



Pakistan Studies

Grades IX-X

FOR ANNUAL EXAMINATION 2023 AND ONWARDS

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**Secondary School Certificate
Examination Syllabus**

**PAKISTAN STUDIES
GRADES IX-X**

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

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Preface

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

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

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

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

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

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

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

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



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FOR ANNUAL EXAMINATION 2023 AND ONWARDS

Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The 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 Pakistan Studies

Why study AKU-EB Pakistan Studies?

Pakistan Studies is a multidisciplinary subject which provides knowledge and understanding of different aspects of Pakistani society, history and culture. The AKU-EB syllabus of Pakistan Studies aims to help students to be useful citizens.

The key content areas focused in the syllabus will help students participate in real-world scenarios and higher education by fostering the knowledge of:

- Pakistan's history: achievements of forefathers, struggle for the origin of the country, customs and traditions that give strength to sustain a culture.
- Pakistan's political, geographical and societal structure: physical features, norms and values which constitute the essence of an individual and society.
- Duties and responsibilities of a Pakistani citizen: Visualising the impact an individual can have in terms of action and reaction towards other individuals and society as a whole.

It aims to generate qualities in students that benefit and support the overall growth of the country.

It helps create opinions based on facts and reasons on social and political issues which develop students' critical consciousness and analytical skills.

Through the study of Pakistan Studies, we appreciate the gifts of nature around us in terms of innumerable resources and location that the country enjoys. It helps students recognise and appreciate the cultural and ethnic diversity that exists in Pakistan.

It helps foster the feeling of pride and patriotism by taking you through the journey of history as well as the geography of Pakistan. It enables you to step into the shoes of great personalities and experience their journey and achievements in order to understand current situations.

Where will it take you?

The subject takes you from the quest of identity to the horizons of the world by opening the doors for multiple disciplines to pursue in higher secondary and tertiary level that include:

- Political science
- Geography
- Sociology
- Social work
- Economics
- Journalism
- Mass communication
- Demography
- Commercial geography
- Environmental studies
- Archaeology
- Anthropology
- International Relations

How to approach the syllabus?

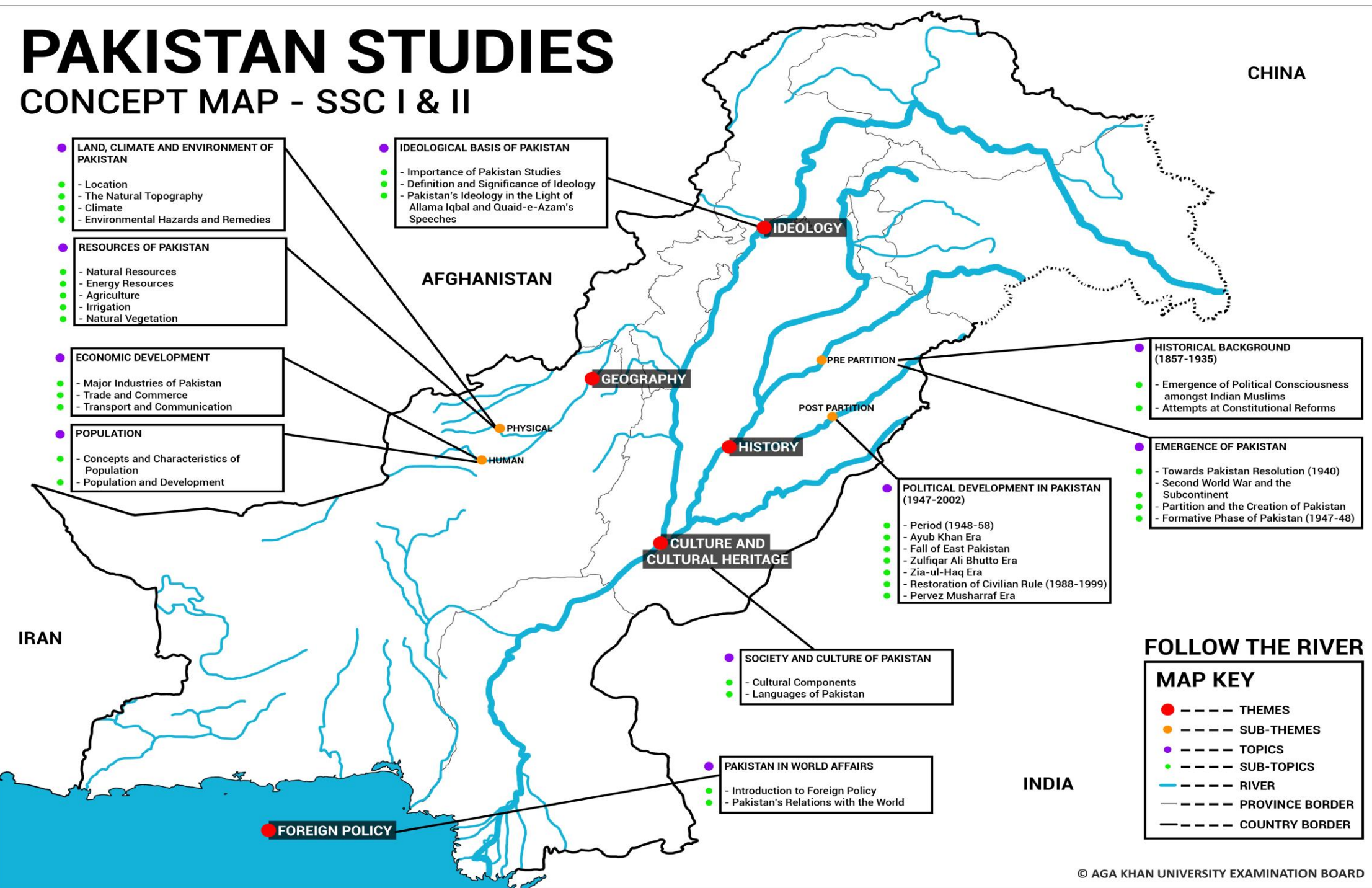
The concept map of the syllabus gives an overview of the entire syllabus. The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

What is the concept map telling you?

River Indus is often called the lifeline of Pakistan. Similarly, ideology is the basis of Pakistan, and hence, the beginning of the concept map. The River Indus is joined by many tributaries, among which two are used to depict the pre- and post-Pakistan history, the understanding of which comes from ideology and together they move forward. Western tributaries of the River Indus have been used to show human and physical geographical aspects which also join River Indus and move towards Panjnad, the meeting point of all the tributaries of River Indus where culture and cultural heritage of Pakistan is shown: ideology, alongside historical and geographical components play a role in the development of culture in any society. Pakistan has a stretch of coastal area with major ports having a great strategic importance, thus, the Arabian Sea is depicted as a mark of our foreign policy. The foreign policy is shaped keeping in view not only the geographical, but also cultural and ideological factors, thus, the extension is represented in this manner.

PAKISTAN STUDIES

CONCEPT MAP - SSC I & II



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Student Learning Outcomes of AKU-EB SSC Pakistan Studies Syllabus

Part I (Grade IX)

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level ¹		
			K	U	A
1. Ideological Basis of Pakistan	Students should be able to:				
1.1 Importance of Pakistan Studies	1.1.1	recognise the importance of Pakistan Studies as a subject which facilitates in understanding the origin, creation and development of Pakistan;		*	
1.2 Definition and Significance of Ideology	1.2.1	define the term ideology;	*		
	1.2.2	discuss the significance of ideology for a nation;		*	
1.3 Pakistan's Ideology: In the light of Allama Iqbal and Quaid-e-Azam's speeches	1.3.1	summarize the speeches of Allama Iqbal (1930 Allahabad Address) and Quaid-e-Azam Muhammad Ali Jinnah (1948, speech at Islamia College, Peshawar; address on 23rd March, 1940) defining the ideology of Pakistan;		*	
	1.3.2	extract the components of Pakistan's ideology from above mentioned speeches.		*	

(Note: It is recommended that dates/ years are taught in order to create understanding of the context and linkages between the events.)

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

Topic and Sub-topic	Student Learning Outcomes	Cognitive Level		
		K	U	A
2. Historical Background 1857-1935	Students should be able to:			
2.1 Emergence of Political Consciousness amongst Indian Muslims	2.1.1	trace the origin and evolution of the Two Nation Theory with reference to socio-economic and political conditions of Indian Muslims from 1857 onwards;		*
	2.1.2	discuss the reasons for the establishment of All India Muslim League in 1906 i.e. Bengal Partition 1905, Simla Deputation 1906 and Politics of Indian National Congress;		*
	2.1.3	describe the aims and objectives of All India Muslim League in 1906;		*
2.2 Attempts at Constitutional Reforms	2.2.1	discuss the major acts/ events contributing towards the constitutional reforms in the subcontinent <ul style="list-style-type: none"> • Morley-Minto Reforms 1909 • Reversal of the Partition of the Bengal 1911 • Lucknow Pact 1916 • Montague Chelmsford Reforms 1919 • Simon Commission 1927 • Nehru Report 1928 • Jinnah's 14 Points 1929 • Round Table Conference 1930-32 • Government of India Act 1935. 		CA ²

² CA=Classroom Activity, not to be assessed under examination conditions

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
3. Emergence of Pakistan		Students should be able to:				
3.1 Towards Pakistan Resolution (1940)	3.1.1	analyse the reasons for Muslim League's failure in the general elections of 1936-37;				*
	3.1.2	discuss the impact of Congress Rule and the Day of Deliverance 1939;			*	
	3.1.3	state the Pakistan Resolution 1940;	*			
	3.1.4	analyse Pakistan Resolution 1940 with reference to the events happening before and after the resolution in the subcontinent;				*
3.2 Second World War and the Subcontinent	3.2.1	discuss the impact of the Second World War (1939-45) on the subcontinent and its connection to the Quit India Movement 1942;			*	
	3.2.2	explain the major features, outcomes and significance of Cripps Mission 1942, Gandhi-Jinnah Talks 1944, Simla Conference 1945, General Elections 1945-1946 and Cabinet Mission 1946;			*	
	3.2.3	analyse the reasons behind the difference between the results of elections of 1936-37 and 1945-46;				*
3.3 Partition and the Creation of Pakistan	3.3.1	explain the major features of the 3 rd June plan and its implementation;			*	
	3.3.2	discuss the major features of the Boundary Commission;			*	
	3.3.3	analyse the injustice of the Boundary Commission and its impact on Pakistan;				*
	3.3.4	describe the Independence Act 1947;			*	
	3.3.5	state areas that became the part of Pakistan in 1947;	*			

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
3.4	Formative Phase of Pakistan 1947-48	3.4.1	discuss the immediate problems faced by Pakistan in the establishment of an independent nation; <ul style="list-style-type: none"> • Division of financial and military assets, • Refugee problems, • Administrative problems, • Problem of national language, • Canal water dispute, • Princely states (Hyderabad, Junagarh, Kashmir); 		*	
		3.4.2	evaluate how successful Pakistan was in overcoming the initial problems.			*

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
4. Land, Climate and Environment of Pakistan		Students should be able to:				
4.1 Location	4.1.1	locate Pakistan with reference to latitudes 24°N-37°N and longitudes 61°E-78°E;				*
	4.1.2	locate the neighbouring countries of Pakistan on the world map i.e. Afghanistan, India, China and Iran;				*
4.2 The Natural Topography	4.2.1	locate the following landform features on the map of Pakistan; <ul style="list-style-type: none"> Plains: Upper Indus, Lower Indus Desert: Thar, Thal, Kharan Mountain Ranges: Hindu Kush, Karakoram, Himalayan Range, Sulaiman Range, Safed Koh, Kirthar, Waziristan, Salt Range Plateau: Potwar and Balochistan Coastal areas: Karachi, Makran Coast (Balochistan) Rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hab, Dasht; 				*
	4.2.2	explain the importance of rivers for Pakistan;			*	
4.3 Climate	4.3.1	discuss the factors that influence the climate of Pakistan (precipitation, Western Depressions, Monsoon, Topographic relief, latitude);			*	
	4.3.2	describe the major climatic regions of Pakistan i.e. arid, semi-arid, coastal and highland;			*	
	4.3.3	analyse the effect of climate on the life of people with respect to climatic zones and natural topography;				*

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
4.4	Environmental Hazards and Remedies	4.4.1	analyse the effect of human activities on the climate (industrialisation, agricultural practices, deforestation)			*
		4.4.2	state the main sources of pollution [industrial emissions (air), human waste (land), arsenic (water)];	*		
		4.4.3	analyse the problems related to health, agriculture and environment caused by pollution;			*
		4.4.4	analyse the likely impact of global warming on Pakistan;			*
		4.4.5	suggest remedies to lessen the effect of global warming on Pakistan (at an individual level, at the government level).			*

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Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
5. Resources of Pakistan	Students should be able to:				
5.1 Natural Resources	5.1.1	locate on the map of Pakistan the main regions of the following natural resources found in Pakistan: <ul style="list-style-type: none"> Forest: Coniferous, Alpine, Riverine, Irrigated, Tropical Thorn Forest, Sub-tropical Scrub forest, Mangroves Minerals: Rock salt, natural gas, copper, limestone, coal, gypsum, marble; 			*
	5.1.2	explain the importance of natural resources in the economic development of Pakistan;		*	
5.2 Energy Resources	5.2.1	discuss the importance of energy resources in the development of a country (natural gas, petroleum, coal and hydel);		*	
	5.2.2	analyse the need for increase in production of energy resources of Pakistan;			*
	5.2.3	suggest ways to encounter energy crisis in Pakistan (individual efforts, government efforts and alternate sources of energy);			*
5.3 Agriculture	5.3.1	describe the major forms of agriculture in Pakistan (small-scale subsistence, cash crop farming);		*	
	5.3.2	discuss how natural and human factors affect the production of small-scale and cash crop farms (cotton, rice, sugarcane, wheat);		*	
	5.3.3	discuss natural and human factors that affect livestock farming (cattle, goats, sheep, fish);		*	
	5.3.4	explain the effects of climatic conditions (with reference to various climatic regions) and natural topography on agriculture in different regions of Pakistan;		*	
	5.3.5	discuss the role of agriculture in the economic development of Pakistan;		*	

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	5.3.6	discuss the problems faced by the agricultural sector of Pakistan;		*	
	5.3.7	suggest remedies for the problems faced by agricultural sector of Pakistan;			*
5.4 Irrigation	5.4.1	describe different methods of irrigation used in Pakistan <ul style="list-style-type: none"> Canal irrigation; Karez, inundation and perennial canal Lift irrigation: Persian wheel and tube well Dams: Mangla, Tarbela and Warsak Barrages: Guddu, Sukkur, Suleimanki; 		*	
	5.4.2	explain the importance of irrigation in Pakistan;		*	
	5.4.3	discuss the causes of water logging and salinity;		*	
	5.4.4	explain ways through which the land damaged by water logging and salinity can be restored;		*	
5.5 Natural Vegetation	5.5.1	describe the distribution of forests in Pakistan;		*	
	5.5.2	discuss the economic importance of forests for Pakistan.		*	

Part II (Grade X)

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
6. Economic Development		Students should be able to:				
6.1 Major Industries of Pakistan	6.1.1	describe different kinds of industries in Pakistan i.e. cottage, small scale and large industry;			*	
	6.1.2	locate the important industries on the map of Pakistan (cement, cotton, sugar, iron and steel, sports goods, surgical instruments);				*
	6.1.3	analyse the factors that are responsible for the setting up of an industry in a particular region;				*
	6.1.4	describe the importance and contribution of small scale and cottage industries;			*	
	6.1.5	evaluate reasons for economic disparity amongst different regions of Pakistan and the problems caused by it;				*
	6.1.6	suggest remedies to overcome the economic disparity in Pakistan;				*
6.2 Trade and Commerce	6.2.1	describe the terms trade, commerce, foreign exchange, balance of trade and balance of payment;			*	
	6.2.2	explain the importance of trade and commerce activities for the economic development of a country;			*	
	6.2.3	state Pakistan's main trading partners and the goods Pakistan exports or imports from them;	*			
	6.2.4	discuss the effect of changing trends in exports and imports on Pakistan's balance of trade and economy (for the last two decades only);			*	
6.3 Transport and Communication	6.3.1	describe the modes of transport used in Pakistan i.e. land, air and water;			*	

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	6.3.2	assess the advantages and disadvantages of road, rail, air and water transport within or outside Pakistan for both goods and people;			*
	6.3.3	locate on the map of Pakistan; Keamari, Port Qasim and Gawadar port and the cities with international airports;			*
	6.3.4	assess the feasibility of development of Gawadar port and its importance in the economic development of Pakistan.			*

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
7. Population		Students should be able to:				
7.1 Concepts and Characteristics of Population	7.1.1	define census, population growth, urbanization, migration and demography;	*			
	7.1.2	interpret graphs and statistics illustrating birth rates, death rates and the rates of natural increase in population in Pakistan as a whole as well as areas within Pakistan;				*
	7.1.3	discuss the trends in population growth of Pakistan with reference to Demographic Transition Model;		*		
	7.1.4	explain the social, educational, economic and political factors which contribute to the population growth in Pakistan;		*		
	7.1.5	evaluate the reasons for the variations in both distribution of population and density of population between the administrative units of Pakistan;				*
7.2 Population and Development	7.2.1	analyse the impact of population growth on education, health and nutrition levels of the people of Pakistan;				*
	7.2.2	discuss with reference to both push and pull factors, the main causes of population movements, including rural-urban migration, seasonal migration, emigration and immigration.		*		

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
8. Political Development in Pakistan 1947-2002		Students should be able to:				
8.1 Formative Phase of Pakistan (1947-58)	8.1.1 discuss the political changes that took place during this era; 8.1.2 discuss the reasons for the delay in the constitution making in Pakistan, 1947-1956;				CA *	
8.2 General Ayub Khan Era (1958-1969)	8.2.1 discuss the reasons for the promulgation of Martial Law and General Ayub Khan coming to power; 8.2.2 discuss the reforms introduced by General Ayub Khan in agricultural and industrial sectors; 8.2.3 analyse the impact of General Ayub Khan's reforms on the economy of the country; 8.2.4 discuss the reasons behind the fall of General Ayub Khan's government (General Ayub Khan's resignation);				* * * *	*
8.3 Fall of East Pakistan (1970-71)	8.3.1 discuss the reasons for the tension between East Pakistan and West Pakistan i.e. unfairness in administration/ lack of political representation, armed forces and economic distribution; 8.3.2 discuss the Six Points of Mujib-ur-Rehman; 8.3.3 evaluate the major events that led to the separation of East Pakistan: • Elections of 1970 • Rejection of six points • War with India in 1971;				* *	*
8.4 Zulfikar Ali Bhutto Era (1971-1977)	8.4.1 discuss the reasons behind Zulfikar Ali Bhutto coming to power; 8.4.2 discuss the reforms introduced by Zulfikar Ali Bhutto (land reforms and nationalisation) and their impact on the country; 8.4.3 analyse Simla Agreement and its impact on Pakistan;				* *	*

Topic and Sub-topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
8.5	General Zia-ul-Haq Era (1977-1988)	8.5.1	discuss the reasons behind General Zia-ul-Haq taking over the country with reference to 1977 general elections;		*	
		8.5.2	discuss the reforms introduced by General Zia-ul-Haq (privatisation, Islamisation) and their impact on Pakistan;		*	
8.6	Restoration of Civilian Rule (1988-1999)	8.6.1	discuss the political changes that took place in Pakistan between 1988-1999;		CA	
		8.6.2	discuss the reforms introduced by Benazir Bhutto and their impact on the country i.e. women empowerment and rural electrification;		*	
		8.6.3	discuss the reforms of Nawaz Shariff and their impact on the country i.e. transport development and nuclear experiment;		*	
8.7	General Pervez Musharraf Era (1999-2007)	8.7.1	discuss the reasons behind 1999 military coup;		*	
		8.7.2	discuss the economic reforms initiated by General Pervez Musharraf (Foreign Direct Investment (FDI), encouragement towards production of value-added products and privatisation) and its impact on the country;		*	
8.8	2007 and beyond	8.8.1	list the political changes in terms of head of state and head of government during 2007-2017;	CA		
		8.8.2	elaborate different political developments aimed towards strengthening democracy in the country.		CA	

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
9. Society and Culture of Pakistan	Students should be able to:				
9.1 Cultural Components	9.1.1	define culture, diversity, unity, national cohesion and integration;	*		
	9.1.2	identify the major features of Pakistani culture and society;		*	
	9.1.3	discuss the elements that influence unity, national cohesion and integration in Pakistan;		*	
	9.1.4	describe the popular religious and cultural festivals of Pakistan i.e. Eid-ul-Fitr, Eid-ul-Azha, Eid-e-Milad-un-Nabi, Basant and Navroz;		*	
	9.1.5	discuss the role of women in society and economic life;		*	
	9.1.6	suggest measures to improve gender inequality in Pakistan;			*
	9.1.7	analyse the problems caused by class differences and social inequalities in Pakistan;			*
9.2 Languages of Pakistan	9.2.1	trace the origin and evolution of Urdu;		CA	
	9.2.2	explain the reasons behind choosing Urdu as the national language of Pakistan;		*	
	9.2.3	list the main regional languages of Pakistan and the regions where these are spoken i.e. Sindhi, Balochi, Pushto, Punjabi, Saraiki, Kashmiri, Hindko, Khowar and Shina;	*		
	9.2.4	discuss the steps taken for the development and promotion of provincial languages i.e. Sindhi, Balochi, Pushto and Punjabi in Pakistan;		*	

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
10. Pakistan in World Affairs	Students should be able to:				
10.1 Introduction to Foreign Policy	10.1.1	define the term foreign policy;	*		
	10.1.2	explain the importance of foreign policy for a country;		*	
	10.1.3	explain the principles of Pakistan's foreign policy;		*	
10.2 Pakistan's Relations with the World	10.2.1	describe Pakistan's relationship with China, USA, Saudi Arabia, Iran and India with reference to strengths and issues;		*	

FOR ANNUAL EXAMINATION 2023 AND ONLINE

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.	Ideological Basis of Pakistan	03	01	04	00	05
2.	Historical Background 1857-1935	02	00	03	00	03
3.	Emergence of Pakistan	04	02	07	05	14
4.	Land, Climate and Environment of Pakistan	04	04	03	05	12
5.	Resources of Pakistan	05	01	14	03	17
Total		18	08	31	13	52
Percentage			15	60	25	100

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Ideological Basis of Pakistan	3	Total 3 Marks (1 CRQ)		6
2.	Historical Background 1857-1935	2			2
3.	Emergence of Pakistan	7	Total 3 Marks (1 CRQ)	6 Marks Choose any ONE from TWO	29
5.	Resources of Pakistan	9	Total 4 Marks (1 CRQ)		
4.	Land, Climate and Environment of Pakistan	9	Total 4 Marks (1 CRQ)		13
Total		30	14	6	50

Grade X

Table 3: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
6.	Economic Development	03	03	06	05	14
7.	Population	02	01	03	03	07
8.	Political Development in Pakistan 1947-2002	08	00	14	03	17
9.	Society and Culture of Pakistan	02	02	06	02	10
10.	Pakistan in World Affairs	02	01	03	00	04
Total		17	07	32	13	52
Percentage			14	61	25	100

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
6.	Economic Development	5	Total 3 Marks (1 CRQ)	6 Marks Choose any ONE from TWO	28
8.	Political Development in Pakistan 1947-2002	11	Total 3 Marks (1 CRQ)		
7.	Population	5	Total 3 Marks (1 CRQ)		8
9.	Society and Culture of Pakistan	5	Total 2 Marks (1 CRQ)		7
10.	Pakistan in World Affairs	4	Total 3 Marks (1 CRQ)		7
Total		30	14	6	50

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

- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades IX and X. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (60% in SSC I and 61% in SSC II), Application and higher order skills (25% in SSC I and 25% in SSC II) to discourage rote memorisation. Tables 1 and 2 however do not translate directly into marks.
- There will be two examinations, one at the end of Grade IX and one at the end of Grade X.
- In each grade, the theory paper will be in two parts: paper I and paper II. Both papers will be administrated within 2 hours.
- Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 20 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- All constructed response questions will be in a booklet which will also serve as an answer script.

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