



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

## Secondary School Certificate Examination Syllabus

### **CIVICS** **CLASSES IX-X**

(based on National Curriculum 2002)

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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 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)<sup>1</sup>

The National Curriculum for Civics outlines the following aims and objectives:

### Aims

1. “To transmit traditional values in consonance with the modernity.
2. To develop critical appraisal of other cultures and ideologies.
3. To comprehend the consequences of imperialism and colonialism and the significance of independence.
4. To promote the unity of Muslim Ummah in the world.
5. To develop and practice the spirit of the ideology of Pakistan and Islam.

### Objectives

1. To develop understanding of the social nature and significance of civics, its key concepts and civic life.
2. To emphasize learning of related themes in a way that encourages creativity, curiosity, observation, exploration and questioning.
3. To create awareness of the nature of civic life and the relationship between civics and other social sciences.
4. To inculcate a strong sense of gratitude to Almighty Allah for his blessings providing us an independent state.
5. To promote understanding about the ideology of Pakistan and the struggle of Muslims for an independent Islamic state.
6. To inculcate the behaviour patterns of national character, and qualities of a good citizen, self reliance, patriotism and leadership.
7. To create a strong sense of national unity, integration and cohesion.
8. To prepare students as future citizens, conscious of their positive role in an Islamic society and the world at large.”

## 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:

- (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;

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<sup>1</sup> Government of Pakistan (2002), *National Curriculum; Civics Classes IX-X, Islamabad*, Ministry of Education (Curriculum Wing)

- (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 Civics Examination Syllabus

- 2.2.1 Civics is part and parcel of life and the study of Civics has its major thrust on improvement of the quality of life and welfare of human beings. This discipline enhances the approach towards rational behaviour and daily life.
- 2.2.2 In response to shifting global trends and priorities in an era of scientific and technological advancements there is a continuous need to update the syllabus for teaching Civics at the secondary level. With the need to remain abreast of current developments, AKU-EB, while remaining within the ambit of the National Curriculum, has further augmented the Civics syllabus.
- 2.2.3 *The topics added to the national syllabus are, Role of a citizen with specific reference to Global Village, the Citizen and Daily life issues, Citizenship, Rights and Responsibility, Role of Government and State, Implementation Issues of Devolution plan, Social Welfare Institutions/ NGOs and their role at basic level, social interactions and the new discoveries in IT and mass media, Relations with International Organizations e.g. U.N, OIC, ECO, SAARC, Commonwealth and Pakistan and its neighbours. These topics will serve for better understanding about different concepts of civic life and recent trends in the subject.*
- 2.2.4 Civics goes beyond the cognitive level to deal with social values and attitudes. From the earliest stages of the course it is important to respect students' opinions while helping them to develop a rationale for their opinions.

### 3. Topics and Student Learning Outcomes of the Examination Syllabus

#### Part I (Class IX)

Topic	Student Learning Outcomes	Cognitive Level <sup>2</sup>		
		K	U	A
<b>1. Introduction of Civics</b>	<b>Candidates should be able to:</b>			
1.1. Definition	1.1.1 define Civics;	*		
	1.1.2 describe usefulness of Civics as a subject to fulfill the needs of society;		*	
	1.1.3 describe how civics can improve the citizenship;		*	
	1.1.4 identify the common terms used in Civics; e.g. society, state, government, democracy;		*	
1.2. Nature and Scope Relationship with other subjects	1.2.1 identify different aspects of Civics in every day life; e.g. the rule of law, Pakistani identity, patriotism, family values and networks;		*	
	1.2.2 state the nature of civic relationships within various groups;	*		
	1.2.3 distinguish Civics from Sociology, Ethics, Economics, History and Human Geography;		*	
	1.2.4 explain the priorities of civic relationships in a specific social setup;		*	
1.3. Significance of civics in society and in <i>Pakistan's context</i>	1.3.1 analyse the significance of civics specially keeping in view the Pakistani cultural context;			*
	1.3.2 discuss the benefits to the young citizens of Pakistan of being educated in their civic responsibilities.		*	

<sup>2</sup> 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
<b>2. #Human Interaction Individuals in Interactions)</b>	<b>Candidates should be able to:</b>			
2.1. Social interaction at micro and macro Level:	2.1.1 define social interaction; 2.1.2 identify the basic unit of social interaction	*	*	
2.2. Family	2.2.1 explain the origin of the institution of family 2.2.2 discuss and characterize the different types of family 2.2.3 illustrate the importance and various functions of family 2.2.4 examine the role of individual for the betterment of the family and its impact on society		*	*
2.3. Community	2.3.1 define community; 2.3.2 explain the nature and significance of community; 2.3.3 discuss the role of family in community;	*	*	*
2.4. Society	2.4.1 define society; 2.4.2 elaborate the relation between an individual and society and society and state; 2.4.3 analyse the role of an individual for the development of civil of society	*	*	*
2.5. Nation & Umah	2.5.1 define the terms nation ,Ummah and international Community; 2.5.2 distinguish among nation, Ummah and international community; 2.5.3 explain the typical structure of civic relationships within various groups at micro level; 2.5.4 analyse the value, behaviour and the pattern of society based on Islam; 2.5.5 evaluate the characteristics of society developed by Muslim Ummah.	*	*	*

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# Rephrased

**NOTES**

		<b>K</b>	<b>U</b>	<b>A</b>
<b>3. State</b>	<b>Candidates should be able to:</b>			
3.1 What is a state?	3.1.1 define the term state; 3.1.2 describe the structural aspects of the state e.g. legislature, police, courts, tax offices;	*	*	
3.2 Significance of a state.	3.2.1 describe the significance of a state; 3.2.2 appraise how the proper functioning of state is significant for improvement of society;		*	*
3.3 Constitutional elements of a state.	3.3.1 identify the elements of a state; 3.3.2 explain the relationship of territorial jurisdiction with the existence of state; 3.3.3 explain the relationship of population with the development of society; 3.3.4 appraise the role of government in delivering the benefits of state to the members of society; 3.3.5 explain the relationship of sovereignty with the other elements of state;		*	*
3.4 Islamic state and its functions.	3.4.1 describe the basics of an Islamic state; 3.4.2 differentiate between an Islamic state and a national state; 3.4.3 explain the functions of an Islamic state; 3.4.4 appraise how the Islamic state improves the civic relationship;		*	*
3.5 Welfare state	3.5.1 define a welfare state; 3.5.2 demonstrate how an Islamic state is an ideal welfare state; 3.5.3 explain how an Islamic welfare state fills the gaps in the modern welfare state; 3.5.4 explain the ideal concepts of Islam and issues in their implementation;	*	*	*
3.6 Mass media and state	3.6.1 discuss the role of mass media in carrying out the functions of state; 3.6.2 analyse how mass media is influencing the state functions in Pakistan.		*	*

**NOTES**

		<b>K</b>	<b>U</b>	<b>A</b>			
<b>4. Rights and Responsibilities</b>	<b>Candidates should be able to:</b>						
		4.1. Rights and responsibilities- An introduction	4.1.1	define the term rights;	*		
			4.1.2	explain the meaning of responsibilities;		*	
			4.1.3	compare and contrast the responsibilities and duties Taxes Obeying laws Being an informed citizen Voluntary services			*
			4.1.4	illustrate practical examples of rights in a society			*
		4.2. Islamic perspective	4.2.1	describe the Islamic concept of rights and responsibilities;		*	
			4.2.2	appraise how the rights and responsibilities within Islamic society promote democratic culture;			*
		4.3. Constitutional perspective	4.3.1	explain the principles of human rights		*	
			4.3.2	describe the constitutional rights of Pakistani citizens;		*	
			4.3.3	explain the government responsibilities, laid down in the 1973 Constitution, in connection with the welfare of citizens;		*	
			4.3.4	discuss the issues related to constitutional rights of citizens in Pakistan;		*	
		4.4. Human rights	4.4.1	explain how human rights are covered in the 1973 constitution;		*	
			4.4.2	discuss the current developments and activities in your locality which support human rights in Pakistani society.		*	

**NOTES**

		K	U	A
<b>5. Citizen and Citizenship</b>	<b>Candidates should be able to:</b>			
5.1. Citizen and citizenship-An introduction.	5.1.1 define the term citizen; 5.1.2 describe the nature of citizenship; 5.1.3 discuss the process of becoming a citizen Native born naturalization 5.1.4 distinguish between national and alien citizens;	*	* *	
5.2. Islamic perspective	5.2.1 describe the nature of citizenship in Islamic perspective; 5.2.2 explain the role of a citizen in an Islamic society; 5.2.3 describe the main characteristics of good citizenship in an Islamic state;		* * *	
5.3. <i>Role of a citizen with specific reference to global village</i>	5.3.1 explain the role of a citizen in the global village; 5.3.2 give examples of tolerance while dealing with people belonging to different race, colour and creed;		*	*
5.4. <i>The citizen and daily life issues</i>	5.4.1 explain and apply citizenship concepts to everyday life ; equality of all citizens under the law worth and dignity of individuals in a democratic society majority/minority rights individual freedoms patriotism volunteerism 5.4.2 suggest ways to improve civic well being in Pakistan in relation to traffic control, environmental pollution, gender disparity and intolerance.		*	* *

**NOTES**

		<b>K</b>	<b>U</b>	<b>A</b>
<b>6. Government-Pakistan's perspective</b>	<b>Candidates should be able to:</b>			
6.1. Definition and significance of government	6.1.1 define the term government; 6.1.2 describe the significance of government;		*	
6.2. Organs and forms of government with reference to Pakistan	6.2.1 differentiate between state and government; 6.2.2 identify various forms of government; 6.2.3 explain the purpose of government; 6.2.4 explain the role of executive, legislature and judiciary in Pakistan; 6.2.5 explain the impact of a weak judicial system on the civic life of Pakistani people; 6.2.6 discuss how successful the legislature has been in establishing the proper laws to streamline society;		*	
6.3. Good governance	6.3.1 describe the characteristics of good governance; 6.3.2 analyse the implementation of good governance in Pakistan;		*	*
6.4. Governments role and functions in Islamic perspective	6.4.1 explain the role of Government in Islamic perspective; 6.4.2 explain the role of an Islamic government in fulfilling the basic needs of the members of society;		*	
6.5. Democracy	6.5.1 explain the benefits of a democratic government;		*	
6.6. Dictatorship	6.6.1 differentiate between democracy and dictatorship; 6.6.2 suggest ways for the success of democracy in Pakistan.		*	*

**NOTES**

**Part II (Class X)**

		<b>K</b>	<b>U</b>	<b>A</b>
<b>7. Constitutional Development in Pakistan</b>	<b>Candidates should be able to:</b>			
7.1 Constitution-what is it?	7.1.1 define the term constitution; 7.1.2 discuss why constitution is important for a state; 7.1.3 identify different forms of constitution;	*	*	
7.2 Objectives Resolution	7.2.1 state the key features of the Objectives Resolution; 7.2.2 explain the importance of the Objectives Resolution in the constitutional development of Pakistan;	*	*	
7.3 Constitutional development	7.3.1 critique the historical development of constitutions in Pakistan; 7.3.2 describe the salient features of the 1956 Constitution; 7.3.3 describe the salient features of the 1962 Constitution; 7.3.4 explain the Islamic provisions of the 1973 Constitution; 7.3.5 analyze why there was so much constitutional change between 1956 and 1973;		*	*
7.4 <i>Implementation issues</i>	7.4.1 explain implementation issues with reference to various constitutions in Pakistan; 7.4.2 analyze the constitutional events that led to the separation of East Pakistan.		*	*

**NOTES**

		K	U	A
<b>8. #Local and District Government in Pakistan (Local Government in Pakistan)</b>	<b>Candidates should be able to:</b>			
8.1 The meanings and nature of local-self government	8.1.1 investigate and identify the structure and membership of (i) local Government; (ii) union council; (iii) district government;			*
	8.1.2 describe the functions of union council, town government and district government;		*	
	8.1.3 explain how hierarchy as an organisational principle relates to the structure of government;		*	
8.2 The historical background of local-self government in Pakistan	8.2.1 describe the brief history of local and district governments in Pakistan;		*	
8.3 Devolution of power plan	8.3.1 appraise the impact of the Devolution of Power Plan in the context of decentralization of authorities at basic level;			*
	8.3.2 explain the barriers in implementing the Devolution of Power Plan;		*	
8.4 <i>Social welfare institutions/ NGOs and their role at basic level</i>	8.4.1 explain the role of social welfare institutions in Pakistan to provide facilities at the basic level;		*	
	8.4.2 evaluate the role of civil society organisations in uplifting the community life in Pakistan and			*
	8.4.3 suggest ways how can civil society organizations improve their performance.			*

**NOTES**

		<b>K</b>	<b>U</b>	<b>A</b>
<b>9. Ideology of Pakistan and Pakistan Movement</b>	<b>Candidates should be able to:</b>			
9.1. Ideology of Pakistan	9.1.1 define the term ideology ; 9.1.2 explain the ideology of Pakistan; 9.1.3 explain Two-Nation Theory;	*	*	
9.2. Significance of ideology of Pakistan for welfare state	9.2.1 appraise the significance of Ideology of Pakistan for the Muslims of Indo- Pak subcontinent; 9.2.2 appraise how the Ideology of Pakistan is significant in making Pakistan a welfare state;			*
9.3. National Integration and Cohesion	9.3.1 discuss the welfare aspects of citizenship in Pakistan in comparison to other welfare states; 9.3.2 suggest how the Ideology of Pakistan can play a vital role for national integration and cohesion;		*	*
9.4. Role of important personalities in Pakistan Movement	9.4.1 appraise the role of Quaid-e-Azam Muhammad Ali Jinnah in achieving an independent Muslim state; 9.4.2 discuss the efforts of Sir Syed Ahmed Khan in providing a leadership for Pakistan through education; 9.4.3 appraise the role of Allama Muhammad Iqbal in Pakistan movement;		*	*

**NOTES**

		<b>K</b>	<b>U</b>	<b>A</b>
9.5. Major events of Pakistan Movement Formation of Muslim League Muhammad Ali Jinnah's 14-points Pakistan Resolution June 3 <sup>rd</sup> Plan and Emergence of Pakistan Initial problems faced by Pakistan	9.5.1 describe how Muslims developed a political platform which led to the formation of Muslim League; 9.5.2 explain the significance of Quaid's 14 points as a set of issues in achievement of an independent homeland; 9.5.3 explain the significance of Pakistan Resolution in Pakistan movement; 9.5.4 state the details of 3 <sup>rd</sup> June Plan; 9.5.5 describe the initial problems faced by Pakistan after its emergence.	*	*	
<b>10. Pakistan and its neighbours</b>	<b>Candidates should be able to:</b>			
10.1. Relations with neighbouring countries: China, Iran, India, Afghanistan	10.1.1 name the countries which border Pakistan; 10.1.2 explain the strengths and issues in relations with Afghanistan and Iran ; 10.1.3 identify the benefits of Pakistan's strong relations with China; 10.1.4 evaluate the future prospects of good neighbourly relations with India; 10.1.5 discuss the importance of Pakistan's growing relations with Central Asian countries;	*	*	*
10.2. <i>Foreign relations with international Organizations e.g. U.N, OIC, ECO, SAARC, Commonwealth</i>	10.2.1 describe the major functions of U.N; 10.2.2 explain the role of SAARC in developing positive relationships among the countries of South Asia; 10.2.3 explain the role of OIC in solving the issues in the Muslim world; 10.2.4 name the members of ECO; 10.2.5 explain the role of Commonwealth in economic development of Pakistan; 10.2.6 analyze the pivotal role of Pakistan in the post 9/11 period.	*	*	*

**NOTES**

#### 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	Introduction of Civics	3	2	7	1	10
2	Human Interaction	5	4	8	6	18
3	State	6	2	12	6	20
4	Rights and Responsibilities	4	1	8	3	12
5	Citizen and Citizenship	4	1	8	3	12
6	Government-Pakistan's Perspective	6	0	13	2	15
<b>Total</b>		<b>28</b>	<b>10</b>	<b>56</b>	<b>21</b>	<b>87</b>
<b>Percentage</b>			<b>12</b>	<b>64</b>	<b>24</b>	<b>100</b>

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

Topic No.	Topics	No. of Sub-topics	Marks			Total
			Objective Test	Constructed Response Paper	ERQ	
1	Introduction of Civics	3	3	4	5	34
2	Human Interaction	5	5	4		
3	State	6	5	8		
4	Rights and Responsibilities	4	5	6	5	41
5	Citizen and Citizenship	4	7	8		
6	Government-Pakistan's Perspective	6	5	5		
<b>Total</b>			<b>30</b>	<b>35</b>	<b>10</b>	<b>75</b>

**Table 3: Paper Specifications for Examination**

Topic No.	Topics	Marks Distribution			Total Marks
1	Introduction of Civics	MCQs 13 @ 1 Mark CRQs 2 @ 8 Marks each *ERQ 1 @ 5 Marks Choose any ONE from TWO			34
2	Human Interaction				
3	State				
4	Rights and Responsibilities	MCQs 17 @ 1 Mark CRQs 2 @ 10, 9 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			41
5	Citizen and Citizenship				
6	Government-Pakistan's Perspective				
<b>Total Marks</b>		<b>MCQs 30</b>	<b>CRQs 35</b>	<b>ERQs 10</b>	<b>75</b>

- Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph rather than a word or a single sentence.
- \* There will be TWO questions and the candidates will be required to attempt any ONE by making a choice out of the TWO.

**Class X**

**Table 4: Number of Student Learning Outcomes by Cognitive Level**

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
7	Constitutional Development in Pakistan	4	2	7	3	12
8	Local and District Government in Pakistan	4	0	4	4	8
9	Ideology of Pakistan and Pakistan Movement	5	2	8	5	15
10	Pakistan and its neighbors	2	2	7	2	11
	<b>Total</b>	<b>15</b>	<b>6</b>	<b>26</b>	<b>14</b>	<b>46</b>
	<b>Percentage</b>		<b>13</b>	<b>57</b>	<b>30</b>	<b>100</b>

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

Topic No.	Topics	No. of Sub-topics	Marks			Total
			Objective Test	Constructed Response Paper	ERQ	
7	Constitutional Development in Pakistan	4	6	8	5	34
8	Local and District Government in Pakistan	4	7	8		
9	Ideology of Pakistan and Pakistan Movement	5	10	10	5	41
10	Pakistan and its neighbors	2	7	9		
	<b>Total</b>	<b>15</b>	<b>30</b>	<b>35</b>	<b>10</b>	<b>75</b>

**Table 6: Paper Specifications for Examination**

<b>Topic No.</b>	<b>Topics</b>	<b>Marks Distribution</b>			<b>Total Marks</b>
7	Constitutional Development in Pakistan	MCQs 13 @ 1 Mark CRQs 2 @ 8 Marks each *ERQ 1 @ 7 Marks Choose any ONE from TWO			34
8	Local and District Government in Pakistan				
9	Ideology of Pakistan and Pakistan Movement	MCQs 17 @ 1 Mark CRQs 2 @ 10, 9 Marks each *ERQ 1 @ 5 Marks Choose any ONE from TWO			41
10	Pakistan and its neighbors				
<b>Total Marks</b>		<b>MCQs</b> <b>30</b>	<b>CRQs</b> <b>35</b>	<b>ERQs</b> <b>10</b>	<b>75</b>

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

\* There will be TWO questions and the candidates will be required to attempt any ONE by making a choice out of the TWO.

4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes IX and X. In Civics the emphasis is on building a sound knowledge base of the students. There are more SLOs for Understanding (64% and 57%) in both the classes IX and X so that students are able to describe and identify the relevance of the subject with their personal lives and national development.

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

4.2 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administered within 3 hours.

4.3 Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.

4.4 Paper II theory will carry 45 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.

4.5 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 Teaching and learning approaches should foster a sense of understanding and respect, and sensitize students with emotions and feelings of tolerance towards others.
- 5.2 Students should be taught through moral stories, dramas, skits and role play activities. They can also discuss and debate upon the moral issues derived from these activities with expected consequences and impact on individual life and on society as a whole.
- 5.3 Teachers may also engage students in project work, group discussions on images and pictures from the newspapers and magazines that depict moral issues and problems. Experiential learning be encouraged through community service and field work.
- 5.4 Customs and traditions of various communities, to which the students belong, may be celebrated to create a sense of awareness, respect and understanding of diversity and cultural pluralism
- 5.5 Teaching approaches be geared towards fostering creativity, intellectual curiosity, generating activity-based feelings of cohesion, unity, discipline, love and respect for others and for maintaining a good civic sense
- 5.6 Students should be encouraged to engage in the following activities to stimulate their interest in the topics being studied and to develop a better understanding of the syllabus content:
  - (a) Make charts, graphs, tables:
    - Make charts showing imports and exports of Pakistan.
    - Prepare organizational charts of education in the country.
    - Make chart showing essential characteristics of a welfare state
  - (b) Visit and write reports or make presentations on places visited:
    - Historical places.
    - Assembly sessions
    - Rivers, mountains, fields, forests, mines, canal headwork.
    - Cultural festivals
    - Shrines of well known saints.
    - Urban areas where development is taking place.
    - Museums, industries, factories, cultural centres and meals.

## 6. Recommended Texts and Reference Materials

### Recommended Books

1. Punjab Textbook Board. (2007). *Civics for Classes IX and X*. Lahore: Punjab Textbook Board.

### Reference Books

1. Prof. Mazhar-ul-Haq. (2003). *Civics of Pakistan*, Lahore: Bookland.
2. Dr. Prof. Sarwar, M. (2004). *Principles of Political Science*. Lahore: Ilmi Kutab Khana.
3. Dr. Prof. Sheikh, M. H. (2007). *Civics (Urdu Version)*. Lahore: Punjab Textbook Board.

### Websites

#### Chapter 1

1. <http://www.wordiq.com/definition/Civics>
2. <http://www.freesearch.co.uk/dictionary/civics>
3. <http://www.hyperdictionary.com/dictionary/civic>

#### Chapter 2

4. <http://www.hyperdictionary.com/dictionary/civic>

#### Chapter 3

5. <http://www.hyperdictionary.com/dictionary/civic>
6. [http://www.wordiq.com/definition/Islamic\\_republic](http://www.wordiq.com/definition/Islamic_republic)

#### Chapter 4

7. <http://www.abanet.org/irr/home.html>
8. <http://homepages.wmich.edu/~eteviotd/codicology/rights.html>

#### Chapter 5

9. <http://www.wordiq.com/definition/Citizenship>

## 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**

- |                                   |  |
|-----------------------------------|--|
| <b>Write:</b>                     | Implies making a list of desired entities or data.   |
| <b>Explain:</b>                   | May imply reasoning or some reference to theory, depending on the context.   |
| <b>List:</b>                      | Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names. |
| <b>Define (the term or terms)</b> | Only a formal statement or equivalent paraphrase is required. No examples need to be given.                        |

- Study:** Concentrate on the given tax or examples.
- State:** Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained ‘by inspection’.

## **Understanding**

- Compare:** Draw a conclusion which is not explicitly stated in the given material.
- Differentiate:** Identify those characteristics which always or some times distinguish two categories.
- 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.
- Point out:** Pick out and recognise specific information from a given content and/or situation.
- 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.
- 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.
- Conceptualise:** Make an understanding on given topic with help of examples, graphs and data, etc.

## **Application**

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

<b>Conclude:</b>	Draw a conclusion which is not explicitly stated in the given material.
<b>Exemplify:</b>	Give examples with an accompanying explanation of why the example is a good one.
<b>Make a relationship:</b>	Put different items together to develop a set of related data.
<b>Prove:</b>	Propose a base to support the outcome.
<b>Draw:</b>	Implies a simple free hand sketch or diagram. Care should be taken with proportions and the clear labelling of parts.
<b>Suggest:</b>	Apply knowledge in a given situation to give a rational opinion.
<b>Calculate:</b>	To find out the values with the help of given information.
<b>Summarise:</b>	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.

### SSC Scheme of Studies<sup>3</sup>

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 <b>OR</b> History and Geography of Pakistan <sup>a</sup> <b>OR</b> Urdu-I <sup>b</sup>	75	-	75
Islamiyat <b>OR</b> Ethics <sup>c</sup>	50	-	50
Pakistan Studies	50		50
Mathematics	75	-	75
Physics	65	10	75
Chemistry	65	10	75
Biology <b>OR</b> Computer Science	65	10	75
<b>Total:</b>	<b>520</b>	<b>30</b>	<b>550</b>

##### SSC Part-II (Class X) Science Group

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

- 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.

<sup>3</sup> 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 <b>OR</b> History and Geography of Pakistan <sup>a</sup> <b>OR</b> Urdu-I <sup>b</sup>	75
Islamiyat <b>OR</b> Ethics <sup>c</sup>	50
Pakistan Studies	50
General Mathematics	75
<b>Any three of the following Elective Subjects</b>	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 <sup>d</sup>	
14. Commercial Geography <sup>d</sup>	
<b>Total:</b>	<b>550</b>

**SSC Part-II (Class X) Humanities Group**

Subjects	Marks
English	75
Urdu <b>OR</b> History and Geography of Pakistan <sup>a</sup> <b>OR</b> Sindhi Aasan <sup>b</sup>	75
Islamiyat <b>OR</b> Ethics <sup>c</sup>	50
Pakistan Studies	50
General Mathematics	75
<b>Any three of the following Elective Subjects</b>	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 <sup>d</sup>	
14. Commercial Geography <sup>d</sup>	
<b>Total:</b>	<b>550</b>

- 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.