

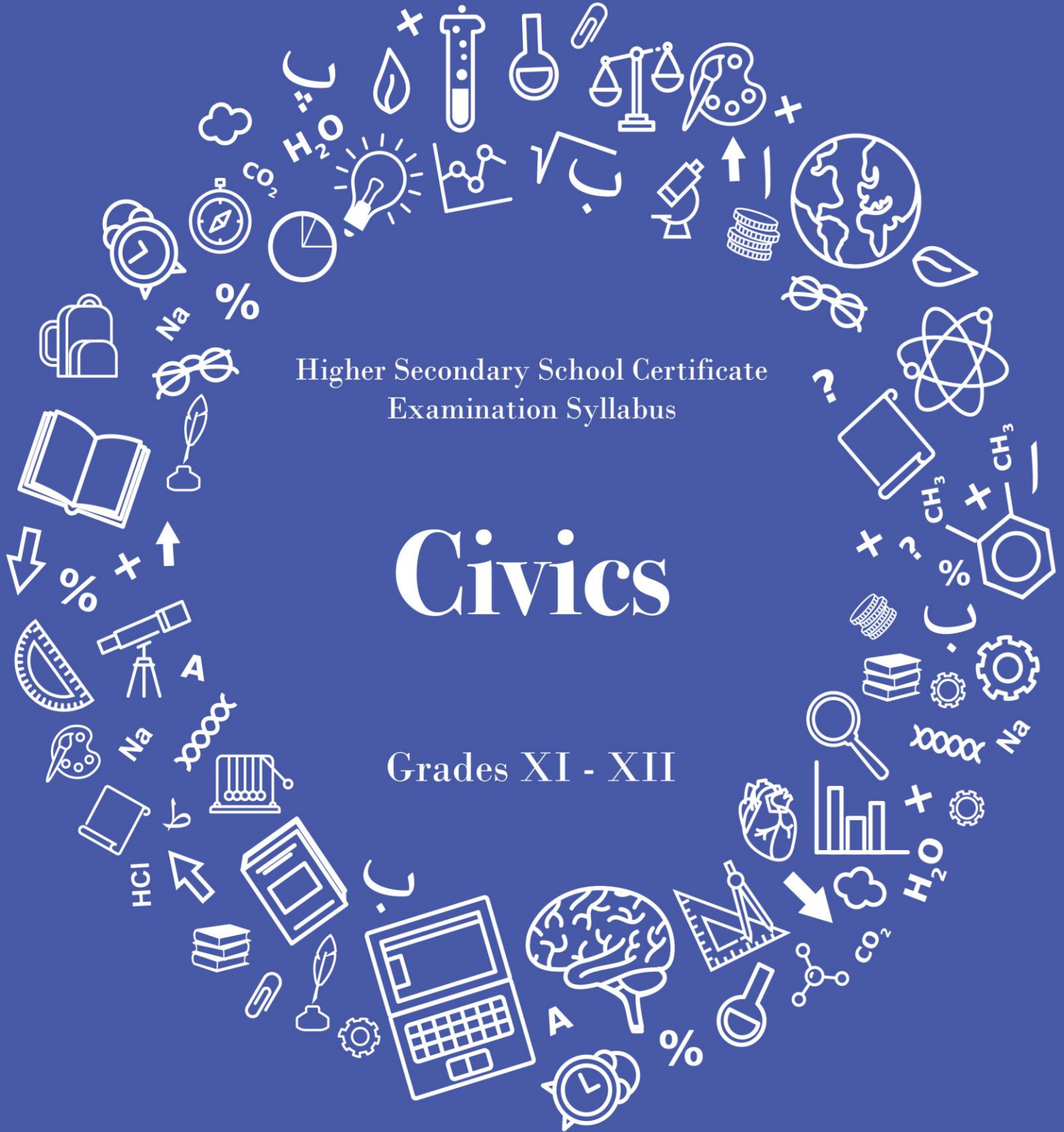


آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate
Examination Syllabus

Civics

Grades XI - XII



FOR ANNUAL EXAMINATION 2023 AND ONWARDS

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**Higher Secondary School Certificate
Examination Syllabus**

**CIVICS
GRADES XI-XII**

**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.



Dr Shehzad Jeeva

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

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

FOR ANNUAL EXAMINATION 2023 AND ONWARDS

Understanding of AKU-EB Syllabi

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

Subject Rationale of AKU-EB Civics

Why study AKU-EB Civics?

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

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

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

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

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

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

How to approach the syllabus?

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

What is the concept map telling you?

In the world where globalisation is prevalent, the individual has to have its own identity and strengths. The walk towards the world is being shown as walking on to the jetty to explore. But before the journey begins, the individual needs to understand what the subject has to offer, which is different from the other subjects. Moreover, how the subject helps one understands the demands of the outside world. This is build up when an individual looks at the core concepts of state, government and constitution in the light of its philosophical and practical implications. This helps in understanding ones role in its own country and the rights enjoyed by an individual further enabling one to ponder on the political dynamics and what parts one can play in these dynamics.

Yet, we are well aware that the history repeats itself and to understand the current situation one needs to be well acquainted with the past. This in our circumstances is to understand the ideological foundations of Pakistan and how it plays its role in the protection of rights while it helps in the formation and implementation of the constitutions. This supports in making of the foreign policy which connects us to the outside world and portrays the country's internal thoughts and beliefs linking it to different world organisations.

Once an individual is equipped with the all the above information, he/ she is ready to sail to the farther end of the world with a strong and deep rooted identity grounded in history and ideology.



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

Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ¹		
			K	U	A
1. Introduction to Civics	Students should be able to:				
1.1 Importance of Civics	1.1.1	describe the importance of civic education in an individuals' life;		*	
	1.1.2	explain the concept of civic education in Islam;		*	
1.2 Civics and the World	1.2.1	describe the scope of civics education with reference to local context;		*	
	1.2.2	explain the role of civic education in developing the sense of global citizenship;		*	
	1.2.3	evaluate the role of civics as a subject in creating harmonised society with equal respect and opportunity for all;			*
1.3 Civics and other Social Sciences	1.3.1	discuss the relationship between civics and other social sciences and humanities subjects, i.e. political science, history, economics, sociology and ethics;		*	
	1.3.2	differentiate civics from other social science subjects in terms of its scope of study.		*	

¹ K = Knowledge, U = Understanding, A = Application and other higher-order cognitive skills
CA = Classroom Activity, not to be assessed under examination conditions

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
2. Civics and Individual	Students should be able to:				
2.1 State	2.1.1	define the term state with reference to Aristotle, Woodrow Wilson, Harold Laski and Garner;	*		
	2.1.2	trace the origin of the state with the reference to: <ul style="list-style-type: none"> • Social Contract Theory: Hobbes, Locke and Rousseau • Divine Origin Theory • The Historical or Evolutionary Theory (John Burgess, J.W. Garner) • Force Theory (David Hume, Franz Oppenheimer; 		*	
	2.1.3	critique the theories of the state, i.e Social Contract Theory, Divine Origin Theory, Evolutionary Theory and Force Theory;			*
	2.1.4	explain the relationship between an individual and a state;		*	
	2.1.5	enlist the responsibilities of an individual in a state;	*		
	2.1.6	describe the functions of a state, i.e. protection of life and property, maintenance of law and order, protection against from external invasion, conservation and development of resources;		*	
	2.1.7	analyse situations when a state does not function properly;			*
2.2 Government	2.2.1	define branches of the government, i.e. executive, legislature and judiciary;	*		
	2.2.2	discuss the interrelationship of branches of government with respect to Pakistan;		*	
	2.2.3	describe parliamentary and presidential systems of government;		*	
	2.2.4	discuss the merits and demerits of the systems of the government;		*	
	2.2.5	assess the feasibility of systems of government with reference to Pakistan;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
2.3 Constitution	2.3.1	describe different components of a constitution;		*	
	2.3.2	discuss the factors that influence the nature of the constitution (Ideology of the country and global values);		*	
	2.3.3	discuss the characteristics of a good constitution;		*	
	2.3.4	evaluate the 1973 Constitution of Pakistan in the light of the qualities of a good constitution.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Citizen and Citizenship	Students should be able to:				
3.1 Introduction	3.1.1	define citizenship;	*		
	3.1.2	compare classical (Aristotle, Machiavelli) and modern concept of citizenship;		*	
3.2 Qualities of Good Citizen	3.2.1	analyze the traits of a good citizen, i.e. self-discipline, individual's responsibility, respect for the rights and decisions of others, concern for the well-being of others, tolerance, ability to compromise and respect authority/ obey the law;			*
3.3 Political Dynamics: Public Opinion	3.3.1	explain the process of the formation of sound public opinion;		*	
	3.3.2	evaluate the role of media in the formation of public opinion, i.e. news reports, political cartoons, political discourse, editorials, talk shows, etc.;			*
3.4 Political Dynamics: Political Parties	3.4.1	evaluate the role of political parties in the formation of public opinion;			*
	3.4.2	explain the merits and demerits of the party-based elections with reference to Pakistan;		*	
	3.4.3	evaluate the role of political parties in the promotion of national unity in Pakistan;			*
3.5 Political Dynamics: Electoral System	3.5.1	discuss types of elections, i.e. primary, general and referendum;		*	
	3.5.2	describe types of voting systems, i.e. plurality/ majority systems, proportional representation systems and semi-proportional systems;		*	
	3.5.3	assess the feasibility of different voting systems with reference to Pakistan;			*
	3.5.4	define the term 'constituencies';	*		
	3.5.5	explain types of constituencies with reference to Pakistan;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	3.5.6	discuss the pre-requisite to become a candidate and voter in the electoral process in Pakistan.		*	

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Part II (Class XII)

Topics and Subtopics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Ideology of Pakistan	Students should be able to:				
4.1 Introduction	4.1.1	discuss the importance of having an ideology for a nation with reference to the Muslims of the subcontinent;		*	
	4.1.2	trace the evolution of the ideology of Pakistan (pre-partition to current status);		*	
4.2 All India Muslim League Efforts towards the creation of Pakistan	4.2.1	discuss the events (Partition of Bengal 1905, Simla Deputation 1906) and the socio-political conditions of the subcontinent that led to the formation of All India Muslim League in 1906;	*	*	
	4.2.2	state the objectives of All India Muslim League at the time of its formation in 1906;			
	4.2.3	explain the reasons that led to the reconciliation between Indian National Congress and All India Muslim League in the 1910s;		*	
	4.2.4	describe the major features of the Lucknow Pact 1916;		*	
	4.2.5	describe the salient features of the Government of India Act 1935;		*	
	4.2.6	discuss the reasons for All India Muslim League's demand for a federation with residuary power vesting in the provinces;		*	
	4.2.7	discuss the reasons for All India Muslim League moving away from the demand of federation to a separate state;		*	
	4.2.8	summarise the demands forwarded by All India Muslim League on 23 rd March 1940;		*	
	4.2.9	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;		CA	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	4.2.10	evaluate the features of the 3 rd June Plan 1947 with reference to the division of the subcontinent.			*

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Topics and Subtopics		Student Learning Outcomes		Cognitive Level		
				K	U	A
5. Constitution of Pakistan		Students should be able to:				
5.1	Different Constitutions of Pakistan	5.1.1	discuss the reasons for the failure of 1956 and 1962 Constitutions of Pakistan;		*	
		5.1.2	evaluate the strength of the three constitutions of Pakistan (1956, 1962 and 1973) in terms of their features;			*
5.2	Social Services in Pakistan	5.2.1	describe the provision of social services to the citizens of Pakistan in education and health;		*	
		5.2.2	discuss the problems faced by the education and health sector in Pakistan;		*	
		5.2.3	evaluate the steps taken by the government of Pakistan for the provision of these basic social services;			*
5.3	Local Self Government in Pakistan	5.3.1	discuss the reasons for the introduction of the local self-government in Pakistan;		*	
		5.3.2	compare the structures of various local self-government introduced in Pakistan with reference to their successes and failures;		*	
5.4	Social Order	5.4.1	define the term ‘social order’;	*		
		5.4.2	describe the terms ‘law’, ‘liberty’, ‘equality’ in relation to social order;		*	
		5.4.3	describe different social institutions of a society, i.e. family, religion, education, government and economy;		*	
		5.4.4	discuss the importance of social order in a society;		*	
		5.4.5	explain the role of an individual and social institutions in maintaining social order in Pakistani society;		*	
		5.4.6	suggest ways by which social order can be maintained in Pakistan;			*

Topics and Subtopics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
5.5	National Integration in Pakistan	5.5.1	describe the problems of national integration in Pakistan;		*	
		5.5.2	suggest ways to strengthen national cohesion and integration in a country.			*

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Topics and Subtopics		Student Learning Outcomes		Cognitive Level		
				K	U	A
6. Foreign Affairs of Pakistan		Students should be able to:				
6.1	Introduction to the Foreign Policy of Pakistan	6.1.1	explain the importance of foreign policy for a state;		*	
		6.1.2	describe the characteristics of the foreign policy of Pakistan;		*	
		6.1.3	analyse the geo-strategic importance of Pakistan;			*
6.2	Pakistan and the World Organisations	6.2.1	describe the structure (organs and agencies) of the given organisations of the world;		*	
		6.2.2	discuss the reasons for the formation of these organisations;		*	
		6.2.3	describe the aims and objectives of these organisations;		*	
		6.2.4	describe the role of Pakistan in these organisations;		*	
		6.2.5	evaluate the success and failure of these organisations with reference to their aims and objectives.			*

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Scheme of Assessment

Grade XI

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Introduction to Civics	03	00	06	01	07
2.	Scope of Civics	03	03	09	04	16
3.	Citizen and Citizenship	05	02	07	05	14
Total		11	5	22	10	37
Percentage			14	59	27	100

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Introduction to Civics	8	Total 6 Marks (2 CRQs)		14
2.	Scope of Civics	21	Total 12 Marks (3 CRQs)	10 Marks Choose any ONE from TWO	43
3.	Citizen and Citizenship	21	Total 12 Marks (3 CRQs)	10 Marks Choose any ONE from TWO	43
Total		50	30	20	100

Grade XII

Table 3: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
4.	Ideology of Pakistan	02	01	10	01	12
5.	Constitution of Pakistan	05	01	10	04	15
6.	Foreign Affairs of Pakistan	02	00	06	02	08
Total		9	2	26	7	35
Percentage			6	74	20	100

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
4.	Ideology of Pakistan	17	Total 10 Marks (3 CRQs)		27
5.	Constitution of Pakistan	23	Total 14 Marks (4 CRQs)	10 Marks Choose any ONE from TWO	47
6.	Foreign Affairs of Pakistan	10	Total 6 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	26
Total		50	30	20	100

- 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 classes XI and 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 (59% and 74%), Application and higher order skills (27% and 20%) to discourage rote memorization. Tables 1 and 3 however do not translate directly into marks.
- There will be two examinations, one at the end of Class XI and one at the end of Class XII.
- In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours.
- Paper I theory will consist of 50 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 50 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/ or form.
- All constructed response questions will be in a booklet which will also serve as an answer script.

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