



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate Examination Syllabus

CIVICS CLASSES XI-XII

(based on National Curriculum 2002)

Published by
Aga Khan University Examination Board
Bungalow # 233 / E.I.Lines,
Daudpota Road, Karachi, Pakistan.

September 2008
Last Revised July 2009

**Higher Secondary School Certificate
Examination Syllabus**

**CIVICS
CLASSES XI-XII**

**This subject is examined in both
May and September Examination sessions**

| Sr. No. | Table of Contents | Page No. |
|----------------|---|-----------------|
| | Preface | 5 |
| 1. | Aims/Objectives of the National Curriculum (2002) | 7 |
| 2. | Rationale of the AKU-EB Examination Syllabuses | 7 |
| 3. | Topics and Student Learning Outcomes of the Examination Syllabus | 10 |
| 4. | Scheme of Assessment | 40 |
| 5. | Teaching-Learning Approaches and Classroom Activities | 43 |
| 6. | Recommended Texts and Reference Materials | 44 |
| 7. | Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers | 45 |
| | Annex : HSSC Scheme of Studies | 48 |

For queries and feedback

Address: The Aga Khan University Examination Board
 Bungalow No. 233/ E.1 Lines, Daudpota Road, Karachi-Pakistan.
Phone: (92-21) 35224702-10
Fax: (92-21) 35224711
E-mail: examination.board@aku.edu
Website: <http://examinationboard.aku.edu>
<http://learningsupport.akueb.edu.pk>
Facebook: www.facebook.com/akueb

PREFACE

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

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

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

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

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

- It is in large part a reproduction, with some elaboration, of the Class XI and XII National Curriculum of the subject.
- It makes the National Curriculum freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of higher secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academicians, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed textbook which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study to take effect in September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current HSSC syllabuses have been revised to ensure conformity with the new National Curriculum 2006.

We stand committed to all students who have embarked upon the HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Aims/Objectives of the National Curriculum (2002)¹

The National Curriculum for Civics outlines the following aims and objectives:

Aims

1. “To transmit traditional values in consonance with the modernity.
2. To develop critical appraisal of other cultures and ideologies.
3. To comprehend the consequences of imperialism and colonialism and the significance of independence.
4. To promote the unity of Muslim Ummah in the world.
5. To develop and practice the spirit of the ideology of Pakistan and Islam.

Objectives

1. To develop understanding of the social nature and significance of civics, its key concepts and civic life.
2. To emphasize learning of related themes in a way that encourages creativity, curiosity, observation, exploration and questioning.
3. To create awareness of the nature of civic life and the relationship between civics and other social sciences.
4. To inculcate a strong sense of gratitude to Almighty Allah for his blessings providing us an independent state.
5. To promote understanding about the ideology of Pakistan and the struggle of Muslims for an independent Islamic state.
6. To inculcate the behaviour patterns of national character, and qualities of a good citizen, self reliance, patriotism and leadership.
7. To create a strong sense of national unity, integration and cohesion.
8. To prepare students as future citizens, conscious of their positive role in an Islamic society and the world at large.”

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes XI and XII. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its HSSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class XI and in Class XII;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

¹ Government of Pakistan (2002), *National Curriculum; Civics Elective Classes XI-XII, Islamabad*, Ministry of Education (Curriculum Wing)

- 2.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking [skills]” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.
- 2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.
- 2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words, but not necessarily the same content, to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 8. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.
- 2.1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.
- 2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

2.2 Specific Rationale of the AKU-EB Civics Examination Syllabus

- 2.2.1 Civics is part and parcel of life and the study of Civics has its major thrust on improvement of the quality of life and welfare of human beings. This discipline enhances the approach towards rational behaviour and daily life.
- 2.2.2 In response to shifting global trends and priorities in an era of scientific and technological advancements there is a continuous need to update the syllabus for teaching Civics at the secondary level. With the need to remain abreast of current developments, AKU-EB, while remaining within the ambit of the National Curriculum, has further augmented the Civics syllabus.
- 2.2.3 The topics added to the national syllabus are, *Role of a citizen with specific reference to Global Village, the Citizen and Daily life issues, Citizenship, Rights and Responsibility, Role of Government and State, Implementation Issues of Devolution plan, Social Welfare Institutions/ NGOs and their role at basic level, social interactions and the new discoveries in IT and mass media, Relations with International Organizations e.g. U.N, OIC, ECO, SAARC, Commonwealth and Pakistan and its neighbours*. These topics will serve for better understanding about different concepts of civic life and recent trends in the subject.
- 2.2.4 Civics *goes* beyond the cognitive level to deal with social values and attitudes. From the earliest stages of the course it is important to respect students' opinions while helping them to develop a rationale for their opinions.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part-I (Class XI)

| Topic | Student Learning Outcomes | | Cognitive level ² | | |
|------------------------------|--------------------------------------|---|------------------------------|---|---|
| | | | K | U | A |
| 1. Civics-What is it? | Candidates should be able to: | | | | |
| 1.1 Meaning and Nature | 1.1.1 | define civics; | * | | |
| | 1.1.2 | describe how civics can improve the citizenship; | | * | |
| | 1.1.3 | illustrate the scope of civics; | | | * |
| | 1.1.4 | discuss the nature of civics; | | * | |
| | 1.1.5 | give examples how civics can help in the national development; | | | * |
| 1.2 Significance and Utility | 1.2.1 | examine the significance of civics; | | | * |
| | 1.2.2 | explain how civics is important to know the problems of daily life; | | * | |
| | 1.2.3 | discuss how civics can help to bring improvements in the civics life of citizens | | * | |
| | 1.2.3 | evaluate how civics can improve the sense of love and respect for human relationship; | | | * |
| | 1.2.4 | discuss that studying civics can develop a sense of gratitude to Almighty Allah; | | * | |
| | 1.2.5 | give examples how civics is important to develop the global unity; | | | * |

² K = Knowledge, U = Understanding, A= Application (for explanation see Section 8: Definition of command words used in Student Learning Outcomes and in Examination Questions).

| NOTES |
|-------|
| |

| | | | | K | U | A |
|------------------------------------|-----------------------------------|--------------------------------------|--|---|---|---|
| 1.3 | Relationship with Social Sciences | 1.3.1 | compare civics with political science, history, economics, sociology and ethics. | | | * |
| 2. Civics-The Basic Concern | | Candidates should be able to: | | | | |
| 2.1 | Harmonic Relationship | 2.1.1 | describe the term harmonic relationship; | | * | |
| | | 2.1.2 | explain the harmonic relationship among different members of society. (women, children and senior citizens); | | * | |
| | | 2.1.3 | explain how harmonic relationship develop for respect of religion, give examples; | | * | |
| 2.2 | Individual and state | 2.2.1 | define the term individual in relation to civics; | * | | |
| | | 2.2.2 | define the term State; | * | | |
| | | 2.2.3 | explain the relation between an individual and a state; | | * | |
| | | 2.2.4 | describe the importance of an individual in a state; | | * | |
| | | 2.2.5 | enlist the responsibilities of an individual in a state; | * | | |
| 2.3 | Family | 2.3.1 | identify the basic unit of social institutions ; | * | | |
| | | 2.3.2 | discuss and characterise the different types of family; | | * | |
| | | 2.3.3 | give the importance of basic unit of social institution in the development of a state; | | * | |
| | | 2.3.4 | enlist the responsibilities of family in general; | * | | |
| | | 2.3.5 | analyse your role for the betterment of the family; | | | * |
| | | 2.3.6 | compare and contrast the impact of the deterioration of family in the western society and give examples; | | * | |

| NOTES |
|-------|
| |

| | | | | K | U | A |
|----------|--------------------------------------|-------------------------------|---|---|---|---|
| 2.4 | Community | 2.4.1 | define community; | * | | |
| | | 2.4.2 | explain the nature and significance of community; | | * | |
| | | 2.4.3 | discuss the role of a family in community; | | * | |
| | | 2.4.4 | analyse the role of an individual for the betterment of the community; | | | * |
| 2.5 | Society | 2.5.1 | define society; | * | | |
| | | 2.5.3 | elaborate the relation between an individual and society and society and state; | | | * |
| | | 2.5.2 | analyse the role of an individual for the betterment of society; | | | * |
| 2.6 | Nation, Nationality and Muslim Ummah | 2.6.1 | define the term nation, nationality and ummah; | * | | |
| | | 2.6.2 | differentiate between nation and nationality; | | * | |
| | | 2.6.3 | distinguish between nation and ummah; | | * | |
| | | 2.6.4 | analyse the value, behaviour and the pattern of society based on Islam; | | | * |
| | | 2.6.5 | evaluate the characteristics of society developed by Muslim Ummah. | | | * |
| 3. State | | Candidates should be able to: | | | | |
| 3.1 | Origin and elements of State | 3.1.1 | trace the origin of state with reference to the theories of Divine Origin, Force and Social Contract (Hobbs, Lock, Rousseau); | * | | |
| | | 3.1.2 | describe the elements of a state (sovereignty, population, territory, government); | | * | |
| | | 3.1.3 | Compare and distinguish the role of state, society and government; | | * | |

| NOTES |
|-------|
| |

| | | | | K | U | A |
|-----------------------|---|--------------------------------------|---|---|---|---|
| 3.2 | Islamic concept of state | 3.2.1 | describe the basis of an Islamic state; | | * | |
| | | 3.2.2 | differentiate between an Islamic state and a secular state; | | * | |
| | | 3.2.3 | explain the functions of an Islamic state; | | * | |
| 3.3 | Functions of state. (defense, law and order, welfare etc) | 3.3.1 | describe the functions of state; | | * | |
| | | 3.3.2 | describe the factors which are necessary for proper functioning of state; | | * | |
| | | 3.3.3 | analyze the situation when a state does not function properly; | | | * |
| | | 3.3.4 | describe the characteristics of a welfare state; | | * | |
| | | 3.3.5 | analyse how a welfare state guarantees the equity and justice on the issues of gender, religion and social classes. | | | * |
| 4. Sovereignty | | Candidates should be able to: | | | | |
| 4.1 | Concept | 4.1.1 | define the concept of sovereignty in west; | * | | |
| | | 4.1.2 | discuss different kinds of sovereignty; | | * | |
| | | 4.1.3 | explain Austin's concept of sovereignty; | | * | |
| | | 4.1.4 | analyze critically Austin's concept of sovereignty; | | | * |
| 4.2 | Islamic Concept of Sovereignty | 4.2.1 | discuss the concept of sovereignty in Islam; | | * | |
| | | 4.2.2 | explain the basic principles of sovereignty in Islam. | | * | |

| NOTES |
|-------|
| |

| | | | K | U | A |
|----------------------------------|-------|--|---|---|---|
| 5. Government | | Candidates should be able to: | | | |
| 5.1 Classification of Government | 5.1.1 | define government; | * | | |
| | 5.1.2 | explain the purpose of government | | * | |
| | 5.1.2 | define democracy and dictatorship; | * | * | |
| | 5.1.3 | distinguish democracy and dictatorship according to its pros and cons; | | * | |
| | 5.1.4 | identify modern classification of government; | * | | |
| | 5.1.5 | differentiate between parliamentary and presidential forms of government; | | * | |
| | 5.1.6 | discuss the merits and demerits of parliamentary and presidential forms of government; | | * | |
| | 5.1.7 | define federal, unitary and confederation; | * | | |
| | 5.1.8 | explain the salient features of federation; | | * | |
| | 5.1.9 | compare the advantages and disadvantages of unitary and federal form of government; | | * | |
| 5.2 Organs of Government | 5.2.1 | define legislature; | * | | |
| | 5.2.2 | describe the types of legislature. (unicameral and bicameral); | | * | |
| | 5.2.3 | explain the functions of legislature; | | * | |
| | 5.2.4 | define Executive; | * | | |
| | 5.2.5 | describe the types of executive (single and double); | | * | |
| | 5.2.6 | discuss the functions and powers of political executive; | | * | |
| | 5.2.7 | define judiciary; | * | | |
| | 5.2.8 | explain the main functions of judiciary; | | * | |
| | 5.2.9 | list different types of courts involved in administration of justice; | * | | |

| NOTES |
|-------|
| |

| | | | K | U | A |
|-----------------------------------|-------------------|--|----------|----------|----------|
| | 5.2.10 | discuss functions of different types of courts; | | * | |
| | 5.2.11 | analyze the flaws occurred in society with in efficient and corrupt judiciary; | | | * |
| | 5.2.12 | suggest ways to ensure the independence of judiciary; | | | * |
| 5.3 | Good Governance | 5.3.1 | | * | |
| | | 5.3.2 | | * | |
| | | 5.3.3 | | | * |
| 6. Law and related matters | | Candidates should be able to: | | | |
| 6.1. | Understanding Law | 6.1.1 | * | | |
| | | 6.1.2 | | * | |
| | | 6.1.3 | | * | |
| | | 6.1.4 | * | | |
| | | 6.1.5 | | * | |
| | | 6.1.6 | | | * |
| 6.2 | Islamic Law | 6.2.1 | * | | |
| | | 6.2.2 | * | | |
| | | 6.2.3 | | * | |

| NOTES |
|-------|
| |

| | | | | K | U | A |
|----------------------------|--|-------------------------------|---|---|---|---|
| 7. Citizen and Citizenship | | Candidates should be able to: | | | | |
| 7.1 | Meaning of citizenship | 7.1.1 | define the term citizen; | * | | |
| | | 7.1.2 | explain the role of citizenship | | * | |
| | | 7.1.3 | explain why it is important for a citizen to participate in community services, voluntary work | | * | |
| | | | | | | |
| 7.2 | Qualities of good citizen | 7.2.1 | analyze the traits of a good citizen <ul style="list-style-type: none"> • Self discipline • Individual's responsibility • Respect for the rights and decisions of others • Concern for the well being of others • Tolerance • Ability to compromise | | | * |
| 7.3 | Modes of acquiring and losing citizenship | 7.3.1 | determine the modes of acquiring and losing citizenship (immigration, emigration, marriages); | | * | |
| 7.4 | Status of aliens | 7.4.1 | define the term alien citizens; | * | | |
| | | 7.4.2 | distinguish between a citizen and an alien citizen; | | * | |
| 7.5 | Rights and Duties <i>Responsibilities</i> of a citizen in a state | 7.5.1 | define the terms 'rights' and 'duties'; | * | | |
| | | 7.5.2 | explain the meaning of responsibilities; | | * | |
| | | 7.5.3 | differentiate between rights and duties; | * | * | |
| | | 7.5.4 | state how rights and responsibilities are interdependent; | | * | |

| NOTES |
|-------|
| |

| | | | K | U | A |
|------------------------------|--------------------------------------|---|---|----------|----------|
| 7.6 | Fundamental Human Rights | 7.6.1 7.6.2 7.6.3 7.6.4 7.6.5 7.6.6 | list the fundamental human rights explained in U.N Charter; list the rights of a child according to the U.N Charter; examine the state of child labour and suggest ways of improvement discuss the importance of women rights. illustrate the impact of gender discrimination in a society analyse the commonly practiced women rights with reference to Pakistani society. | * | * |
| 8. Constitution | Candidates should be able to: | | | | |
| 8.1 | Concept of Constitution | 8.1.1 8.1.2 8.1.3 8.1.4 8.1.5 | define the term constitution; explain why constitution is important for state; define rigid and flexible constitution; examine the merits and demerits of a rigid and flexible constitution; evaluate the characteristics of a good constitution. | * | * |
| 9. Political Dynamics | Candidates should be able to: | | | | |
| 9.1 | Public Opinion | 9.1.1 9.1.2 9.1.3 9.1.4 9.1.5 9.1.6 9.1.7 | describe 'public opinion'; discuss the formation of sound public opinion (freedom of speech, access to information, liberty of media); explain the factors which hinders the way of forming public opinion; discuss how political parties translate public opinion in their manifestoes; define public opinion and the role of political parties; examine the role of media in forming the public opinion evaluate the influence of media on the political attitude of citizens | * | * |

| NOTES |
|-------|
| |

| | | | K | U | A |
|------------------------------|-------|---|---|---|---|
| | 9.1.8 | analyze the influence of media coverage on the political process <ul style="list-style-type: none"> • News reports • Political cartoons • Political discourses • Editorials | | | * |
| 9.2 Election and Electorate | 9.2.1 | define the terms election and voting; | * | | |
| | 9.2.2 | discuss the different methods of voting; | | * | |
| | 9.2.3 | define constituency; | * | | |
| | 9.2.4 | explain the kinds of constituencies; | | * | |
| | 9.2.5 | discuss the pre-requisites to become a candidate and voter in the election process; | | * | |
| | 9.2.6 | define the majority principle in election; | * | | |
| | 9.2.7 | analyse the impact of the majority principle of minorities in the election; | | | * |
| | 9.2.8 | discuss the process of election campaign; | | * | |
| 9.3 Political parties | 9.3.1 | define the political party; | * | | |
| | 9.3.2 | discuss the function and role of a political party; | | * | |
| | 9.3.3 | explain merits and demerits of party-based elections; | | * | |
| | 9.3.4 | suggest ways which would make political parties inclined towards national unity; | | | * |
| 9.4 Devolution of power plan | 9.4.1 | define the devolution of power; | * | | |
| | 9.4.2 | discuss how devolution of power was introduced during the era of Ayub Khan , Zia-ul-Haq and Pervaiz Musharraf; | | * | |
| | 9.4.3 | describe the salient features of Devolution Plan 2001 as indicated in local government ordinance; | | * | |
| | 9.4.4 | analyze merits an demerits of devolution power plan 2001. | | | * |

| NOTES |
|-------|
| |

Part-II (Class XII)

| Topic | Student Learning Outcomes | | Cognitive level | | |
|------------------------------|--------------------------------------|---|-----------------|---|---|
| | | | K | U | A |
| 10. Pakistan Movement | Candidates should be able to: | | | | |
| 10.1 Ideology of Pakistan | 10.1.1 | define Ideology; | * | | |
| | 10.1.2 | discuss the importance of ideology for nation building; | | * | |
| | 10.1.3 | identify the components of the ideology of Pakistan; | | * | |
| 10.2 Pakistan Movement | 10.2.1 | evaluate the role of Aligarh movement in the social, political, economical and educational uplift of Muslims; | | | * |
| | 10.2.2 | discuss the events which led to the foundation of Muslim League; | | * | |
| | 10.2.3 | enlist the main objectives of the formation of Muslim League and the changes made later in 1913; | * | | |
| | 10.2.4 | discuss the efforts for the reconciliation of Muslims and Hindus during 1911-1916; | | * | |
| | 10.2.5 | trace the history of Khilafat Movement; | * | | |
| | 10.2.6 | describe the political impacts of Khilafat Movement; | | * | |
| | 10.2.7 | explain why the Government of India Act 1935 was considered as a turning point in the sub-continent; | | * | |
| | 10.2.8 | examine the reason why did the relations between Muslim League and Congress worsen after 1937 elections? | | | * |
| | 10.2.9 | discuss the main points and importance of Lahore Resolution 1940; | | * | |
| | 10.2.10 | enlist the political events towards partition of sub continent from 1940-47; | * | | |
| | 10.2.11 | analyze the Third June Plan as the scheme of Partition. | | | * |

| NOTES |
|-------|
| |

| | | | | K | U | A |
|--------------------------------|--|-------------------------------|--|---|---|---|
| 11. Constitutional Development | | Candidates should be able to: | | | | |
| 11.1 | Concept of Constitution | 11.1.1 | define 'constitution'; | * | | |
| | | 11.1.2 | explain the importance of constitution; | | * | |
| 11.2 | Constitutional Development of Pakistan | 11.2.1 | describe the key events towards constitutional development during the 1947-49; | | * | |
| | | 11.2.2 | discuss the Objectives Resolution 1949 as a mile stone in constitution making process; | | * | |
| | | 11.2.3 | describe the salient features of the Objectives resolution; | | * | |
| | | 11.2.4 | discuss the role of Basic principle Committee in the constitution making; | | * | |
| | | 11.2.5 | outline the salient features of the constitution of 1956; | * | | |
| | | 11.2.6 | define Martial Law; | * | | |
| | | 11.2.7 | list the reasons for the enforcement of the first Martial Law in Pakistan; | * | | |
| | | 11.2.8 | discuss the steps taken towards the making of a new constitution after 1958; | | * | |
| 11.3 | Constitution of 1962 | 11.3.1 | analyse the role and authorities of President in the constitution of 1962. | | | * |
| 11.4 | Separation of East Pakistan | 11.4.1 | analyse the political events that led to the separation of East Pakistan; | | | * |
| | | 11.4.2 | describe the constitutional development during 1972-73; | | * | |

| NOTES |
|-------|
| |

| | | | | K | U | A |
|--|---------------------------------------|--------------------------------------|---|---|---|---|
| 11.5 | The Constitution of 1973 | 11.5.1 | discuss the Islamic provisions of the constitution of 1973; | * | * | |
| | | 11.5.2 | enlist the salient features of the 1973 Constitutions; | | | |
| | | 11.5.3 | explain the role of Institution (Executive, judiciary, legislature) in the 1973 Constitution; | | * | |
| 11.6 | Provincial Autonomy | 11.6.1 | analyze how the 1973 constitution guarantees the provincial autonomy. | | | * |
| 12. Social Services in Pakistan | | Candidates should be able to: | | | | |
| 12.1 | Definition & Scope of Social Services | 12.1.1 | define the term ‘social services’; | * | | |
| | | 12.1.2 | differentiate government and non-governmental organizations; | | * | |
| | | 12.1.3 | explain the importance of non-governmental organizations in Pakistan | | * | |
| | | 12.1.4 | enlist the role of government and non-government organizations and their functions in Pakistan; | * | | |
| 12.2 | Structure of Health Sector | 12.2.1 | explain the structure of federal and provincial health departments; | | * | * |
| | | 12.2.2 | analyze the importance of NGOs in the provision of health facilities; | | | |
| | | 12.2.3 | discuss the hurdles NGOs are facing while attaining their targets; | | * | * |
| | | 12.2.4 | describe the reasons of the problems faced by health sector in Pakistan; | | * | |
| | | 12.2.5 | suggest the remedies to overcome the problems faced by the health sector; | | | |
| | | 12.2.6 | explain the role and responsibility of an individual to provide health facilities; | | * | |

| NOTES |
|-------|
| |

| | | | | K | U | A |
|------------------------------|--|------------------------------|---|---|---|---|
| 12.3 | Educational Structure and facilities in Pakistan | 12.3.1 | describe the structure of federal and provincial departments of education; | | * | |
| | | 12.3.2 | describe the problems faced by the educational sector of Pakistan; | | * | |
| | | 12.3.3 | suggest the solutions of overcoming these issues; | | | * |
| | | 12.3.4 | analyze the importance of an individual in raising the standard and quality of education in Pakistan. | | | * |
| 13. Social Order in Pakistan | | Candidates should be able to | | | | |
| 13.1 | Meaning and Significance of social order | 13.1.1 | define social order; | * | | |
| | | 13.1.2 | define the pre-requisites and importance of social order; | * | | |
| | | 13.1.3 | analyze the principles of Justice, Liberty and Equality in Islamic perspective; | | | * |
| | | 13.1.4 | discuss the elements of welfare state; | | * | |
| | | 13.1.5 | enlist the institutions which are responsible to maintain the social order in a society; | * | | |
| | | 13.1.6 | discuss the role of police in a society; | | * | |
| | | 13.1.7 | analyze the role of police in Pakistan as an important institution; | | | * |
| | | 13.1.8 | recommend a code according to which reforms can be brought in the department of Police in Pakistan; | | | * |
| | | 13.1.9 | suggest ways by which social order can further strengthened Pakistan. | | | * |

| NOTES |
|-------|
| |

| | | | | K | U | A |
|---|--|--------------------------------------|--|---|-----------------|---------------|
| 14. National Integration and Cohesion | | Candidates should be able to: | | | | |
| 14.1 | Introduction of National Integration and Cohesion | 14.1.1 14.1.2 | define national ‘cohesion’ and ‘integration’; differentiate between national cohesion and national integration; | * | * | |
| 14.2 | Significance of Islamic Democratic State | 14.2.1 14.2.2 | identify factors enhancing national cohesion and integration in a country; describe why national cohesion and national integration are important for the socio-economic development of the nation; | | * | |
| 14.3 | Problems in the way to National Cohesion and Integration in Pakistan | 14.3.1 14.3.2 14.3.3 | describe why Pakistan is facing problems associated with building national cohesion; suggest ways to increase national integration and national cohesion in country; suggest the role of an individual in increasing national cohesion and national integration in country. | | * | * * |
| 15. Pakistan and the World Organization | | Candidates should be able to | | | | |
| 15.1 | Foreign policy of Pakistan | 15.1.1 15.1.2 15.1.4 15.1.5 | describe the importance of a foreign policy for a state; discuss the factors which determine the foreign policy of Pakistan; discuss the main characteristics of Pakistan’s foreign Policy; analyse the geo-political importance of Pakistan with reference to its neighbouring states; | | * * * | * |

| NOTES |
|-------|
| |

| | | | K | U | A |
|--------------------------|--------|--|----------|----------|----------|
| | 15.1.6 | discuss that 'China is the time tested friend of Pakistan'. | | * | |
| | 15.1.7 | explain the importance of the peaceful Afghanistan for Pakistan; | | * | |
| | 15.1.8 | discuss the obstacles of having friendly relations between Pakistan and India; | | * | |
| 15.2 World Organizations | 15.2.1 | evaluate the role of OIC in solving the issues faced by the Muslim World; | | | * |
| | 15.2.2 | discuss the future prospects of ECO as an active regional organization; | | * | |
| | 15.2.3 | enlist the major organs of UNO and their objectives; | * | | |
| | 15.2.4 | evaluate the role of Pakistan in UNO; | | | * |
| | 15.2.5 | analyze the difficulties faced by UNO in resolving the crisis in Kashmir, Afghanistan and Palestine. | | | * |

| NOTES |
|-------|
| |

4. Scheme of Assessment

Class XI

Table 1: Number of Student Learning Outcomes by Cognitive level

| Topic No. | Topics | No. of Sub-Topics | SLOs | | | Total |
|-----------|--------------------------|-------------------|-----------|-----------|-----------|------------|
| | | | K | U | A | |
| 1. | Civics-What is it? | 3 | 1 | 3 | 8 | 12 |
| 2. | Civics-The Basic Concern | 6 | 7 | 12 | 6 | 25 |
| 3. | State | 3 | 1 | 8 | 2 | 11 |
| 4. | Sovereignty | 2 | 1 | 3 | 2 | 6 |
| 5. | Government | 3 | 7 | 14 | 4 | 25 |
| 6. | Law and related matters | 2 | 3 | 5 | 1 | 9 |
| 7. | Citizen and Citizenship | 6 | 6 | 7 | 4 | 17 |
| 8. | Constitution | 1 | 2 | 1 | 2 | 5 |
| 9. | Political Dynamics | 4 | 6 | 12 | 6 | 24 |
| | Total | 30 | 35 | 65 | 35 | 134 |
| | Percentage | | 26 | 48 | 26 | 100 |

Table 2: Allocation of Marks for the Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

| Topic No. | Topics | No of Sub-Topics | Marks | | | |
|-----------|--------------------------|------------------|---------------------------|--------------------------------|-----------------------------|------------|
| | | | Multiple Choice Questions | Constructed Response Questions | Extended Response Questions | Total |
| 1. | Civics-What is it? | 3 | 10 | 10 | 8 | 36 |
| 2. | Civics-The Basic Concern | 6 | | | | |
| 3. | State | 3 | | | | |
| 4. | Sovereignty | 2 | 7 | 10 | 6 | 30 |
| 5. | Government | 3 | | | | |
| 6. | Law and related matters | 2 | | | | |
| 7. | Citizen and Citizenship | 6 | 8 | 8 | 6 | 34 |
| 8. | Constitution | 1 | | | | |
| 9. | Political Dynamics | 4 | | | | |
| | Total | 30 | 25 | 55 | 20 | 100 |

Table 3: Paper Specifications

| Topic No. | Topics | Marks Distribution | | | Total Marks |
|-----------|--------------------------|---|--------------------|--------------------|-------------|
| 1 | Civics-What is it? | MCQs 10 @ 1 Mark CRQs 2 @ 10, 8 Marks ERQ 1 @ 8 Marks Choose any ONE from TWO | | | 36 |
| 2 | Civics-The Basic Concern | | | | |
| 3 | State | | | | |
| 4 | Sovereignty | MCQs 7 @ 1 Mark CRQs 2 @ 10, 7 Marks ERQ 1 @ 6 Marks Choose any ONE from TWO | | | 30 |
| 5 | Government | | | | |
| 6 | Law and related matters | | | | |
| 7 | Citizen and Citizenship | MCQs 8 @ 1 Mark CRQs 3 @ 7, 8, 5 Marks ERQ 1 @ 6 Marks Choose any ONE from TWO | | | 34 |
| 8 | Constitutional | | | | |
| 9 | Political Dynamics | | | | |
| | Total Marks | MCQs 25 | CRQs 55 | ERQs 20 | 100 |

* Extended response question (ERQs) will require an answer in more descriptive form. The answer will be in a paragraph rather than a word or a single sentence.

Class XII

Table 4: Number of Student Learning Outcomes by Cognitive level

| Topic No. | Topics | No. of Sub-Topics | SLOs | | | Total |
|-----------|-------------------------------------|-------------------|-----------|-----------|-----------|------------|
| | | | K | U | A | |
| 10. | Pakistan Movement | 2 | 4 | 7 | 3 | 14 |
| 11. | Constitutional Development | 6 | 5 | 9 | 3 | 17 |
| 12. | Social Services in Pakistan | 2 | 3 | 7 | 4 | 14 |
| 13. | Social Order in Pakistan | 1 | 3 | 2 | 4 | 9 |
| 14. | National Integration and cohesion | 3 | 1 | 4 | 2 | 7 |
| 15. | Pakistan and the world organization | 2 | 1 | 7 | 4 | 12 |
| | Total | 16 | 17 | 36 | 20 | 73 |
| | Percentage | | 23 | 49 | 28 | 100 |

**Table 5: Allocation of Marks for the Multiple Choice Questions (MCQs),
Constructed Response Questions (CRQs) and
Extended Response Questions (ERQs)**

| Topic No. | Topics | No of Sub-Topics | Marks | | | |
|-----------|-------------------------------------|------------------|---------------------------|--------------------------------|-----------------------------|------------|
| | | | Multiple Choice Questions | Constructed Response Questions | Extended Response Questions | Total |
| 10. | Pakistan Movement | 2 | 7 | 8 7 | 8 | 30 |
| 11. | Constitutional Development | 6 | 3 | 5 5 | - | 13 |
| 12 | Social Services in Pakistan | 2 | 5 | 5 5 | 6 | 21 |
| 13. | Social Order in Pakistan | 1 | 3 | 7 | - | 10 |
| 14. | National Integration and cohesion | 3 | 2 | 6 | - | 8 |
| 15. | Pakistan and the world organization | 2 | 5 | 7 | 6 | 18 |
| | Total | 16 | 25 | 55 | 20 | 100 |

Table 6: Paper Specifications

| Topic No. | Topics | Marks Distribution | | | Total Marks |
|-----------|--------------------------------------|---|-----------|-----------|-------------|
| 10 | Pakistan Movement | MCQs 7 @ 1 Mark CRQs 2 @ 8, 7 Marks ERQ 1 @ 8 Marks | | | 27 |
| 11 | Constitutional Development | MCQs 3 @ 1 Mark CRQs 2 @ 5 Marks each | | | 13 |
| 12 | Social Services in Pakistan | MCQs 5 @ 1 Mark CRQs 2 @ 5 Marks each ERQ 1 @ 6 Marks | | | 20 |
| 13 | Social order in Pakistan | MCQs 3 @ 1 Mark CRQ 1 @ 7 Marks | | | 10 |
| 14 | National Integration and Cohesion | MCQs 2 @ 1 Mark CRQ 1 @ 6 Marks | | | 10 |
| 15 | Pakistan and the World Organizations | MCQs 5 @ 1 Mark CRQ 1 @ 7 Marks ERQ 1 @ 6 Marks | | | 20 |
| | Total Marks | 25 | 55 | 20 | 100 |

* Extended response question (ERQs) will require an answer in more descriptive form. The answer will be in a paragraph rather than a word or a single sentence.

- 4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes XI and XII. It indicates that more emphasis has been given to Understanding (48% and 49%), Application and higher order skills (26% and 28%) to discourage rote memorization.
- 4.2 There will be two examinations, one at the end of Class XI and one at the end of Class XII.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administered within 3 hours.
- 4.4 Paper I theory will consist of 25 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 75 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- 4.6 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching –Learning Approaches and Classroom Activities

Students should be encouraged to engage themselves in the following activities to stimulate their interest in the topics being studied and to develop a better understanding of the syllabus content:

- 1. The teaching strategies should co-relate with the intended learning outcomes to provide opportunities to the students to practice and exercise the type of activities needed at the completion of the course.
- 2. The awareness of socio-cultural Islamic heritage regarding civic relationship should be part and parcel of the contents.
- 3. A general research orientation should be promoted to face the challenges of life and to solve day-to-day problems through taking advice and evidence (especially oral histories) from neighbours and relatives.
- 4. There should be encouragement of comprehension, application, synthesis, evaluation, etc., in place of an undue reliance on rote memorization of concepts.
- 5. Group discussions on various topics and presentations by the students on end results.
- 6. Mini research projects e.g., investigate and identify the structure and membership of local government.
- 7. Collection of news on current affairs from newspapers, pasting / attachment on scraps books / files and compare and contrast resources.
- 8. Use of supplementary materials.
- 9. Making of charts.

10. Question / Answer sessions both in class and with outside speakers.
11. On-line Projects / Sharing of ideas on internet.
12. Study Visits to various areas e.g., union councils / district council offices, judicial courts, assembly halls, polluted and clean areas.
13. Involvement of students in practical activities relating to various Civic issues e.g., traffic, environmental pollution, self –help, fulfilling human rights of others.

6. Recommended Texts and Reference Materials

Recommended Book

1. Punjab Textbook Board. (March 2000). *Civics for Classes XI and XII*. Lahore: Punjab Textbook Board

Reference Books

1. Prof. Mazhar-ul-Haq (2003) *Civics of Pakistan*, Lahore: Bookland
2. Prof. A.S. Bukhari (2000) *Beginners Civics*, Lahore: Aziz Book Depot.
3. R.M. MacIver (2001) *The Modern State*, Honolulu, Hawaii: University Press of the Honolulu, Hawaii.
4. Dr. Prof. Mohammad Sarwar. *Principles of Political Science*, Ilmi Kutab Khana, Lahore.
5. Musalmanon Kay Siasee Afkar (Urdu Version): By Javaid Iqbal.
6. Prof. Dr. M. Hasan Sheikh Civics (Urdu Version 2000): Punjab Textbook Board, Lahore.
7. Aaeena-e-Pakistan (Urdu Version): By Dr. Safdar Mahmood.
8. Tahreek-e-Pakistan (Urdu Version): By Dr. Safdar Mahmood.
9. S.M. Burki (2000) *Pakistan's Foreign Policy*,
10. Hamid Khan (1999) *Constitutional and Political History of Pakistan*

Journal

Pakistan Economic Survey

Websites

Chapter 1

1. <http://www.wordiq.com/definition/Civics>
2. <http://www.freesearch.co.uk/dictionary/civics>
3. <http://www.hyperdictionary.com/dictionary/civic>

Chapter 2

4. <http://www.hyperdictionary.com/dictionary/civic>
5. <http://www.hyperdictionary.com/dictionary/civic>

Chapter 3, 4 & 5

6. http://www.wordiq.com/definition/Islamic_republic

Chapter 6, 7

7. <http://www.abanet.org/irr/home.html>
8. <http://homepages.wmich.edu/~eteviotd/codicology/rights.html>
9. <http://www.wordiq.com/definition/Citizenship>
10. <http://www.wordiq.com/definition/Citizenship>
11. <http://www1.worldbank.org/publicsector/indicators.htm>
12. <http://www.pap.gov.pk/constitu/P4c3.htm>

Chapter 8 & 9

13. <http://www.pakistani.org/pakistan/constitution/>
14. <http://www.hrcp.org.pk>
15. <http://www.storyofpakistan.com>

7. Definition of Cognitive Levels and Command Words in the Student Learning Outcomes and in Examination Papers

7.1 Definition of Cognitive Levels (Knowledge, Understanding and Application)

Knowledge:

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

Understanding:

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

Application:

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

7.2 Definition of Command Words:**Knowledge:**

| | |
|-----------|--|
| Classify: | State a basis for categorization of a set of related entities and assign examples to categories. |
| Define: | Only a formal statement or equivalent paraphrase is required. No examples need to be given. |
| Describe: | Explain in words and/or diagrams (where necessary) to demonstrate knowledge of facts. |
| Identify: | Describe with specific examples of how a given term or concept is applied in daily life. |
| Name: | Mention the commonly used word for an object. |
| State: | Implies a concise answer with little or no supporting arguments. |

Understanding:

| | |
|--------------------------------|--|
| Compare: | List main characteristics of two entities clearly identifying similarities and differences. |
| Deduce/make deductions: | Go beyond the information given to draw a conclusion which is not explicitly stated in the stimulus material. |
| Describe: | Require candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomenon or to particular experiments. In the former instance the term usually implies that the answer should indicate reference to (visual) observations associated with the phenomenon. |
| Discuss: | Require candidates to give a critical account of the points involved in the topic. |
| Distinguish/ Differentiate: | Identify those characteristics which always or sometimes differentiate two categories. |

Exemplify: Give examples of with an accompanying explanation of why the examples are good ones.

Explain: May imply reasoning or some reference to theory, depending on the context.

Application:

Analyse: Go beyond using the information for relating different characteristics of the components in given material and for drawing conclusions on the basis of common characteristics.

Apply: Implies using the available information in different contexts to relate and draw conclusions.

Appraise: Analyse the current situations and discuss whether it indicates a positive or negative direction of change.

Draw: May apply to make, formulate, or derive to draw conclusions, comparisons, and parallels.

Evaluate: Is based on analysis but goes beyond analysis to reach a judgment of value or worth.

Illustrate: Normally an outline shape is all that is required. There are no marks for the artistry but where relevant some indications of scale or a key will be rewarded.

Interpret: Clarify both the explicit meaning and the implications of given information.

Predict: Implies that the candidate is not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an early part of the question.

Suggest: Apply knowledge in a given situation to advance a reasoned opinion or prediction.

HSSC Scheme of Studies³

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised HSSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. The marks allocated to subjects in the revised National Scheme of Studies have been followed.

HSSC I-II (Classes XI-XII) subjects on offer for examination

HSSC Part-I (Class XI) Science Group (Pre-Medical)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | - | 100 | Urdu English |
| Physics-I | 85 | 15 | 100 | English |
| Chemistry-I | 85 | 15 | 100 | English |
| Biology-I | 85 | 15 | 100 | English |
| Total: | 455 | 45 | 500 | |

HSSC Part-II (Class XII) Science Group (Pre-Medical)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | - | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Physics-II | 85 | 15 | 100 | English |
| Chemistry-II | 85 | 15 | 100 | English |
| Biology-II | 85 | 15 | 100 | English |
| Total: | 555 | 45 | 600 | |

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

³ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

HSSC Part-I (Class XI) Science Group (Pre-Engineering)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | - | 100 | Urdu English |
| Physics-I | 85 | 15 | 100 | English |
| Chemistry-I | 85 | 15 | 100 | English |
| Mathematics-I | 100 | - | 100 | English |
| Total: | 470 | 30 | 500 | |

HSSC Part-II (Class XII) Science Group (Pre-Engineering)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | - | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Physics-II | 85 | 15 | 100 | English |
| Chemistry-II | 85 | 15 | 100 | English |
| Mathematics –II | 100 | - | 100 | English |
| Total: | 570 | 30 | 600 | |

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

HSSC Part-I (Class XI) Science Group (Science General)

| Subjects | Marks | | | Medium |
|---|--------|-----------|------------|----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I | 100 | - | 100 | Urdu |
| Pakistan Culture-I ^a | | | | English |
| Any one subject combinations of the following: | | | | |
| Physics-I | 85 | 15 | 300 | English |
| Mathematics-I | 100 | - | | English |
| *Statistics-I | 85 | 15 | | English |
| Economics-I | 100 | - | 300 | English / Urdu |
| Mathematics-I | 100 | - | | English |
| *Statistics-I | 85 | 15 | | English |
| Economics-I | 100 | - | 300 | English / Urdu |
| Mathematics-I | 100 | - | | English |
| Computer Science-I | 75 | 25 | | English |
| Physics-I | 85 | 15 | 300 | English |
| Mathematics-I | 100 | - | | English |
| Computer Science-I | 75 | 25 | | English |
| Mathematics-I | 100 | - | 300 | English |
| *Statistics-I | 85 | 15 | | English |
| Computer Science-I | 75 | 25 | | English |
| Total: | | | 500 | |

HSSC Part-II (Class XII) Science Group (Science General)

| Subjects | Marks | | | Medium |
|---|--------|-----------|------------|----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR | 100 | - | 100 | Urdu |
| Pakistan Culture-II ^a | | | | English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Any one subject combinations of the following: | | | | |
| Physics-II | 85 | 15 | 300 | English |
| Mathematics-II | 100 | - | | English |
| *Statistics-II | 85 | 15 | | English |
| Economics-II | 100 | - | 300 | English / Urdu |
| Mathematics-II | 100 | - | | English |
| *Statistics-II | 85 | 15 | | English |
| Economics-II | 100 | - | 300 | English / Urdu |
| Mathematics-II | 100 | - | | English |
| Computer Science-II | 75 | 25 | | English |
| Physics-II | 85 | 15 | 300 | English |
| Mathematics-II | 100 | - | | English |
| Computer Science-II | 75 | 25 | | English |
| Mathematics-II | 100 | - | 300 | English |
| *Statistics-II | 85 | 15 | | English |
| Computer Science-II | 75 | 25 | | English |
| Total: | | | 600 | |

a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.

b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subject is offered ONLY in the May examination.**

HSSC Part-I (Class XI) Commerce Group

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | - | 100 | Urdu English |
| Principles of Accounting-I | 100 | - | 100 | English |
| Principles of Economics | 75 | - | 75 | English |
| Principles of Commerce | 75 | - | 75 | English |
| Business Mathematics | 50 | - | 50 | English |
| Total: | 500 | - | 500 | |

HSSC Part-II (Class XII) Commerce Group

| Subjects | Marks | | | Medium |
|--|-----------------------|-------------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | - | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Principles of Accounting-II | 100 | - | 100 | English |
| Commercial Geography | 75 | | 75 | English |
| *Computer Studies OR Banking | 60 OR 75 | 15 - | 75 | English |
| Business Statistics | 50 | - | 50 | English |
| Total: | 600 | | 600 | |

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***This subjects are offered ONLY in the May examination.**

HSSC Part-I (Class XI) Humanities Group

| Subjects | Marks | Medium |
|--|-------------------|---|
| English Compulsory-I | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | Urdu English |
| Any three of the following Elective Subjects 1. Civics-I 2. Computer Science-I (75+25 practical) 3. Economics-I 4. *Education-I 5. *Geography-I (85+15 practical) 6. *Islamic Studies-I 7. *Islamic History-I 8. Literature in English-I 9. Mathematics-I 10. *Psychology-I (85+15 practical) 11. *Statistics-I (85+15 practical) 12. *Sociology-I 13. Urdu Literature-I 14. *Fine Arts-I | 300 (100 each) | English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English |
| Total: | 500 | |

HSSC Part-II (Class XII) Humanities Group

| Subjects | Marks | Medium |
|--|-------------------|---|
| English Compulsory-II | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | English / Urdu |
| Pakistan Studies | 50 | English / Urdu |
| Any three of the following Elective Subjects 1. Civics-II 2. Computer Science-II (75+25 practical) 3. Economics-II 4. *Education-II 5. *Geography-II (85+15 practical) 6. *Islamic Studies-II 7. *Islamic History-II 8. Literature in English-II 9. Mathematics-II 10. *Psychology-II (85+15 practical) 11. *Statistics-II (85+15 practical) 12. *Sociology-II 13. Urdu Literature-II 14. *Fine Arts-II | 300 (100 each) | English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English |
| Total: | 600 | |

a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.

b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subjects are offered ONLY in the May examination.**