



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**HISTORY OF PAKISTAN
CLASSES IX-X**

(based on National Curriculum 2002)

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S. No.	Table of Contents	Page No.
	Preface	5
1.	Aims/Objectives of the National Curriculum (2002)	7
2.	Rationale of the AKU-EB Examination Syllabus	7
3.	Topics and Student Learning Outcomes of the Examination Syllabus	10
4.	Scheme of Assessment	24
5.	Teaching-Learning Approaches and Classroom Activities	26
6.	Recommended Texts and Reference Materials	27
7.	Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers	29
	Annex: SSC Scheme of Studies	32

For queries and feedback

Address: AKU-Examination Board
Bungalow No. 233/ E.1 Lines, Daudpota Road, Karachi-Pakistan.

Phone: (92-21) 35224702-09

Fax: (92-21) 35224711

E-mail: examination.board@aku.edu

Website: www.aku.edu/akueb

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 IX and X 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 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 academics, 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 text book 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 SSC syllabuses have been revised to ensure conformity with the new National Curriculum 2006.

We stand committed to all students entering the SSC course as well as those who have recently embarked upon the HSSC course in facilitating their learning outcome. 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

Aims

1. “To analyse the factors responsible for the rise and fall of Muslims.
2. To understand the political status of Muslims during British rule in India.
3. To familiarize the students with the revolutionary movement of Muslims in the subcontinent.
4. To enable the students to draw inspiration from the ideology of Pakistan and Islam.”

General Objectives

1. “To develop a sense of gratitude to Almighty Allah for blessing us with Pakistan.
2. To analyse the socio-political development in historical perspective during 1947-2001.
3. To evaluate the Islamization effort by various governments in the perspective of an Islamic Ideology State.
4. To conclude the lessons learnt from history.
5. To inculcate the qualities of *khudi*, self-reliance, tolerance, research, sacrifice, jihad, martyrdom, modesty and the behaviour pattern of national character.
6. To acquaint with the international role of Pakistan with special emphasis on the Islamic World.”

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 according to which the total marks for the SSC examination have been increased from 850 to 1100 from the year 2008 and onwards. All subjects are to be taught and examined in both classes IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:

¹ Government of Pakistan (2002), *National Curriculum; History of Pakistan, Classes IX-X*, Islamabad, Ministry of Education (Curriculum Wing).

- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex A) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class IX and in Class X;
- (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;

- 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, but not necessarily the same content, to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 8. 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.

2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

2.2 Specific Rationale of the AKU-EB History of Pakistan Examination Syllabus

2.2.1 History is part and parcel of life and the study of history has as its major thrust on improvement of the quality of life and welfare of human beings. This discipline enhances a rational approach towards behaviour and daily life.

2.2.2 In response to shifting global trends and priorities in social development, there is a continuous need to update the syllabus for teaching history at the secondary level. With the need to remain abreast of current developments in mind, AKU-EB, within the ambit of the National Curriculum, has further augmented the History syllabus. Some concepts and contents are restructured and enriched to better meet the needs of our students and to better serve national development.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part I (Class IX)

Topic	Student Learning Outcomes	Cognitive Level ²		
		K	U	A
1. Basis of History[#]	Candidates should be able to:			
1.1. Definition of history	1.1.1 describe history as a social science with reference to cause and effect, reason and consequence; 1.1.2 discuss the usefulness of history in understanding the development of society with reference to the evaluation of historical sources and the identification of possible bias;		*	
1.2. Development of history as a discipline	1.2.1 describe the historical evolution of the discipline of history;		*	
1.3. <i>Difference between primary and secondary sources of history</i>	1.3.1 explain the difference between primary and secondary sources of history; 1.3.2 analyze the importance of primary and secondary resources; 1.3.3 enlist the types of primary and secondary sources and their use	*	*	*
2. Art of writing history in relation to Hadith	Candidates should be able to:			
2.1. Renowned Muslim historians	2.1.1 discuss the salient features of writing about History in relation to Hadith; 2.1.2 discuss the contribution made by Imam Malik; 2.1.3 discuss the contribution made by Muhammad Jarival Tabri; 2.1.4 discuss the contribution made by Allama Ibne-e-Khaldoon;		*	

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).

[#] Rephrased

NOTES

		K	U	A
2.2 <i>Other well-known historians</i>	2.1.5 compare the key features of Al-Beruni and Abu Toger Tabri's contributions;		*	
	2.1.6 draw lessons from renowned historians about the importance of knowledge, wisdom and learning towards human society;			*
	2.2.1 describe the contributions of Ziauddin Burney, Shibli Nomani and Syed Amir Ali.		*	
3. Civilizations of the Past	Candidates should be able to:			
3.1 Definition of culture and civilization	3.1.1 define the terms culture and civilization;	*		
	3.1.2 differentiate between culture and civilization;		*	
	3.1.3 explain the components of culture;		*	
3.2 Development process of civilizations	3.2.1 explain the development process of civilization;		*	
	<ul style="list-style-type: none"> • Paleolithic age • Mesolithic age • Neolithic age 			
3.3 <i>Hunting and gathering period of civilization</i>	3.3.1 describe the sources of food during the hunting and gathering period;		*	
	3.3.2 explain the methods of hunting during the hunting and gathering period;		*	
3.4 <i>Stone Age</i>	3.4.1 list the tools made of stones used for hunting during the Stone Age;	*		
	3.4.2 describe how the development of the concept of community emerged during the Stone Age;	*		
3.5 <i>Bronze Age</i>	3.5.1 describe how the refinement of tools took place during the Bronze period;	*	*	
	3.5.2 give examples of language script development during the Bronze Age;			*
	3.5.3 identify the characteristics of Mehar Garh and Shahi Dum Civilization;		*	
	3.5.4 describe the key features of Indus Valley Civilization;		*	

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		K	U	A	
3.6 <i>Iron Age</i>	3.5.5	identify the common characteristics of Gandhara Civilizations;	*		
	3.5.6	describe the growth of Harappa;	*		
	3.5.7	explain the impact of Greek Civilization on our society;	*		
	3.5.8	describe the city planning of Mohenjodaro and illustrate with a diagram;	*		
	3.6.1	describe how the refinement of tools took place during Iron Age;	*		
	3.6.2	explain and analyse the effect of the arrival of Aryans in Indo-Pak subcontinent.	*		
	3.6.3	analyse how these different civilizations have contributed towards the development of human society;		*	
	3.6.4	explain the main events before 712 AD that led to the advent of Islam;	*		
	3.7. Islamic civilization after 712 A.D.	3.7.1	analyse the strategies of Europeans in relation to the subcontinent;		*
		3.7.2	explain the reasons for the achievements of European Powers;	*	
3.7.3		describe the advent of Islam in Sindh in 712 by Muhammad Bin Qasim;	*		
3.7.4		explain the impact of the arrival of Muslims on politics;	*		
3.7.5		analyse the impact of the arrival of Muslims on trade and commerce;		*	
3.7.6		explain the impact of the arrival of Muslims on language and literature.	*		
4. Muslim Rulers in Subcontinent	Candidates should be able to:				
4.1. Muslim ruling dynasties in present day Balochistan, Sindh, NWFP, Punjab	4.1.1	identify the key features of the Haroon Bin Zara in Balochistan;	*		
	4.1.2	describe the major achievements of Muhammad Bin Qasim;	*		
	4.1.3	explain the impact of Mehmood Ghaznavi's invasion on Indo-Pak subcontinent;	*		
	4.1.4	describe the conquests of north Indus by Shahabuddin Ghauri;	*		
	4.1.5	explain the establishment of the Sultanate of Delhi;	*		
	4.1.6	draw a sketch map showing the extent of Hindustan at the time of the early Muslim ruling dynasties and indicate the main centers of the Ghaznavids, Ghorids, the slave dynasty, the Khiljis, the Tughlaqs, the Syeds and the Lodhis;		*	

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		K	U	A
4.2. Mughal rule in the Indo-Pak subcontinent (1526-1707)	4.2.1		*	
	4.2.2	*		
	4.2.3		*	
	4.2.4		*	
	4.2.5		*	*

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Part-II (Class X)

		K	U	A	
<p>5. The Decline of Muslim rule</p> <p>5.1. Events and causes of the downfall of the Muslims in the subcontinent</p> <p>5.2. The advent of the European Powers and their struggle for supremacy</p> <p>5.3. Struggle against the British (Sirajud Daula, Hyder Ali, Tipu Sultan)</p>	Candidates should be able to:				
	5.1.1	explain the cause of civil wars after the death of Aurangzeb;		*	
	5.1.2	give examples of the impact of in competency of the Mughal rulers in the downfall of the Mughal empire;			*
	5.1.3	describe the role of regional powers i.e. Marathas, Sikhs, Rajputs and Rohaildas in the downfall of the Mughal;		*	
	5.1.4	analyse the impact of the invasion of Nadir Shah and Ahmad Shah Abdali in the downfall of the Mughal;			*
	5.1.5	draw lessons from the fall of Muslims rulers;			*
	5.2.1	describe the strengths and weaknesses of the resistance movement with reference to at least two specific incidents;		*	
	5.2.2	explain the reasons for the supremacy of the British power;		*	
	5.3.1	compare the achievements of Sirajud Daula and Hyder Ali;		*	
	5.3.2	explain as to what Tipu Sultan is famous for;		*	
	5.3.3	identify some major achievements of Hyder Ali against the British.		*	
	<p>6. The Pakistan Movement</p> <p>6.1. Ideology of Pakistan</p> <p>6.2. <i>Two-Nation Theory: a definition</i></p>	Candidates should be able to:			
6.1.1		describe the ideology of Pakistan;	*		
6.2.1		explain the origin of Two-Nation Theory;		*	
6.2.2		describe the main features of Two-Nation Theory;		*	

NOTES

			K	U	A
6.3 Khilafat Movement	6.3.1	explain the cooperation between the Khilafat Movement and the non-cooperation Movement;		*	
	6.3.2	explain the contribution of Deoband Tehrik toward the preservation of Muslim identity;		*	
6.4 Partition of Bengal and its repercussions	6.4.1	describe the Partition of Bengal in 1905;	*		
	6.4.2	discuss the benefits of partition to East Bengal;	*		
	6.4.3	explain the emergence of Bengali nationalism among the Hindus of West Bengal;		*	
6.5 Rise of Muslim League as a popular party	6.5.1	explain the rise of the Muslim League as a popular Muslim party;		*	
6.6 Pakistan Resolution	6.6.1	describe the important features of the Pakistan Resolution;	*		
6.7 Cripps Proposals	6.7.1	explain why the Cripps Proposal was significant;		*	
6.8 Cabinet Mission Plan	6.8.1	describe the unit scheme of the Cabinet Mission Plan-1946;	*		
6.9 Third June Plan and the partition of India	6.9.1	explain the reasoning behind the third June Plan-1947;		*	
6.10 Sir Syed Ahmed Khan as a Muslim reformist	6.10.1	explain the contribution of Sir Syed Ahmed Khan towards the education of the Muslim community;		*	
6.11 <i>Muslim revivalism: Sir Syed Ahmed Khan and Aligarh Movement</i>	6.11.1	discuss the role of Aligarh Movement in the making of Pakistan;		*	

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		K	U	A
6.12 Prominent personalities who contributed to Pakistan Movement (M.A. Jinnah, Allama M. Iqbal, Ch. Rehmat Ali., Sir Aga Khan, Fatima Jinnah, Nawab Waqar-ul-Mulk, Nawab Abdul Latif, Hassan Ali Effendi, Sardar Lal Muhammad Khan, Qazi Essa).	6.12.1		*	
	6.12.2		*	
	6.12.3			*
	6.12.4			*
	6.12.5		*	
	6.12.6		*	
	6.12.7			*
	6.12.8		*	
7. Emergence of Pakistan	Candidates should be able to:			
7.1 Early difficulties/problems for Pakistan after independence	7.1.1	*		
	7.1.2		*	
	7.1.3		*	
	7.1.4		*	
	7.1.5			*
	7.1.6			*

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4. Scheme of Assessment

Class IX

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
1	Basis of History	3	1	4	1	6
2	Art of writing History in relation to Hadith	2	5	3	0	8
3	Civilizations of the Past	7	8	11	6	25
4	Muslims Rulers in Subcontinent	2	4	5	3	12
	Total	14	18	23	10	51
	Percentage		35	45	20	100

Table 2: Allocation of Marks for the Objective Test, Constructed Response Paper and Extended Response Question

Topic No.	Topics	No. of Sub-Topics	Marks			
			Objective Test	Constructed Response Paper	ERQ	Total
1.	Basis of History	3	7	6	7	27
2.	Art of writing History in relation to Hadith	2		7		
3.	Civilizations of the Past	7	18	5	8	48
4.	Muslims Rulers in Subcontinent	2		8		
				9		
	Total	14	25	35	15	75

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
1	Basis of History	MCQs 7 @ 1 Mark CRQ 2 @ 6,7 Marks ERQ 1 @ 7 Marks Choose any ONE from TWO			27
2	Art of writing History in relation to Hadith				
3	Civilizations of the Past	MCQs 18 @ 1 Mark CRQ 3 @ 5,8,9 Marks ERQ 1 @ 8 Marks Choose any ONE from TWO			48
4	Muslim Rulers in the Subcontinent				
Total Marks		MCQs 25	CRQs 35	ERQs 15	75

- Extended response questions (ERQs) will require an answer in more descriptive form. The answer will be in a paragraph rather than a word or a single sentence.

Class X

Table 4: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
5	The Decline of Muslim rule	3	1	6	3	10
6	The Pakistan Movement	12	9	11	3	23
7	The Emergence of Pakistan	1	2	2	2	6
Total		16	12	19	8	39
Percentage			31	49	20	100

Table 5: Allocation of Marks for the Objective Test, Constructed Response Paper and Extended Response Question

Topic No.	Topics	No. of Sub-Topics	Marks			
			Objective Test	Constructed Response Paper	ERQ	Total
5	The Decline of Muslim rule	3	7	8	7	27
				5		
6	The Pakistan Movement	12	10	4	8	48
				8		
7	The Emergence of Pakistan	1	8	5	5	15
				5		
Total		16	25	35	15	75

Table 6: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
1	The Decline of Muslim Rule	MCQs 7@ 1 Mark CRQ1 @ 8 Mark CRQ1 @ 5 Marks ERQ 1 @ 7 Marks Choose any ONE from TWO			27
2	The Pakistan Movement	MCQs 10 @ 1 Mark CRQ 1 @ 4 Marks CRQ1 @ 8 Marks			48
3	The Emergence	MCQs 8 @ 1 Mark CRQ 2 @ 5 Marks			
	Total Marks	MCQs 25	CRQs 35	ERQs 15	75

- Extended response questions (ERQs) will require an answer in more descriptive form. The answer will be in a paragraph rather than a word or a single sentence.

4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes IX and X. The emphasis is on Knowledge and Understanding as compared to Application in History of Pakistan, SLOs under the domain of Understanding i.e. (45% and 49%) and (20% and 20%) respectively.

4.2 There will be two examinations, one at the end of Class IX and one at the end of Class X.

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 The study of history should promote the skills/qualities of creativity, curiosity, engagement with other points of view and a sympathetic understanding of earlier world views. The effort is always to understand why people acted as they did.

5.2 To achieve these outcomes the following strategies are recommended:

- (a) active involvement of students should be encouraged by way of role play, small group discussion and debates
- (b) use of pictures and illustrations should be an important part of the teaching methodology;
- (c) students should be encouraged to research each topic for themselves, pooling ideas, information and opinion and trying to establish which sources are more trustworthy when conflicting information is discovered;
- (d) newspapers should be scrutinized for evidence of bias with attempts to give historical explanations of these biases;
- (e) preparation of charts and reading of maps should be encouraged;
- (f) writing reports on visits to historical monuments.

5.3 The following teaching methods may be equally distributed across the working days or periods.

- (a) field trips to historical sights
- (b) discussions/question-answer sessions
- (c) role playing
- (d) simulation
- (e) declamation/debates
- (f) preparation of models, charts

6. Recommended Texts and Reference Materials

Recommended Book

1. Bajwa, F. N. (2002). *Pakistan: A Historical and Contemporary Look* (Revised edition). Karachi: Oxford University Press.

Reference Books

1. *Tareekh-e-Pakistan*, Lahore, Punjab Textbook Board
2. Hussain, J. (1998). *An Illustrated History of Pakistan* (Books 1 and 2). Karachi: Oxford University Press.
3. Azam, C. M (2002). *Pakistan kay Pachas Saal*. Karachi: Qamar Kitab Ghar.

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10. Zubari, H. A. (2001). *Jadojhed-e-Pakistan*. Karachi: University of Karachi.

Websites

Chapter 1

<http://www.ed.gov/pubs/parents/History/Basics.html>

Chapter 2

<http://www.dur.ac.uk/Classics/histos/1997/walb1.html>

<http://www.britannica.com/eb/article?eu=115323&tocid=58859&query=historiography>

Chapter 3

<http://members.aol.com/Donnclass/indexlife.html>

Chapter 4

http://www.asiatour.com/pakistan/e-01land/ep-lan13_a.htm

<http://www.nmhschool.org/tthornton/mehistorydatabase/mideastindex.htm>

Chapter 5

<http://www.storyofpakistan.com/articletext.asp?artid=A020&Pg=3>

Chapter 6

<http://www.storyofpakistan.com/articletext.asp?artid=A016>

Chapter 7

<http://www.storyofpakistan.com/articletext.asp?artid=A024>

Chapter 8

<http://www.lawresearch.com/v2/global/zpkg.htm>

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

7.1 Definition 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, summarize, 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: differentiate, analyze, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

7.2 Definition of Command Words:

Knowledge

Define: Usually asks for a definition of terms. Only a formal statement of an equivalent phrase is required. No examples need to be given. The answer need not be in the form of a complete sentence.

Account for: Spells out a chronology and shows in what ways the event or circumstance to be accounted for derives from or is dependent on earlier events or alternatively is a departure from expectation attributable to the emergence of a new individual or idea.

- Give an account of:** Asks for a narrative or story and is judged on its chronological accuracy.
- Identify:** Describe with specific examples of how a given term or concept is applied in daily life.
- List:** Requires a number of points, generally each of one word, with no elaboration. Where a given number of points are specified this should not be exceeded.
- State:** Invites a statement of fact. No justification or explanation is expected.

Understanding

- Compare:** List the main characteristics of two entities clearly identifying similarities (and differences).
- Describe:** Is usually an invitation to show understanding of other times and to enter into an empathic appreciation of different behavioural norms and the reasons for them.
- Differentiate/Distinguish:** Identify those characteristics which are the defining features of two concepts or phenomena.
- Discuss:** Requires candidates to give a critical account of the points involved in the topic. There should be an introductory paragraph setting the scene, like points should be drawn together in paragraphs in the body of the text and lead to a conclusion which follows reasonably from the central section.
- Explain:** Should include reference to individual motives and social pressures and indicate how it came about that either the individual, a small group with a big idea or the wider society shaped events.
- Give examples of:** Has the form of a list but it is usually expected that each example listed will have a sentence or two of explanation of why it can be said to be an example of the category required.
- Relate** Describe how events depend upon, follow from or are part of a greater whole.

Application

- Analyse:** Goes beyond the facts of the case to spell out the relationships between men, ideas and circumstances and in particular to differentiate cause from effects. A good answer will make it clear which relationships are matter of fact and which are conjecture or hypothesis, e.g. X was Y's son but whether he was a loving son we cannot be sure; both X and Y fought for independence but their private motives for doing so appear to have been very different.
- Draw a sketch map:** A successful response has five attributes: the shape of the area is recognizable, the scale is given in sensible units, north is indicated, salient topographical features are symbolized and of course the relative positions of key locations are approximately correct.
- Evaluate:** Is based on analysis but goes beyond analysis to reach a judgment of value or worth, e.g. "...as Mogul emperors go X was a good emperor because".

SSC Scheme of Studies³

AKU-EB as a national board offers qualifications for both English medium and Urdu medium schools. The revised SSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. Accordingly, each SSC subject will be taught across both the classes IX and X. The first SSC-I part wise (Class IX) examination was held in May 2008 and SSC-II (Class X) in 2009. The Science group and Humanities group subjects are offered at SSC level. The marks allocated to subjects in the revised National Scheme of Studies of September 2007 have been followed.

SSC I and II (Class IX and X) subjects on offer for examination

SSC Part-I (Class IX) Science Group

Subjects	Marks		
	Theory	Practical	Total
English	75	-	75
Urdu OR History and Geography of Pakistan ^a OR Urdu-I ^b	75	-	75
Islamiyat OR Ethics ^c	50	-	50
Pakistan Studies	50		50
Mathematics	75	-	75
Physics	65	10	75
Chemistry	65	10	75
Biology OR Computer Science	65	10	75
Total:	520	30	550

SSC Part-II (Class X) Science Group

Subjects	Marks		
	Theory	Practical	Total
English	75	-	75
Urdu OR History and Geography of Pakistan ^a OR Sindhi Aasan ^b	75	-	75
Islamiyat OR Ethics ^c	50		50
Pakistan Studies	50	-	50
Mathematics	75	-	75
Physics	65	10	75
Chemistry	65	10	75
Biology OR Computer Science	65	10	75
Total:	520	30	550

- Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the board's approval.
- Candidates from the province of Sindh may appear in "Urdu-I" in SSC Part I and in "Sindhi Aasan" in Part II examination.
- For non-Muslim candidates only.

³ Government of Pakistan September 2007 and May 2003. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

SSC Part-I (Class IX) Humanities Group

Subjects	Marks
English	75
Urdu OR History and Geography of Pakistan ^a OR Urdu-I ^b	75
Islamiyat OR Ethics ^c	50
Pakistan Studies	50
General Mathematics	75
Any three of the following Elective Subjects	225 (75 each)
1. Geography	
2. General Science	
3. Computer Science (65+10 practical)	
4. Economics	
5. Civics	
6. History of Pakistan	
7. Sindhi Elective	
8. Elements of Home Economics	
9. Food and Nutrition (65+10 practical)	
10. Art & Model Drawing	
11. Business Studies	
12. Environmental Studies	
13. English Literature ^d	
14. Commercial Geography ^d	
Total:	550

SSC Part-II (Class X) Humanities Group

Subjects	Marks
English	75
Urdu OR History and Geography of Pakistan ^a OR Sindhi Aasan ^b	75
Islamiyat OR Ethics ^c	50
Pakistan Studies	50
General Mathematics	75
Any three of the following Elective Subjects	225 (75 each)
1. Geography	
2. General Science	
3. Computer Science (65+10 practical)	
4. Economics	
5. Civics	
6. History of Pakistan	
7. Sindhi Elective	
8. Elements of Home Economics	
9. Food and Nutrition (65+10 practical)	
10. Art & Model Drawing	
11. Business Studies	
12. Environmental Studies	
13. English Literature ^d	
14. Commercial Geography ^d	
Total:	550

- a. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the board's approval.
- b. Candidates from the province of Sindh may appear in "Urdu-I" in SSC Part I and in "Sindhi Aasan" in Part II examination.
- c. For non-Muslim candidates only.
- d. Subject will be offered as Additional Subject.