



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate
Examination Syllabus

Civics

Grades XI - XII

(Based on New National Curriculum 2022-2023)

FOR ANNUAL EXAMINATION 2026 AND ONWARDS

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

Latest revision: January 2025
(This syllabus has been periodically revised in 2012, 2017 and 2022)

© The Aga Khan University Examination Board, 2025

All rights and entitlements reserved.

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

**Higher Secondary School Certificate
Examination Syllabus**

**CIVICS
GRADES XI-XII**

**This syllabus will be examined in both
Annual and September Examination sessions from
Annual Examinations 2026 and for Grade XII from
Annual Examinations 2027**

Table of Contents	Page No.
Preface	5
Understanding of AKU-EB Syllabi	7
Subject Rationale of AKU-EB Civics	8
Student Learning Outcomes of AKU-EB HSSC Civics Syllabus	10
Scheme of Assessment	26
Acknowledgments	29

For queries and feedback

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

Phone: (92-21) 3682-7011-8

E-mail: examination.board@aku.edu

Website: <http://examinationboard.aku.edu>

Facebook: <https://www.facebook.com/AKUEBOfficial>

Linktree: <https://linktr.ee/akuexamboard>

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 School Certificate (SSC) and Higher Secondary School Certificate (HSSC). 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 that inculcate conceptual thinking and higher-order learning and is aligned with the National Curriculum and mapped with provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and society.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the National Curriculum of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and society.
- 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 standardized syllabi review process.

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 our Principal Syllabus Reviewers, Syllabus Revision Panellists and all other reviewers for their contribution. 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 endeavor possible by facilitating and encouraging their teachers and students to be a part of the survey and the syllabus revision panel.

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



Dr Naveed Yousuf
Chief Executive Officer (CEO), Aga Khan University Examination Board
Associate Professor of Practice, Educational Development, Faculty of Health Science,
Aga Khan University

FOR ANNUAL EXAMINATION 2026 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 sub-topics and **student learning outcomes (SLOs)**. The SLOs define the depth and the breadth at which each topic or subtopic 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.
4. The SLOs are classified under the following cognitive levels of Blooms Taxonomy: Remember (R), Understand (U), Apply and beyond [Apply (A), Analyse (An), Evaluate (E), Create (C)]. This is to facilitate effective planning for teaching, learning and assessment. In addition, some SLOs are identified as Formative Assessments (FA), where applicable.
5. The **Examination Specification** is provided which elucidates the weightage of each topic in the examinations determined on the basis of the content as well as the relevance of the topic.
6. To implement this syllabus, students and teachers can take support from additional material provided by the board to its affiliated schools including **Learning Resource Guides, Pacing Guides, Command Word Guide and Model Papers**.
7. The AKU-EB syllabi for Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) are designed to foster not only conceptual understanding but also critical thinking and problem-solving skills. These syllabi ensure students develop the cognitive, affective and psychomotor skills essential for success at the university and beyond.

Subject Rationale of AKU-EB Civics

Why study Civics?

Civic education empowers us to be well-informed, active citizens and allows us to bring positive changes in the world around us. It is a vital part of any democracy and equips ordinary people with knowledge about the state 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.

To achieve the objectives of civic education, it is important to reflect on the theories, processes, and power plays through which the Constitution has been formulated. This would enable an individual to engage and participate in the socio-political processes for the betterment of the country.

What will you learn in AKU-EB Civics?

The syllabus of AKU-EB has been developed keeping the holistic vision of civic education in mind. Going through this, students will be aware of their responsibilities as citizens and actively engage in relevant civic roles to serve their country. The syllabus provides students with a comprehensive understanding of identity formation, governance structures, political processes, and the role of political parties, particularly in Pakistan. More importantly, it includes hands-on learning projects that immerse students in real-world civic activities, allowing them to apply theoretical knowledge in practical settings. Through these projects, students can experience democratic processes firsthand, advocate for human rights, and contribute to their communities as active citizens. They also develop essential qualities such as responsibility, respect for diversity, and the ability to think critically about societal issues. Furthermore, as students explore the concepts of global citizenship, pluralism, and global governance, they are encouraged to adopt a broader perspective, preparing them to address international challenges and become informed, engaged citizens both locally and globally.

Where will it take you?

Though the scope of civic education is underestimated, it opens up the arena of personality development and nation building in addition to laying a strong foundation to pursue the following fields:

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

How to approach the syllabus?

The AKU-EB syllabi are carefully designed with a reader-friendly approach to ensure that students and teachers can easily comprehend and make them functional for teaching, learning, and assessment purposes. The Civics syllabus includes the following parts:

Subject Rationale	It is an introductory document for students.
Student Learning Outcomes (SLOs)	These guides provide the details of what has to be achieved.
Exam Specification	It provides guidance regarding what is expected in the examination.
Student Project	It is a project designed to facilitate the teaching, learning, and demonstration of competencies based on 21st-century skills related to conflict resolution (will be provided separately).
Additional Resources:	
Pacing Guide	It ensures smooth transition and curricular continuity of a school's academic year. It also predicts the time and pace of the syllabi's implementation.
Resource Guide	It includes teaching and learning resources for students and teachers.
Model Paper	It guides exam patterns, types of questions, and marking schemes.
Command Word Guide	It clarifies expectations regarding the cognitive levels and skills that should be acquired by the students, and which are assessed in its examinations.

Student Learning Outcomes of AKU-EB HSSC Civics

Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ¹		
			R	U	A and beyond
1. Citizenship Education	Students should be able to:				
1.1 Introduction	1.1.1	describe the term, 'citizenship education';		FA ²	
	1.1.2	discuss the role of citizenship education in global politics;			FA
	1.1.3	evaluate the role of citizenship education in creating harmony in a society with equal respect and opportunity for all;			E
1.2 State and Social Contract Theory	1.2.1	define the term, 'state' with reference to Aristotle, Woodrow Wilson and Garner;	*		
	1.2.2	describe the concept of state in Islam;		*	
	1.2.3	compare an Islamic state with a secular state;		*	
	1.2.4	describe the term, 'state of nature' with reference to the origin of state;		*	
	1.2.5	explain the origin of the state with reference to Social Contract Theory: Hobbes, Locke, Rousseau, Ibn-e-Khaldun, Al-Mawardi;		*	
	1.2.6	critique the Social Contract Theory with respect to the scholars mentioned in SLO 1.2.5;			E
1.3 Constitution as a Social Contract	1.3.1	describe the term, 'constitution';		*	
	1.3.2	describe different components of a constitution;		*	

¹R = Remember, U = Understand, A = Apply and beyond [Apply (A), Analyse (An), Evaluate (E), Create (C)]

²FA= Formative Assessment, not to be assessed under examination conditions

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ¹		
			R	U	A and beyond
	1.3.3	explain the characteristics of a good constitution;		*	E
	1.3.4	explain the constitution as a social contract document;		*	
	1.3.5	discuss the factors that influence the nature of the constitution: a. ideology, b. social structure, c. history, d. global values;			
	1.3.6	analyse the factors that have influenced the constitutions of Pakistan;			
1.4 State and Individual	1.4.1	list the civic responsibilities of individuals in a state;	*		An
	1.4.2	explain the relationship between individual and state;		*	
	1.4.3	explain the following functions of a state: protection of life and property, maintenance of law and order, protection against external invasion, and conservation and development of resources;		*	
	1.4.4	analyse situations when a state does not function properly;			
1.5 Community Project	1.5.1	demonstrate the commitment in collaborating with government officials to advocate for the enhancement of basic facilities in your community.			FA ³
	1.5.2	plan a community improvement initiative (CII) campaign to advocate for the enhancement of basic facilities in your community to the government officials and NGOs in light of functions of the state and Constitution of Pakistan 1973.			FA

³FA= SLO 1.5.1 and 1.5.2, 5.3.5 are related to Cognitive, Affective, and Psychomotor domains.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
2. Identity Formation (local and national)	Students should be able to:				
2.1 Citizenship	2.1.1	compare classical (Aristotle, Machiavelli) and modern concepts (Rousseau) of citizenship;		FA	
	2.1.2	describe the concept of citizenship in Islam with reference to Ibn-e-Khaldun and Al-Mawardi;		FA	
	2.1.3	describe the terms, 'nation' and 'nationality';		*	
	2.1.4	describe the modes of acquiring citizenship (<i>jus soli</i> , <i>jus sanguinis</i> and naturalisation (residence, marriage to a citizen, on entering into public or official service in a country;		*	
	2.1.5	explain the formation of the identity of a citizen at both the local and national levels.		*	
2.2 Qualities of a Good Citizen	2.2.1	analyse the following traits of a good citizen: self-discipline, individual responsibility, respect for the rights and decisions of others, concern for the well-being of others, tolerance, adaptability and respect for authority/ obey the law.			An

FOR ANNUAL EXAMINATION

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
3. Governance Structures	Students should be able to:				
3.1 Administrative Structure at Local, Provincial and National Level	3.1.1	describe the following branches of the government at local, provincial, and national levels: executive, legislature and judiciary at local, provincial, and national levels;		*	
	3.1.2	elaborate the interrelationship of branches of government with respect to checks and balances, and separation of powers in Pakistan (historic and current perspectives);		*	
3.2 Forms of Government	3.2.1	describe the parliamentary and presidential systems of government;		*	
	3.2.2	explain the merits and demerits of the systems of the government;		*	
	3.2.3	assess the feasibility of systems of government with reference to Pakistan;			E
3.3 Good Governance	3.3.1	describe the concept of ‘good governance’;		*	
	3.3.2	discuss the impact of separation of powers on governance;			E
	3.3.3	evaluate the effectiveness of the governance in Pakistan with reference to the characteristics of good governance;			E
	3.3.4	examine the challenges for implementing good governance in Pakistan;			An
	3.3.5	analyse the role of an individual in promoting and strengthening good governance;			An
	3.3.6	draft governance plan for the working of any local institution in your locality keeping in view the characteristics of good governance.			FA

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
4. Political Processes & Political Parties	Students should be able to:				
4.1 Political Parties	4.1.1	describe the functions of a political party;		*	E
	4.1.2	evaluate the influence of political parties in the formation of public opinion at local, provincial, and national levels;			
	4.1.3	explain the merits and demerits of party-based elections with reference to Pakistan;		*	
4.2 Election and Representation	4.2.1	explain the following types of elections: primary, local, general, and referendum;		*	E
	4.2.2	describe the following types of voting systems: plurality system, majority system, proportional representation system, and semi-proportional representation system;		*	
	4.2.3	assess the feasibility of different voting systems with reference to Pakistan;			
	4.2.4	define the term, 'constituency';	*		
	4.2.5	explain types of constituencies with reference to Pakistan;		*	
	4.2.6	describe the eligibility criteria for candidates and voters to participate in Pakistan's electoral process.		*	

FOR ANNUAL EXAMINATION

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
5. State and Democracy	Students should be able to:				
5.1 Elements of State	5.1.1	describe the significance of state;		*	
	5.1.2	explain the elements of state, i.e., sovereignty, government, population, and territory;		*	
	5.1.3	elaborate the interdependence of the elements of the state;		*	
5.2 Nature of State	5.2.1	describe the nature of states with reference to sovereignty, i.e., Islamic, secular/ Western;		*	
	5.2.2	explain the components of Islamic state established by the Holy Prophet (PBUH);		*	
	5.2.3	explain the role of the first four Caliphs: Hazrat Abu Bakr (RA), Hazrat Umar (RA), Hazrat Usman (RA) and Hazrat Ali (RA) in strengthening the Islamic State;		*	
	5.2.4	explain the nature of state on the following basis: a. Economic Policies: capitalist, communist, and socialist, b. Forms of Government: democratic, dictatorial, monarchic, and oligarchic, c. Distribution of Power: unitary and federal;		*	
	5.2.5	differentiate between the forms of government;		*	
	5.2.6	evaluate Pakistan's current status as a state with reference to sovereignty and form of government;			E
5.3 Democratic Processes	5.3.1	describe the term, 'democracy' with reference to Aristotle, Abraham Lincoln, Lord Bryce, Nelson Mandela, and Al-Mawardi;			FA
	5.3.2	trace the origin of democracy;		*	
	5.3.3	evaluate the role of democracy in creating a peaceful and harmonious society;			E
	5.3.4	examine the role of citizens in promoting the democratic process in the country;			An
	5.3.5	demonstrate the democratic process in schools/ colleges via conducting elections for student council/ classroom representative/ club in charge/ student heads.			FA

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
6. Rights and Responsibilities	Students should be able to:				
6.1 Introduction	6.1.1	define the terms, 'rights' and 'responsibilities';	*		
	6.1.2	explain the interrelationship between rights and responsibilities;		*	
	6.1.3	differentiate among political, civil, and economic rights;		*	
6.2 Constitutional Rights of Citizens and their Responsibilities	6.2.1	describe the fundamental rights of Pakistani citizens with reference to the Constitution of Pakistan 1973;		*	
	6.2.2	discuss the issues related to the implementation of the fundamental rights in Pakistan;			E
	6.2.3	evaluate Pakistan's role as a state in the provision of basic rights and ensuring responsibilities;			E
	6.2.4	analyse the role of citizens in demonstrating responsible behaviour to enjoy their rights.			An

FOR ANNUAL EXAMINATION

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
7. Peace and Human Rights	Students should be able to:				
7.1 Human Rights and Peace	7.1.1	describe human rights as adopted by the Universal Declaration of Human Rights (UDHR) 1948;		*	
	7.1.2	compare the rights guaranteed in the UDHR with the Constitution of Pakistan 1973;		*	
7.2 Peace and its Significance	7.2.1	differentiate between ‘peacebuilding’ and ‘peacekeeping’;		*	
	7.2.2	explain the importance of peacekeeping and peacebuilding;		*	
	7.2.3	describe ‘law’, ‘liberty’, and ‘equality’ in relation to peacebuilding;		*	
	7.2.4	examine the obstacles that hinder peacebuilding in Pakistani society;			An
	7.2.5	evaluate the role of individuals and social institutions in peacebuilding in Pakistan.			E

FOR ANNUAL EXAMINATION

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
8. Student Project	Students should be able to:				
8.1 Conflict Resolution	8.1.1	demonstrate conflict resolution strategies in different forms such as roleplay, workshop, campaign using digital media to promote peace in their surroundings. (Objective of Student Project: Identify real-life issues related to different conflicts at school and community level. Collaborate to research and analyse them and develop practical solutions or innovative ideas.)			C ⁴ FA

⁴C= SLO 8.1.1 is related to Cognitive, Affective and Psychomotor domains. This SLO will be assessed through a Student Project as a Formative Assessment.

FOR ANNUAL EXAMINATION

Part II (Grade XII)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ²		
			R	U	A and beyond
9. Civics and Individuals	Students should be able to:				
9.1 Individuals and Social Order	9.1.1	define the term, ‘social order’;	*		
	9.1.2	define the terms, ‘law’, ‘liberty’, and ‘equality’ in relation to social order;	*		
	9.1.3	describe different social institutions of society, i.e., family, religion, education, government, economy;		*	
	9.1.4	explain the importance of the constitution in maintaining social order in a society;		*	
	9.1.5	evaluate the role of individuals and social institutions in maintaining social order in Pakistani society;			E
	9.1.6	suggest ways to maintain social order in Pakistan at individual and governmental level;			E
9.2 Civil Rights and Responsibilities	9.2.1	describe the importance of civil rights for an individual in a state;		*	
	9.2.2	explain the civil rights of an individual mentioned in the Constitution of Pakistan 1973;		*	
	9.2.3	analyse the role of individuals and civil rights organisations to support and protect civil rights in a country;			An
9.3 Community Project	9.3.1	demonstrate an ‘active citizenship initiative’ in which students work collaboratively in tree plantation drive, environmental cleanliness, and social welfare programmes.			FA ³

²R = Remember, U = Understand, A = Apply and beyond [Apply (A), Analyse (An), Evaluate (E), Create (C)]

³FA= Formative Assessment, not to be assessed under examination conditions

²FA= SLO 9.3.1, 14.3.4 are related to Cognitive, Affective, and Psychomotor domains.

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
10. Global Citizenship and Pluralism	Students should be able to:				
10.1 Global Citizenship	10.1.1	describe the concept, ‘global citizenship’;		*	
	10.1.2	explain the role of civic education in developing a sense of global citizenship;		*	
	10.1.3	analyse Pakistan’s role in promoting global peace;			An
10.2 Diversity and Pluralism	10.2.1	describe the term, ‘diversity’;		*	
	10.2.2	explain the significance of diversity for a nation;		*	
	10.2.3	identify different forms of diversity, including cultural, religious, ethnic, and linguistic in Pakistan;		*	
	10.2.4	analyse the role of diverse communities in national development;			An
	10.2.5	describe the term, ‘pluralism’;		*	
	10.2.6	identify ways to show respect for others in multi-religious and multi-cultural societies;		*	
	10.2.7	analyse the factors hindering the development of a pluralistic society in Pakistan: prejudice, nepotism, favouritism, and struggle for power;			An
	10.2.8	suggest ways through which a pluralistic society like Pakistan can function effectively;			E
	10.2.9	examine the importance of a pluralistic society in resolving the following socio-economic issues at local, national, and global levels: a. gender discrimination, b. racism, c. intolerance, d. economic disparity.			An

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
11. Global Governance	Students should be able to:				
11.1 Introduction	11.1.1	describe the term, 'global governance';		*	
	11.1.2	explain the importance of global governance in today's world;		*	
	11.1.3	explain key issues of global governance: cyber security, climate change, international trade, and global health;		*	
11.2 Global Governance and the World Organisations	11.2.1	describe the structure (organs) of the given organisations in sub-topic 11.2 of the world;		*	
a. NATO	11.2.2	explain the reasons for the formation of each organisation;		*	
b. SAARC	11.2.3	state the aims and objectives of each organisation;	*		
c. African Union	11.2.4	evaluate the success and failure of each organisation with reference to their aims and objectives.			E
d. Arab League					
e. World Trade Organization					
f. International Monetary Fund					
g. The World Bank					

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
12. Political Parties	Students should be able to:			
12.1 Role of Political Parties in Pakistan	12.1.1 list the countries with single-party, two-party, and multi-party systems;	*		
	12.1.2 explain political parties in Pakistan on the following basis: a. leadership hierarchy, b. ideology, c. ethnicity, d. region, e. manifesto;		*	
	12.1.3 explain the role of political parties in electoral processes, including campaigning, voter mobilisation, political education, and alliance building;		*	
	12.1.4 evaluate the role of political parties in the promotion of national unity in Pakistan;			E
	12.1.5 discuss the role of student unions in the formation and strengthening of political parties at national level;			E
	12.1.6 compare the major political parties of Pakistan with the political parties of the United States of America and the United Kingdom with reference to their ideology, ethnicity, region, and manifesto.		FA	

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
13. Democratic State	Students should be able to:			
13.1 Pakistan and Democratic Processes	13.1.1 describe democratic processes such as elections, legislation, open trial, public consultation, and participation;		*	
	13.1.2 elaborate the importance of citizens' role in strengthening democratic processes in a state;		*	
	13.1.3 analyse the strengths and weaknesses of Pakistan's democratic processes;			An
	13.1.4 discuss the role of political parties, civil society, and media in shaping democracy in Pakistan;			E
	13.1.5 assess the challenges to democracy in Pakistan such as: corruption, political instability, absence of the rule of law and sectarianism, and human rights violations.			E

FOR ANNUAL EXAMINATION 2025 AND ONLINE

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
14. Civic Engagement and Human Rights	Students should be able to:				
14.1 Civic Engagement and Obligations	14.1.1	evaluate ethical dilemmas in the socio-cultural context of Pakistan involving civic rights and duties;			E
	14.1.2	suggest ways to build civic sense in a nation;			E
	14.1.3	discuss personal values and beliefs regarding civic rights and duties/ responsibilities;			FA
14.2 Human Rights in Pakistan	14.2.1	discuss the effects of violation of human rights on an individual and society;			E
	14.2.2	examine the current state of human rights in Pakistan with respect to their implementation;			An
	14.2.3	suggest ways to prevent violation of human rights in Pakistani society;			E
14.3 Human Rights in the World	14.3.1	explain the current global situation of human rights violations with reference to Kashmir and Palestine;		*	
	14.3.2	explain the role of the Universal Declaration of Human Rights (UDHR) in addressing issues related to human rights violations;		*	
	14.3.3	suggest ways to promote peace and human rights at global level;			E
	14.3.4	demonstrate solutions to global human rights violation issues with reference to UDHR in the form of role-play, artwork or presentation.			FA

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
15. Student Project	Students should be able to:				
15.1 Conflict Resolution	15.1.1	demonstrate conflict resolution strategies in different forms such as roleplay, panel discussion, campaign using digital media to promote peace in their surroundings. (Objective of Student Project: Identify real-life issues related to different conflicts at national level. Collaborate to research and analyse them and develop practical solutions or innovative ideas.)			C4 FA

⁴C= SLO 15.1.1 is related to Cognitive, Affective and Psychomotor domains. This SLO will be assessed through a Student Project as a Formative Assessment.

FOR ANNUAL EXAMINATION 2025

Scheme of Assessment

Grade XI

Table 1: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Citizenship Education	10	Total 4 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	38
3.	Governance Structures	10	Total 4 Marks (1 CRQ)		
2.	Identity Formation (local and national)	06	Total 5 Marks (2 CRQs)		11
4.	Political Processes & Political Parties	08	Total 4 Marks (1 CRQ)		12
5.	State and Democracy	05	Total 5 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	29
7.	Peace and Human Rights	05	Total 4 Marks (1 CRQ)		
6.	Rights and Responsibilities	06	Total 4 Marks (1 CRQ)		10
Total		50	30	20	100

Note: The cognitive distribution of marks for Civics HSSC (Theory) are as follows

Remember: 10 to 20 %

Understand: 40 to 50 %

Apply and beyond: 30 to 40 %

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
9.	Civics and Individuals	08	Total 6 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	38
14.	Civic Engagement, Harmony, and Civil Liberties	08	Total 6 Marks (2 CRQs)		
10.	Global Citizenship and Pluralism	10	Total 4 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	36
11.	Global Governance	08	Total 4 Marks (1 CRQ)		
12.	Political Parties	10	Total 6 Marks (2 CRQs)		16
13.	Democratic State	06	Total 4 Marks (1 CRQ)		10
Total		50	30	20	100

Note: The cognitive distribution of marks for Civics HSSC (Theory) are as follows

Remember: 10 to 20 %

Understand: 40 to 50 %

Apply and beyond: 30 to 40 %

Examination Structure for Grades XI and XII

Theory:

- Multiple Choice Questions (MCQs) require candidates to choose the best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Questions (CRQs) require candidates to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Questions (ERQs) require candidates to answer in a more detailed manner. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.
- There will be two examinations, one at the end of grade XI and one at the end of grade XII.
- In each grade, the theory paper will be for 3 hours and will consist of two parts: paper I and paper II.
- Table 1 and 2 contains the distribution of marks for each topic.
- Paper I theory will consist of 50 compulsory, multiple-choice items. These questions will involve four response options. The answer sheet for paper I will be provided separately.
- Paper II theory will carry 50 marks and consist of Constructed Response Questions (CRQs) and Extended Response Questions (ERQs). Each extended response question will be presented in an either/ or form.
- The booklet for paper II will serve as an answer script.

Acknowledgments

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

We would like to thank **Anita Saleem, Lead Specialist, Irfana Imran, and Noor Akbar, Specialists in Humanities** AKU-EB, for taking the subject lead during the entire process of revising the HSSC Civics syllabus.

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

- **Anisa Rahim Lalani**
Panellist
Alyabad Community School, Karachi
- **Arwa Yousuf**
Panellist
Sultan Muhammad Shah Aga Khan school, Karachi
- **Muqem Ahmed**
Panellist
Aga Khan Higher Secondary School Karimabad, Karachi

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

- **Tehreem Mela**
Co-Founder Hilm

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

- **Kiran Hashmi**
Assistant Professor at
Notre Dame

In-house Team

- **Mentor and Advisor:**
Dr Naveed Yousuf
CEO, AKU-EB
- **Operational Advisor:**
Hanif Shariff
Director, AKU-EB
- **Syllabi Review Lead:**
Raabia Hirani, Manager, Curriculum Development
- **Syllabi Review Facilitators:**
Dur Nasab, Associate, Curriculum Development
Mahrukh Jiwa, Specialist, Middle School Programme
- **Internal Reviewer:**
Zain-ul-Muluk, Manager, Examination Development
Sania Iqbal Siddiqui, Specialist, Curriculum & Examination Development
Akber Hashmani, Specialist, Assessment
Afreen Kanwal, Lead Specialist, Curriculum & Examination Development
Sajida Muhammad Afzal, Specialist, Curriculum & Examination Development
- **Learning Resources Reviewer:**
Ali Bijani, Manager, Teacher Support, and team
- **Assessment Reviewer:**
Munira Muhammad, Lead Specialist, Assessment
- **Administrative Support:**
Raheel Sadrudin, Manager, Administration, and team
- **School Coordination Support:**
Danish Hussain, Senior Manager, Operations, and team
- **Syllabi Feedback Data Analysts:**
Muhammad Faheem, Lead Specialist, Assessment
Muhammad Kamran Afzal, Specialist, Assessment
- **Communications and Design Support:**
Hatim Yousuf, Specialist, Communications
Shanoz Aqnazarbekova, Manager, Communications
- **Quality Assurance:**
Malik Azam, Manager, and team
- **Data Compilation and Formatting:**
Shamsa Farzand Ali, Former Assistant, AKU-EB
Ali Jumani, Assistant, AKU-EB
Riyan Ali, Assistant, AKU-EB
Akber Hashmani, Specialist, Assessment AKU-EB

Aga Khan University Examination Board

Block-C, IED-PDC, 1-5/B-VII, Federal B Area,
Karimabad, Karachi, Pakistan - 75950

examinationboard.aku.edu



AKUEBOfficial



akuexamboard



AKUEBOfficial



AKUEBOfficial



linkedin.com/school/akueb



examination.board@aku.edu



+92 21 3682 7011-8