



# Education

## Grades XI - XII

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**Higher Secondary School Certificate  
Examination Syllabus**

**EDUCATION  
GRADES XI-XII**

**This syllabus will be examined in  
Annual Examination session 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.



Dr Shehzad Jeeva

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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 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 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 Education

## What will you learn in AKU-EB Education?

The subject of Education helps an individual to understand different schools of thoughts that have played a major part in the teaching learning taking place for centuries. These schools of thoughts have given rise to theories and this subject not only helps in the understanding of these but also lead us to the practical application of these theories into real classroom settings. Education as a subject encourages students to reflect on its role in everyday life and how as an academicians and educator one can contribute towards the progress of a society for a better tomorrow.

The subject also embarks on a journey with respect to historical journey towards educational reforms from Mughal Empire to that of British involvement and educational revivalist movement to the current policies and plans of Pakistan. Due to the history of colonisation, Pakistan has a deep-rooted impact of British education system and reforms introduced during the period of colonisation and a strong Islamic affiliation lead towards a blend of east + west with the demands of modern world.

The above details have made this subject more complex as it is believed to be. The subject takes you to an adventure of understanding individuals and how different policies have played part in ensuring to bring the best forward to enable the upcoming generations of educators to be better equipped with knowledge required to prepare individuals for a competitive tomorrow.

## Where will it take you?

Due to its analytical and practical approach, Education provides ideal choices which include careers in

- Social service (social work, counselling, and family services);
- Social policy (legal investigator, legal assistant, advocacy, policy analysis, public administration);
- Education (teaching, teacher-educators, assessment and evaluation as well as educational administration).

## 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 Education

### Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level <sup>1</sup>		
			K	U	A
<b>1. Introduction to Education</b>	Students should be able to:				
1.1 Introduction and Scope of Education	1.1.1	define education from the perspective of Socrates, Aristotle and John Dewey;	*		
	1.1.2	analyse the scope of education as a subject in students 'career;			*
1.2 Elements of Education	1.2.1	discuss the relationship amongst the various elements of education: student, teacher, curriculum, learning, teaching, assessment and society;		*	
	1.2.2	elaborate the characteristics of education in terms of life-long process, dynamic, individual development, modification of behaviour, social adjustment and development of child's innate power;		*	
1.3 Role and Function of Education	1.3.1	describe the role of education in the development of an individual's life,		*	
	1.3.2	evaluate the functions of education for the development of society with respect to preservation and transmission of culture, fulfillment of basic needs of an individual, career-selection and reconstruction of social life;			*

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

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
1.4	Modes of Education Formal Education (General and Specific) Informal Education Non-Formal Education	1.4.1	explain formal, informal and non-formal education;		*	
		1.4.2	differentiate amongst formal, informal and non-formal education;		*	
		1.4.3	describe the agents of informal education;		*	
		1.4.4	apply different modes of education with respect to the situation and content;			*
1.5	Aims of Education	1.5.1	describe the aims of education in ones' daily lives such as moral, spiritual, economical, intellectual, vocational, social and cultural;		*	
		1.5.2	discuss an individual's role in the achievement of the aims mentioned in SLO 1.5.1.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>2. Foundations of Education</b>	Students should be able to:				
2.1 Foundations of Education	2.1.1	discuss the importance of education in Islam with reference to Quran and Hadith;		*	
	2.1.2	describe the relationship between philosophy and education;		*	
	2.1.3	discuss the philosophical foundations of education with reference to Plato, Aristotle, Rousseau, Al-Ghazali and John Dewey;		*	
	2.1.4	describe the relationship between education and psychology;		*	
	2.1.5	explain the psychological foundations of education with reference to Thorndike and Maslow;		*	
	2.1.6	describe the link between sociology and education;		*	
	2.1.7	explain the sociological foundations of education with reference to Emile Durkheim and Ibn-e- Khuldoon.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>3. Historical development of education in the subcontinent</b>	Students should be able to:				
3.1 Education in the Mughal era	3.1.1	describe the structure of education system during the Mughal era;		*	
	3.1.2	describe the aims and objectives of the Islamic Education System during the Mughal era;		*	
	3.1.3	define the term ‘curriculum’ as used in the Islamic Education System in the subcontinent;	*		
	3.1.4	analyse the role of ‘maktab’ and ‘madrassa’ in the subcontinent;			*
	3.1.5	evaluate the role of the Islamic Education System in the subcontinent with reference to curriculum, teaching and learning and administration;			*
3.2 Education in the British era	3.2.1	explain the aims and establishment of the East India Company;		CA <sup>2</sup>	
	3.2.2	explain the educational set up of the British in the subcontinent with respect to the Charter Act 1813 and the Wood’s Dispatch 1854;		*	
	3.2.3	describe the role of the British government and the missionary enterprise in Indian education;		*	
	3.2.4	analyse the impact of the Charter Act 1813 and Wood’s Dispatch 1854 on the educational set up in the subcontinent;			*
	3.2.5	discuss the evolution of British education system with respect to the introduction of the Sargent Report 1944;		*	
	3.2.6	evaluate the changes in the education system in the subcontinent with the change in the political structure (Mughals to British);			*

<sup>2</sup>CA = Classroom Activity, not to be assessed under examination conditions

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
3.3	Muslim Education Movements <ul style="list-style-type: none"> <li>Deoband Movement</li> <li>Aligarh Movement</li> </ul>	3.3.1	discuss the impact of the British education system on the different communities living in the subcontinent;		*	
		3.3.2	explain the purpose of the Deoband Movement with respect to education;		*	
		3.3.3	analyse the impact of the Deoband Movement on the Muslims of the subcontinent with respect to education;			*
		3.3.4	describe the vision of Sir Syed Ahmed Khan and his companions for the Aligarh movement with respect to education;		*	
		3.3.5	analyse the impact of the Aligarh Movement on the social and political structures of the subcontinent;			*
		3.3.6	compare the Deoband Movement with Aligarh Movement with respect to education.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>4. Society, Community and Education</b>	Students should be able to:				
4.1 Society and Community	4.1.1	describe the concept of society and community;		*	
	4.1.2	describe the characteristics of society and community;		*	
	4.1.3	discuss the relationship between society and community in the light of education;		*	
4.2 Role of Education in the Development of Society	4.2.1	identify different social institutions working in the society;		*	
	4.2.2	discuss education as a social institution;		*	
	4.2.3	analyse the role of education as a social institution contributing towards the development of Pakistan as a society.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>5. Guidance and Counselling</b>	Students should be able to:				
5.1 Guidance	5.1.1	describe the term ‘guidance’;		*	
	5.1.2	explain the types of guidance, i.e. educational, personal and vocational;		*	
	5.1.3	discuss the importance of guidance for the secondary and higher secondary school students;		*	
	5.1.4	analyse the need of guidance with respect to different contexts and situations;			*
5.2 Counselling	5.2.1	describe the term ‘counselling’;		*	
	5.2.2	explain the importance of counselling;		*	
	5.2.3	discuss the role of a counsellor in the field of education;		*	
	5.2.4	discuss the qualities of a good counsellor;		*	
	5.2.5	describe various methods of counselling such as directive counselling, non-directive and eclectic;		*	
	5.2.6	differentiate between directive and non-directive counselling.		*	
	5.2.7	analyse the need of different counselling methods with respect to different situations;			*
	5.2.8	differentiate between guidance and counselling.		*	

## Part II (Grade XII)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
<b>6. Human Growth and Development</b>		Students should be able to:				
6.1 Stages, Factors and Principles of Human Development	6.1.1	distinguish between the terms ‘growth’ and ‘development’;			*	
	6.1.2	discuss the principles of human growth and development;			*	
	6.1.3	discuss the stages and factors of human development with reference to Erikson’s theory;			*	
	6.1.4	explain the stages and factors of intellectual development with reference to Piaget’s theory;			*	
	6.1.5	define the terms ‘nature’ and ‘nurture’;	*			
	6.1.6	evaluate the impacts of nature and nurture on human growth and development;				*
6.2 Individual Differences	6.2.1	discuss the concept of individual differences in terms of human growth and development;			*	
	6.2.2	explain the types of individual differences, i.e. gender, physical, emotional, aptitude, attitudes, economical and nationality;			*	
	6.2.3	discuss the causes of individual differences;			*	
	6.2.4	evaluate the impacts of individual differences on the teaching and learning process.				*



Topics and Subtopics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>7. Learning</b>	Students should be able to:				
7.1 Methods of Learning	7.1.1	state the definitions of learning from the perspective of various psychologists, i.e. Gardner Murphy, Woodworth, Kimble and Hilgard;	*		
	7.1.2	discuss various types of learners with reference to Gardner's multiple intelligence theory;		*	
	7.1.3	describe various methods of learning, i.e. observation, imitation, trial and error and insight;		*	
	7.1.4	discuss the impact of each method of learning on the learning process mentioned in SLO 7.1.3;		*	
	7.1.5	analyse the influence of each method on the teaching and learning process;			*
7.2 Theories of Learning	7.2.1	describe the major conditions of learning i.e. motivation, awareness, attitude, relevance, support, engagement and interest;		*	
	7.2.2	explain the impact of environment on learning with reference to the behaviourist theory;		*	
	7.2.3	discuss the laws of learning with reference to Thorndike's theory;		*	
	7.2.4	analyse the relationship among the laws of learning proposed in Thorndike's theory;			*
	7.2.5	evaluate the implications of Thorndike's laws of learning within educational settings.			*

Topics and Subtopics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>8. Curriculum, Syllabus, Textbook and Assessment</b>	Students should be able to:				
8.1 Curriculum Development	8.1.1	define the terms 'syllabus' and 'curriculum';	*		
	8.1.2	explain the components of a curriculum;		*	
	8.1.3	describe the characteristics of a good curriculum;		*	
	8.1.4	describe the steps that should be involved in developing a curriculum;		*	
	8.1.5	discuss the process of curriculum development in Pakistan with reference to the government procedures (Federal and Provincial)		*	
	8.1.6	evaluate the process of curriculum development in Pakistan with relation to other international practices;			*
8.2 Textbook	8.2.1	define the term 'textbook';	*		
	8.2.2	explain the characteristics of a good textbook;		*	
	8.2.3	evaluate a textbook with reference to the features of a good textbook;			*
	8.2.4	explain the functions of textbook board in Pakistan;		*	
	8.2.5	discuss the relation amongst curriculum, syllabus and textbook;		*	
8.3 Assessment	8.3.1	explain the terms 'assessment' and 'evaluation';		*	
	8.3.2	describe types of assessment, i.e. formative and summative;		*	
	8.3.3	discuss the factors that contribute towards a valid and reliable assessment;		*	
	8.3.4	evaluate the relationship between curriculum, teaching and learning and assessment with reference to the cycle of education.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>9. Policies and Plans of Education in Pakistan</b>	Students should be able to:				
9.1 Implication of Ideology of Pakistan for Education	9.1.1	explain the role of ideology of Pakistan in determining the educational aims of Pakistan;		*	
	9.1.2	identify the core points from the message sent by the Quaid-e-Azam in the First Educational Conference 1947;		*	
	9.1.3	describe the salient features of the Shariff Commission 1959;		*	
	9.1.4	identify the key components of the report presented by the Shariff Commission 1959 that are considered as the golden benchmark for the educational setup of Pakistan;		*	
9.2 National Education Policies in Pakistan • 1970 -1972-1980 • 1979 • 1992 • 1998 • 2009	9.2.1	describe the term ‘educational policy’;		*	
	9.2.2	differentiate between planning, policy and constitution;		*	
	9.2.3	describe the stages involved in the development of a policy;		*	
	9.2.4	describe the aims of forming the National Education Policies in the years given in sub-topic 9.2;		*	
	9.2.5	compare and contrast the features of each of the years’ policies given in sub-topic 9.2;		*	
	9.2.6	analyse the impact of each National Educational Policy given in subtopic 9.2 on the educational setup of Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>10. Problems of the Education Sector in Pakistan</b>	Students should be able to:				
10.1 Problems in the System of Pakistan	10.1.1	identify the problems in the education system of Pakistan;		*	
	10.1.2	discuss the causes behind each identified problem;		*	
	10.1.3	analyse the impact of each identified problem on the education system of Pakistan;			*
	10.1.4	suggest possible solutions to counter the problems in the education sector of Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>11. Role of various Organisations Contributing towards Education</b>	Students should be able to:				
11.1 Administration	11.1.1 11.1.2 11.1.3	differentiate between 'organisation' and 'administration'; describe the objectives of an educational administration; discuss the role of various organisations as part of the education system of Pakistan (Federal, Provincial, District and Tehsil);		* * *	
11.2 Privatisation	11.2.1 11.2.2 11.2.3 11.2.4	describe the concept of privatisation in the education sector; discuss the causes that led to the privatisation of education in Pakistan; discuss the role of public-private partnership in improving the educational system in Pakistan; evaluate the impact of privatisation on the teaching and learning process in Pakistan;		* * *	*
11.3 Examination Boards in Pakistan	11.3.1 11.3.2	describe the term 'examination board'; discuss the role and responsibilities of the federal and provincial examination boards in Pakistan.		* *	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>12. Practicum</b>	Students should be able to:				
12.1 Practical	12.1.1	Demonstrate their knowledge and skills in developing a comprehensive lesson plan for differentiated needs;			CA
	12.1.2	Conduct a classroom teaching learning session for the level of their choice;			CA
	12.1.3	Prepare and execute an assessment plan keeping in view the principles of: validity, reliability and fairness;			CA

# Scheme of Assessment

## Grade XI

**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 Education	05	01	08	03	12
2.	Foundations of Education	01	00	07	00	07
3.	Historical development of education in the subcontinent	03	01	09	06	16
4.	Society, Community and Education	02	00	05	01	06
5.	Guidance and Counselling	02	00	10	02	12
<b>Total</b>		<b>13</b>	<b>2</b>	<b>39</b>	<b>12</b>	<b>53</b>
<b>Percentage</b>			<b>04</b>	<b>73</b>	<b>23</b>	<b>100</b>

**Table 2: Exam Specification**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Introduction to Education	12	Total 9 Marks (3 CRQs)		21
2.	Foundations of Education	12	Total 5 Marks (2 CRQs)		17
3.	Historical development of education in the subcontinent	10	Total 5 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	25
4.	Society, Community and Education	6	Total 5 Marks (2 CRQs)		11
5.	Guidance and Counselling	10	Total 6 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	26
<b>Total</b>		<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Grade XII

**Table 3: Number of Student Learning Outcomes by Cognitive level**

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
6.	Human Growth and Development	02	01	07	02	10
7.	Learning	02	01	06	03	10
8.	Curriculum, Syllabus, Textbook and Assessment	03	02	10	03	15
9.	Policies and Plan of Education in Pakistan	02	00	09	01	10
10.	Problems of the Education Sector in Pakistan	01	00	02	02	04
11.	Role of various Organisations Contributing towards Education	03	00	08	01	09
<b>Total</b>			<b>4</b>	<b>42</b>	<b>12</b>	<b>58</b>
<b>Percentage</b>			<b>7</b>	<b>72</b>	<b>21</b>	<b>100</b>

**Table 4: Exam Specification**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
6.	Human Growth and Development	9	Total 5 Marks (2 CRQs)		14
7.	Learning	9	Total 5 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	24
8.	Curriculum, Syllabus, Textbook and Assessment	12	Total 5 Marks (2 CRQs)		17
9.	Policies and Plan of Education in Pakistan	9	Total 5 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	24
10.	Problems of the Education Sector in Pakistan	5	Total 6 Marks (2 CRQs)		11
11.	Role of Various Organisations Contributing towards Education	6	Total 4 Marks (1 CRQ)		10
<b>Total</b>		<b>50</b>	<b>30</b>	<b>20</b>	<b>100</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.
- 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 (73% in XI and 72% in XII), Application and higher order skills (23% in XI and 21% in XII) to discourage rote memorization. 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 in two parts: paper I and paper II. Both papers will be of duration of 3 hours.
- 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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Habib Girls' Higher Secondary School, Karachi
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- **Khalida Jumani**  
Khatoon-e- Pakistan Government Degree College for Women, Karachi

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- **Munaza Mahmood**,  
Habib Girls' Higher Secondary School, Karachi

Furthermore, we thank **external reviewer**, 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.

- **Muhammad Arif**,  
lecturer Malir University, Karachi

## In-house Team

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