



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate Examination Syllabus

BANKING CLASS XII

(based on National Curriculum 2002)

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**Higher Secondary School Certificate
Examination Syllabus**

**BANKING
CLASS XII**

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

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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

Objectives

The course outlines in 'Banking' are being developed to prepare students for higher studies in Commerce and also to enable them to play their role as useful citizens of Pakistan. These outlines would act as a realistic link between their previous knowledge and future needs.

Specific Objectives

The objectives of this course are to enable the students to:

1. learn the basic concept of Banking;
2. learn the services performed by Banks;
3. know the role of banking in the National Economy in consonance with the changing socio-economic needs;
4. develop an interest in the subject for pursuing higher studies in banking;
5. be able to adopt banking as a career.

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; Banking Class 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 or the connotation of the command words to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 7. 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.

2.2 Specific Rationale of the AKU-EB Banking Examination Syllabus

The course of banking will help the learner to:

- increase his awareness and knowledge regarding working of financial institutions, banks, multinational companies and other trading institutions.
- acquire knowledge and develop an understanding of the nature and purpose of banking activities and banking institutions.
- develop an awareness of the nature and significance of innovation and change within the context of banking activities.
- develop skills of literacy, inquiry, presentation and interpretation.
- increase his knowledge and awareness regarding the dual role of people in everyday life as bankers and consumers.
- develop understanding of the functions of commercial and central banks.
- develop an appreciation for the impact of information technology, the importance of banking communication and documentation.
- understand local and world market through field visits and media.
- understand the framework within which a bank operates, a detailed study of the organization and management of banking processes and its interaction with the financial environment.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part II (Class XII)

Topic	Student Learning Outcomes		Cognitive Level ²		
			K	U	A
1. Origin and Evolution of Banking	Candidates should be able to:				
1.1 Definition of a bank	1.1.1	define the concept of the term “bank”;	*		
	1.1.2	explain definitions of bank in the views of different authors;		*	
	1.1.3	define bank as per Banking companies Ordinance 1962(Pakistan) and English finance Act 1915;	*		
1.2 Evolution and history of banking system	1.2.1	explain the evolution of banking;		*	
	1.2.2	describe evolution of banking in Iraq, Greece, Egypt, China, Europe, USA, India and Pakistan;		*	
	1.2.3	describe the origin of modern banking era;		*	
	1.2.4	elaborate history of banking in Pakistan;		*	
1.3 Formation of a bank	1.3.1	explain the types of banks with reference to their formation i.e. statutory, chartered, legislative and registered banks		*	
	1.3.2	explain the steps or procedures of formation of a bank;		*	
1.4 Effective banking system	1.4.1	identify the characteristics of an effective banking system;	*		

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
2. Modern Banking system and kinds		Candidates should be able to:				
2.1	Modern banking and its functions	2.1.1	explain modern banking system and its functions;		*	
2.2	Kinds of banks	2.2.1	classify kinds of banks by operation or functions;		*	
2.3	Kinds of banks by ownership	2.3.1	classify the kinds of banks on the basis of ownership;		*	
2.4	Forms of banking systems	2.4.1	describe the different forms of banking systems; <ul style="list-style-type: none"> • Mixed banking, • Unit banking, • Branch banking, • Group banking, • Corresponding banking, 		*	*
		2.4.2	analyse the merits and demerits of banking systems;			
2.5	Departments in a bank	2.5.1	explain the role of key departments of a bank i.e. cash department, accounts department, marketing department, human resource department, public relation department, legal department, security department, foreign exchange department, research and development department, audit department;		*	
2.6	Role of banks in economic development	2.6.1	Analyse the importance of banks in the economic development of a country.			*

NOTES

				K	U	A
3. Commercial bank		Candidates should be able to:				
3.1	Meaning of commercial bank	3.1.1	define the concept of commercial bank;	*		
		3.1.2	define schedule and non-schedule bank;	*		
		3.1.3	explain characteristics or merits of schedule bank;		*	
		3.1.4	elaborate the procedure of converting a non-scheduled bank into the scheduled bank;		*	
		3.1.5	differentiate between schedule and non-schedule banking;		*	
3.2	Kinds of commercial banks	3.2.1	explain the kinds of commercial banks and their functions;		*	
3.3	Functions of commercial banks	3.3.1	describe the functions of a commercial bank i.e. primary and secondary;		*	
		3.3.2	explain the important primary functions of a commercial bank i.e. receiving deposits and advancing loans;		*	
		3.3.3	explain the important secondary functions of a commercial bank i.e. public utilities services and agency services;		*	
		3.3.4	explain the important primary and secondary functions of a commercial bank;		*	
3.4	Process of credit creation	3.4.1	explain the concept of credit creation;		*	
		3.4.2	elaborate the process of credit creation in the economy;		*	
		3.4.3	explain assumptions for calculating credit creation;		*	
		3.4.4	calculate credit creation through maximum credit creation formula;		*	
		3.4.5	explain the limitations of credit creation;		*	*
3.5	Cash reserve of the bank	3.5.1	describe the concept of cash reserves for the commercial bank at central state bank;		*	
		3.5.2	explain the factors of cash reserves of commercial banks;		*	

NOTES

				K	U	A
3.6	Importance of a commercial bank	3.6.1	analyse the importance of the commercial banks in the economy form prospectus of general public, prospectus of a business man and prospectus of the government;			*
		3.6.2	analyse the role of commercial banks in Pakistan’s economic development;			*
4. Bank Accounts		Candidates should be able to:				
4.1	Introduction of an bank accounts	4.1.1 4.1.2	define an bank account; explain the causes (merits) of opening bank accounts,	*	*	
4.2	Types of account	4.2.1 4.2.2 4.2.3	describe the kinds of bank accounts (saving, current, fixed and home saving account); comparison of different types of bank accounts (saving, current, fixed and home saving account); explain the types of bank costumers;		*	*
4.3	Procedure of opening a bank account	4.3.1 4.3.2 4.3.3 4.3.4	describe the process of an opening bank account; analyse the key features of an account opening form (AOF); list out the documents required for opening of a bank account; elaborate the precautions of bank before opening a bank account;	*	*	*
4.4	Termination of an account	4.4.1	elaborate the reasons to termination of account by the bankers and depositors;		*	
4.5	Merits of opening an account	4.5.1	analyse the merits of opening a bank account; • to a customer; • to a banker; • to over all economy of the country and globally.			*

NOTES

				K	U	A
5. Central bank		Candidates should be able to:				
5.1	Definition and historical background.	5.1.1	define the meaning of a central bank by different authors;	*		
		5.1.2	describe the historical background and evaluation of the central bank;		*	
		5.1.3	describe the historical background and evaluation of the State bank of Pakistan		*	
5.2	Functions of a central bank	5.2.1	explain in detail the functions of a central bank;		*	
		5.2.2	explain the functions of commercial bank with reference to central bank;		*	
		5.2.3	differentiate between central and commercial banks;		*	
5.3	Clearing house	5.3.1	explain the concept of a clearing house;		*	
		5.3.2	describe the advantages of a clearing house;		*	
5.4	Methods of issuing notes/currency	5.4.1	describe the different methods of issuing currency notes;		*	
		5.4.2	explain the advantages of issuing currency notes;		*	
5.5	Monetary policy	5.5.1	define monetary policy;	*		
		5.5.2	explain objectives of monetary policy;		*	
		5.5.3	define tools of monetary policy;			
		5.5.4	explain procedure of controlling rate of inflation and deflation through monetary policy by a central bank;		*	
		5.5.5	explain the method of credit controlling;		*	
		5.5.6	elaborate the difficulties in controlling credit;		*	
5.6	Pakistan banking council	5.6.1	define Pakistan banking council;	*		
		5.6.2	list the key features of Pakistan banking council.		*	

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				K	U	A
6. Credit instruments		Candidates should be able to:				
6.1	Concept of credit instruments	6.1.1	define the meaning of credit instruments;	*		
		6.1.2	define the kinds of credit instruments i.e. negotiable and non negotiable;	*		
		6.1.3	analyse the importance of credit instrument;			*
6.2	Types of credit instruments	6.2.1	describe the features of negotiable credit instruments;		*	
		6.2.2	explain the kinds of negotiable credit instruments;		*	
6.3	Cheques and its types	6.3.1	describe the kinds of cheques;		*	
		6.3.2	describe parties of cheques i.e. drawer, drawee, payee, holder of the cheque endorser, endorsee;		*	
		6.3.3	explain key elements and characteristics of the cheques;		*	
		6.3.4	explain the advantages or utilization of the cheques in every day business;		*	
		6.3.5	classify different kinds of cheques;		*	
		6.3.6	differentiate between primary and secondary kinds of cheques;		*	
		6.3.7	differentiate between bearer cheque, cross cheques and order cheque;		*	
		6.3.8	explain the crossing of a cheque and its types;		*	
		6.3.9	explain the reasons for dishonour of a cheque;		*	
		6.3.10	define and explain endorsement of a cheques;	*		
		6.3.11	explain elements of endorsement of a cheque;		*	
		6.3.12	explain types of endorsement i.e. general, special or complete, conditional, partial, restricted and facultative;		*	
		6.3.13	draw the specimen of a cheque;			*

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			K	U	A
6.4	Bill of exchange (BOE)	6.4.1 6.4.2 6.4.3 6.4.4 6.4.5 6.4.6 6.4.7 6.4.8	define a bill of exchange (BOE); differentiate between a bill of exchange and a cheque; explain essential features of a bill of exchange (BOE); identifying and define the parties of BOE; describe the kinds of BOE; draw a specimen of a bill of exchange; explain the usages and merits of BOE; differentiate between inland and foreign BOE;	*	*
6.5	Dishonour of bills of exchange (Noting and protesting)	6.5.1 6.5.2 6.5.3 6.5.4	define acceptance and kinds of acceptance; define dishonour of BOE and notice of dishonour; explain the process noting and protecting define the terms retirement, rebate, maturity, grace days, discounting notary public, holder in due course;	*	*
6.6	Endorsement	6.6.1 6.6.2 6.6.3	define the term 'endorsement'; explain the kinds of endorsement; explain the different ways in which a cheque can be endorsed (types of endorsements).	*	*
7. Credit instrument		Candidates should be able to:			
	<u>Promissory note</u>				
7.1	Definition	7.1.1	define a promissory note;	*	
7.2	Parties to a promissory note	7.2.1	list the parties to a promissory note;	*	
7.3	Kinds of promissory notes	7.3.1	explain the different kinds of promissory notes;		*

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				K	U	A
7.4	Specimen promissory notes	7.4.1	draw the specimen of a promissory note;			*
7.5	Differentiations between promissory note, bill of exchange, and cheques	7.5.1 7.5.2 7.5.3	differentiate between a promissory note and a cheque; differentiate between a cheque and a bill of exchange; differentiate between a bill of exchange and a promissory note.		* * *	
7.6	Treasury bill	7.6.1 7.6.2	define a treasury bill; describe the characteristics of treasury bills	*	*	
8. Credit instruments <u>Non Negotiable</u> <u>Instruments Bank draft</u> <u>and credit cards</u>		Candidates should be able to:				
8.1	Non Negotiable Instruments	8.1.1 8.1.2	define ‘non-negotiable instruments’; explain characteristics of non-negotiable instruments;	*	*	
8.2	I owe you	8.2.1 8.2.2 8.2.3	define “I owe you”; explain and describe characteristic and parties; draw the specimen of an I owe you	*	*	*
8.3	Postal order	8.3.1 8.3.2 8.3.3	define a postal order; explain the characteristic and parties; draw the specimen of a postal order;	*	*	*
8.4	Money order	8.4.1 8.4.2 8.4.3	define ‘money order’; explain characteristic and parties; draw the specimen of a money order;	*	*	*

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				K	U	A
8.5	Stock Certificate	8.5.1 8.5.2	define stock certificate; explain characteristic parties;	*	*	
8.6	Specimen of a bank draft	8.6.1 8.6.2 8.6.3 8.6.4 8.6.5	define a bank draft; draw the specimen of a bank draft; describe parties of a bank draft; describe kinds of a bank draft; list the parties to bank draft;	* *	 * *	*
8.7	Differentiation between a cheque and a bank draft	8.7.1	differentiate between a cheque and a bank draft;		*	
8.8	Credit & Debit Card	8.8.1 8.8.2 8.8.3 8.8.4	define credit card or plastic money; elaborate the significance and importance of plastic money in modern economy; similarities and differences among debit card, credit card and ATM cards; explain usages of debit card, credit cards and ATM cards.	*	* * *	
9. Letter of credit		Candidates should be able to:				
9.1	Definition of a letter of credit	9.1.1	define commercial letter of credit;	*		
9.2	Parties involved in a letter of credit	9.2.1	describe the parties involved in a letter of credit;		*	
9.3	Kinds of L/C (commercial letter of credit)	9.3.1	explain the different kinds of commercial letter of credit;		*	

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				K	U	A
9.4	Opening of letter of credit	9.4.1	explain the procedure of opening a commercial letter of credit;		*	
9.5	Importance of L/C	9.5.1 9.5.2	explain the importance of a commercial letter of credit; describe the advantages of letter of credit.		* *	
10. Bank advance and funds		Candidates should be able to:				
10.1	Principles of employing bank funds.	10.1.1 10.1.2 10.1.3	describe the principles of investment/principles of employing bank funds; explain precautions of advancing; describe different forms of lending i.e., car financing, overdraft, loans, discounting of bills, credit cards and purchasing bills.		* * *	
10.2	Sources of bank funds.	10.2.1	explain the different sources of bank funds;		*	
10.3	Uses of bank funds.	10.3.1	explain the different uses of bank funds i.e. advancing loans, direct loans, purchase of shares and debentures;		*	
10.4	Cash reserves.	10.4.1	describe cash reserve;		*	
10.5	Factors determining cash reserve	10.5.1	describe the factors that determine the cash reserve of a bank;		*	
10.6	Credit management	10.6.1	explain the 5c's of credit management;		*	

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			K	U	A
10.7	Securities for advances.	10.7.1 define securities for advances 10.7.2 explain characteristic of a good security; 10.7.3 describe types of security; 10.7.4 explain forms of collateral securities (banker lien, pledge, mortgage, hypothecation); 10.7.5 explain types of collateral securities (marketable securities, goods and documents of title, life insurance policy, property, negotiable instruments, guarantee); 10.7.6 explain the different kinds of securities that are offered on a loan.	*	* * * * *	
11. Credit control		Candidates should be able to:			
11.1	Definition of credit control	11.1.1 define credit control; 11.1.2 explain objectives of credit control;	*	*	
11.2	Methods of credit control	11.2.1 describe the different methods of credit control i.e. qualitative control and quantitative control; 11.2.2 describe difficulties of credit control;		* *	
11.3	State bank of Pakistan and its functions and services	11.3.1 explain the role and function of the State Bank of Pakistan; 11.3.2 describe the departments of State Bank of Pakistan; 11.3.3 analyse the importance of the State bank of Pakistan in economic development;		* *	*
11.4	Share capital	11.4.1 define share capital;	*		
11.5	concept of schedule and non schedule banks	11.5.1 differentiate between schedule and non schedule banks;		*	

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			K	U	A
11.6	concept of Islamic banking	11.6.1 11.6.2 11.6.3 11.6.4	define islamization in banking; explain the function of Islamic banking; define Mudaraba and Musharaika. differentiate Mudaraba and Musharaika.	*	*
12. Balance of trade and balance of payment Candidates should be able to:					
12.1	Definitions BOT and BOP	12.1.1 12.1.2 12.1.3 12.1.4	explain the components of balance of payment (current account and capital account); differentiate between balance of payment and balance of trade; identify the components of balance of trade; explain how balance of payment can be improved;	*	*
13. Foreign exchange Candidates should be able to:					
13.1	Concept of foreign exchange	13.1.1 13.1.2	define foreign exchange reserves; define foreign exchange rate;	*	*
13.2	Mechanism to determine exchange rate	13.2.1	explain the mechanism to determine the exchange rate;	*	*
13.3	Factors affecting the foreign exchange rate	13.3.1 13.3.2	identify the factors that effect the foreign exchange rate; explain the transfer of money / remittance;	*	*
13.4	Purchasing power parity theory	13.4.1	explain the purchasing power parity theory;	*	*

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			K	U	A
13.5. Exchange rate	13.5.1 13.5.2 13.5.3	define and describe the external control; explain aims of exchange control; describe control devices of exchange rate; <ul style="list-style-type: none"> • exchange pegging • clearing agreement • standstill agreement • transfer moratorium • block account • exchange equalization fund • exchange rationing • import quota • bank rate 	*	*	
14. Pakistan specialized financial institutions	Candidates should be able to:				
14.1 Objective and functions of financial institutions	14.1.1 14.1.2	describe the objectives and functions of all specialized financial institutions; analyse the role played by these specialized financial institutions in the economic development of the country;		*	*
14.2 ICP / PICIC / NDFC / IMF / World Bank	14.2.1	describe Investment Corporation of Pakistan (ICP); <ul style="list-style-type: none"> • highlights • background • management • resources • functions/services 		*	

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			K	U	A
	14.2.2	describe National Investment Trust (NT); <ul style="list-style-type: none"> • some basic data • background and objectives • kinds of units • registered unit certificates • management • advantages of holding units 		*	
	14.2.3	describe Agricultural Development Bank of Pakistan (ADBP); <ul style="list-style-type: none"> • highlights • background • capital • objectives and services • income tax exemption • management 		*	
	14.2.4	describe Industrial Development Bank of Pakistan (IDBP); <ul style="list-style-type: none"> • introduction / highlights • management • capital • resources • foreign exchange • problems facing the bank • functions 		*	

	14.2.5	describe Pakistan Industrial Credit & Investment Cooperation (PICIC); <ul style="list-style-type: none"> • introduction / highlights • background • management • resources • functions & services • PICIC & merchant banking • PICIC & expansion programs • summary of PICIC's functions 		*	
	14.2.6	describe PICIC commercial bank;		*	
	14.2.7	describe National Development Finance Corporation (NDFC). <ul style="list-style-type: none"> • Introduction / highlights as of 30th June, 1995 • board of directors • NDFC deposit schemes • terms and condition for advancing loans • functions and services 		*	

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			K	U	A
15. Electronic Banking	Candidates should be able to:				
15.1 E-Banking (electronic banking)	15.1.1	define E-banking;	*		
	15.1.2	explain instruments and equipments required in banking;		*	
	15.1.3	explain the advantages or merits of E-banking;		*	
	15.1.4	explain the disadvantages or demerits of E-banking;		*	
15.2 Kinds of E-banking	15.2.1	describe working of the methods(kinds/modes) of E-banking <ul style="list-style-type: none"> • Internet banking • Mobile phone banking (M-Banking) • Telephone banking • PC Banking • ATM banking • Debit and credit card 		*	

NOTES

4. Scheme of Assessment

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No	Topic	No. of Sub-Topic	SLOs			Total
			K	U	A	
1.	Origin and evolution of banking	4	3	7	0	10
2.	Modern banking system and kinds	6	0	5	2	7
3.	Commercial banking	6	2	14	3	19
4.	Bank account	5	2	7	2	11
5.	Central bank	6	5	13	0	18
6.	Credit instrument: cheque and bill of exchange	6	9	21	4	34
7.	Credit instrument; promissory note	6	3	5	1	9
8.	Credit instrument non-negotiable instrument	8	8	11	5	24
9.	Letter of credit	5	1	5	0	6
10.	Bank advances and funds	7	1	13	0	14
11.	Credit control	6	4	8	1	13
12.	Balance of trade and balance of payment	1	1	3	0	4
13.	Foreign exchange	5	4	5	0	9
14.	Pakistan specialized financial institutions	2	0	12	1	13
15.	Electronic banking	2	1	4	0	5
	Total	75	44	133	19	196
	Percentage		22	68	10	

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

Topic No	Topic	No. of Sub Topic	Marks			
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	Total
1.	Origin and evolution of banking	4	2	6	0	8
2.	Modern banking system and kinds	6				
3.	Commercial banking	6	5	6	6	17
4.	Bank account	5				
5.	Central and commercial banks of Pakistan	6				
6.	Credit instrument: cheque and bill of exchange	6	7	8	6	21
7.	Credit instrument; promissory note	6				
8.	Credit instrument non-negotiable instrument	8				
9.	Letter of credit	5	5	8	0	13
10.	Bank advances and funds	7				
11.	Credit control	6				
12.	Balance of trade and balance of payment	1	3	5	0	8
13.	Foreign exchange	5				
14.	Pakistan specialized financial institutions	2	3	5	0	8
15.	Electronic banking	2				
	Total	75	25	38	12	75

Table 3: Paper Specifications

Topic No.	Topic	Marks			
1.	Origin and evolution of banking	MCQs 2 @ 1 Mark CRQs 2 @ 3 Marks each			8
2.	Modern banking system and kinds				
3.	Commercial banking	MCQs 5 @ 1 Mark CRQs 2 @ 3 Marks each *ERQ 1 @ 6 Marks (Choose any ONE from TWO)			17
4.	Bank account				
5.	Central and commercial banks of Pakistan				
6.	Credit instrument: cheque and bill of exchange	MCQs 7 @ 1 Mark CRQs 2 @ 4 Marks each ERQ 1 @ 6 Marks (Choose any ONE from TWO)			21
7.	Credit instrument; promissory note				
8.	Credit instrument non-negotiable instrument				
9.	Letter of credit	MCQs 5 @ 1 Mark CRQs 2 @ 4 Marks each			13
10.	Bank advances and funds				
11.	Credit control				
12.	Balance of trade and balance of payment	MCQs 3 @ 1 Mark CRQ 1 @ 5 Marks			8
13.	Foreign exchange				
14.	Pakistan specialized financial institutions	MCQs 3 @ 1 Mark CRQ 1 @ 5 Marks			8
15.	Electronic banking				
	Total	MCQs 25	CRQs 38	ERQs 12	75

* Extended response question will require answer in more descriptive form. Student will be writing the answer in a paragraph rather than a word or a simple sentence.

4.1 Table 1 indicates the number and nature of SLOs in each topic in class XII. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to understanding (68%) application and higher order skills (10%) in class XII to discourage rote memorization. The same has been reflected in table 1, however, do not translate directly into marks.

4.2 There will be one examination, 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 administrated 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 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.
- 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

- 5.1 As AKU-EB syllabuses focus on understanding and higher order thinking skills, teachers need to encourage activity and problem-based classroom practices.
- 5.2 The following strategies are recommended:
 - 5.2.1 Before starting any topic, teachers should give the relevant information from that topic to build up and recall their previous knowledge if any.
 - 5.2.2 Lecture should be well organised and completed within limited time period with current and practical examples.
 - 5.2.3 To understand the cognitive level of ongoing topics, teacher(s) should provide hard copies of the syllabus to the students.
 - 5.2.4 During lecture, teacher(s) should ask question randomly from the students to assess whether the are understanding or not.
 - 5.2.5 If a teacher feels that a student does not understand, the student should be called to the board to clarify the concept. This will facilitate the student to comprehend more accurately.
 - 5.2.6 Encourage students to present selected and applied topics of the syllabus
 - 5.2.7 Arrange educational trips to different organisations and institutes, i.e. banks and financial institutions.
 - 5.2.8 Assign tasks to the students to search relevant material from other sources, i.e. library, internet and news papers etc.
 - 5.2.9 Organise group discussions among students to share their views about current topics.
 - 5.2.10 Plan to organise meeting of students with different professionals and intellectuals. This will broaden their horizons and boost their confidence levels.

6. Recommended Texts and Reference Materials

Recommended Books

1. Dr. Asim Mehboob Siddiqui. (2007-08). *Part II for Intermediate: Banking*. Karachi: Petiwala Book Depot shop # 08, Raja and Kausar Square, Burns Road Karachi
2. Mohammad Amin Khalid (2007-08) *Part II for Intermediate: Modern Banking* Karachi: K-Be Book Bank, Ahmed Academy Urdu Bazar Karachi
3. Professor Khursheed Siddiqui (2005-06) *Part II for Intermediate An introduction to banking* Karachi :shop # 30 Ghazanfar Academy Pakistan
4. Hafiz Muhammad Sharif (2006-07) *Part II for Intermediate: Principles of banking* Lahore: Azeem Academy, 22-Urdu Bazar Lahore

Reference Books

1. P.H Collin. (2007-2008). *Dictionary of Banking and Finance*. Peter Collin publishing Isbn-10 0948549122.
2. B. S. Sreekantaradhya (2007). *Banking and Finance Deep and deep publication, India* Isbn-10-8176295698.

Reference Materials

1. Newspaper and magazine articles.
2. Booklets from banks, insurance companies, and other commercial institutions.
3. Business documents from commercial organizations such as retailers, wholesalers, banks, insurance companies.
4. Examples of advertising from a range of sources, including the press and television.
5. Commercial information published by government and other public bodies such as the Department for Business Enterprise and Regulators Reform and the Offices of Trading.
6. Information from private-sector organizations such as the Karachi Stock Exchange and the Advertising Standards Association (ASA).
7. Talks by people who work in commerce such as shop managers, finance officers, insurance consultant, property dealers, businessman or bank representatives.

Websites:

The internet provides a vast amount of information from a wide range of sources including businesses, trade associations and government. Search engines such as Google (www.google.com), Yahoo (www.yahoo.com), and Ask Jeeves (www.ask.com) provide good search facilities.

www.bankingandfinancereview.com

www.yahoobanking.com

www.wikipedia.com

www.learnislamicfinance.com

www.bicusa.org

www.elsevier.com

www.bis.org

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

7.1. Definitions 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, summarise, 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: distinguish, 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:

- Define (the term or terms):** Only a formal statement or equivalent paraphrase is required. No examples need to be given.
- List:** Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names.
- Write:** Implies making a list of desired entities or data.

Understanding:

- Compare:** List the main characteristics of two entities clearly identifying similarities (and differences).
- Describe:** Requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
- Differentiate:** Identify those characteristics which always or some times distinguish two categories.
- Draw:** Implies a simple free hand sketch or diagram. Care should be taken with proportions and the clear labelling of parts.
- Explain:** May imply reasoning or some reference to theory, depending on the context.
- Identify:** Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the candidate justifies the choice unless specifically asked to do so.
- Make a relationship:** Put different items together to develop a set of related data.
- Prove:** Propose a base to support the outcome.
- Point out:** Pick out and recognise specific information from a given content and/or situation.
- State:** Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.

Summarise: Write a shorter version of a given text capturing the main points and eliminating detail. The writing must be grammatical and the referent of each statement must be clear.

Application:

Analyse: Use information to relate different features of the components of specified material so as to draw conclusions about common characteristics.

Clarify: Implies further explanation of any given information that elaborates the key components.

Classify: State a basis for categorization of a set of related entities and assign examples to categories.

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.**