



# Pakistan Studies

## Grades XI-XII

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**Higher Secondary School Certificate  
Examination Syllabus**

**PAKISTAN STUDIES  
GRADES XI-XII**

**This syllabus will be examined in both  
Annual and Re-sit Examination sessions from  
Annual Examinations 2023**

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## Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.



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FOR ANNUAL EXAMINATION 2023 AND ONWARDS

## Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The topics of the syllabi are grouped into themes derived from the National/ trans-provincial curricula. The connection between various themes and topics is highlighted in the '**concept map**' provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.
5. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
6. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
7. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
8. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

## Subject Rationale of AKU-EB Pakistan Studies

### Why study AKU-EB Pakistan Studies?

Pakistan Studies is a multidisciplinary subject which provides knowledge and understanding of different aspects of Pakistani society, history and culture. The AKUEB syllabus of Pakistan Studies aims to help students to be the useful citizens.

The key content areas focused in the syllabus will help students participate in real-world scenarios and higher education by fostering the knowledge of:

- Pakistan's history: achievements of forefathers, struggle for the origin of the country, customs and traditions that give strength to sustain a culture.
- Pakistan's political, geographic and societal structure: physical features, norms and values which constitute the essence of an individual and society.
- Duties and responsibilities of a Pakistani citizen: Visualizing the impact an individual can have in terms of action and reaction towards other individuals and society as a whole.

It aims to generate qualities in students that benefit and support the overall growth of the country.

It helps create opinions based on facts and reasons on social and political issues which develop student's critical consciousness and analytical skills.

Through the study of Pakistan Studies we appreciate the gifts of nature around us in terms of innumerable resources and location that the country enjoys. It helps students recognize and appreciate cultural and ethnic diversity that exists in Pakistan.

It helps foster the feeling of pride and patriotism by taking you through the journey of history as well as the geography of Pakistan. It enables you to step into the shoes of great personalities and experience their journey and achievements in order to understand current situations.



## Where will it take you?

The subject takes you from the quest of identity to the horizons of the world by opening the doors for multiple disciplines to pursue in higher secondary and tertiary level that includes:

- Political science
- Geography
- Sociology
- Social work
- Economics
- Journalism
- Mass communication
- Demography
- Commercial geography
- Environmental studies
- Archaeology
- Anthropology
- International Relations

## How to approach the syllabus?

The concept map of the syllabus gives an overview of the entire syllabus. The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

## What is the concept map telling you?

Jasmine is the national flower of Pakistan and it has many petals as this subject has many components. Each component though is a separate entity in itself but without its presence the understanding of the subject would be incomplete. Similar is the case with jasmine in order for the flower to look complete it needs to have all its petals together. We have used the petals to show different components of the syllabus such as Pakistan's ideology and its historical background, constitutional development in Pakistan, foreign policy of Pakistan, economic planning and development in Pakistan, cultural heritage of Pakistan and the administrative structure of Pakistan. All these petals join each other at the centre and that's where we have kept national integration and prosperity because to achieve that we need all the above components to work together.

# PAKISTAN STUDIES

## CONCEPT MAP - HSSC I & II

### Pakistan's Ideology and its Historical Background

- Definition and Significance of Ideology
- Major Social, Political and Religious Movements in the Subcontinent (1858 - 1924)
- Pakistan Movement (1940 - 1947)

### Constitutional Development in Pakistan

- Concept of Constitution
- Constitutional History of Pakistan (Objectives Resolution, 1956, 1962 and 1973 Constitution)

### Administrative Structure of Pakistan and Good Governance

- Functions of Federal and Provincial Governments
- Local Government in Pakistan
- Islamic Perspective of Good Governance

### Foreign Policy of Pakistan

- Introduction to Foreign Policy
- Foreign Policy of Pakistan in different time periods

### Cultural Heritage of Pakistan

- Ancient Civilisation of Pakistan (Soan Valley, Mehrgarh, Kot Diji, Indus Valley and Gandhara)

### Economic Planning and Development in Pakistan

- Meaning and Importance of Economic Planning and Development
- Economic Development Under Different Regimes
- Education Planning
- Health Planning

(center)

### National Intergration and Prosperity

- Introduction and Significance of National Integration and Cohesion
- Problems and Solutions towards National Cohesion and Integration in Pakistan



# Student Learning Outcomes of AKUEB HSSC Pakistan Studies Syllabus

(Grade XI-XII)

| Topics and Sub-topics   | Student Learning Outcomes   |  | Cognitive Level <sup>1</sup> |   |   |
|---|-----------------------------|--|------------------------------|---|---|
|   |                             |  | K                            | U | A |
| <b>1. Pakistan's Ideology and its Historical Background</b>                         | Students should be able to: |  |                              |   |   |
| 1.1 Importance of Pakistan Studies  | 1.1.1                       | recognise the importance of Pakistan Studies as a subject in understanding the origin, creation and development of Pakistan; |                              | * |   |
| 1.2 Definition and Significance of Ideology   | 1.2.1                       | define ideology;   | *                            |   |   |
|   | 1.2.2                       | explain the basic components of ideology of Pakistan i.e. Islam, equity and justice, democracy and equal rights for all;     |                              | * |   |
|   | 1.2.3                       | analyse how Pakistan has been successful in implementing the basic components of its ideology;                               |                              |   | * |
| 1.3 Major Political, Social and Religious Movements in the Subcontinent (1858-1924) | 1.3.1                       | discuss the reasons that led to the start of Aligarh Movement in 1858;   |                              | * |   |
|   | 1.3.2                       | discuss the role of Sir Syed Ahmed Khan as a reformer (educational, social and political);                                   |                              | * |   |
|   | 1.3.3                       | analyse the contribution of Aligarh Movement towards the political and social upliftment of the Indian Muslims;              |                              |   | * |
|   | 1.3.4                       | explain the reasons for the emergence of Khilafat Movement (1919-1924);  |                              | * |   |
|   | 1.3.5                       | analyse the impacts (positive and negative) of Khilafat Movement on the Muslims of the subcontinent;                         |                              |   | * |

<sup>1</sup> K = Knowledge, U = Understanding A= Application and other higher-order cognitive skills.

(Note: It is recommended that dates/ years are taught in order to create understanding of the context and linkages between the events.)

| Topics and Sub-topics             | Student Learning Outcomes   |   | Cognitive Level |                 |   |
|-----------------------------------|-----------------------------|---|-----------------|-----------------|---|
|                                   |                             |   | K               | U               | A |
|                                   | Students should be able to: |   |                 |                 |   |
| 1.4 Pakistan Movement (1940-1947) | 1.4.1                       | discuss the events that led to Lahore Resolution (Pakistan Resolution) 1940;<br><ul style="list-style-type: none"> <li>Jinnah's Fourteen Points (1929)</li> <li>Allahabad Address (1930)</li> <li>Round Table Conferences (1930-32)</li> <li>Government of India Act 1935</li> <li>Congress Rule (1937-39)</li> </ul> |                 | CA <sup>3</sup> |   |
|                                   | 1.4.2                       | analyse the significance of Lahore Resolution (Pakistan Resolution) in terms of its demand and its impact on the politics of the subcontinent;  |                 |                 | * |
|                                   | 1.4.3                       | discuss the major events that took place between 1940 and 1946;<br><ul style="list-style-type: none"> <li>Cripps Mission (1942),</li> <li>Gandhi-Jinnah Talks (1944)</li> <li>Simla Conference (1945)</li> <li>General Elections (1945-46)</li> <li>Cabinet Mission Plan (1946)</li> </ul>                            |                 | CA              |   |
|                                   | 1.4.4                       | discuss the important features of 3 <sup>rd</sup> June Plan 1947;   |                 | *               |   |
|                                   | 1.4.5                       | discuss the salient features of the Indian Independence Act 1947;   |                 | *               |   |
|                                   | 1.4.6                       | explain the structure and objectives of the Boundary Commission;  |                 | *               |   |
|                                   | 1.4.7                       | analyse the basic instructions given to the Boundary Commission;  |                 |                 | * |
|                                   | 1.4.8                       | evaluate the impact of the decisions of the Boundary Commission on Pakistan.  |                 |                 | * |



| Topics and Sub-topics | Student Learning Outcomes | Cognitive Level |   |   |
|-----------------------|---------------------------|-----------------|---|---|
|                       |                           | K               | U | A |
|                       |                           |                 |   |   |

<sup>3</sup> CA=Classroom Activity, not to be assessed under examination conditions

| Topics and Sub-topics                            | Student Learning Outcomes   | Cognitive Level |   |   |
|--|---|-----------------|---|---|
|  |   | K               | U | A |
| <b>2. Constitutional Development in Pakistan</b> | Students should be able to:   |                 |   |   |
| 2.1 Concept of Constitution                      | 2.1.1 define the term constitution;   | *               |   |   |
|  | 2.1.2 describe the importance of constitution for a state;  |                 | * |   |
| 2.2 Constitutional History of Pakistan           | 2.2.1 discuss the key ideas of the speech delivered by Mohammad Ali Jinnah to the Constituent Assembly on 11 August 1947; |                 | * |   |
| • Objectives Resolution                          | 2.2.2 identify the key features of the Objectives Resolution 1949;  | *               |   |   |
| • 1956 Constitution                              | 2.2.3 discuss the significance of Objectives Resolution 1949 in the constitutional development of Pakistan;               |                 | * |   |
| • 1962 Constitution                              | 2.2.4 discuss the factors which delayed the constitution-making process in the initial years of Pakistan;                 |                 | * |   |
| • 1973 Constitution                              | 2.2.5 describe the salient features of 1956 Constitution;   |                 | * |   |
|  | 2.2.6 discuss the reasons that led to the failure of 1956 Constitution;   |                 | * |   |
|  | 2.2.7 describe the salient features of 1962 Constitution;   |                 | * |   |
|  | 2.2.8 discuss the reasons that led to the failure of 1962 Constitution;   |                 | * |   |
|  | 2.2.9 discuss the salient features of 1973 Constitution;  |                 | * |   |
|  | 2.2.10 compare the three constitutions of Pakistan in terms of their nature and features;                                 |                 | * |   |
|  | 2.2.11 evaluate the steps taken towards Islamisation in Pakistan with reference to 1956, 1962 and 1973 Constitutions;     |                 |   | * |
|  | 2.2.12 discuss the fundamental rights given in the Constitution of Pakistan 1973;   |                 | * |   |
|  | 2.2.13 evaluate the practical implementation of these rights in Pakistan.   |                 |   | * |

| Topics and Sub-topics  | Student Learning Outcomes   |  | Cognitive Level |   |   |
|--|-----------------------------|--|-----------------|---|---|
|  |                             |  | K               | U | A |
| <b>3. Administrative Structure of Pakistan and Good Governance</b> | Students should be able to: |  |                 |   |   |
| 3.1 Functions of Federal and Provincial Governments                | 3.1.1                       | discuss the distribution of power with reference to 1973 Constitution [defence, foreign policy, finance, health, sanitation, education and tourism]; |                 | * |   |
| 3.2 Local Governments in Pakistan                                  | 3.2.1                       | explain the concept of local self-government;  |                 | * |   |
|  | 3.2.2                       | critique the local government systems introduced by the military rulers Ayub Khan, Zia-ul-Haq and Pervez Musharraf;                                  |                 |   | * |
|  | 3.2.3                       | analyse the merits and demerits of the system of local bodies in different political eras of Pakistan;   |                 |   | * |
| 3.3 Islamic Perspective of Good Governance                         | 3.3.1                       | explain the concept of good governance;  |                 | * |   |
|  | 3.3.2                       | discuss the characteristics of the Islamic state established by the Holy Prophet (PBUH) and Hazrat Umar (RA);  |                 | * |   |
|  | 3.3.3                       | analyse the last sermon of the Holy Prophet (PBUH) as the most comprehensive charter of Human Rights;  |                 |   | * |
|  | 3.3.4                       | discuss obstacles in implementation of good governance in Pakistan;  |                 | * |   |
|  | 3.3.5                       | suggest remedies to overcome the obstacles hindering the implementation of good governance in Pakistan.  |                 |   | * |

| Topics and Sub-topics   | Student Learning Outcomes   |   | Cognitive Level |   |   |
|---|-----------------------------|---|-----------------|---|---|
|   |                             |   | K               | U | A |
| <b>4. Cultural Heritage of Pakistan</b>   | Students should be able to: |   |                 |   |   |
| 4.1 Culture   | 4.1.1                       | define the term ‘culture’;  | *               |   |   |
|   | 4.1.2                       | discuss the different components of culture; (languages, dresses, art, crafts, music and festivals);                                    |                 | * |   |
|   | 4.1.3                       | describe the terms ‘cultural diversity’ and ‘pluralism’;  |                 | * |   |
|   | 4.1.4                       | analyse the role of cultural diversity and pluralism towards the enrichment of society in Pakistan;                                     |                 |   | * |
| 4.2 Ancient Civilisation of Pakistan  | 4.2.1                       | locate the areas of ancient civilisations i.e. Soan Valley, Mehrgarh, Kot Diji, Indus Valley and Gandhara on the given map of Pakistan; |                 |   | * |
| <ul style="list-style-type: none"> <li>• Soan Valley</li> <li>• Mehrgarh</li> <li>• Kot Diji</li> <li>• Indus Valley</li> <li>• Gandhara</li> </ul> | 4.2.2                       | list the chronological order of various civilisations that flourished in present-day Pakistan;  | *               |   |   |
|   | 4.2.3                       | discuss the significant features of ancient civilisations of Pakistan.  |                 | * |   |

| Topics and Sub-topics   |   | Student Learning Outcomes   |  | Cognitive Level |   |   |
|---|---|-----------------------------|--|-----------------|---|---|
|   |   |                             |  | K               | U | A |
| <b>5. Economic Planning and Development in the Islamic Republic of Pakistan</b> |   | Students should be able to: |  |                 |   |   |
| 5.1   | Meaning and Importance of Economic Planning and Development   | 5.1.1                       | define the terms ‘economy’, ‘inflation’, ‘Gross Domestic Product (GDP)’, ‘Gross National Product (GNP)’;                         | *               |   |   |
|   |   | 5.1.2                       | discuss the importance and difference of GNP and GDP and how they are used in understanding the economic situation of a country; |                 | * |   |
|   |   | 5.1.3                       | describe the importance of economic planning;  |                 | * |   |
|   |   | 5.1.4                       | evaluate the impacts of inflation on economy;  |                 |   | * |
| 5.2   | Economic Development under Different Regimes <ul style="list-style-type: none"> <li>• Ayub Khan (1958-1969)</li> <li>• Zulfikar Ali Bhutto (1971-1977)</li> <li>• Zia-ul-Haq (1977-1988)</li> <li>• Pervez Musharraf (1999-2007)</li> </ul> | 5.2.1                       | discuss the different economic policies introduced in mentioned regimes;   |                 | * |   |
|   |   | 5.2.2                       | evaluate the impact of these economic policies on the country as a whole;  |                 |   | * |
|   |   | 5.2.3                       | analyse these policies in terms of their merits and demerits;  |                 |   | * |
|   |   | 5.2.4                       | list the Millennium Developmental Goals (MDGs) and Sustainable Developmental Goals (SDGs) signed by Pakistan;                    | *               |   |   |
| 5.3   | Education Planning  | 5.3.1                       | discuss the current education policy of Pakistan;  |                 | * |   |
|   |   | 5.3.2                       | discuss the efforts of Government to improve the education standard with reference to EFA (Education for All) Program;           |                 | * |   |
|   |   | 5.3.3                       | discuss different problems faced by the education sector in Pakistan;  |                 | * |   |
|   |   | 5.3.4                       | suggest solutions for the problems faced by the education sector in Pakistan;  |                 |   | * |



| Topics and Sub-topics | Student Learning Outcomes   |  | Cognitive Level |   |   |
|-----------------------|-----------------------------|--|-----------------|---|---|
|                       |                             |  | K               | U | A |
|                       | Students should be able to: |  |                 |   |   |
| 5.4 Health Planning   | 5.4.1                       | describe main features of the current health policy;                       |                 | * |   |
|                       | 5.4.2                       | discuss different problems faced by the health sector in Pakistan;         |                 | * |   |
|                       | 5.4.3                       | suggest solutions for the problems faced by the health sector in Pakistan. |                 |   | * |

| Topics and Sub-topics   |       | Student Learning Outcomes   |  | Cognitive Level |   |   |
|---|-------|---|--|-----------------|---|---|
|   |       |   |  | K               | U | A |
| <b>6. National Integration and Prosperity</b>                               |       | Students should be able to:   |  |                 |   |   |
| 6.1 Introduction and Significance of National Cohesion and Integration      | 6.1.1 | explain the term ‘national cohesion and integration’;   |  |                 | * |   |
|   | 6.1.2 | describe the factors that help enhance national cohesion and integration in Pakistan;                       |  |                 | * |   |
|   | 6.1.3 | discuss the importance of national cohesion and integration for the socio-economic development of Pakistan; |  |                 | * |   |
| 6.2 Problems and Solutions of National Cohesion and Integration in Pakistan | 6.2.1 | analyse the problems associated with building national cohesion and integration in Pakistan;                |  |                 |   | * |
|   | 6.2.2 | suggest ways to increase national cohesion and integration in Pakistan;                                     |  |                 |   | * |
|   | 6.2.3 | suggest the role of an individual in increasing national cohesion and integration in Pakistan.              |  |                 |   | * |

| Topics and Sub-topics   | Student Learning Outcomes   |  | Cognitive Level |   |   |
|---|-----------------------------|--|-----------------|---|---|
|   |                             |  | K               | U | A |
| <b>7. Foreign Policy of the Islamic Republic of Pakistan</b>  | Students should be able to: |  |                 |   |   |
| 7.1 Introduction to Foreign Policy  | 7.1.1                       | explain the factors that are responsible for shaping Pakistan's foreign policy (i.e. determinants of Pakistan's foreign policy);   |                 | * |   |
|   | 7.1.2                       | discuss the geo-strategic importance of the location of Pakistan;  |                 | * |   |
| 7.2 Foreign Policy of Pakistan in different time periods <ul style="list-style-type: none"> <li>• 1947-52</li> <li>• 1953-62</li> <li>• 1963-71</li> <li>• 1972-79</li> <li>• 1980-90</li> <li>• 1991-2001</li> <li>• 2001 onwards</li> </ul> | 7.2.1                       | discuss the foreign policy of Pakistan in the given time periods; <ul style="list-style-type: none"> <li>• 1947-52: Exploration and Friendship with all (Political attitude of Pakistan towards Afghanistan, Iran, China, India, USA and USSR);</li> <li>• 1953-62: Alignment with the West (Military agreements, SEATO, CENTO, Mutual Defence Assistance Agreement 1954);</li> <li>• 1963-71: Pakistan in search of new friends (Separation from the Western block, inclination towards USSR and China, China-Pakistan Border Agreement 1963, Tashkent Agreement 1965, Pakistan joined the RCD (later came to be known as ECO) in 1964);</li> <li>• 1972-79: Bilateralism and non-alignment (withdrawal from Commonwealth, SEATO and CENTO, Pakistan joined the Non-aligned Movement, Islamic solidarity and OIC);</li> <li>• 1980-90: Pakistan as a front line ally of the USA in Afghan War, Pressler Amendment;</li> </ul> |                 | * |   |

| Topics and Sub-topics | Student Learning Outcomes   |   | Cognitive Level |   |   |
|-----------------------|-----------------------------|---|-----------------|---|---|
|                       |                             |   | K               | U | A |
|                       | Students should be able to: |   |                 |   |   |
|                       |                             | <ul style="list-style-type: none"> <li>1991-2001: Post-Cold War Era and Pakistan's Dilemmas (rift between Pakistan and the US relations, Disintegration of the USSR and emergence of unipolar world, Brown Amendment 1995, Pakistan's nuclear tests, Kargil War);</li> <li>2001 onwards: Pakistan's role in the war against terrorism;</li> </ul> |                 |   |   |
|                       | 7.2.2                       | discuss the reasons behind adopting a certain policy at a certain time;   |                 | * |   |
|                       | 7.2.3                       | analyse how the changes in the foreign policy in different time periods impacted Pakistan.  |                 |   | * |

## Scheme of Assessment

### Grade XII

**Table 1: Number of Student Learning Outcomes by Cognitive level**

| Topic No.         | Topics  | No. of Sub-topics | SLOs      |           |           | Total SLOs |
|-------------------|---|-------------------|-----------|-----------|-----------|------------|
|                   |   |                   | K         | U         | A         |            |
| 1.                | The Idea of Pakistan and its Historical Background                    | 04                | 01        | 08        | 06        | 15         |
| 2.                | Constitutional Development in Pakistan                                | 02                | 02        | 11        | 02        | 15         |
| 3.                | Administrative Structure of Pakistan and Good Governance              | 03                | 00        | 05        | 04        | 09         |
| 4.                | Cultural Heritage of Pakistan   | 02                | 03        | 03        | 01        | 07         |
| 5.                | Economic Planning and Development in the Islamic Republic of Pakistan | 04                | 02        | 08        | 05        | 15         |
| 6.                | National Integration and Prosperity                                   | 02                | 00        | 03        | 03        | 06         |
| 7.                | Foreign Policy of the Islamic Republic of Pakistan                    | 02                | 00        | 04        | 01        | 05         |
| <b>Total</b>      |   | <b>19</b>         | <b>08</b> | <b>42</b> | <b>22</b> | <b>72</b>  |
| <b>Percentage</b> |   |                   | <b>11</b> | <b>58</b> | <b>31</b> | <b>100</b> |

(Note: This syllabus will be assessed only in grade XII only, however it is recommended that it is taught in both the years i.e. XI and XII)

**Table 2: Exam Specifications**

| Topic No.    | Topics  | Marks Distribution |                          |                                       | Total Marks |
|--------------|---|--------------------|--------------------------|---------------------------------------|-------------|
|              |   | MCQs               | CRQs                     | ERQs                                  |             |
| 1.           | The Idea of Pakistan and its Historical Background                    | 6                  | Total 3 Marks<br>(1 CRQ) |                                       | 9           |
| 2.           | Constitutional Development in Pakistan                                | 5                  | Total 3 Marks<br>(1 CRQ) | 6 Marks<br>Choose any ONE<br>from TWO | 22          |
| 7.           | Foreign Policy of the Islamic Republic of Pakistan                    | 5                  | Total 3 Marks<br>(1 CRQ) |                                       |             |
| 3.           | Administrative Structure of Pakistan and Good Governance              | 3                  | Total 2 Marks<br>(1 CRQ) |                                       | 5           |
| 4.           | Cultural Heritage of Pakistan   | 2                  |                          |                                       | 2           |
| 5.           | Economic Planning and Development in the Islamic Republic of Pakistan | 6                  | Total 3 Marks<br>(1 CRQ) |                                       | 9           |
| 6.           | National Integration and Prosperity                                   | 3                  |                          |                                       | 3           |
| <b>Total</b> |   | <b>30</b>          | <b>14</b>                | <b>6</b>                              | <b>50</b>   |

- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.

- Table 1 indicates the number and nature of SLOs in each topic in grade XII. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the understanding (58%) Application and higher order skills (31%) to discourage rote memorisation. Table 1, however, do not translate directly into marks.
- This subject is offered in grade XII.
- There will be two papers; the theory paper will be in two parts: paper I and paper II. Both papers will be administered within 2 hours.
- Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 20 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.
- All constructed response questions will be in a booklet which will also serve as an answer script.

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- **Dr Muhammad Idress Asad**  
Director Academics, Higher Education Commission, Pakistan



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