



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate Examination Syllabus

EDUCATION CLASSES XI-XII

(based on National Curriculum 2000)

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**Higher Secondary School Certificate
Examination Syllabus**

**EDUCATION
CLASSES XI-XII**

**This subject is examined in the
May Examination session only**

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PREFACE

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

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

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

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

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

- It is in large part a reproduction, with some elaboration, of the Class 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 to take effect in September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current HSSC syllabuses have been revised to ensure conformity with the new National Curriculum 2006.

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 (2000) ¹

Aims

1. To make the students understand the basis and fundamentals of education as a subject.
2. To make the students aware about the role of education in the development of individuals and society.
3. To make the students understand the principles and procedures of the national system of education and its various organizations.
4. To create an interest in the children for teaching as a profession.

Objectives

1. To understand the basics of Education as subject.
2. To familiarize with the process of child growth, development and learning.
3. To develop an awareness of the role of Education in society.
4. To familiarize with the development and problems of Education.

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;

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.

¹ Government of Pakistan (2000), *National Curriculum; Education Classes XI-XII, Islamabad*, Ministry of Education (Curriculum Wing)

- 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.

2.2 Specific Rationale of the AKU-EB Education Examination Syllabus

- 2.2.1 The syllabus for Education as prescribed by the Curriculum Wing in National Curriculum (2000) is maintained in its entirety except for a few changes which are made to keep the subject in line with global trends in the subject education by making the syllabus more useful and interesting for students.
- 2.2.2 The National Curriculum is based on the objective to create interest among students for teaching as profession.
- 2.2.3 Education subject is a practical subject, but the curriculum is more conceptual than practical. However, concepts must be seen to work in real classroom situation. Institutes must ensure that facilities provided are adequate for the students to be able to learn as required by the syllabus.
- 2.2.4 The student learning outcomes as outlined in the syllabus will facilitate both teachers and students to apply the knowledge and skills in real life situations.
- 2.2.5 The field trips and visits can enhance students learning about the child's growth, development and styles of learning and also familiarise them about the development and problems of education in Pakistan.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part-I (Class XI)

Topic	Student Learning Outcomes		Cognitive Level ²		
			K	U	A
1. Education	Candidates should be able to:				
1.1 Introduction to Education as a Subject	1.1.1	explain the meaning of education;	*	*	
	1.1.2	state the definitions of education in the light of various educationists <ul style="list-style-type: none"> • Ancient era (Socrates, Plato and Aristotle) • Medieval era (Milton, Johann Heinrich Pestalozzi, Friedrich Froebel, Jean Jacques Rousseau and Locke) • Modern Educationist (T.P.Nunn, Bertrand Russell, T.S.Mill, John Dewey); • Islamic scholars (Imam Ghazali, Ibn-e-Khaldun, Shibli Naumani and Sir Syed Ahmed Khan); 			
	1.1.3	differentiate between knowledge and education;		*	
1.2 Role and Scope of Education as a Subject	1.2.1	discuss the importance of education as a subject;		*	
	1.2.2	explain the scope of the subject with <i>examples from daily life</i> ;		*	
	1.2.3	discuss the changes in person brought about by studying education as a subject (<i>cognitive change, affective change and competence change</i>);		*	
1.3 Elements of Education	1.3.1	identify the elements of education;	*	*	
	1.3.2	discuss the relationship among various elements of education (<i>student, teacher, curriculum, learning, teaching and society</i>);			

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

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				K	U	A
1.4	Function of Education	1.4.1	describe the functions of education (<i>preservation and transmission of culture, fulfilment of basic needs to an individual and reconstruction of social life</i>);		*	
		1.4.2	describe the formation of healthy relations among people because of education;		*	
		1.4.3	explain the development of various skills among people because of education;		*	
		1.4.4	<i>elaborate the characteristics of education (life long process, dynamic, individual development, modification of behaviour, social adjustment, and development of child's innate power)</i> ;		*	
1.5	Modes of Education	1.5.1	differentiate among formal, informal and non-formal education;		*	
		1.5.2	explain the processes of formal, informal and non-formal education;		*	
		1.5.3	describe the agents of non-formal education;;		*	
1.6	Types of Education	1.6.1	identify the types of education;	*		
		1.6.2	discuss the term 'general education';		*	
		1.6.3	explain the application of 'general education';		*	
		1.6.4	explain the purpose of 'specific education';		*	
		1.6.5	discuss the influence of specific education on people;		*	
		1.6.6	compare and contrast the term education with training, schooling and instruction.		*	

NOTES

			K	U	A
2. Aims of Education	Candidates should be able to:				
2.1 Spiritual and Moral Aims	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5	describe the spiritual aims of education in Pakistan; discuss the moral aims of education; explain the difference between moral and spiritual aims of education; list the moral objectives of education; discuss the necessity of moral and spiritual values from the perspective of Pakistan;	*	* * * *	
2.2 Intellectual Aims	2.2.1 2.2.2	list the intellectual aims of education; discuss the importance of intellectual aims in education;	*	*	
2.3 Economical and Vocational Aims	2.3.1 2.3.2	explain the economic aims of education; discuss the importance of vocational aspects of education;		* *	
2.4 Social Aims and Cultural Aims	2.4.1 2.4.2 2.4.3 2.4.4 2.4.5	describe the social <i>and cultural</i> aims of education; discuss the necessity of social and <i>cultural</i> aims for life; analyse the role of education to enhance the cultural values of society; define the term ‘civilization’; discuss the importance of civilization for a nation.	*	* * *	*

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				K	U	A
3. Foundation of Education		Candidates should be able to:				
3.1 Foundation Of Education	<ul style="list-style-type: none"> Ideological Foundations (Islamic) Philosophical Foundations Psychological Foundations Sociological Foundations 	3.1.1	explain the Islamic ideological foundations of education;		*	
		3.1.2	explain the impact of ideology of Pakistan on education;		*	
		3.1.3	discuss the importance of education in Islam;		*	
		3.1.4	explain the philosophical foundations of education;		*	
		3.1.5	describe the major philosophical thoughts of education;		*	
		3.1.6	discuss the contribution of philosophy in education;		*	
		3.1.7	explain psychological foundation;		*	
		3.1.8	describe the relationship between education and psychology with examples;		*	
		3.1.9	explain the influence of psychology in education;		*	
		3.1.10	describe sociological foundations;		*	
		3.1.11	analyse the link between sociology and education;			*
		3.1.12	describe the social benefits of education.		*	

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			K	U	A
4. Human Development	Candidates should be able to:				
4.1 Stages, Factors and Principles of Human Development	4.1.1	distinguish between the term ‘growth’ from ‘development’;		*	
	4.1.2	describe stages of development from a child to an adult;		*	
	4.1.3	explain stages of intellectual development; <ul style="list-style-type: none"> ○ Sensory motor stage ○ Pre operational stage ○ Concrete operation stage ○ Formal operation stage 		*	
	4.1.4	discuss the principles of human development; <ul style="list-style-type: none"> ○ Principle of continuity ○ Principle of lack of uniformity in the developmental rate ○ Principle of uniformity of pattern 		*	
	4.1.5	discuss the factors affecting development (external and internal); <div> <div>Internal factors</div> <ul style="list-style-type: none"> ○ Hereditary factor ○ Biological factor ○ Intelligence factor ○ Emotional factor ○ Social nature </div> <div> <div>External factors</div> <ul style="list-style-type: none"> ○ Environment in the womb of the mother ○ Environment available after birth </div>		*	
4.2 Individual Differences	4.2.1	elaborate the concept of individual differences;		*	
	4.2.2	discuss the types individual difference and their causes;		*	
	4.2.3	analyze the impact of individual differences on teaching and learning process;			*
	4.2.4	discuss the significance of individual differences in education.		*	

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			K	U	A
5. Learning	Candidates should be able to:				
5.1 Introduction	5.1.1	define learning from the perspective of various psychologists (Gardner Murphy, Woodworth, Kimble, Hilgard);	*		
	5.1.2	interpret the definition of learning;		*	
5.2 Methods of Learning (i) Imitation (ii) Insight (iii) Conditioning	5.2.1	describe various methods of learning;		*	
	5.2.2	discuss the impact of 'trial and error' method on learning;		*	
	5.2.3	describe the method of imitation;		*	
	5.2.4	explain the influence of imitation a the learning process;		*	
	5.2.5	discuss the 'insight' theory of learning and its impact on the learning process;		*	
	5.2.6	describe the learning method of conditioning;		*	
5.3 Laws of Learning • Readiness • Exercise • Effect • Association	5.2.7	elaborate the influence of conditioning theory on learning;		*	
	5.3.1	identify and discuss various laws of learning;	*		
	5.3.2	define law of readiness;			
	5.3.3	discuss the law of readiness in learning;	*	*	
	5.3.4	elaborate that the law of readiness is a significant factor of learning;		*	
	5.3.5	identify the elements of readiness and exercise;	*	*	
	5.3.6	explain the interrelation among elements of readiness and exercise;		*	
	5.3.7	analyse the elements involved in the law of effect;	*	*	*
	5.3.8	explain the concept of the law of effect;		*	
	5.3.9	explain the influences of law of effect on learning;		*	
	5.3.10	describe the law of association from the perspective of psychologists;		*	
	5.3.11	discuss the elements of the law of association;		*	
	5.3.12	analyse relationship among the laws of learning;			*

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				K	U	A
5.4	Conditions of Learning	5.4.1	discuss the major conditions of learning(maturation, readiness, motivation, attention and attitudes and relevant and meaningful attitudes);		*	
		5.4.2	discuss the types and function of motivation;		*	
5.5	Theories of Learning <ul style="list-style-type: none"> • Behaviourist Theory • Cognitive Theory 	5.5.1	explain the behaviourist theory;	*	*	
		5.5.2	identify behaviourist psychologists and describe their contributions;		*	
		5.5.3	discuss the views of cognitive psychologists.		*	
6. Society, Community and Education		Candidates should be able to:				
6.1	Society and Community	6.1.1	state a general definition of ‘society’;	*		
		6.1.2	define society from the perspective of a sociologist;	*		
		6.1.3	identify the types of society;	*		
		6.1.4	discuss the concept of community;		*	
		6.1.5	define the term ‘community’;	*		
		6.1.6	describe community as a group;		*	
		6.1.7	explain the social norms from the perspective of society;		*	
		6.1.8	discuss the characteristics of a community;		*	
6.2	Development	6.2.1	explain the development of society;	*	*	
		6.2.2	identify the causes of the development of society;			
		6.2.3	identify ‘social institution’;			
		6.2.4	explain the role of family as a unit;		*	
		6.2.5	explain the interrelationship of society and education;		*	
		6.2.6	describe the role of education in the development of an individual and society.		*	

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			K	U	A
7. Guidance and Counselling	Candidates should be able to:				
7.1 Guidance	7.1.1	describe the views of thinkers about guidance;		*	
	7.1.2	explain 'guidance' as an educational term;		*	
	7.1.3	describe the types of guidance;		*	
	7.1.4	describe the elements of educational guidance;		*	
	7.1.5	discuss the importance of educational guidance in secondary schools;		*	
	7.1.6	analyse the impact of educational guidance on success;			*
7.2 Counselling	7.2.1	explain the meaning of counselling;		*	
	7.2.2	explain the role of counselling from the perspective of educationists;		*	
	7.2.3	describe the types of counselling;		*	
	7.2.4	explain the purpose and aspects of career counselling;		*	
	7.2.5	analyse the influence of career counselling on personality;			*
	7.2.6	explain the role of counselling in an elementary school guidance program;		*	
	7.3.7	describe various methods of counselling, namely directive counselling, non-directive and eclectic;		*	
	7.3.8	differentiate between directive and non-directive counselling.		*	
8. Curriculum, Syllabus, Text Book and Assessment	Candidates should be able to:				
8.1 Curriculum	8.1.1	differentiate between 'syllabus' and 'curriculum';		*	
	8.1.2	discuss the relation among curriculum, syllabus and textbook;		*	
8.2 Curriculum Development	8.2.1	describe the steps of curriculum development;		*	
	8.2.2	describe curriculum development in Pakistan ;		*	
	8.2.3	identify the components of curriculum;	*		
	8.2.4	describe the relationship of the components of curriculum;		*	

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				K	U	A
8.3	Impact of Teaching Learning Process	8.3.1 8.3.2 8.3.3	explain the impact of curriculum on learning; elaborate the necessity of a good syllabus in the process of teaching; discuss the importance of curriculum for teaching learning process;		* * *	
8.4	Characteristics of Curriculum	8.4.1 8.4.2 8.4.3	describe the characteristics of a good curriculum; explain the characteristics of a good textbook ; analyse a text book with reference to the features of a good text book.		* *	*
8.5	Assessment	8.5.1 8.5.2 8.5.3 8.5.4	<i>explain the terms “assessment” and “evaluation;”</i> <i>elaborate why assessment is important in the process of education;</i> <i>explain different types or approaches of learner assessment</i> <ul style="list-style-type: none"> • <i>Formative and Summative</i> • <i>Informal and Formal</i> • <i>Continuous and Final</i> • <i>Process and Product</i> • <i>Divergent and Convergent;</i> <i>explain different factors or issues that are addressed in the development of classroom assessment tools;</i> <ul style="list-style-type: none"> • <i>Purpose and Impact</i> • <i>Validity and Fairness</i> • <i>Reliability</i> • <i>Significance</i> • <i>Efficiency</i> 		* * * *	

NOTES

Part II (Class XII)

Topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
9. Muslim Education in the Sub-continent	Candidates should be able to:				
9.1 Historical Background (Maktab and Madrassa education)	9.1.1	state the meanings of the words ‘maktab’ and ‘madrassa’;	*		
	9.1.2	explain the set up of ‘maktab’ and ‘madrassa’ in the sub continent;		*	
9.2 Contribution of Muslim Thinkers towards Education with special reference to <ul style="list-style-type: none"> • Al- Ghazali • Ibn-e-Khaldun • Ibne-e-Sina • Allama Zarnoji 	9.2.1	list the salient features of the Islamic Education System;	*		
	9.2.2	describe the educational objectives of Al- Ghazali;		*	
	9.2.3	explain the educational principles of Al- Ghazali;		*	
	9.2.4	describe the responsibilities of students from the perspective of Al- Ghazali;		*	
	9.2.5	describe the principles of education of Ibn-e-Khaldun;		*	
	9.2.6	explain the educational theory of Ibn-e-Sina;		*	
	9.2.7	describe the educational contribution of Ibn-e-Sina;		*	
	9.2.8	describe the educational contribution of Allama Zarnoji;		*	
9.3 Concept of Knowledge	9.3.1	define the term ‘knowledge’;	*		
	9.3.2	differentiate between Islamic and non Islamic concepts of knowledge;		*	
9.4 Aims and Objective of Education	9.4.1	describe the aims and objectives of the Islamic Education System;		*	
9.5 Curriculum	9.5.1	define the term ‘curriculum’ as used in Islamic Education System in the subcontinent;	*		
	9.5.2	discuss the merits and demerits of Islamic Education System in the subcontinent;		*	

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			K	U	A
10. British Education System In the Sub Continent	Candidates should be able to:				
10.1 Education in British Time Period	10.1.1	describe the historical back ground of indigenous education system before the arrival of British;		*	
	10.1.2	explain the aims and establishment of the East India Company;		*	
	10.1.3	explain the involvement of the East India Company in Indian education;		*	
	10.1.4	explain the educational set up by the British;		*	
	10.1.5	describe the role of the British government and the missionary enterprise in Indian education;		*	
10.2 Charter Act 1813	10.2.1	describe the features of Charter Act 1813;		*	
	10.2.2	explain the objectives of Charter Act 1813;		*	
	10.2.3	explain the influence of Charter Act 1813 on the people of the sub continent;		*	
10.3 Wood's Dispatch 1854	10.3.1	state the educational objectives and discuss the recommendations of Wood;	*		
	10.3.2	describe the educational policies of Wood's dispatch of 1854;		*	
10.4 Sergeant Report 1944	10.4.1	explain the reasons behind the Sergeant report of 1944;		*	
	10.4.2	explain the purpose of the Sergeant report;		*	

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			K	U	A
10.5 Muslim Education Movements	10.5.1	identify the demerits of British education system for Muslims;	*		
	10.5.2	discuss the causes of Muslim's struggle for education;		*	
	10.5.3	explain the purpose of the Deoband Movement;		*	
• Deoband Movement	10.5.4	state a brief account of the struggle of Muslims for the establishment of Deoband;	*		
• Aligarh Movement	10.5.5	analyse the impact of the Deoband Movement on Muslims of the subcontinent;			*
	10.5.6	describe the ideas of Sir Syed Ahmed Khan relating to the Aligarh Movement;		*	
	10.5.7	describe the struggle of Sir Syed Ahmed Khan and his companions for the Aligarh movement;		*	
	10.5.8	analyse the impact of the Aligarh Movement;			*
	10.5.9	compare and contrast the Deoband Movement with the Aligarh Movement.		*	
11. Policies and Plans of Education in Pakistan	Candidates should be able to:				
11.1 Introduction of Ideology of Pakistan	11.1.1	describe the ideology of Pakistan for education;		*	
11.2 Implication of Ideology of Pakistan for Education	11.2.1	explain the role of ideology of Pakistan for determination of educational aims;		*	
	11.2.2	analyse the introduction of the First Educational Conference 1947;			*
	11.2.3	explain the salient features of the First Educational Conference 1947;		*	
	11.2.4	analyse the features of the report by Sharif Commission 1959;			*
	11.2.5	explain the impact of the Sharif Commission 1959 on the educational setup;		*	
	11.2.6	describe the objectives of the National Educational Policy 1970;		*	
	11.2.7	analyse the impact of the educational objectives of Educational Policy 1970 on educational setup;			*
	11.2.8	discuss the Educational Policy 1972-80;		*	
	11.2.9	compare and contrast the educational policies of 1970 and 1972-80;		*	

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			K	U	A
	11.2.10	explain the National Educational Policy and the implemented programme of 1979;		*	
	11.2.11	analyse the impact of the National Educational Policy 1992;			*
	11.2.12	discuss the educational objectives of the National Educational Policy 1979;		*	
	11.2.13	identify the main ideas of Educational Policy 1979;	*		
	11.2.14	discuss the objectives of National Education Policy 1998-2012.		*	
12. Educational Problems in Pakistan	Candidates should be able to:				
12.1 Issues and Problems in Pakistan	12.1.1	define ‘population growth;’	*		*
	12.1.2	analyse reasons for population growth;			
	12.1.3	explain the reasons for low enrolment and heavy dropout;		*	*
	12.1.4	analyse the causes of low literacy rate;			*
	12.1.5	discuss the causes and effects of indiscipline;		*	
	12.1.6	describe the concept of female education from the perspective of educationists;		*	
	12.1.7	discuss the low efficiency of curriculum construction according to the needs of society;		*	
	12.1.8	analyze the deficiency of implication of educational policy in Pakistan;			*
	12.1.9	describe the physical condition of educational institution in Pakistan;		*	
	12.1.10	analyse the causes of unemployment conditions in Pakistan;			*
	12.1.11	analyse the reasons of brain drain from Pakistan.			*

NOTES

			K	U	A
13. Role of various Organizations contributing towards education	Candidates should be able to:				
13.1 Organization	13.1.1 13.1.2 13.1.3	define the concept of organization according to educationists; explain the elements of organization; describe the general characteristics of organization;	*	*	
13.2 Administration	13.2.1 13.2.2 13.2.3 13.2.4 13.2.5 13.2.6	define the term 'administration'; explain educational administration; define 'centralized administration' and 'decentralized administration'; compare centralized and decentralized administration; explain the merits and demerits of centralized educational administration; explain the merits and demerits of decentralized educational administration;	*	*	
13.3 Federal Educational Organization	13.3.1 13.3.2	explain the educational responsibilities of the federal government; discuss the educational role of the federal government;		*	
13.4 Provincial Educational Organization	13.4.1	explain the responsibilities of the provincial department of education;		*	
13.5 District Educational Organization	13.5.1 13.5.2	describe the district educational setup; explain the role of the district educational organization;		*	

NOTES

			K	U	A
13.6 Private Sector Organization	13.6.1 13.6.2 13.6.3	explain the concept of private sector organization; identify the role of private educational institutions in Pakistan; discuss the causes of establishing private educational institutions;	*	* *	
13.7 Curriculum and Textual Material Development	13.7.1 13.7.2 13.7.3 13.7.4 13.7.5	explain the principles of curriculum development; describe the responsibility of the Bureau of Curriculum; discuss the responsibilities of the Federal Ministry of Education and the Curriculum Wing; describe the duties of the Provincial Bureau of Curriculum; explain the duties of the Textbook Board.		* * * * *	
13.8 Public Examination Boards in Pakistan <ul style="list-style-type: none"> Federal Board of Intermediate and Secondary Education (FBISE) Regional Boards of Intermediate and Secondary Education (BISEs) Board of Technical Education Private Examination Boards <ul style="list-style-type: none"> AKU-EB Cambridge International Examination Board 	13.8.1 13.8.2 13.8.3 13.8.4 13.8.5 13.8.6 13.8.7 13.8.8 13.8.9	describe public examination boards and name its types; describe the main features of a Federal Board of Intermediate and Secondary Education (FBISE); discuss the jurisdiction, role and responsibilities of FBISE as a federal board of education in Pakistan with reference to Federal Board of Intermediate and Secondary Education Act, 1975; describe the main features of Regional Boards of Intermediate and Secondary Education (BISEs); discuss the jurisdiction, role and responsibilities of Regional Boards of Intermediate and Secondary Education (BISEs); describe the main features of Board of Technical Education; discuss the jurisdiction, role and responsibilities of Board of Technical Education; describe the main features of private examination boards (CIE and AKU-EB); discuss the jurisdiction, role and responsibilities of AKU-EB as a board of education in Pakistan with reference to Ordinance CXIV 2002.		* * * * * * * * *	

NOTES

4. Scheme of Assessment

Class XI

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of sub-Topics	SLOs			Total
			K	U	A	
1.	Education	6	3	18	0	21
2.	Aims of Education	4	3	10	1	14
3.	Foundation of Education	1	0	11	1	12
4.	Human Development	2	0	8	1	9
5.	Learning	5	5	20	2	27
6.	Society, Community and Education	2	6	8	0	14
7.	Guidance and Counselling	2	0	12	2	14
8.	Curriculum, Syllabus and Textbooks	5	1	14	1	16
	Total	27	18	101	8	127
	Percentage		14	80	6	100

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			
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	Total
1.	Education	6	5	12	0	17
2.	Aims of Education	4				
3.	Foundation of Education	1	4	5	0	9
4.	Human Development	2	5	7	0	12
5.	Learning	5	4	6	10	20
6.	Society, Community and Education	2	4	8	0	12
7.	Guidance and Counselling	2	4	6	10	20
8.	Curriculum, syllabus and textbooks	5	4	6	0	10
	Total	27	30	50	20	100

Table 3: Paper Specifications

Topic No.	Topics	Marks Distributions			Total Marks
1.	Education	MCQs 5 @ 1 Mark each CRQs 2 @ 6 Marks each			17
2.	Aims of Education				
3.	Foundation of Education	MCQs 4 @ 1 Mark each CRQ 1 @ 5 Marks each			9
4.	Human Development	MCQs 5 @ 1 Mark each CRQ 1 @ 7 Marks			12
5.	Learning	MCQs 4 @ 1 Mark each CRQ 1 @ 6 Marks *ERQ 1 @ 10 Marks Choose any ONE from TWO			20
6.	Society, Community and Education	MCQs 4 @ 1 Mark each CRQs 1 @ 8 Marks			12
7.	Guidance and Counselling	MCQs 4 @ 1 Mark each CRQ 1 @ 6 Marks *ERQ 1 @ 10 Marks Choose any ONE from TWO			20
8.	Curriculum, Syllabus and Textbooks	MCQs 4 @ 1 Mark each CRQ 1 @ 6 Marks			10
	Total Marks	MCQs 30	CRQs 50	ERQs 20	100

* 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.

Class XII

Table 4: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total
			K	U	A	
9.	Muslim Education in the subcontinent	5	5	10	0	15
10.	The British Education System in the subcontinent	5	6	13	2	21
11.	Policies and Plans of Education in Pakistan	2	1	9	5	16
12.	Educational problems in Pakistan	1	1	5	5	11
13.	Role of various organizations contributing towards education	8	4	27	0	30
	Total	21	17	64	12	93
	Percentage		18	69	13	100

Table 5: 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			
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	Total
9.	Muslim Education in the sub-continent	5	7	13	0	20
10.	The British Education System in the sub-continent	5	7	10	0	17
11.	Policies and Plans of Education in Pakistan	2	7	10	10	27
12.	Educational problems in Pakistan	1	4	5	10	19
13.	Role of various organizations contributing towards education	8	5	12	0	17
	Total	21	30	50	20	100

Table 6: Paper Specifications

Topic no.	Topics	Marks Distributions			Total Marks
9.	Muslim Education in sub-continent	MCQs 7 @ 1 Mark each CRQ 1 @ 6 Marks each CRQ 1 @ 7 Marks each			20
10.	British Education in sub-Continent	MCQs 7 @ 1 Mark each CRQs 2 @ 5 Marks each			17
11.	Policies and Plans of Education in Pakistan	MCQs 7 @ 1 Mark each CRQs 2 @ 5 Marks each *ERQ 1 @ 10 Marks Choose any ONE from TWO			27
12.	Educational problems in Pakistan	MCQs 4 @ 1 Mark each CRQ 1 @ 5 Marks *ERQ 1 @ 10 Marks Choose any ONE from TWO			19
13.	Roles of various Organizations Contributing towards education in Pakistan	MCQs @ 5 Marks each CRQs 2 @ 6 Marks each			17
	Total Marks	MCQs 30	CRQs 50	ERQs 20	100

* 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.

4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes XI and XII. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (79% and 69%), Application and higher order skills (6% and 13%) to discourage rote memorization. Tables 1 and 2 however do not translate directly into marks.

4.2 There will be two examinations, one at the end of Class XI and one 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 administrated within 3 hours.

4.4 Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.

4.5 Paper II theory will carry 70 marks and consist 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 will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Classroom Activities

1. There should be a whole class or small group discussions.
2. There should be brain storming to come up with definitions of terms.
3. Use of observation, trial and error, imagination imitation, insight for learning by doing.
4. Use of examples from individuals' experiences on the topics of learning.
5. Field trips to primary nursery, primary classes to observe behaviour of children of different age groups.
6. Use of videos and photographs of various age groups of children.
7. Reading and sharing of stories and articles representing behaviour of children belonging to various age groups.
8. Class presentations by students on the information collected.
9. Reading of latest articles about education in newspapers and magazines.

6. Recommended Text and Reference Materials

1. Shami, P. A. (2006). *Education for XI and XII*. Islamabad: National Book Foundation.

Reference Books

1. Rashid, K. (2008). *Education for Intermediate Classes*. Lahore: Caraven Book House.
2. Khalid, Tanvir. (2000). *Education*. Islamabad: National Book Foundation.
3. Shahid, S. M. (2006). *Education in Pakistan*. Lahore: Majeed Book Depot.
4. Ravi, S. S (2011). *A Comprehensive Study of Education*. New Dehli: Asoke K. Ghoush, PHI learning private limited ISBN 978-81-203-4182-1.

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, organising parts, making links, summarising, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

Application:

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

7.2 Definition of Command Words:

Knowledge

Define	A formal statement about a term without any examples.
State	Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained by inspection.
Identify	Select, choose and write the required names and events items.
List	Write the names of required, items, terms.
Write	Make a list of desired entities.

Understanding

Compare and Contrast	List the main characteristics of two entities clearly identifying similarities and differences.
Collect	Gather related data or information in the context of a given requirement.
Discuss	Express views in a logical and lucid way considering all aspects of a matter under discussion and drawing a conclusion.
Differentiate	Identify those characteristics which always are helpful to tell two categories apart.
Demonstrate	Display the ability to use the concept or theories with confidence.
Describe	State in words (using diagram where necessary) the main points of the topic. It is often used with reference to a particular phenomenon or experiment.
Explain	Reason or use some reference to theory, depending on the context.
Elaborate	Give details of plans, processes with details and exactness.
Interpret	To be able to use given data and examples to come to a conclusion.

Application

Analyse	Use information to relate different features of the components of specified material so as to draw conclusions about common characteristics.
Examine	Look in detail at the available options.
Generate	Create a report or a document according to given criteria.
Relate	Show a connection between two files or documents.

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	

- 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.

***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 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	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English
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 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	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu 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 subjects are offered ONLY in the May examination.**