prepositions and prepositional phrases in writing.	K	1
7	A: Q.1(vii)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C4-01]</u> • Use all types of <i>tenses</i> correctly in speech and writing. • Use gerunds, infinitives, and participles. • Use the aspect of time correctly in speech and writing.	K	1
8	A: Q.1 (viii)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-C5-02]</u> Construct sentences using the sentence patterns and structures learnt in earlier classes.	K	1
9	A: Q.1 (ix)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-CI-03]</u> Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	K	1
10	A: Q.1 (x)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-CI-03]</u> Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	K	1
11	A: Q.1(xi)	Competency C Vocabulary & Grammar	<u>[SLO: E-10-CI-04]</u> Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	U	1

12	A: Q1(xii)	Competency C Vocabulary & Grammar	[SLO: E-10-CI-04] Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	U	1
13	A: Q1(xiii)	Competency C Vocabulary & Grammar	[SLO: E-10-CI-04] Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	U	1
14	A: Q1(xiv)	Competency C Vocabulary & Grammar	[SLO: E-10-CI-05] • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. • <i>Simile, metaphor, imagery, personification, alliteration</i>	U	1
15	A: Q1(xv)	Competency C Vocabulary & Grammar	[SLO: E-10-CI-05] • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. • <i>Simile, metaphor, imagery, personification, alliteration</i>	A	1
16	B: Q2 (i)	Competency B Reading & Critical Thinking	[SLO: E-10-B3-09] Examine the mechanics of precis writing. [SLO: E-10-D3-09] Develop precis writing skills. Write precis effectively.	U	5+1 = 6
17	B: Q2 (ii)	Competency B Reading & Critical Thinking	[SLO: E-10-B3-02] • Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. • Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. • Link new facts, terms, and concepts with prior knowledge. • Choose words and phrases for effect. Comment on implied meanings, e.g. writer's	K	3

			viewpoint, relationships between characters etc. [SLO: E-10-B3-05] Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.		
18	B: Q2 (iii)	Competency B Reading & Critical Thinking	[SLO: E-10-B3-02] • Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. • Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. • Link new facts, terms, and concepts with prior knowledge. • Choose words and phrases for effect. Comment on implied meanings, e.g. writer's viewpoint, relationships between characters etc. [SLO: E-10-B3-05] Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.	U	3
19	B: Q2 (iv)	Competency B Reading & Critical Thinking	[SLO: E-10-B3-02] • Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. • Read and use inference and deduction to recognize implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual clues effectively. • Link new facts, terms, and concepts with prior knowledge. • Choose words and phrases for effect. Comment on implied meanings, e.g. writer's viewpoint, relationships between characters etc. [SLO: E-10-B3-05] Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose and intended	A	3

			audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.		
20	B: Q2 (v)	Competency C Vocabulary & Grammar	[SLO: E-10-CI-04] Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	U	3
21	B: Q-3 (A)	Competency D Writing	[SLO: E-10-D3-10] Use paraphrasing skills to paraphrase a poem.	U	3
22	B: Q-3 (B) (i)	Competency B Reading & Critical Thinking	[SLO: E-10-B3-07] Identify rhyme schemes and figurative language in poems. [SLO: E-10-CI-05] • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. • Simile, metaphor, imagery, personification, alliteration	K	2
23	B: Q-3 (B) (ii)	Competency B Reading & Critical Thinking	[SLO: E-10-B3-07] Identify rhyme schemes and figurative language in poems. [SLO: E-10-CI-05] • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. • Simile, metaphor, imagery, personification, alliteration	K	2
24	B: Q-3 (B) (iii)	Competency B Reading & Critical Thinking	[SLO: E-10-B3-07] Identify rhyme schemes and figurative language in poems.	U	2
25	B: Q- 4 (A)	Competency C Vocabulary & Grammar	[SLO: E-10-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. [SLO: E-10-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for	U	4

			meaning or style while reading, listening and writing.		
26	B: Q-4 (B)	Competency C Vocabulary & Grammar	[SLO: E-10-C2-01] Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. [SLO: E-10-C2-02] Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	U	4
27	B: Q-4 (C)	Competency C Vocabulary & Grammar	[SLO: E-10-C5-04] Change tense in indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in narrative paragraphs.	U	4
28	C: Q-5	Competency D Writing	[SLO: E-10-D3-02] Write <i>narratives</i> to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows	A	6

			from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
29	C: Q-6	Competency C Vocabulary & Grammar	[SLO: E-10-C2-04] • Examine and interpret the use of conjunctions in speech and writing to create the effect. • Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. • Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.	A	5
30	C: Q-7	Competency D Writing	[SLO: E-10-D3-03] Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. • Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of the content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other	K+U	10

			information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
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**TABLE OF SPECIFICATION OF THE MODEL PAPER ENGLISH (COMPULSORY) SSC-II
NATIONAL CURRICULUM OF PAKISTAN (NCP) 2022-23**

Cognitive Levels	Competency B: Reading and Critical Thinking	Competency C: Vocabulary and Grammar	Competency D: Writing	Marks	Percentage
Knowledge	Q2 ii (3)	Q1 - i, ii, iii, iv, v, vi, vii, viii, ix, x (10) Q3. (B) i (2) Q3. (B) ii (2)	Q7. (5)	22	29 %
Understanding	Q2. i (6) Q2. iii (3) Q3. (B) iii (2)	Q1–xi, xii, xiii, xiv (4) Q2 v (3) Q4. (A) (4) Q4. (B) (4) Q4. (C) (4)	Q3. (A) (3) Q7. (5)	38	51 %
Application	Q1 – xv (1) Q2 iv (3)	Q6. (5)	Q5. (6)	15	20 %
Total Marks	18	38	19	75	100%

Note:

- 1 This Table of Specifications (TOS) is specific to this model question paper and does not reflect the official policy.
- 2 Proportionate/equitable representation of the content areas may be ensured.
- 3 The cognitive domain distribution is as follows: Knowledge (30%), Understanding (50%), and Application (20%), with a permissible variation of $\pm 5\%$.
- 4 When selecting alternative questions for Short Response Questions (SRQs) and Extended Response Questions (ERQs), the following must be considered:
 - The difficulty level of both alternatives in an internal choice will be the same.
 - The Student Learning Outcomes (SLOs) of the two alternative questions may differ, if applicable.

Key:

- Question number (part/first choice) marks. *Example:* Q2 (ii/f) 3
- Question number (part/second choice) marks. *Example:* Q2 (ii/s) 3



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