



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate
Examination Syllabus

Pakistan Studies

Grade XII

(Based on New National Curriculum 2022-2023)

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

Latest revision: July 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**

**PAKISTAN STUDIES
GRADE XII**

**This syllabus will be examined in both
Annual and September Examination sessions from
Annual Examinations 2027 and Onwards**

Table of Contents	Page No.
Preface	5
Understanding of AKU-EB Syllabi	7
Subject Rationale of AKU-EB HSSC Pakistan Studies	8
Student Learning Outcomes of AKU-EB HSSC Pakistan Studies	10
Scheme of Assessment	24
Acknowledgements	26

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/AKUOfficial>

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 which 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 standardised 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 endeavour 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

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 Bloom's 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** 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

What Study Pakistan Studies?

Pakistan Studies is a multidisciplinary subject which provides knowledge and understanding of different aspects of Pakistani society, history and culture. The AKU-EB syllabus of Pakistan Studies assists students to be useful citizens.

The syllabus aims to generate qualities in students that benefit and support the overall growth of the country.

Students practice critical thinking and analytical skills and, hence, learn to form informed opinions based on facts.

In addition, the study of Pakistan Studies helps us to appreciate the gifts of nature around us in terms of innumerable resources and location that the country enjoys. Students also recognise and appreciate the cultural and ethnic diversity that exists in Pakistan.

Overall, the study of AKU-EB Pakistan Studies subject fosters the feeling of pride and patriotism by taking students through the journey of history as well as the geography of Pakistan. It encourages students to think as citizens of Pakistan and guides their actions accordingly.

What will you learn in AKU-EB Pakistan Studies?

The key content areas focused in the syllabus will help students participate in real-world scenarios and higher education by fostering the knowledge of:

- Pakistan's history: achievements of forefathers, struggle for the origin of the country, customs and traditions that give strength to sustain a culture.
- Pakistan's political, geographical and societal structure: physical features, norms and values which constitute the essence of an individual and society.
- Duties and responsibilities of a Pakistani citizen: Visualising the impact an individual can have in terms of action and reaction towards other individuals and society as a whole.

Where will it take you?

The subject takes you from the quest of identity to the horizons of the world by opening the doors for multiple disciplines to pursue at the tertiary level, which include:

- Political science
- Geography
- Sociology
- Social work
- Economics
- Journalism
- Mass communication
- Demography
- Commercial geography

- Environmental studies
- Archaeology
- Anthropology
- International Relations

How to approach the syllabus?

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

Subject Rationale	It is an introductory document for students.
Student Learning Outcomes (SLOs)	These guide regarding the details about what has to be achieved.
Exam Specification	It guides regarding what is expected in the examination.
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 syllabus implementation.
Resource Guide	It includes teaching and learning resources for students and teachers.
Model Paper	It guides regarding exam patterns, types of questions and marking schemes.
Command Word Guide	It clarifies expectations regarding the cognitive levels and skills that students should acquire and which are assessed in its examinations.

Student Learning Outcomes of AKUEB HSSC Pakistan Studies Syllabus

(Grade XII)

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level ¹		
		R	U	A and beyond
1. Newly Emergent State	Students should be able to:			
1.1 Post-Independence History (1947-1958)	1.1.1 analyse the implementation of the basic components (Islam, brotherhood, equity, justice, democracy, and equality) of the ideology of Pakistan in the judiciary;			An
	1.1.2 analyse the significance of the Two-Nation Theory in the establishment of Pakistan;			FA ²
	1.1.3 discuss the immediate problems faced by Pakistan in the establishment of an independent nation: a. economic problems (industry, agriculture), b. unjustified division of resources (financial, military), c. administrative issues (choice of capital, the establishment of government), d. rehabilitation of refugees, e. problem of national language, f. security threats (India, Afghanistan), g. accession of princely states (names and restrictions towards their merger causes and impacts such as Kashmir, Junagadh, Hyderabad), h. canal water dispute (causes and impacts);			E
	1.1.4 assess the extent to which Pakistan successfully overcame its initial challenges.			E

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		
			R	U	A and beyond
2. Political Developments Under Different Regimes	Students should be able to:				
2.1 General Ayub Khan's Era (1958-1969)	2.1.1	discuss the reasons for the promulgation of Martial Law and General Ayub Khan coming to power;			E
	2.1.2	evaluate the strengths and weaknesses of the Basic Democracies Order (BDO system) promulgated by Ayub Khan;			E
	2.1.3	discuss the reforms introduced by General Ayub Khan in agricultural and industrial sectors;			E
	2.1.4	analyse the impact of General Ayub Khan's reforms on the economy of the country;			An
	2.1.5	critique the impact of 1965 war on the socio-economic and political condition of Pakistan;			E
	2.1.6	discuss the reasons behind the fall of General Ayub Khan's government (General Ayub Khan's resignation);			E
2.2 Yahyah Khan's Era (1969- 1971)	2.2.1	analyse the provisions of Legal Framework Order (LFO) on the relationship between East and West Pakistan;			An
	2.2.2	discuss the reasons for the tension between East Pakistan and West Pakistan, i.e., unfairness in administration/ lack of political representation, lack of representation in armed forces, and unequitable economic distribution;			FA
	2.2.3	explain the Six Points of Sheikh Mujibur Rehman;		*	
	2.2.4	evaluate the major events that led to the separation of East Pakistan: a. elections of 1970, b. rejection of Sheikh Mujibur Rehman six points, c. war with India in 1971;			E

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				R	U	A and beyond
2.3	Zulfiqar Ali Bhutto's Era (1971- 1977)	2.3.1	discuss the reasons behind Zulfiqar Ali Bhutto's coming to power;			E
		2.3.2	discuss the reforms (land reforms and nationalisation) of Zulfiqar Ali Bhutto and their impacts on the country;			E
		2.3.3	analyse Simla Agreement and its impact on Pakistan;			An
2.4	General Zia-ul-Haq's Era (1977-1988)	2.4.1	discuss the reasons behind General Zia-ul-Haq taking over the country with reference to 1977 general elections;			E
		2.4.2	discuss the reforms (privatisation and Islamisation) introduced by General Zia-ul-Haq and their impact on Pakistan;			E
2.5	Restoration of Civilian Rule (1988-1999)	2.5.1	discuss the political changes that took place in Pakistan between 1988-1999;			FA
		2.5.2	discuss the reforms introduced by Benazir Bhutto and their impact on the country, i.e., women empowerment and rural electrification;			E
		2.5.3	discuss the reforms introduced by Nawaz Sharif and their impact on the country, i.e., transport development and nuclear experiment;			E
2.6	General Pervez Musharraf's Era (1999-2007)	2.6.1	discuss the reasons behind 1999 military coup;			E
		2.6.2	discuss the economic reforms [Foreign Direct Investment (FDI), encouragement towards production of value-added products and privatisation] introduced by General Pervez Musharraf and their impact on the country;			E
2.7	2007 and beyond	2.7.1	list the political changes in terms of head of the state and head of the government during 2007-2022 and onwards;	FA		
		2.7.2	elaborate on different political developments aimed toward strengthening democracy;		FA	
		2.7.3	assess the implications of the steps taken by the previous governments with reference to FDI, privatisation, and industrialisation with the current scenario of Pakistan.			E

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
3. Constitution of Pakistan	Students should be able to:			
3.1 Constitution of 1973	3.1.1 discuss the following factors that influence the nature of the constitution: a. ideology, b. history, c. social structure, d. geopolitics, e. economic system;			E
	3.1.2 explain the federal structure of the government of Pakistan as prescribed by the Constitution of 1973;		*	
	3.1.3 discuss the fundamental rights given in the Constitution of 1973;			E
	3.1.4 evaluate the practical implementation of fundamental rights in Pakistan;			E
	3.1.5 explain women's rights, children's rights and rights of minorities outlined in the Constitution of 1973;		*	
	3.1.6 discuss the Islamic features/ provisions given in the Constitution of 1973;			E
3.2 Amendments in the 1973 Constitution	3.2.1 describe the term, 'constitutional amendment';		*	
	3.2.2 explain the salient features of 8 th Amendment introduced in 1985;		FA	
	3.2.3 differentiate between the features of the 13 th Amendment with those of 8 th Amendment in the Constitution of 1973;		FA	
	3.2.4 explain the primary objectives and motivations behind the enactment of the 17 th Amendment to the Constitution of Pakistan;		*	
	3.2.5 explain the features of the 18 th Amendment with respect to provincial autonomy.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
4. Geography of Pakistan	Students should be able to:				
4.1 Location of Pakistan	4.1.1	locate the neighbouring and landlocked countries on the world map: a. Afghanistan, b. India, c. China, d. Iran, e. South and Central Asia;	*		
	4.1.2	evaluate the strategic importance of Pakistan's location in Asia with reference to geo-politics and geo-economics;			E
4.2 Natural Vegetation	4.2.1	describe the distribution of forests in Pakistan;		*	
	4.2.2	locate the main areas of the following forests on the map of Pakistan: a. coniferous, b. alpine, c. riverine, d. irrigated, e. tropical thorn forest, f. sub-tropical scrub forest, g. mangroves;	*		
	4.2.3	discuss the factors (climate, topography, soil, water, and human activities) that influence the growth of forests in Pakistan;			E
	4.2.4	discuss the benefits of productive and protective forests found in Pakistan;			E
	4.2.5	discuss the economic importance of forests for Pakistan;			E
	4.2.6	evaluate the advantages and disadvantages of irrigated plantations and mangroves in terms of sustainability, climatic effects, and protection against natural disasters;			E

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
	4.2.7 differentiate between deforestation and afforestation; 4.2.8 discuss the causes of deforestation in Pakistan; 4.2.9 analyse the impacts of deforestation on climate and life in Pakistan; 4.2.10 suggest ways to overcome these impacts; 4.2.11 discuss the role of the forest department, Ministry of Climate Change, the Pakistan Forest Institute (PFI), and WWF-Pakistan in forest management and restoration;		*	E An E FA
4.3 Environmental Hazards	4.3.1 describe the main sources of pollution: industrial emissions (air), human waste (land) and arsenic (water); 4.3.2 analyse the problems related to health, agriculture, and environment caused by human activities of industrialisation, agricultural practices, and deforestation; 4.3.3 analyse the likely impacts of global warming on Pakistan; 4.3.4 suggest remedies to lessen the effects of global warming on Pakistan at an (individual, community and government levels).		*	An An E

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
5. Economic Development of Pakistan	Students should be able to:			
5.1 Mineral and Energy Resources	5.1.1 locate the following mineral resources on the map of Pakistan: a. gypsum, b. limestone, c. marble, d. coal, e. rock salt, f. magnesite, g. sulphur, h. China clay;	*		
	5.1.2 state the uses of minerals in Pakistan as given in SLO # 5.1.1;	*		
	5.1.3 discuss the economic benefits of the mining industries in Pakistan;			E
	5.1.4 discuss the challenges faced by the mining industry of Pakistan;			E
	5.1.5 discuss the impacts of mining industries on the environment of Pakistan;			E
	5.1.6 suggest ways through which government can minimise the mining hazards to protect the environment;			E
	5.1.7 identify renewable and non-renewable energy resources of Pakistan;		*	
	5.1.8 discuss the importance of energy resources in the development of a country (natural gas, petroleum, coal, and hydel);			E
	5.1.9 analyse the need for an increase in the production of energy in Pakistan;			An

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
	5.1.10	suggest ways to encounter energy crisis in Pakistan (individual efforts, government efforts and alternate sources of energy with their potentials);			E
	5.1.11	discuss the efforts/ successful case-studies of different institutions in combating energy crisis;			FA
5.2 Major Industries and Employment	5.2.1	describe different kinds of industries in Pakistan, i.e., cottage, small scale and large industry;		*	
	5.2.2	locate the following industries on the map of Pakistan: a. cement, b. cotton, c. sugar, d. iron, e. steel, f. fertilisers;	*		
	5.2.3	analyse the advantages and disadvantages of cottage, small-scale and large-scale industries in Pakistan;			An
	5.2.4	analyse the role of Industrial Estates and Zones in Pakistan's economic development;			FA
	5.2.5	describe the term, 'employment';		*	
	5.2.6	identify the major categories of employment in Pakistan (primary, secondary, and tertiary);		*	
	5.2.7	analyse the role of primary, secondary, and tertiary sectors in providing employment opportunities in Pakistan;			An
	5.2.8	analyse the impacts of underemployment and unemployment on a micro and macro level in Pakistan;			An
	5.2.9	discuss the crucial role of literacy, skills development, and training in the employment of young generation in Pakistan;		FA	

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
5.3 Telecommunication	5.3.1 describe the term, 'telecommunication'; 5.3.2 discuss the influence of telecommunication technologies such as mobile phones and the internet in the social, political, and economic sectors in Pakistan; 5.3.3 analyse the role of government in the development of telecommunications in Pakistan; 5.3.4 examine the challenges in delivering telecommunication services to certain regions of Pakistan; 5.3.5 suggest ways to overcome the given challenges of telecommunications in Pakistan.		*	E An An E

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
6. Livestock and Fish farming	Students should be able to:			
6.1 Role of Livestock and Fish Farming	6.1.1 describe the terms, ‘livestock’ and ‘fish farming’;		*	
	6.1.2 analyse the socio-economic role of livestock farming and fish farming in Pakistan, focusing on its contributions to food security, employment, and rural development in the country;			An
	6.1.3 analyse the major obstacles in livestock industry and fish farming in Pakistan including disease outbreaks, limited market access, and inadequate infrastructure;			An
	6.1.4 suggest measures that could lead to the promotion of livestock farming and fish farming in Pakistan;			E
	6.1.5 analyse the impacts of infrastructure development projects, i.e., Gwadar Port, CPEC, Makran coastal highway, and fishing markets in facilitating sustainable fisheries.			An

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
7. National Integration and National Cohesion	Students should be able to:			
7.1 National Integration	7.1.1 describe the terms, ‘national cohesion’ and ‘integration’; 7.1.2 identify factors enhancing national cohesion and national integration in the country; 7.1.3 describe the importance of national cohesion and national integration in the socio-economic development of the country; 7.1.4 discuss Quaid-e-Azam’s speech (Constituent Assembly 1947) in the context of developing national integration in Pakistan; 7.1.5 identify problems associated with building national cohesion in Pakistan; 7.1.6 suggest ways to increase national integration and national cohesion in the country (at the government and individual level);		*	FA E
7.2 Sustainable Tourism and Environmental Protection	7.2.1 differentiate between foreign and domestic tourism; 7.2.2 analyse the importance of tourism as a tertiary industry in Pakistan; 7.2.3 discuss the factors that determine the feasibility of the development of tourism in an area of Pakistan; a. level of security for tourists, b. availability of capital, c. presence of tourist attraction, d. government priorities, e. provision of infrastructure, f. provision of transport facilities, g. marketing and publicity at international level; 7.2.4 discuss initiatives taken by the Pakistan Tourism Development Corporation (PTDC) to encourage and promote sustainable tourism in Pakistan;		*	An FA E

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
	7.2.5 assess the challenges encountered by the tourism industry in Pakistan;			E
	7.2.6 suggest ways that can help the enhancement of tourist attractions in Pakistan while ensuring sustainability (social, economic, and environmental).			E

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		R	U	A and beyond
8. Rights and Responsibilities of Citizens	Students should be able to:			
8.1 United Nations Declaration of Human Rights (UNDHR)	8.1.1 describe the fundamental human rights as adopted by the UNDHR 1948; 8.1.2 compare the rights guaranteed in the UNDHR with that of the Constitution of 1973 from an Islamic perspective with respect to: a. child rights, b. gender discrimination, c. animal protection; 8.1.3 explain the intellectual property rights secured by UNDHR; 8.1.4 identify the articles of UNDHR and Constitution of 1973 that address the issues of education, health, and poverty alleviation; 8.1.5 analyse the initiatives (quality education and climate change) taken by Pakistan regarding the implementation of Sustainable Development Goal (SDG4) (Quality Education with reference to policy reforms, access and equity, inclusion and lifelong learning) and SDG13 (Climate Action with reference to policy framework, flagship projects, renewable energy, and emission reduction) to be achieved by 2030; 8.1.6 evaluate the role of Pakistan in addressing human rights violations against children, women and minorities in the country.		FA * * *	 An E

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			R	U	A and beyond
9. Pakistan and International Affairs	Students should be able to:				
9.1 Foreign Policy	9.1.1	explain the determinants of Pakistan's foreign policy;		*	
	9.1.2	evaluate the strategic significance of Pak-China relations concerning China–Pakistan Economic Corridor (CPEC);			E
	9.1.3	analyse the strengths and issues of relations between Pakistan and India, Saudi Arabia, UAE, Qatar, Türkiye, China and Central Asian countries (Kyrgyzstan, Uzbekistan, Azerbaijan);			FA
9.2 Pakistan and the World Organisations	9.2.1	analyse Pakistan's role in UNO and its major organs and agencies (General Assembly, Security Council, ICJ, UNESCO, UNPKF, UNICEF);			An
	9.2.2	evaluate the role of the UNO in keeping peace in the world (with reference to Palestine and Ukraine);			E
	9.2.3	analyse Pakistan's contribution in global peace-making and peace-keeping activities and environmental hazards;			An
	9.2.4	discuss the factors that led Pakistan to take/ seek IMF assistance programme;			E
	9.2.5	identify the key areas of Pakistan's relationship with the European Union (EU);		*	
	9.2.6	discuss the role of Pakistan in promoting regional integration through Economic Cooperation Organization (ECO).			E

Scheme of Assessment

Grade XII

Table 1: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Newly Emergent State	3	Total 2 Marks (1 CRQ)		5
2.	Political Developments Under Different Regimes	4		6 Marks Choose any ONE from TWO	14
5.	Economic Development of Pakistan	4			
3.	Constitutions of Pakistan	2	Total 2 Marks (1 CRQ)		4
4.	Geography of Pakistan	5	Total 2 Marks (1 CRQ)		7
6.	Livestock and Fish Farming	2	Total 2 Marks (1 CRQ)		4
7.	National Integration and National Cohesion	2	Total 2 Marks (1 CRQ)		4
8.	Rights and Responsibilities of Citizens	3	Total 2 Marks (1 CRQ)		5
9.	Pakistan and International Affairs	5	Total 2 Marks (1 CRQ)		7
	Total	30	14	6	50

Note: The cognitive distribution of marks for Pakistan Studies HSSC are as follows:

Remember: 0 to 10 %

Understand: 35 to 45 %

Apply and beyond: 45 to 55 %

Examination Structure for Grade XII

- Multiple Choice Questions (MCQs) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Questions (CRQs) requires students to respond with a short text (a few phrases/ sentences), calculations or diagrams.
- Extended Response Questions (ERQs) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.
- Table 1 contains the mark distribution for each topic.
- There will be one examination at the end of grade XII.
- In grade XII, the theory paper will be of 2 hours and will consist of two parts: Paper I and Paper II.
- Paper I theory will consist of 30 compulsory MCQs. These questions will have four options. The Optical Mark Recognition (OMR) sheet for paper I will be provided separately.
- Paper II theory will carry 20 marks and consist of CRQs and ERQs. Each ERQ will be presented in either/ or form.
- The booklet for paper II will serve as an answer script.

FOR ANNUAL EXAMINATION 2027 AND ONWARDS

Acknowledgements

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

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

- Syed Muqem Ahmed
Principal Syllabus Reviewer
Aga Khan Higher Secondary School, Karimabad, Karachi
- Sofia Nasir
Principal Syllabus Reviewer
Bai Virbaiji Soparivala Parsi High School, Karachi
- Azmat Zehra
Panellist
Habib Public High School, Karachi
- Saiqa Vakeel
Panellist
Ghulaman-e-Abbas School, Karachi
- Samira Ahmed Ali
Panellist
The Mama Parsi Girls School, Karachi
- Shahnaz Khalid
Panellist
Shahwilayat Public School & Sultan Mahomed Shah Aga Khan School, Karachi

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

- **Rehan Ahmed Pervaiz**
Nusrat Jahan College, Chenab Nagar, Punjab

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.

- **Munir Lalani**
Faculty, Notre Dame Institute of Education, Karachi
- **Zaheer Hussain**
Lecturer, Government National College, Karachi

In-house Team

- **Mentor and Advisor:**
Dr Naveed Yousuf
CEO, AKU-EB
- **Operational Advisor:**
Hanif Shariff
Director, AKU-EB
- **Syllabi Review Lead:**
Kashif Hussain, 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, Lead Specialist, Examination Development
- **Learning Resources Reviewer:**
Ali Bijani, Manager, Teacher Support, and Team
- **Assessment Reviewer:**
Munira Muhammad, Manager, Assessment
- **Administrative Support:**
Raheel Sadruddin, 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:**
Shanoz Aqnazarbekova, Manager, Communications
Hatim Yousuf, Specialist, Communications
- **Quality Assurance:**
Malik Azam, Manager and Team
Raabia Hirani, Former Manager, Curriculum Department
- **Data Compilation and Formatting:**
Riyan Ali, Assistant, AKU-EB

ANNUAL EXAMINATION 2027 AND ONWARDS

Aga Khan University Examination Board

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

examinationboard.aku.edu



AKUEBOfficial

AKUEBOfficial



[linkedin.com/school/akueb](https://www.linkedin.com/school/akueb)

akuexamboard



examination.board@aku.edu

AKUEBOfficial



+92 21 3682 7011-8