



Higher Secondary School Certificate Examination Syllabus

Pakistan Culture

Grades XI - XII

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**Higher Secondary School Certificate
Examination Syllabus**

**PAKISTAN CULTURE
GRADES XI-XII**

**This syllabus will be examined in both
Annual and Re-sit Examination sessions from
2023 for Grade XI and 2024 for Grade XII**

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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.



Dr Shehzad Jeeva

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FOR EXAMINATION IN MAY 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 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.
5. 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.
6. 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**.
7. On the whole, the AKU-EB syllabi for Higher Secondary School Certificate (HSSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it.

Subject Rationale of AKU-EB Pakistan Culture

Why study AKU-EB Pakistan Culture?

Pakistan Culture is offered in lieu of Urdu Compulsory to the students who have not studied Urdu as a language in their academic life. Majorly these are students who have either lived in foreign countries for several years or have been associated with international examination systems.

This subject encompasses the elements of culture that comprises Pakistani society in a nutshell. The evolution and integration of cultures from historical perspective till today enables students to be apprise of the shape of society as we see today and be appreciative of its multitudes of festivals, traditions, languages, customs etc.

What will you learn in AKU-EB Pakistan Culture?

Through the syllabus of Pakistan Culture, students will be able to study about the historical background of Pakistani people, their traditions and beliefs, geographic regions, and cultural diversity. This subject will enable them to analyse the country's cultural importance nationally and internationally.

Where will it take you?

Due to its analytical content in Pakistan Culture, this subject provides ideal choices which may include fields such as but not limited to

- Tourism
- Teaching
- Anthropologist

How to approach the 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.

Student Learning Outcomes of AKU-EB HSSC Pakistan Culture Syllabus

Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level ¹		
		K	U	A
1. Culture	Students should be able to:			
1.1 Definition, Meaning and Scope	1.1.1 define the term 'culture';	*		
	1.1.2 explain the elements of culture:		*	
	a. symbols			
	b. language			
	c. norms, values and artefacts			
	d. religion;			
	1.1.3 explain the functions of culture in a society;		*	
	1.1.4 analyse the importance of elements of culture in our daily lives;			*
	1.1.5 explain different types of culture as		*	
	a. material			
	b. non-material			
	c. sub-culture			
	d. counterculture;			
	1.1.6 evaluate the role of culture in societal development;			*
	1.1.7 explain the term 'cultural universality';		*	
	1.1.8 discuss the importance of cultural universals in a global community.		*	

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

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
2. Historical Background of Pakistani Culture		Students should be able to:				
2.1 Indus Valley Civilisation <ul style="list-style-type: none">Mehrgarh societyKot DijiHarappa	2.1.1	describe the major features and cultural characteristics of the civilisations mentioned in sub-topic 2.1;		*		
	2.1.2	locate the civilisations mentioned in sub-topic 2.1 on the map of Pakistan;			*	
	2.1.3	relate the urban culture of Indus Valley civilisation with town planning of today;		*		
	2.1.4	analyse the social structure of Indus Valley civilisation with reference to the available remains and artefacts;			*	
2.2 Gandhara Civilisation	2.2.1	describe major characteristics of Gandhara civilisation;		*		
	2.2.2	discuss the salient features of Buddhist culture with reference to Gandhara civilisation;		*		
	2.2.3	locate Gandhara civilisation on the map of Pakistan;			*	
	2.2.4	analyse the social impact left by the Greeks in Taxila and Swat;			*	
	2.2.5	describe the characteristics of the Takht-i-Bahi;		*		
	2.2.6	trace the arrival of the Aryans in the Indo-Pak subcontinent;			*	
	2.2.7	analyse the impact of the arrival of Aryans in the Indo-Pak subcontinent.			*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
2.3 The Arab Period	2.3.1	describe the advent of Islam in Sindh in 712 AD by Muhammad- bin-Qasim;		*	
	2.3.2	analyse the impact of the rule of Muhammad Bin Qasim on the foundations of Islamic society in the subcontinent;			*
2.4 Turco- Mughal Period	2.4.1	discuss the causes that led to the establishment of Delhi Sultanate in the subcontinent;		*	
	2.4.2	discuss the reasons behind Babur's attack;		*	
	2.4.3	explain the socio-economic impact of Mughals on the subcontinent;		*	
	2.4.4	analyse the Mughals' contribution in the various forms of art;			*
	2.4.5	analyse the development of language and literature during the reign of Akbar;			*
	2.4.6	evaluate the role of Akbar's <i>Nau-Ratan</i> in the field of arts;			*
	2.4.7	discuss the importance of Fatehpur Sikri as a centre of Mughal culture;		*	
	2.4.8	discuss the role of Mughal Emperor Shah Jahan as an architectural king;		*	
	2.4.9	explain the reasons that led to the downfall of the Mughals;		*	
	2.4.10	critique the role of later Mughals in the decline of the Mughal glory;			*
2.5 British Colonialism	2.5.1	explain the impact of British rule on the culture of the subcontinent;		*	
	2.5.2	analyse the role of British in the social setback of the Muslims of the subcontinent.			*

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
3. Basis of Pakistani Culture	Students should be able to:			
3.1 Ideological Moorings	3.1.1	discuss the relationship between Islamic teachings and ideology of Pakistan;		*
	3.1.2	explain the main features of the ideology of Pakistan: a. Tauheed b. Brotherhood c. Equality and Justice;		*
	3.1.3	evaluate the impact of Islamic teachings on the culture of Pakistan;		*
3.2 The Sufis and their Role	3.2.1	describe the concept of Sufism;		*
	3.2.2	describe the contributions of the following Sufis towards the development of culture, i.e.: a. Data Ganj Baksh (1009 –1072) b. Rehman Baba (1653 – 1715) c. Baba Bulleh Shah (1680 – 1757) d. Shah Abdul Latif Bhittai (1689–1752) e. Shah Waliullah (1703 – 1762) f. Sachal Sarmast (1739 – 1827);		CA ²
	3.2.3	discuss the role played by Sufis, saints and religious reformers in the spread of Islam in the subcontinent in the 1800s;		*

² CA = Classroom Activity

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
3.3 Language and Literature	3.3.1	trace the origin and evolution of Urdu;			CA
	3.3.2	analyse the significance of Urdu as a national language;			*
	3.3.3	explain the role of English as the official language of Pakistan;		*	
	3.3.4	discuss the significance of literature in the culture;		*	
	3.3.5	describe the exponents of Urdu literature, i.e.: a. <i>ghazal</i> b. <i>nazm</i> c. <i>afsana</i> d. novel;		*	
	3.3.6	describe the contribution of the following renowned poets in the development of Urdu Literature i.e.: a. Khwaja Mir Dard (1721-1785) b. Mirza Asadullah Khan Ghalib (1797 – 1869) c. Allama Muhammad Iqbal (1877 – 1938) d. Faiz Ahmed Faiz (1911 – 1984) e. Qateel Shafai (1919 – 2001) f. Ahmed Faraz (1931 – 2008) g. Parveen Shakir (1952 – 1994);		*	
	3.3.7	analyse the role of poets and writers mentioned in SLO 3.3.6 in the development of culture;			*
	3.3.8	evaluate the current trends of drama (Urdu or Urdu dubbed) and its impact on the culture of Pakistan;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
3.4 Art and Architecture	3.4.1	describe the importance of architecture in the culture of any society;		*	
	3.4.2	list different forms of architecture found in Pakistan;	*		
	3.4.3	describe the salient features of the following architecture: a. Mausoleum of Shah Rukn-e-Alam b. Lahore Fort c. Badshahi Mosque;		*	
	3.4.4	identify the given forms of art and craft i.e.,: a. Urdu literature (<i>Hamd, Naat, Ghazals, nazm, novel, afsana</i>) b. Performing arts (<i>Qawali, folk and classical dance</i>) c. Visual arts (calligraphy, miniature art, sculpture, and handicrafts);		*	
	3.4.5	discuss the contributions of Pakistani artists in the fields as mentioned in SLO 3.4.4 related to art and craft;		*	
3.5 Social Patterns	3.5.1	describe the terms: a. tribal system b. feudal system c. rural area d. urban area;		*	
	3.5.2	list the areas of Pakistan where tribal form of government were administered;		*	
	3.5.3	describe salient features of the tribal form of government;		*	
	3.5.4	explain reasons behind the feudal system with respect to: a. history b. politics c. society;		*	
	3.5.5	discuss the factors behind the distribution of population in rural-urban areas of Pakistan.		*	

Part II (Grade XII)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Land and the People of Pakistan	Students should be able to:				
4.1 Mountainous Regions	4.1.1	locate the major mountainous regions on the map of Pakistan, i.e.: a. Karakoram b. Himalayas c. Hindu Kush d. Safed Koh Ranges e. Waziristan Hills f. Sulaiman Range g. Kirthar Range h. Toba Kakar Range;			*
	4.1.2	explain the importance of the mountain ranges mentioned in 4.1.1 with reference to invasion and climate;		*	
	4.1.3	discuss the effects of landforms on culture;		*	
4.2 Rivers	4.2.1	discuss the role of rivers in the development of civilisations;		*	
	4.2.2	explain the impact of rivers on the cultures of Pakistan;		*	
4.3 Plateaus and Deserts	4.3.1	locate the following important plateaus and deserts on the map of Pakistan: a. Potwar plateau b. Balochistan plateau c. Tharparker desert d. Nara desert e. Cholistan desert f. Thal desert g. Kharan desert;			*
	4.3.2	discuss the importance of plateaus and deserts for the economy of the country.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
5. Cultural Diversity in Pakistan		Students should be able to:				
5.1 Introduction		5.1.1	describe the term ‘cultural diversity’;		*	
		5.1.2	explain the importance of cultural diversity in the development of a country;		*	
5.2 Regions of Pakistan		5.2.1	list the major regional languages spoken in each region of Pakistan as mentioned in the sub-topic 5.2;	*		
• Sindh		5.2.2	discuss the culture of each region of Pakistan as mentioned in the sub-topic 5.2 with reference to food, dress, ceremonies, fairs and festivals;		*	
• Punjab		5.2.3	explain the contribution of regional languages with reference to sub-topic 5.2 in		*	
• Balochistan		a.	literature			
• Khyber Pakhtunkhwa		b.	poetry and prose;			
• Azad Jammu and Kashmir		5.2.4	analyse the role of regional sub-cultures with reference to sub-topic 5.2 in the national integration of Pakistan;			*
• Gilgit-Baltistan		5.2.5	explain the role of government in promoting the regional languages of Pakistan;		*	
5.3 Music and Folk Dance		5.3.1	list the contributions of the famous performing artists of Pakistan:		*	
		a.	Musicians: Sohail Rana, Rasheed Atray, Noor Jehan, Mehdi Hasan, Abida Parveen, Attaullah Issakhelwi, Alamagir, Nazia Hassan			
		b.	Folk dancing: Nighat Chaudhri, Sheema Kirmani, Nahid Siddiqui;			
		5.3.2	describe the folk dance tradition in each region of Pakistan as mentioned in the sub-topic 5.2.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
6. Globalisation and Pakistani Culture	Students should be able to:				
6.1 Introduction	6.1.1	define the term 'globalisation';	*		
	6.1.2	explain the agents of globalisation;		*	
	6.1.3	analyse the role of Pakistani culture in promoting peace and tolerance around the world;			*
6.2 Human Rights	6.2.1	describe the Universal Declaration of Human Rights;		*	
	6.2.2	explain the concept of 'human rights in Islam';		*	
	6.2.3	describe the rights of minorities given under the 1973 constitution of Pakistan;		*	
	6.2.4	evaluate the role of Pakistani culture in promoting human rights.			*

Scheme of Assessment

Grade XI

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Culture	1	1	5	2	8
2.	Historical Background of Pakistani Culture	5	0	13	12	25
3.	Basis of Pakistani Culture	5	2	16	4	22
Total		11	3	34	18	55
Percentage			05	62	33	100

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Culture	14	Total 10 Marks (3 CRQs)		24
2.	Historical Background of Pakistani Culture	18	Total 10 Marks (3 CRQs)	10 Marks Choose any ONE from TWO	38
3.	Basis of Pakistani Culture	18	Total 10 Marks (3 CRQs)	10 Marks Choose any ONE from TWO	38
Total		50	30	20	100

Grade XII

Table 3: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
4.	Land and the People of Pakistan	3	0	5	2	7
5.	Cultural Diversity in Pakistan	3	2	6	1	9
6.	Globalisation and Pakistani Culture	2	1	4	2	7
Total		8	3	15	5	23
Percentage			13	65	22	100

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
4.	Land and the People of Pakistan	17	Total 14 Marks (4 CRQs)		31
5.	Cultural Diversity in Pakistan	23	Total 11 Marks (3 CRQs)	10 Marks Choose any ONE from TWO	44
6.	Globalisation and Pakistani Culture	10	Total 5 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	25
Total		50	30	20	100

- 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.
- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades XI and XII respectively. 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 (62% in XI and 65% in XII), Application and higher order skills (33% in XI and 22% in XII) to discourage rote memorisation. Tables 1 and 3, however, do not translate directly into marks.

- There will be two examinations, one at the end of grade XI and one at the end of grade XII.
- In each grade, the theory paper will be of 3 hours and will consist of two parts: paper I and paper II.
- Paper I theory will consist of 50 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 50 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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