



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

Ethics

Grades IX - X

Published by
Aga Khan University Examination Board
Block - C, IED - PDC, 1-5/B-VII
Federal B. Area, Karimabad, Karachi, Pakistan.

Latest revision: August 2022
(This syllabus has been periodically revised in 2009 and 2018)

© The Aga Khan University Examination Board, 2022

All rights and entitlements reserved.

This syllabus is developed by Aga Khan University Examination Board for distribution to all its affiliated schools only. No part of this syllabus may be copied, reproduced or used for any other purpose whatsoever without prior written permission of the Aga Khan University Examination Board.

**Secondary School Certificate
Examination Syllabus**

**ETHICS
GRADES IX-X**

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

Table of Contents	Page No.
Preface	5
Understanding of AKU-EB Syllabi	7
Subject Rationale	8
Concept Map	10
Student Learning Outcomes	11
Scheme of Assessment	20
Acknowledgements	23

For queries and feedback

Address: Aga Khan University Examination Board
 Block - C, IED - PDC, 1-5/B-VII
 Federal B. Area, Karimabad, Karachi, Pakistan.
Phone: (92-21) 3682-7011
Fax: (92-21) 3682-7019
E-mail: examination.board@aku.edu
Website: <http://examinationboard.aku.edu>
Facebook: www.facebook.com/akueb

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

Chief Executive Officer (CEO), Aga Khan University Examination Board

Associate Professor of Practice, Faculty of Arts and Sciences, Aga Khan University

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 Ethics

Why study AKU-EB Ethics?

Ethics is the basis of everyday life; be it personal or professional. The core reason behind teaching ethics is to inculcate a conscious approach to critically think about the problems faced by society. Ethics as a discipline encourages students to reflect on the moral and ethical practices prevalent in the society as well as comparison of different religions in terms of their approach towards ethical standards for the smooth running of the society.

Ethics as a discipline makes an individual aware of other religions being practiced around them and how their teachings are similar towards humanity. Moreover, it also helps in bringing to light the logic and reasoning behind different rituals and practices of different religions. This enables a person to develop a level of understanding and tolerance towards other religious groups which is fundamental to the development of the society.

Further, the discipline not only caters to theories but also brings in live examples of personalities (social and religious) in order to convey a message that the practices (moral and ethical) are not impossible to accomplish, they can be adopted in one's lives and this in turn makes an individual's life fulfilling.

Education is not only to achieve qualifications and degrees, it is also a medium which makes us differentiate between right and wrong, upholds other individuals' integrity and live our lives in a manner that we are beneficial to the people, community and society. Ethics as a discipline tries to achieve the said goal of education. Yet, if one wants to study comparative religions, the discipline of Ethics will act as a foundation stone.

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.

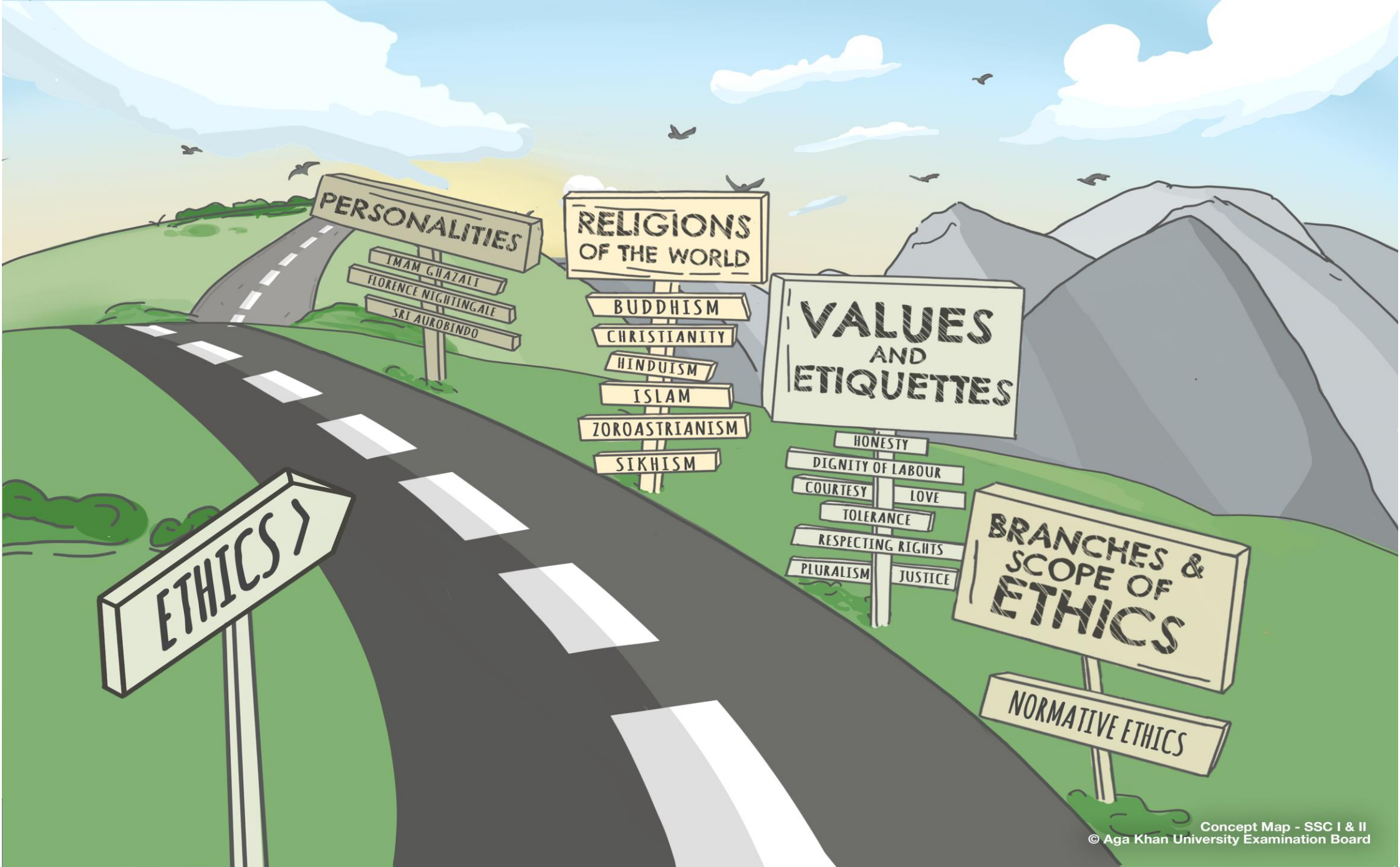
What is the concept map telling you?

Human being is considered as a social animal. He/ she cannot live alone and thus, always need a person to coordinate with. Ethical values help a person in building healthy relationships with the individuals, groups, institutions and society around him/her.

The given concept map indicates that life is a path where people have to follow some signs and signals to have definite directions. It is important that individuals should know the significance of ethical values, in order to make their lives better, as without ethical values it becomes difficult to set priorities in ones' life.

Moreover, to set destination it is important to implement values and etiquettes in everyday life, because in the present world, an individual is known by his/ her gestures and attitude towards others.

One should not forget that religion is the base of all ethical values, and that every religion conveys the similar message which is to achieve worldly and divine success in life. By following the moral and ethical principles; many personalities have served the humanity and thus, were able to achieve the road of success.



Concept Map - SSC I & II
© Aga Khan University Examination Board

Student Learning Outcomes of AKU-EB SSC Ethics Syllabus

Part I (Grade IX)

Topic and Sub-topic	Student Learning Outcomes	Cognitive Level ¹		
		K	U	A
1. Introduction to Ethics	Students should be able to:			
1.1 Introduction and Branches of Ethics	1.1.1 define 'Ethics'; 1.1.2 describe the three major branches of Ethics: Applied Ethics, Normative Ethics and Meta-ethics;	*	*	
1.2 Scope of Ethics	1.2.1 illustrate the importance of Ethics in personality development of an individual; 1.2.2 discuss the importance of Ethics in social relationships.		*	*

(Note: Dates/years need to be taught only in order to create understanding of the context and linkages and would not be directly assessed.)

¹ K = Knowledge, U = Understanding A= Application and other higher-order cognitive skills.
CA = Classroom Activity, not to be assessed under examination conditions

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
2. Major Religions of the World		Students should be able to:				
2.1	Introduction to Theology	2.1.1	define ‘theology’ and ‘religion’;	*		
		2.1.2	describe the reasons that lead to and support belief in the existence of God (Cosmological argument);		*	
		2.1.3	differentiate between agnosticism and atheism;		*	
2.2	Concept of God <ul style="list-style-type: none"> • Buddhism • Christianity • Hinduism • Sikhism • Islam • Zoroastrianism 	2.2.1	compare the concepts of divinity, i.e. monotheism, polytheism, deism and dualism;		*	
		2.2.2	explain the concept of God and worship in the religions given in sub-topic 2.2;		*	
		2.2.3	explain the transcendence (Immanence) of God;		*	
		2.2.4	describe the attributes of God, i.e. omnipotent, omniscient, omnipresent and benevolent;		*	
2.3	Purpose of Human Life	2.3.1	discuss the purpose of human life on earth;		*	
		2.3.2	suggest ways to make the world a better place to live in, through preservation of life, conservation of energy and promoting respect for human beings;			*
		2.3.3	describe the concept of salvation and liberation in the religions given in sub-topic 2.2;		*	
2.4	Nature of Human Being	2.4.1	define ‘human nature’;	*		
		2.4.2	identify the elements responsible for good and bad in human beings;		*	
2.5	Human: a Multi-Dimensional Being	2.5.1	explain the multidimensional aspects of human life, i.e. spiritual, moral, intellectual, psychological, aesthetical, social and material;		*	
		2.5.2	suggest ways to create balance between different dimensions of human life;			*

Note: All SLOs of Topic 2 will be assessed from the perspective of religions mentioned in sub-topic 2.2.

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
2.6	Human Freedom and Limitations	2.6.1	differentiate the concepts of ‘free will’ and ‘determinism’;		*	
		2.6.2	describe what aspects of human life are predestined and what are subject to change;		*	
		2.6.3	differentiate between ‘freedom’ and ‘licentiousness’;		*	
		2.6.4	discuss the importance of will to achieve the purpose of human life;		*	
2.7	Life after Death	2.7.1	explain the concept of life after death, i.e. linear and cyclical views, resurrection and rebirth;		*	
		2.7.2	explain the concept of accountability;		*	
		2.7.3	analyse the everlasting impacts of human deeds on an individual and on society.			*

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Values and Etiquettes	Students should be able to:				
3.1 Nature of Values	3.1.1	define the terms ‘values’ and ‘morals’;	*		
	3.1.2	differentiate between values and morals;		*	
	3.1.3	differentiate between positive and negative values;		*	
	3.1.4	discuss the impact of positive values in the creation of a moral society;		*	
	3.1.5	analyse the impact of negative values, i.e. prejudice, backbiting, cheating, bribery and materialism, on deterioration on a society;			*
3.2 Human Values	3.2.1	explain the meaning of self-respect;		*	
	3.2.2	relate respect for others with self-respect;		*	
	3.2.3	exemplify acts and behaviour which reflect sense of responsibility towards life and property of others;		*	
	3.2.4	explain that service to others is a basic human value;		*	
	3.2.5	illustrate ways to encourage philanthropy in the society;			*
3.3 Honesty	3.3.1	explain the meaning of honesty;		*	
	3.3.2	exemplify the significance of honesty under all circumstances in: a. personal life b. public life;		*	
3.4 Dignity of Labour	3.4.1	discuss the dignity of labour;		*	
	3.4.2	exemplify lawful and unlawful means of livelihood;		*	
3.5 Courtesy	3.5.1	explain the term ‘courtesy’;		*	
	3.5.2	suggest ways in which courtesy can be practiced in personal, social and public life;			*

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
3.6 <i>Love</i>	3.6.1	explain love as a basic human value;		*	
	3.6.2	explain the significance of love in relationship with to one's family, siblings, neighbours, country, nature and humanity as a whole.		*	

FOR ANNUAL EXAMINATION 2023 AND ONWARDS

Part II (Grade X)

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
4. Types of Ethics		Students should be able to:				
4.1	Normative Ethics	4.1.1	describe moral duties and its types, i.e. positive duties and negative duties;		*	
		4.1.2	describe the terms used in ethical theories, i.e. moral emotions and moral norms;		*	
		4.1.3	differentiate between secular and religious morality;		*	
		4.1.4	evaluate situations where secular and religious moralities play their role in an individual's life;			*
		4.1.5	describe normative ethical theories, i.e. a. Consequentialist Theory b. Deontological Theories (Divine Command Theory, Social Contract Theories and Kantianism) c. Virtue Ethical Theory;	*		
		4.1.6	describe the key concepts of Al-Ghazali's moral philosophy		*	
		4.1.7	describe the key concept of Kant's Moral Philosophy: 'duty based ethics' and 'good will';		*	
		4.1.8	describe the key components of Aristotle's Nichomachean ethics;		*	
		4.1.9	relate the concept of morality as explained by the philosophers to everyday life.		*	

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
5. Values	Students should be able to:				
5.1 Tolerance	5.1.1	define ‘tolerance’;	*		
	5.1.2	discuss how tolerance is pre-requisite for a peaceful society;		*	
	5.1.3	exemplify the practice of tolerance with reference to beliefs, customs, traditions, habits, views, and ideas;		*	
	5.1.4	discuss the consequences of intolerant activities in the society;		*	
5.2 Respecting Rights	5.2.1	define ‘human rights’;	*		
	5.2.2	evaluate the concept of rights in light of personal beliefs and practices;			*
	5.2.3	identify fundamental human rights with reference to the Universal Declaration of Human Rights (UDHR);		*	
	5.2.4	relate rights with responsibilities;		*	
	5.2.5	discuss the effects of violation of fundamental human rights on an individual and society;		*	
	5.2.6	identify situations in which fundamental human rights are curbed;		*	
	5.2.7	suggest ways to prevent abuse of rights in Pakistani society;			*
5.3 Respecting Laws	5.3.1	explain the concept of equality before the law;		*	
	5.3.2	suggest ways to show respect for the rights of all those we encounter in daily life;			*
	5.3.3	describe an individual’s responsibilities towards society;		*	

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
5.4	Pluralism	5.4.1	identify ways to show respect for others in multi-religious and multi-cultural societies;		*	
		5.4.2	exemplify respect for other religious traditions in Pakistan;		*	
		5.4.3	describe the factors hindering the development of a pluralistic society, i.e. prejudice, nepotism, favouritism and struggle for power;		*	
		5.4.4	suggest different ways through which a pluralistic society can function effectively;			*
5.5	Etiquettes	5.5.1	describe the general etiquettes to be followed with reference to the places, i.e. places of worship, offices, banks, railway stations, bus stands, airports, markets, streets and residence;		*	
		5.5.2	discuss the significance of etiquettes in personal and public life;		*	
		5.5.3	analyse situations where etiquettes are not followed;			*
5.6	Justice	5.6.1	explain the meaning of 'justice';		*	
		5.6.2	suggest ways in which justice can be applied in personal, social and public life;			*
		5.6.3	exemplify behaviour that is law abiding;		*	
		5.6.4	evaluate damage caused to society and individuals as a result of disrespecting laws;			*
		5.6.5	analyse the concept of justice delayed is justice denied in the context of Pakistan.			*

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
6. Personalities		Students should be able to:				
6.1	Introduction <ul style="list-style-type: none"> Imam Ghazali Florence Nightingale Sri Arbindu 	6.1.1	summarise life history of the personalities given in sub-topic 6.1;	CA		
		6.1.2	explain the reasons that led the choose their particular field of interest;		*	
		6.1.3	identify the inspiring features from the lives of the personalities;		*	
6.2	Contribution	6.2.1	describe the important aspects and inspirational features of the writings/ teachings of these personalities;		*	
		6.2.2	explain ways through which these personalities have had a role in promoting humanism;		*	
		6.2.3	suggest ways through which the teachings of these personalities can be practiced;			*
		6.2.4	discuss the social change brought about by the teachings and work of these personalities in the society;		*	
		6.2.5	evaluate the conditions of the societies before and after the intervention of these personalities.			*

Note: All SLOs of Topic 6 will be assessed from the perspectives of the personalities mentioned in sub-topic 6.1

Scheme of Assessment

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Introduction to Ethics	02	01	02	01	04
2.	Major Religions of the World	07	02	16	03	21
3.	Values and Etiquettes	06	01	14	03	18
Total		15	04	32	07	43
Percentage			9	74	17	100

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Introduction to Ethics	7	Total 4 Marks (1 CRQ)		11
2.	Major Religions of the World	10	Total 4 Marks (1 CRQ)	6 Marks Choose any ONE from TWO	39
3.	Values and Etiquettes	13	Total 6 Marks (2 CRQs)		
Total		30	14	6	50

Grade X

Table 3: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
4.	Types of Ethics	01	01	07	01	09
5.	Values	06	02	16	08	26
6.	Personalities	02	01	05	02	08
Total		09	4	28	11	43
Percentage			9	65	26	100

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
4.	Types of Ethics	6	Total 6 Marks (2 CRQs)		12
5.	Values	16	Total 5 Marks (2 CRQs)	6 Marks Choose any ONE from TWO	38
6.	Personalities	8	Total 3 Marks (1 CRQ)		
Total		30	14	6	50

- 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 IX and X. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (74% in SSC I and 65% in SSC II), Application and higher order skills (17% in SSC I and 26% in SSC II) 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 IX and one at the end of Grade X.
- In each grade, the theory paper will be in two parts: paper I and paper II. Both papers will be administrated 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.

FOR ANNUAL EXAMINATION 2022 AND ONWARDS

Acknowledgements

Aga Khan University Examination Board (AKU-EB) would like to acknowledge the contributions of all those who played an important part in the revision of the AKU-EB SSC Ethics syllabus.

We would like to thank **Anita Saleem, Specialist, Humanities** along with **Syeda Mohsina Hussain** and **Amjad Hussain Khan, Former Specialists, Humanities**, AKU-EB, for taking the **subject lead** during the entire process of revising the Ethics syllabus and **Munira Muhammad, Lead Specialist** and **Huzaifa Sarfaraz, Specialist, Humanities** for taking the **subject lead** during the development of Exam Specification 2023.

We are particularly thankful to the **syllabus revision panel** for their time, commitment and effort in revising the syllabus. The panel included:

- **Shahnaz Rehan**
Aga Khan Higher Secondary School, Karachi
- **Hadi Baig**
Sir Sultan Muhammad Shah Aga Khan School, Karimabad, Karachi
- **Rafiq Allana**
Aga Khan School, Garden, Karachi
- **Shireen Zaman**
Habib Public School, Karachi
- **Dilnawaz Karanjia**
Bai VirBaijee Soparivala Parsi High School, Karachi

We also thank the following **post-revision reviewer** for their feedback on relevance of the content, skills and resources of the syllabus:

- **Mohammad Zohaib Hanif**
Specialist, Curriculum and Exam Development

Furthermore, we thank for reviewing the syllabus for **higher education preparedness**, ensuring that the syllabus includes adequate skills and content to effectively prepare students for the next level of education.

- **Dr. Mohsin Hussain Naqvi**
Prof. SZABIST University

In-house Team

- **Final Reviewer and Advisor: Dr Shehzad Jeeva**
CEO, AKU-EB
- **Mentor and Guide for Syllabi Review: Dr Naveed Yousuf**
Former Associate Director, Assessment
- **Syllabi Review Lead: Raabia Hirani**
Manager, Curriculum Development
- **Syllabi Review Facilitators:**
Banazeer Yaqoob, Former Associate, Curriculum Development
Dur Nasab, Associate, Curriculum Development
Mahrukh Jiwa, Specialist, Middle School Programme
- **Internal Reviewer: Zain-ul-Muluk**
Manager, Examination Development
- **Lead Specialist Review: Munira Mohammad**
Lead Specialist, Curriculum and Exam Development
- **Learning Resources Reviewers: Ali Bijani**
Manager, Teacher Support and team
- **Administrative Support:**
Hanif Shariff, Associate Director, Operations
Raheel Sadrudin, Manager, Administration, and team
- **Syllabi Feedback Data Analysts:**
Tooba Farooqui, Former Lead Specialist, Assessment
Muhammad Kashif, Former Specialist, Assessment
Muhammad Faheem, Lead Specialist, Assessment
- **Design Support: Hatim Yousuf**
Specialist, Communications

We would like to thank the students and teachers of affiliated schools from across Pakistan who gave their valuable feedback at various stages of the review process.

We also thank **Shahid Arwani**, Assistant AKU-EB, and **Tabassum Ali**, Senior Assistant, AKU-EB for data compilation and formatting. In addition, we thank **Noshaba Hameed**, Assistant AKU-EB, and **Naveed Ashiq Ali** for their support during formatting.