



آغا خان یونیورسٹی ایجمنیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

Civics

Grades IX - X

(based on National Curriculum 2009)

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**Secondary School Certificate
Examination Syllabus**

**CIVICS
GRADES IX-X**

**This syllabus will be examined in both
May and September Examination sessions from
May 2020 for Grade IX and May 2021 for Grade X**

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Preface

Established in 2002 through Ordinance CXIV, Aga Khan University Examination Board (AKU-EB) is Pakistan's first private autonomous examination 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.

One of the ways in which AKU-EB achieves its vision is by developing syllabi which inculcates conceptual thinking and higher order learning based on the National Curriculum. AKU-EB revises its syllabi every 4 years so that they continue to meet the needs of students, teachers and examiners.

The aims of the current syllabus review of SSC and HSSC in 2018 were to:

- Ensure continued compatibility with the goals of the National Curriculum 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 this 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, schools teachers of affiliated and non-affiliated schools, teacher trainers and university academics, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

This year, AKU-EB took the initiative of introducing a 'Concept Map' for each syllabus which represents links among the key concepts of the syllabus. These have been designed to improve students' interest in the subject, facilitate conceptual thinking and make the learning and teaching experience more memorable.

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 have 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 National Curriculum of Pakistan 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 all the best to students and their teachers in implementing this syllabus.



Dr Shehzad Jeeva
Director, Aga Khan University Examination Board
Assistant Professor, Faculty of Arts and Sciences, Aga Khan University

Introduction to AKU-EB Syllabi

1. Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the National Curriculum of Pakistan 2009 and the National Scheme of Studies 2006 – 2007. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the twenty-first century.
3. The 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.
4. The topics of the syllabi are grouped into themes derived from the national curriculum. 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 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 complement the national curriculum by providing enabling SLOs where needed to scaffold student learning.
6. 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.
7. 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 and deriving multiple choice questions (MCQs) and constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.

8. 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.
9. 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**.
10. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding of the content of the National Curriculum and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Aims/ Objectives of the National Curriculum (2009)¹

Aims

- To transmit the traditional values in consonance with the modernity
- To develop for critical appraisal of alien culture and ideology
- To comprehend evil consequences of imperialism, colonialism and the significance of independence
- To promote the unity of Muslim Ummah in the World
- To develop and practice the spirit of ideology of Pakistan and Islam

Objectives:

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

¹Government of Pakistan (2009), *National Curriculum for Civics IX-X, Islamabad*, Ministry of Education (Curriculum Wing)

Subject Rationale of AKU-EB Civics

Why study AKU-EB Civics?

Civic education empowers us to be well-informed, active citizens and gives us the opportunity to change the world around us. It is a vital part of any democracy, and equips ordinary people with knowledge about democracy and constitution. It enlightens us with our rights as well as responsibility not only towards our country but also towards our society, and community as well.

In order to understand all of the above it is important to reflect on the history and the basis on which the constitution has been formulated. This would enable an individual to engage with the current situation and would participate more fully towards the betterment of the country.

The syllabus of AKU-EB has been developed keeping all the above in mind. Going through this we expect an individual not only to be aware of ones rights and responsibilities but also be able to reflect on the process of democracy in the country. This subject takes students from family to community to society to the country at large because even leaving one component can damage the fabrication of the structure of the country.

This subject is not textbook oriented but has a close link to the real life of each and every individual. Thus it needs to be taken as such, it is expected that by the end of this syllabus individuals consciously or unconsciously adopt the practices that makes them a responsible and active citizen of Pakistan.

The study of civics is not unimportant in terms of tertiary education what many may perceive. This subject lays a solid foundation to pursue the following fields

- Public Administration
- Political science
- Anthropology
- Social work
- Journalism
- Law

How to approach the syllabus?

The concept map of the syllabus gives an overview of the entire syllabus. The topics and 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 examinations.

What is the concept map telling you?

Civics as subject encompasses personal as well as political sides, this has been depicted in the concept map by dividing it as a house and a parliament. The study of civics begins at home where an individual with respect to his family, community, society learns fundamentals of being a responsible individual. These responsibilities are spread in terms of a nation and are being reflected, when these are used to implement the learning from the personal side to that of the political by means of acting as an active citizen.

This aspect when is reflected towards the political side, helps understand and strengthen the ideology, and history of law making of the country. This understanding helps in the acceptance of the laws of the country as well as individual's rights and responsibilities as a citizen. The final step is to take all the learning beyond family, country to that of the international community which is used in determining the relationships with other countries.



Concept Map - SSC I & II
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Student Learning Outcomes of AKU-EB SSC Civics

Part I (Grade IX)

| Topics and Sub-topics | Student Learning Outcomes | | Cognitive Level ² | | |
|----------------------------------|---|---|------------------------------|---|--|
| | K | U | A | | |
| 1. Introduction to Civics | Students should be able to: | | | | |
| 1.1 Definition | 1.1.1 define the term ‘Civics’ with reference to F.J.Gould, E.M.White; | | * | * | |
| | 1.1.2 describe the common terms used in civics, i.e. family, society, community and nation; | | | * | |
| 1.2 Family | 1.2.1 trace the origin of the institution of family; | | | * | |
| | 1.2.2 describe types of family. i.e. nuclear, extended, blended and single-parent family; | | | * | |
| | 1.2.3 discuss the importance and functions of family (economic, biological, social, psychological); | | | * | |
| 1.3 Community | 1.3.1 explain the nature and significance of a community; | | | * | |
| | 1.3.2 discuss the role of family in a community; | | | * | |
| | 1.3.3 elaborate the role of an individual in the development of a community; | | | * | |
| 1.4 Society | 1.4.1 explain the importance of society; | | | * | |
| | 1.4.2 discuss the role of family and community in the development of society; | | | * | |
| | 1.4.3 elaborate the role of an individual in the development of society; | | | * | |

² 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: | | | | | |
| 1.5 Nation | 1.5.1 | explain the elements that constitute a nation; | | * | | |
| | 1.5.2 | describe the terms ‘nationality’ and ‘Ummah’; | | * | | |
| 1.6 Importance of Civics | 1.6.1 | exemplify the implications of civics in the surroundings of an individual; | | * | | |
| | 1.6.2 | discuss the need of civic education for: individual, family, community, society and nation; | | * | | |
| | 1.6.3 | identify the importance of civic education in everyday life; | | * | | |
| | 1.6.4 | analyse the significance of civic education in the cultural context of Pakistan. | | * | | |

FOR EXAMINATION IN MAY 2020 AND ONWARDS

| Topics and Sub-topics | Student Learning Outcomes | | | Cognitive Level | | |
|---|-----------------------------|---|---|-----------------|---|--|
| | K | U | A | | | |
| 2. Scope of Civics | Students should be able to: | | | | | |
| 2.1 State | 2.1.1 | define the term ‘state’; | | * | * | |
| | 2.1.2 | describe the elements of a state, i.e. sovereignty, government, population and territory; | | * | * | |
| | 2.1.3 | discuss the interdependence of the elements of state; | | * | * | |
| | 2.1.4 | describe the significance of a state; | | * | * | |
| | 2.1.5 | discuss types of states on the basis of sovereignty, i.e. Islamic and secular; | | * | * | |
| | 2.1.6 | explain the types of states on the basis of the element ‘government’: <ul style="list-style-type: none"> • Economic Policies: capitalist, communist and socialist • Forms of Leadership: democracy, dictatorship, monarchy and oligarchy • Distribution of Power: unitary and federal; | | * | * | |
| | 2.1.7 | differentiate between types of states with reference to the element ‘government’; | | * | | |
| | 2.1.8 | evaluate Pakistan’s current status as a state with reference to the types of the state in terms of sovereignty and government; | | | * | |
| 2.2 Government http://www.unescap.org/sites/default/files/good-governance.pdf | 2.2.1 | describe different branches of government, i.e. executive, legislature and judiciary; | | * | * | |
| | 2.2.2 | state the hierarchical structure of different branches of government with respect to Pakistan; | | * | * | |
| | 2.2.3 | describe the concept of good governance; | | | * | |
| | 2.2.4 | explain the characteristics of good governance with reference to the United Nation Economic and Social Commission for Asia and the Pacific (UN-ESCAP); | | | * | |
| | 2.2.5 | discuss the factors responsible for the implementation of good governance; | | | * | |

| Topics and Sub-topics | Student Learning Outcomes | | | Cognitive Level | | |
|-----------------------|-----------------------------|--|---|-----------------|---|--|
| | | K | U | A | | |
| | Students should be able to: | | | | | |
| | 2.2.6 | evaluate the effectiveness of the governance in Pakistan with reference to the characteristics of good governance; | | | * | |
| | 2.2.7 | discuss the hurdles in the way of implementing good governance in Pakistan; | | * | | |
| | 2.2.8 | analyse the role of an individual in promoting and strengthening good governance; | | | * | |
| 2.3 Constitution | 2.3.1 | define the term constitution; | * | | | |
| | 2.3.2 | discuss the importance of constitution for a state: | | * | | |
| | 2.3.3 | identify types of constitution <ul style="list-style-type: none"> • Written: rigid, flexible • Unwritten or customary; | | * | | |
| | 2.3.4 | discuss the merits and demerits of different types of constitutions. | | * | | |

| Topics and Sub-topics | Student Learning Outcomes | | | Cognitive Level | | |
|---|-----------------------------|---|---|-----------------|---|---|
| | K | U | A | S | W | E |
| 3. Citizen and Citizenship | Students should be able to: | | | | | |
| 3.1 Introduction | 3.1.1 | define the terms ‘citizen’ and ‘citizenship’; | | * | * | |
| | 3.1.2 | differentiate between a citizen and an alien; | | * | * | |
| | 3.1.3 | describe processes of acquiring citizenship, i.e Jus soli, Jus Sanguini and naturalisation; | | * | * | |
| 3.2 Rights and Responsibilities | 3.2.1 | define the terms rights and responsibilities; | | * | * | |
| | 3.2.2 | discuss the interrelationship between rights and responsibilities; | | * | * | |
| | 3.2.3 | describe the constitutional rights of Pakistani citizens with reference to 1973 constitution; | | * | * | |
| | 3.2.4 | discuss the issues related to the implementation of the constitutional rights of citizens in Pakistan; | | * | * | |
| | 3.2.5 | evaluate Pakistan’s role as a state in the provision of basic rights and enforcing responsibilities; | | | * | |
| | 3.2.6 | analyse the role of an individual in maintaining balance between rights and responsibilities; | | | * | |
| 3.3 Political Dynamics: Public Opinion | 3.3.1 | describe the agencies responsible for the creation of public opinion, i.e. pressure groups, political parties, media, religious and educational institutions; | | * | * | |
| | 3.3.2 | discuss the role of public opinion in the effective functioning of the state; | | * | * | |
| | 3.3.3 | evaluate the role of various agencies which help in the formation of public opinion with reference to Pakistan; | | | * | |
| 3.4 Political Dynamics: Political Parties | 3.4.1 | define the term ‘Political Parties’; | | * | * | |
| | 3.4.2 | discuss the role of political parties in the functioning of a state; | | | | |

| Topics and Sub-topics | Student Learning Outcomes | Cognitive Level | | |
|--|---|-----------------------------|---|---|
| | | K | U | A |
| | | Students should be able to: | | |
| 3.5 Political Dynamics: Electoral System | 3.5.1 define the term ‘electoral system’; 3.5.2 describe the national, provincial and local electoral systems of Pakistan. | * | * | |

FOR EXAMINATION IN MAY 2020 AND ONWARDS

Part II (Class X)

| Topics and Sub-topics | Student Learning Outcomes | Cognitive Level | | |
|--|---|-----------------|---|---|
| | | K | U | A |
| 4. Ideology of Pakistan | Students should be able to: | | | |
| 4.1 Introduction | 4.1.1 define the term ‘ideology’; 4.1.2 describe the components of ideology of Pakistan (equality, justice, brotherhood); 4.1.3 discuss the importance of ideology for a nation; 4.1.4 discuss the role of citizens in the preservation of the ideology of Pakistan; | * | * | * |
| 4.2 Emergence of Muslim Nationhood in the subcontinent | 4.2.1 describe the Two Nation Theory with reference to Sir Syed Ahmed Khan; 4.2.2 discuss the contribution of the Aligarh Movement in the evolution of Two Nation Theory; 4.2.3 state the major features of the Presidential Address delivered by Allama Iqbal at Allahabad in 1930; 4.2.4 analyse Iqbal’s concept of Muslim Nationalism; 4.2.5 state the major points from Quaid-e-Azam’s: <ul style="list-style-type: none">• Address to the students of Ismail College, Bombay, February 1, 1943• Speech at a meeting of the Aligarh Muslim University Union, Aligarh, March 9, 1944); 4.2.6 analyse the role of Sir Syed Ahmed Khan, Allama Iqbal and Quaid-e-Azam in formulating and evolving the nature of Two Nation Theory. | * | * | * |

| Topics and Subtopics | Student Learning Outcomes | Cognitive Level | | |
|---|--|-----------------|---|---|
| | | K | U | A |
| 5. Constitution of Pakistan | Students should be able to: | | | |
| 5.1 Road to the Development of the Constitution of Pakistan | 5.1.1 discuss the Quaid-e-Azam's vision of Pakistan as a state in the light of his address to the Constituent Assembly on 11th August 1947; 5.1.2 discuss how Quaid-e-Azam's address to the Constituent Assembly on 11th August 1947 reflects the principles of the ideology of Pakistan; 5.1.3 state the key features of the Objectives Resolution 1949; 5.1.4 explain the importance of the Objectives Resolution 1949 in the constitutional development of Pakistan; 5.1.5 evaluate the problems that delayed the process of constitution making in Pakistan; | * | * | * |
| 5.2 Different Constitutions of Pakistan | 5.2.1 describe the salient features of the 1956 Constitution of Pakistan; 5.2.2 describe the salient features of the 1962 Constitution of Pakistan; 5.2.3 describe the salient features of the 1973 Constitution of Pakistan; 5.2.4 compare the 1956, 1962 and 1973 Constitutions of Pakistan in terms of nature of government, Islamic provisions and fundamental rights; 5.2.5 analyse the differences between the three constitutions of Pakistan; | | * | * |
| 5.3 Local Self Government in Pakistan | 5.3.1 describe the concept of 'local self government'; 5.3.2 identify types of local self-government introduced in Pakistan. | * | * | |

| Topics and Subtopics | Student Learning Outcomes | Cognitive Level | | |
|--|--|-----------------|---|---|
| | | K | U | A |
| 6. Foreign Affairs of Pakistan | Students should be able to: | | | |
| 6.1 Introduction to the Foreign Policy of Pakistan | 6.1.1 define the concept of ‘foreign policy’; 6.1.2 explain the importance of foreign policy for a state; 6.1.3 describe the basic principles of the foreign policy of Pakistan; 6.1.4 describe the determinants (actors) of the foreign policy of Pakistan; | * | * | * |
| 6.2 Pakistan and its Relationship with <ul style="list-style-type: none"> • Afghanistan • Central Asian (Tajikistan, Uzbekistan, Kazakhstan) • Middle East (United Arab Emirates, Qatar, Syria, Jordan, Oman) | 6.2.1 analyse the importance of the relationship of Pakistan with the given countries; 6.2.2 evaluate the strengths and weakness of the relationship of Pakistan with the given countries; 6.2.3 analyse the reasons for the given countries to develop relations with Pakistan. | | * | * |

Summary of Student Learning Outcomes

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 Civics | 06 | 01 | 15 | 01 | 17 |
| 2. | Scope of Civics | 03 | 03 | 14 | 03 | 20 |
| 3. | Citizen and Citizenship | 05 | 04 | 09 | 03 | 16 |
| Total | | 14 | 8 | 38 | 7 | 53 |
| Percentage | | | 15 | 72 | 13 | 100 |

Grade X

Table 2: Number of Student Learning Outcomes by Cognitive Level

| Topic No. | Topic | No. of Sub-Topics | SLOs | | | Total SLOs |
|-------------------|-----------------------------|-------------------|-----------|-----------|-----------|------------|
| | | | K | U | A | |
| 4. | Ideology of Pakistan | 02 | 03 | 05 | 02 | 10 |
| 5. | Constitution of Pakistan | 03 | 02 | 08 | 02 | 12 |
| 6. | Foreign Affairs of Pakistan | 02 | 01 | 03 | 03 | 07 |
| Total | | 7 | 6 | 16 | 7 | 29 |
| Percentage | | | 21 | 55 | 24 | 100 |

Scheme of Assessment

Grade IX

Table 3: Exam Specification

| Topic No. | Topic | Marks Distribution | Total Marks |
|--------------|-------------------------|--|----------------|
| 1. | Introduction to Civics | 8 MCQs @ 1 Mark each 2CRQs @ 6 Marks each | 20 |
| 2. | Scope of Civics | 9 MCQs @ 1 Mark each 4 CRQs @ 4 Marks each 1 ERQ @ 5 Marks | 30 |
| 3. | Citizen and Citizenship | 8 MCQs @ 1 Mark each 2 CRQs @ 6 Marks each 1 ERQ @ 5 Marks | 25 |
| Total | | MCQs 25 | CRQs 40 |
| | | | ERQs 10 |
| | | | 75 |

Grade X

Table 4: Exam Specification

| Topic No. | Topic | Marks Distribution | Total Marks |
|--------------|-----------------------------|--|----------------|
| 4. | Ideology of Pakistan | 8 MCQs @ 1 Mark each 2CRQs @ 5 Marks each 1 ERQ @ 5 Marks | 23 |
| 5. | Constitution of Pakistan | 9 MCQs @ 1 Mark each 3 CRQs @ 5 Marks each 1 ERQ @ 5 Marks | 29 |
| 6. | Foreign Affairs of Pakistan | 8 MCQs @ 1 Mark each 3 CRQs @ 5Marks each | 23 |
| Total | | MCQs 25 | CRQs 40 |
| | | | ERQs 10 |
| | | | 75 |

- * Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph form rather than a word or a single sentence.

- There will be two examinations, one at the end of Class IX and one at the end of Class X.
- In each class, 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 25 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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- **Dr Kaneez Fatima Mamdani**
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