



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate Examination

ETHICS CLASSES XI-XII

(based on National Curriculum 2007)

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**Higher Secondary School Certificate
Examination Syllabus**

**ETHICS
CLASSES XI-XII**

**This subject is examined in both
May and September Examination sessions**

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PREFACE

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

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

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

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

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

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

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

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

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

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

We stand committed to all students who have embarked upon the HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Aims/Objectives of the National Curriculum (2007)¹

The specific aims and objectives devising the progressive, liberal and constructive curriculum of 'Ethics' are as follows:

- 1) Build character of the students so as to enable them to play a vital and positive role in the society.
- 2) Equip students with integrity and social skills to bring about a change in their thought and behaviour towards fellow human beings.
- 3) Understand the primacy of religious teachings and their value in social life.
- 4) Translate human values into practice, through 'role-models'. (Therefore, various remarkable and outstanding personalities are included in the syllabus.)
- 5) Develop etiquettes and mannerism in the students.
- 6) Create and develop students as responsible members of society. (For achieving this, authentic and relevant material from sacred books of different religions will be included in syllabi. This will enable the students to enjoy their rights and fulfil their responsibilities in the best possible manner.)
- 7) Practice and promote socialisation among members of all faiths. (For achieving this, a brief account of some festivals has been included from different religions.)

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes XI and XII. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its HSSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class XI and in Class XII;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

¹ Government of Pakistan (2007), *National Curriculum; Ethics Classes XI-XII*, Islamabad, Ministry of Education (Curriculum Wing)

- 2.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking [skills]” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.
- 2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.
- 2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.
- 2.1.5 The AKU-EB has classified SLOs under the three cognitive levels, Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.
- 2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

2.2 Specific Rationale of the AKU-EB Ethics Examination Syllabus

- 2.2.1 The subject of Ethics is offered to Non-Muslim students in lieu of Islamiyat which is a compulsory subject for Muslim students. In developing this examination syllabus, the aims and objectives laid down in the National Curriculum document of 2007 (Section 1 above) have been followed in letter and spirit. Indeed, the topics included in the National Curriculum for Ethics are so pertinent to the moral dilemmas of everyday life that all young people could benefit from the study of Ethics as a subject.
- 2.2.2 Teaching the subject of Ethics to young people is important because it deals with human conduct. It enables them to view human actions in terms of right or wrong and good or evil. The AKU-EB syllabus has been developed to address this major aspect of learning through stories, anecdotes and ethical dilemmas for the students to discuss and see their relevance and application in their lives and in the society as a whole. It directs the attention of students and teachers to examine how ethical values can guide their actions.
- 2.2.3 Keeping in view the above mentioned realities, the curriculum of Ethics is progressive, liberal and all inclusive. It covers ethical and moral teachings of the major religions of the world with special reference to Pakistan.
- 2.2.4 This curriculum covers mainly four areas in all grades:
1. Introduction to Religions
 2. Religions of Pakistan
 3. Ethical Values
 4. Personalities

3. Topics and Student Learning Outcomes of the Examination Syllabus

Classes XI-XII

Topics	Student Learning Outcomes		Cognitive levels ²		
			K	U	A
1. Introduction to Religions	Candidates should be able to				
1.1 Understanding Religion	1.1.1	define religion;	*	*	* *
	1.1.2	discuss the importance of religion in a society;			
	1.1.3	illustrate with examples different ways of understanding religion;			
	1.1.4	suggest ways in which religion can be applied in personal, social and public life.			
1.2 Impact of Society on Religion (a general survey)	1.2.1	define society;	*	*	
	1.2.2	discuss some ethical values that should be a part of a society;			
	1.2.3	explain the elements that can corrupt a society;			
	1.2.4	explain how religion and society interact with each other;			
	1.2.5	explain whether a society can survive without religion.			

Note: Ethics will be taught in both Classes XI and XII, but the examination will be conducted at the end of Class XII.

² K = Knowledge, U = Understanding, A= Application (for explanation see section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions).

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				K	U	A
1.3	Common Beliefs and Values of different Religions	1.3.1	discuss some of the common basic beliefs of various religions;		*	
		1.3.2	explore the ways to make people realise that all religions have common moral values;			*
		1.3.3	discuss the importance of inter-faith dialogue in today's society.		*	
1.4	Religion and Science	1.4.1	elaborate the scientific process (observation, examination, experiment, testing, validation);		*	
		1.4.2	discuss the relationship between religion and science;		*	
		1.4.3	discuss universal and the natural laws governing the approaches towards religion and science;		*	
		1.4.4	identify areas where scientific approach and religious approach could differ;	*		
		1.4.5	exemplify how religious texts remain unchanged while scientific theories might change over a time.			*

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				K	U	A
2. Religions of Pakistan:		Candidates should be able to				
2.1	Detail Account of the Religions of Pakistan and their Strengths: <ul style="list-style-type: none"> • Islam • Christianity • Hinduism • Sikhism (History, Basic Belief System & Places of Worship, Spiritual Aspect, Basic Teachings with some Details of the Rituals of Birth and Death)	2.1.1	identify the origins of the various religions practiced in Pakistan;	*		
		2.1.2	explain the following fundamental beliefs: <ul style="list-style-type: none"> • Concept of God and worship • Universe and its creation • Place of man • Reward & punishment • Practices of the religions 		*	
		2.1.3	discuss how followers of different faith practice their religions;		*	
		2.1.4	elaborate the teachings of different religions about character building and knowledge enhancement;			*
		2.1.5	summarise some of the ethical systems(meaning and purpose of life) of the given religions;			*
		2.1.6	discuss the contribution of some of the founders and prominent personalities of Eastern religion for the well being of the society; <ul style="list-style-type: none"> • Guru Nanak • Dalai Lama • Prophet Mohammad 		*	

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			K	U	A
3. Ethical Values		Candidates should be able to:			
3.1	Social Justice, Equality of human beings (gender, colour, race, nation), Safeguarding the Society and its Institutions	3.1.1	*		
		3.1.2		*	
		3.1.3		*	
		discuss the essential characteristics of the following institutions: <ul style="list-style-type: none"> • state institutions • religious institutions • educational institutions • social institutions. 			
3.2	Work Ethics	3.2.1	*		
		3.2.2			*
		3.2.3			*
		3.2.4		*	
		3.2.5			*
		define work ethics; exemplify desirable ethical work practices such as honesty, self-respect and self discipline, punctuality and respecting the rights of others; demonstrate with examples the importance of time and punctuality in dispensing duties at work places; explain the etiquettes/behaviour patterns at various places of work; elaborate how organisational ethical environment and performance at work place affect overall performance.			

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			K	U	A
4. Personalities:	Candidates should be able to:				
• Nelson Mandela	4.1.1	explain how the knowledge about the lives of the mentioned personalities can promote ethical values;		*	
• Mother Teresa	4.1.2	discuss the contributions made by the personalities (Nelson Mandela, Mother Teresa, Abdul Sattar Edhi, Dr. Muhammad Yunus) towards the betterment of their societies;		*	
• Abdul Sattar Edhi	4.1.3	discuss the moral values demonstrated by these personalities;		*	
	4.1.4	exemplify their service to humanity;			*
• Dr. Muhammad Yunus	4.1.6	explain how can we learn and adapt in our lives the exemplary behaviour of these personalities.		*	

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4. Scheme of Assessment

Table 1: Number of Student Learning Outcomes by Cognitive level

Topics No.	Topics	No of Sub-Topics	SLOs			Total
			K	U	A	
1	Introduction to Religions	4	3	10	4	17
2	Religions of Pakistan	1	1	2	3	6
3	Ethical Values	2	2	3	3	8
4	Personalities	1	0	4	1	5
	Total	8	6	19	11	36
	Percentage		17	53	30	100

Note: Ethics will be taught in both Classes XI and XII, but the examination will be conducted at the end of Class XII.

Table 2: Allocation of Marks for the Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topics	No of Sub-Topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
1	Introduction to Religions	4	3	5	0	8
2	Religions of Pakistan	1	2	10	5	17
3	Ethical Values	2	3	7	-0	10
4	Personalities	1	2	8	5	15
	Total	8	10	30	10	50

Note: Ethics will be taught in both Classes XI and XII, but the examination will be conducted at the end of Class XII.

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
1	Introduction to Religions	MCQs 3 @ 1 Marks CRQ 1 @ 5 Marks			8
2	Religions of Pakistan	MCQs 2 @ 1 Marks CRQs 2 @ 5 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			17
3	Ethical Values	MCQs 3 @ 1 Marks CRQ 1 @ 7 Marks			10
4	Personalities	MCQs 2 @ 1 Marks CRQ 1 @ 8 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			15
	Total	MCQs 10	CRQs 30	ERQs 10	50

* *Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph rather than a word or a single sentence.*

* *There will be TWO questions and the candidates will be required to attempt any ONE by making a choice out of the TWO.*

- 4.1 Table 1 indicates the number and nature of SLOs for all topics of Ethics. This will serve as a guide in the construction of the examination paper. In order to promote ethical behaviour in society, there is more focus on understanding 48% and Application of ideas in real life 40%.
- 4.2 There will be one examination at the end of Class XII.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administered within 2 hours.
- 4.4 Paper I theory will consist of 10 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 40 marks and consists of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- 4.6 All constructed response questions and extended response question will be in a booklet which will also serve as an answer script.

5. Teaching–Learning Approaches and Classroom Activities

Suggested Activities

5.1 *Moral Values Exemplified through Role plays*

Students can be divided in a number of groups. Each group can be given one topic or a story, under the direction of a group leader. They can play roles of a writer, director, prepare dialogues etc, enact the story for a number of roles, and perform a skit,drama or role-play focusing on the significance of ethical or moral values. Concluded by a hymn or poem.

5.2 *Visit to Senior Citizens' homes, hospitals, orphanages, institutions for the special people etc.*

Students may contribute or collect money by organising fairs etc in order to help those people. They can purchase gifts with the help of the teacher /principal to be presented to inmates of these institutions and also contribute their time to help with tasks, games etc. In the institutions. They can discuss in the class issues related to human suffering, caring, poverty and sharing they can also help to develop projects around these activities.

5.3 *Moral issues and dilemmas*

Students may be presented with situations, current moral issues and moral dilemmas that may have been highlighted in the magazines and newspapers. They may discuss them in pairs or groups, draw lessons and conclusions and write brief reflections.

5.4 *Using art forms*

Students may be encouraged to write excerpts poems and songs on moral values, social problems, their emotions etc. They may also use other forms of artistic expression, e.g. painting, sketching, pottery making, collage work, etc.

5.5 *Celebrating cultural and religious festivals:*

Cultural meals and religious festivals of different faiths may be celebrated.

5.6 *Demonstration of ethical behaviour in the daily lives of students.*

The applied nature of Ethics as a subject requires that students and teachers demonstrate good manners, courtesy, respect for diversity, tolerance, helpfulness, cooperation, etc., in school, at home and in the community.

6. Recommended Texts, Reference Materials and Websites

Recommended Book

1. Giddens Anthony (1995), *Sociology*, Polity Press, Cambridge, UK.
(Covers Topic 1,2 and 3)

Reference Books

1. Rao Shankar C.N. (2008), *Sociology: Principles of Sociology with An Introduction to Social Thought*, S. Chand and Company Limited, New Delhi, India. (Covers Topic 1, 2 and 3)
2. Sindh Text Book Board Jamshoro (2009), *Moral Education XI and XII*, Azam Sons, Karachi.

6.2 Websites

Topic No.	Topics	Websites
1	Introduction to religions	http://www.mnsu.edu/emuseum/cultural/religion/
2	Religions of Pakistan	http://www.pakistanpaedia.com/religion/religion_in_pakistan.html
3	Ethical Values	http://www.kwintessential.co.uk/resources/global-etiquette/pakistan.html
4	Personalities	http://www.ur.umich.edu/9596/Jun11_96/artcl17.htm
5	Sociology: Anthony Giddens	http://books.google.com.pk/books?id=qYkqRytTmEMC&printsec=frontcover&dq=sociology&source=bl&ots=qjPwa27pCR&sig=Mv1SDXXfTdMXUSKKEarImO1dnVU&hl=en&ei=Y2LKTM6C42gvQPknIgC&sa=X&oi=book_result&ct=result&resnum=9&ved=0CD8Q6AEwCA#v=onepage&q&f=false

7. Definition of Cognitive Levels and Command Words in the Student Learning Outcomes and in Examination Papers

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

Knowledge:

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

Understanding:

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

Application:

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

7.2 Definition of Command Words:

Knowledge

List:	Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names.
Define (the term or terms)	Only a formal statement or equivalent paraphrase is required. No examples need to be given, unless specifically asked.
Study:	Concentrate on the given text or examples.
State:	Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.

Understanding

Compare:	Draw a conclusion which is not explicitly stated in the given material.
Differentiate:	Identify those characteristics which always or some times distinguish two categories.
Explain:	May imply reasoning or some reference to theory, depending on the context.
Identify:	Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the candidate justifies the choice unless specifically asked to do so.
Point out:	Pick out and recognise specific information from a given content and/or situation.
Clarify:	Implies further explanation of any given information that elaborates the key components.
Classify:	State a basis for categorization of a set of related entities and assign examples to categories.
Describe:	Requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.

Application

Analyse:	Use information to relate different features of the components of specified material so as to draw conclusions about common characteristics.
Conclude:	Draw a conclusion which is not explicitly stated in the given material.
Exemplify:	Give an explanation accompanied with an appropriate example
Make a relationship:	Put different items together to develop a set of related data.
Prove:	To establish the truth or validity of an opinion / statement etc by presenting an evidence, example or argument.

- Draw:** Implies a simple free hand sketch or diagram. Care should be taken with proportions and the clear labelling of parts.
- Suggest:** Apply knowledge in a given situation to give a rational opinion.
- Calculate:** To find out the values with the help of given information.
- Summarise:** To represent the most important factual ideas in a short and clear form

HSSC Scheme of Studies³

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised HSSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. The marks allocated to subjects in the revised National Scheme of Studies have been followed.

HSSC I-II (Classes XI-XII) subjects on offer for examination

HSSC Part-I (Class XI) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Biology-I	85	15	100	English
Total:	455	45	500	

HSSC Part-II (Class XII) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Biology-II	85	15	100	English
Total:	555	45	600	

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

³ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

HSSC Part-I (Class XI) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Mathematics-I	100	-	100	English
Total:	470	30	500	

HSSC Part-II (Class XII) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Mathematics –II	100	-	100	English
Total:	570	30	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

HSSC Part-I (Class XI) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I	100	-	100	Urdu
Pakistan Culture-I ^a				English
Any one subject combinations of the following:				
Physics-I	85	15	300	English
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Physics-I	85	15	300	English
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Mathematics-I	100	-	300	English
*Statistics-I	85	15		English
Computer Science-I	75	25		English
Total:			500	

HSSC Part-II (Class XII) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR	100	-	100	Urdu
Pakistan Culture-II ^a				English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Any one subject combinations of the following:				
Physics-II	85	15	300	English
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Physics-II	85	15	300	English
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Mathematics-II	100	-	300	English
*Statistics-II	85	15		English
Computer Science-II	75	25		English
Total:			600	

a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.

b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subject is offered ONLY in the May examination.**

HSSC Part-I (Class XI) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Principles of Accounting-I	100	-	100	English
Principles of Economics	75	-	75	English
Principles of Commerce	75	-	75	English
Business Mathematics	50	-	50	English
Total:	500	-	500	

HSSC Part-II (Class XII) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Principles of Accounting-II	100	-	100	English
Commercial Geography	75	-	75	English
*Computer Studies OR Banking	60 OR 75	15 -	75	English
Business Statistics	50	-	50	English
Total:	600		600	

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***This subjects are offered ONLY in the May examination.**

HSSC Part-I (Class XI) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	Urdu English
Any three of the following Elective Subjects	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English
1. Civics-I		
2. Computer Science-I (75+25 practical)		
3. Economics-I		
4. *Education-I		
5. *Geography-I (85+15 practical)		
6. *Islamic Studies-I		
7. *Islamic History-I		
8. Literature in English-I		
9. Mathematics-I		
10. *Psychology-I (85+15 practical)		
11. *Statistics-I (85+15 practical)		
12. *Sociology-I		
13. Urdu Literature-I		
14. *Fine Arts-I		
Total:	500	

HSSC Part-II (Class XII) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	Urdu English
Islamiyat OR Ethics ^b	50	English / Urdu
Pakistan Studies	50	English / Urdu
Any three of the following Elective Subjects	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English
1. Civics-II		
2. Computer Science-II (75+25 practical)		
3. Economics-II		
4. *Education-II		
5. *Geography-II (85+15 practical)		
6. *Islamic Studies-II		
7. *Islamic History-II		
8. Literature in English-II		
9. Mathematics-II		
10. *Psychology-II (85+15 practical)		
11. *Statistics-II (85+15 practical)		
12. *Sociology-II		
13. Urdu Literature-II		
14. *Fine Arts-II		
Total:	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subjects are offered ONLY in the May examination.**