



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate
Examination Syllabus

Ethics

Grades XI - XII

(based on National Curriculum 2007)

Published by
Aga Khan University Examination Board
Block - C, IED - PDC, 1-5/B-VII
Federal B. Area, Karimabad, Karachi, Pakistan.

Last Revision December 2010
Latest Revision December 2018

© The Aga Khan University Examination Board, 2018

All rights and entitlements reserved.
This syllabus is developed by Aga Khan University Examination Board for distribution to all its affiliated schools only. No part of this syllabus may be copied, reproduced or used for any other purpose whatsoever without prior written permission of the Aga Khan University Examination Board.

**Higher Secondary School Certificate
Examination Syllabus**

**ETHICS
GRADES XI-XII**

**This syllabus will be examined in both May and
September Examination sessions from May 2021**

Table of Contents	Page No.
Preface	5
Introduction to AKU-EB Syllabi	7
Aims/ Objectives of the National Curriculum (2007)	9
Subject Rationale	10
Concept Map	12
Student Learning Outcomes	13
Summary of Student Learning Outcomes	17
Scheme of Assessment	18
Acknowledgements	19

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

Preface

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

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

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

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

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

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

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

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

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



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

Introduction to AKU-EB Syllabi

1. Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the National Curriculum of Pakistan 2007 and the National Scheme of Studies 2006 – 2007. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the students of the twenty-first century.
3. The syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
4. The topics of the syllabi are grouped into themes derived from the national curriculum. The connection between various themes and topics is highlighted in the ‘**concept map**’ provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.
5. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. It complements the national curriculum by providing enabling SLOs where needed to scaffold student learning.
6. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their subject studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students’ responses.
7. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning and deriving multiple choice questions and constructed response questions on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.

8. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
9. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **examination specification**.
10. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding of the content of the national curriculum and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Aims/ Objectives of the National Curriculum (2007)¹

1. Build character of the students to enable them to play a vital and positive role in the society.
2. Provide students with pure teachings and social skills to bring about a change in their thought and behaviour towards fellow human beings.
3. Understand the primacy of religious teachings and their value in social life.
4. Translate human values into practice, through “role-models” (Therefore, various remarkable and outstanding personalities are included in the curriculum.).
5. Develop etiquettes and mannerism in students.
6. Create and develop students as the responsible members of the society. (For achieving this authentic and relevant material from sacred books of different religions will be included in syllabi. This will enable students to not only enjoy their rights but also discharge their duties and responsibilities in the best possible manner.)
7. Practice and promote socialization among members of all faiths. (For achieving this, some festivals have been included from different religions.)

¹ These objectives have been reproduced from the *National Curriculum document 2007* (p.1) issued by the Ministry of Education, Government of Pakistan, Islamabad

Subject Rationale of AKU-EB Ethics

Why study AKU-EB Ethics?

Ethics is the basis of everyday life; be it personal or professional. The core reason behind teaching ethics is to inculcate a conscious approach to critically think about the problems faced by society. Ethics as a discipline encourages students to reflect on the moral and ethical practices prevalent in the society as well as comparison of different religions in terms of their approach towards ethical standards for the smooth running of the society.

Ethics as a discipline makes an individual aware of other religions being practiced around them and how their teachings are similar towards humanity. Moreover, it also helps in bringing to light the logic and reasoning behind different rituals and practices of different religions. This enables a person to develop a level of understanding and tolerance towards other religious groups which is fundamental to the development of the society.

Further, the discipline not only caters to theories but also brings in live examples of personalities (social and religious) in order to convey a message that the practices (moral and ethical) are not impossible to accomplish, they can be adopted in ones lives and this inturn makes an individual's life fulfilling.

Education is not only to achieve qualifications and degrees, it is also a medium which makes us differentiate between right and wrong, upholds other individuals integrity and live our lives in a manner that we are beneficial to the people, community and society. Ethics as a discipline tries to achieve the said goal of education. Yet, if one wants to study comparative religions, the discipline of Ethics will act a foundation stone.

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 achieve. And finally, the exam specification guides regarding what will be expected in the examination.

What is the concept map telling you?

The struggle for man in life is to conduct oneself in such a manner that his actions are acceptable and justified in terms of ethical behaviour. This is depicted in the concept map as bridge, the person has to cross whenever he/ she is performing any action. The journey of the subject begins by the approach to link theology with that of philosophy as all of the tenets of ethical behaviours are evolved from these branches.

Moreover, theology is the basis of all of the major religions being practiced in Pakistan, the basic knowledge of these religions helps us understand human actions and behaviours and make one realise that the values practiced in a society though are evolved from different religions but are all the same.

These behaviours are adopted and manifested in lives of different personalities, who have left a deep-rooted impact by means of their dedication towards humanity. Learning about their work, lives and how they have changed the society they have lived in, gives an individual encouragement that following ethical values and principles may look tough but it yields a better result for not just an individual but for the society.

ETHICS

MAN

PHILOSOPHY
THEOLOGY &
ETHICS

- Meta-Ethics
- Applied Ethics

RELIGIONS OF
PAKISTAN

- Christianity
- Hinduism
- Sikhism
- Islam
- Zoroastrianism

VALUES

- Social Institutions
- Work Ethics

PERSONALITIES

- Nelson Mandela
- Mother Teresa
- Abdul Sattar Edhi
- Dr. Muhammad Younus
- Jamshed Nusserwanji Mehta

ACTION

Concept Map - HSSC I & II
© Aga Khan University Examination Board

Student Learning Outcomes of AKU-EB HSSC Ethics Syllabus

(Grade XI - XII)

Topics	Student Learning Outcomes		Cognitive levels ²		
			K	U	A
1. Introduction to Ethics	Students should be able to				
1.1 Meta-Ethics	1.1.1	describe Meta-Ethics;		*	
	1.1.2	describe moral relativism;		*	
1.2 Applied Ethics	1.2.1	define various types of Applied Ethics: bioethics, animal ethics, environmental ethics, business ethics;	*		
	1.2.2	analyse the ethical dilemma from the perspective of: a) Kantian's philosophy (good will and moral duty) b) Aristotle's moral philosophy c) Moral Relativism;			*
1.3 Religion and Science	1.3.1	define the terms 'theology' and 'religion';	CA ³		
	1.3.2	describe Edward Burnett Tylor, James George Frazer, Rudolf Otto's views on religion;		*	
	1.3.3	elaborate the scientific process of research, i.e. observation, examination, experiment, testing, validation;		*	
	1.3.4	discuss different models of relationships between religion and science (conflict, discussion, interdependence, independence);		*	
	1.3.5	identify areas where scientific approach and religious approach could differ.		*	

(Note: Ethics will be taught in both Classes XI and XII, but the examination will be conducted at the end of Class XII).

(Note: Dates/years need to be taught only in order to create understanding of the context and linkages and would not be directly assessed).

² K = Knowledge, U = Understanding, A= Application

³ CA = Classroom Activity, not to be assessed under examination conditions

Topic and Sub-topic	Student Learning Outcomes	Cognitive Level		
		K	U	A
2. Religions of Pakistan:	Students should be able to:			
2.1 Islam, Sikhism, Hinduism, Christianity, Zoroastrianism	2.1.1	trace the origins of Islam, Sikhism, Hinduism, Christianity and Zoroastrianism;	*	
	2.1.2	discuss the moral values preached and practiced by the founders and other prominent personalities of the given religions, i.e. a) Prophet Muhammad (PBUH) b) Guru Nanak c) Shri Krishna d) Jesus Christ e) Zarathustra	*	
	2.1.3	describe the following with respect to the teachings of the given religions mentioned in SLO 2.1.1: a) universe and its creation b) concept of worship c) rituals of birth and death d) concept of charity;	*	
	2.1.4	discuss different festivals celebrated in Pakistan with reference to the religions mentioned in SLO 2.1.1;	CA	
	2.1.5	elaborate the teachings of the given religions about character building and knowledge enhancement of human beings;	*	
2.2 Values within Religions	2.2.1	discuss the common teachings in terms of values of the religions mentioned in SLO 2.1.1;	*	
	2.2.2	discuss the importance of inter-faith dialogue in today's society;	*	
2.3 Religion and Society	2.3.1	explain the interrelationship between religion and society;	*	
	2.3.2	suggest ways in which religious teachings can be applied in personal, social and public life.		*

Topic and Sub-topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Values	Students should be able to:				
3.1 Social Institutions	3.1.1	define the term ‘social institution’;	*		
	3.1.2	describe the five basic social institutions, i.e. family, religion, education, economy, and government;		*	
	3.1.3	discuss the essential characteristics and role of these institutions in the development of society:		*	
		a) state institutions b) religious institutions c) economic institutions d) educational institutions			
3.2 Work Ethics	3.2.1	define work ethics;	*		
	3.2.2	exemplify desirable ethical work practices such as honesty and integrity, self- respect and self-discipline, responsibility and accountability, punctuality and respecting the rights of colleagues;			*
	3.2.3	analyse the effects an organisations’ ethical environment have on the performance of individuals and organisations.			*

Topic and Sub-topic	Student Learning Outcomes	Cognitive Level		
		K	U	A
4. Personalities:	Students should be able to:			
4.1 Introduction and Contribution <ul style="list-style-type: none"> Nelson Mandela Mother Teresa Abdul Sattar Edhi Dr. Muhammad Yunus Jamshed Nusserwanji Mehta 	4.1.1	describe the life history of the give personalities;		
	4.1.2	discuss the contributions made by the given personalities towards the betterment of their societies;		
	4.1.3	discuss the moral values demonstrated by the given personalities;		
	4.1.4	suggest ways to practice the exemplary behaviour of the given personalities in the society;		
	4.1.5	discuss the social change brought about by the teachings and work of these personalities in the society;		
	4.1.6	evaluate the conditions of the societies before and after the intervention of these personalities.		

Summary of Student Learning Outcomes

Grade XII

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 Ethics	03	02	06	1	09
2.	Religions of Pakistan	03	00	08	01	09
3.	Values	02	02	02	02	06
4.	Personalities	01	00	04	02	06
Total		09	04	20	06	30
Percentage			11	66	23	100

Scheme of Assessment

Grade XII

Table 2: Exam Specification

Topic No.	Topic	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Introduction to Ethics	04	6 Marks	ERQ 1 @ 5 marks (Choose ONE from any TWO)	
2.	Religions of Pakistan	06	7 Marks		
3.	Values	06	6 Marks		
4.	Personalities	04	6 Marks		
Total		20	25	05	50

Acknowledgements

Aga Khan University Examination Board (AKU-EB) would like to acknowledge the contributions of all those who played an important part in the revision of the AKU-EB HSSC Ethics syllabus.

We would like to thank **Anita Saleem, Specialist, Humanities** along with **Syeda Mohsina Hussain, Subject Specialist, Humanities** and **Amjad Hussain Khan, Specialists, Humanities**, AKU-EB, for taking the **subject lead** during the entire process of revising the **Ethics** syllabus.

We are particularly thankful to the **syllabus revision panel** for their time, commitment and effort in revising the syllabus. The panel included:

- **Shahnaz Rehan**
Aga Khan Higher Secondary School, Karachi
- **Mirza Hadi Ali Baig**
Sir Sultan Muhammad Shah Aga Khan School, Karimabad, Karachi
- **Rafiq Allana**
Aga Khan School Garden, Karachi
- **Shireen Zaman**
Habib Public School
- **Dilnawaz Karanjia**
Bai VirBaijee Soparivala Parsi High School

We also thank the following **post-revision reviewer** for their feedback on relevance of the content, skills and resources of the syllabus:

- **Mohammad Zohaib Hanif**
Specialist, Curriculum and Exam Development

Furthermore, we thank for reviewing the syllabus for **higher education preparedness**, ensuring that the syllabus includes adequate skills and content to effectively prepare students for the next level of education.

- **Dr. Mohsin Hussain Naqvi**
Prof. SZABIST University

In-house Team

- **Final Reviewer and Advisor: Dr Shehzad Jeeva**
Director, AKU-EB
- **Mentor and Guide for Syllabi Review: Dr Naveed Yousuf**
Associate Director, Assessment
- **Syllabi Review Lead: Raabia Hirani**
Manager, Curriculum Development
- **Syllabi Review Facilitator: Banazeer Yaqoob**
Associate, Curriculum Development
- **Lead Specialist Review: Munira Mohammad**
Lead Specialist, Curriculum and Exam Development
- **Administrative Support: Hanif Sharif**
Associate Director, Operations and
Raheel Sadrudin
Assistant Manager, Administration
- **Syllabi Feedback Data Analysts: Tooba Farooq**
Lead Specialists, Assessment
Muhammad Kashif and Muhammad Faheem
Specialists, Assessment
- **Design Support: Hatim Yousuf**
Associate, Communications

We would like to thank the students and teachers of affiliated schools from across Pakistan who gave their valuable feedback at various stages of the review process.

We also thank **Shahid Arwani**, **Anusha Aslam** and **Tabassum Ali**, Assistants, AKU-EB, for their support during data compilation and content compilation. In addition, we thank **Naveed Ashiq Ali** for his support during formatting.