



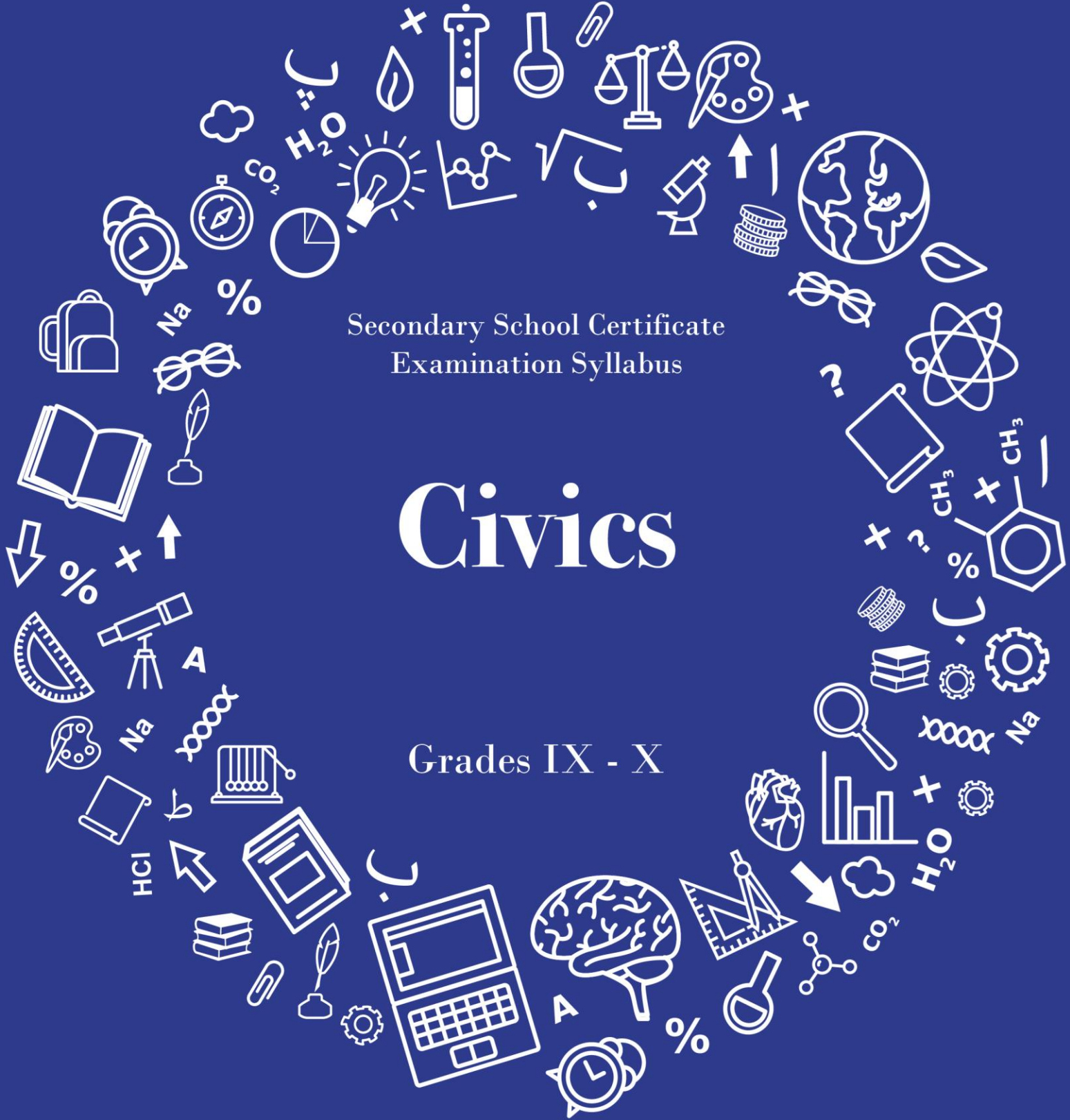
آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

Civics

Grades IX - X



FOR ANNUAL EXAMINATION 2023 AND ONWARDS

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**Secondary School Certificate
Examination Syllabus**

**CIVICS
GRADES IX-X**

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

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For queries and feedback

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

Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.



Dr Shehzad Jeeva

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

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

FOR ANNUAL EXAMINATION 2023 AND ONWARDS

Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The topics of the syllabi are grouped into themes derived from the National/ trans-provincial curricula. The connection between various themes and topics is highlighted in the '**concept map**' provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.
5. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
6. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
7. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
8. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Subject Rationale of AKU-EB 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?

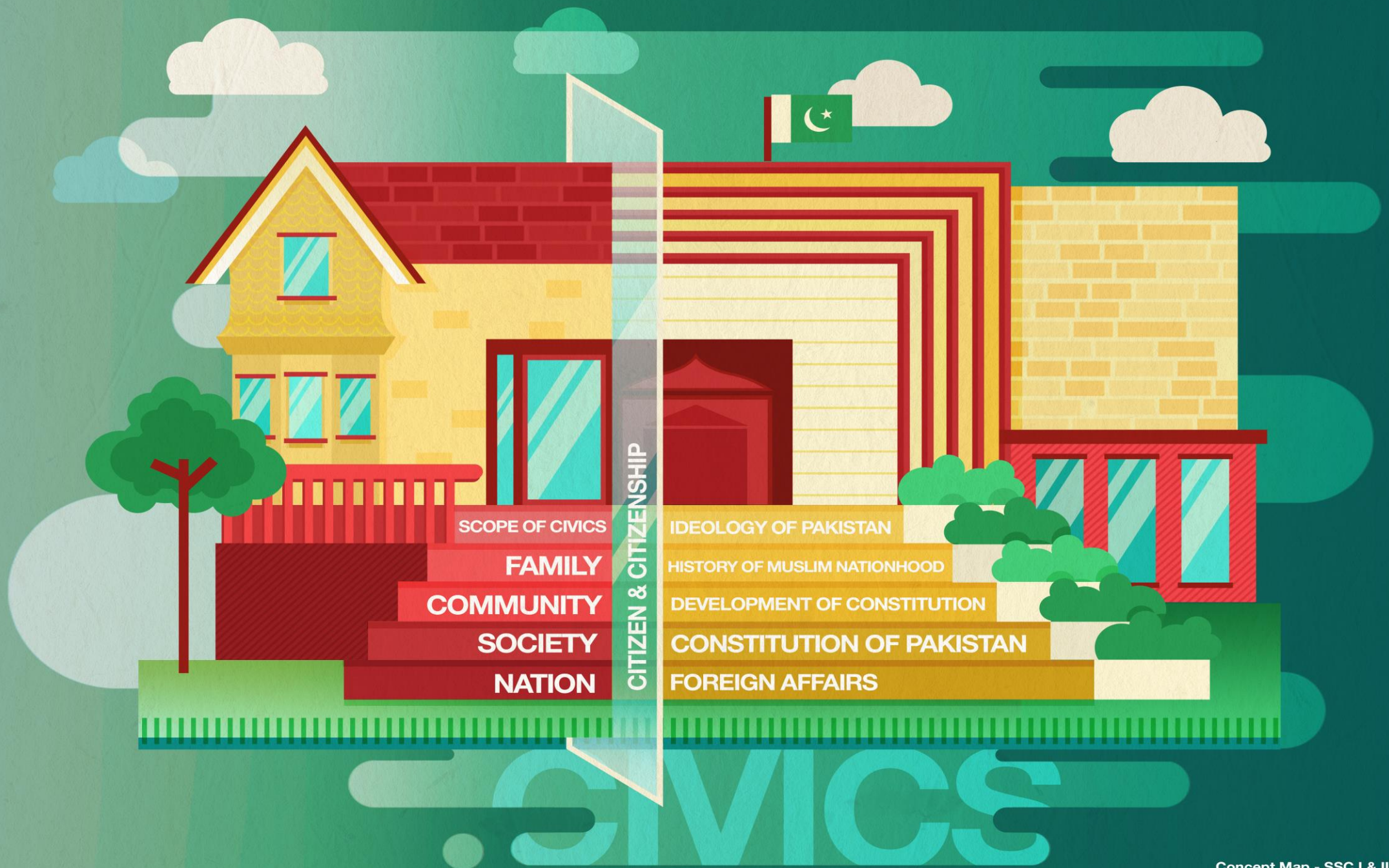
The concept map of the syllabus gives an overview of the entire syllabus. The topics and Student Learning Outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the Exam Specification guides regarding what will be expected in the examinations.

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.

FOR ANNUAL EXAMINATION 2023 AND OLYMPIADS



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 ¹		
			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	illustrate 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;		*	

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

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	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.		*	

FOR ANNUAL EXAMINATIONS

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
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.		*	

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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.			*

Scheme of Assessment

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Introduction to 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

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Introduction to Civics	14	Total 5 Marks (2 CRQs)		19
2.	Scope of Civics	14	Total 5 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	29
3.	Citizen and Citizenship	12	Total 5 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	27
Total		40	15	20	75

Table 3: 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

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
4.	Ideology of Pakistan	13	Total 5 Marks (2 CRQs)		18
5.	Constitution of Pakistan	17	Total 7 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	34
6.	Foreign Affairs of Pakistan	10	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	23
Total		40	15	20	75

- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.

- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades IX and X. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (72% in SSC I and 55% in SSC II), Application and higher order skills (13% in SSC I and 24% in SSC II) to discourage rote memorisation. Tables 1 and 3 however do not translate directly into marks.
- There will be two examinations, one at the end of 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 40 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 35 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**
Assistant Professor, Department of Sociology, University of Karachi

In-house Team

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

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