



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate Examination

Pakistan Culture CLASSES XI-XII

(based on National Curriculum 2002)

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**Higher Secondary School Certificate
Examination Syllabus**

**Pakistan Culture
CLASSES XI-XII**

**This subject is examined in both
May and September Examination sessions**

Sr. No.	Table of Contents	Page No.
	Preface	5
1.	Aims/Objectives of the National Curriculum (2002)	7
2.	Rationale of the AKU-EB Examination Syllabuses	8
3.	Topics and Student Learning Outcomes of the Examination Syllabus	10
4.	Scheme of Assessment	33
5.	Teaching-Learning Approaches and Classroom Activities	36
6.	Recommended Texts and Reference Materials	37
7.	Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers	38
	Annex : HSSC Scheme of Studies	41

For queries and feedback

Address: The Aga Khan University Examination Board
Bungalow No. 233/ E.I.Lines, Daudpota Road, Karachi-Pakistan.

Phone: (92-21) 35224702-10

Fax: (92-21) 35224711

E-mail: examination.board@aku.edu

Website: <http://examinationboard.aku.edu>
<http://learningsupport.akueb.edu.pk>

Facebook: www.facebook.com/akueb

PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education has begun a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or higher secondary school. Needless to say this is not an exclusive offer. Private candidates and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- It is in large part a reproduction, with some elaboration, of the Class XI and XII 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 higher 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 academicians, 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 textbook 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 HSSC syllabuses have been revised to ensure conformity with the new National Curriculum 2006.

We stand committed to all students who have embarked upon the HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Aims/Objectives of the National Curriculum (2002)¹

The National Curriculum for Pakistan Culture outlines the following aims and objectives:

Aims and Objectives

1. To inculcate the sense of gratitude to the spiritual personalities who have worked to purify the society.
2. To emphasize learning of various concepts and elements of culture to enrich the social activities and interaction among the people in a way that it encourages observation, creativity and other higher order skills.
3. To promote and understand the importance of customs and traditions in a nation's life.
4. To enhance the understanding of physical and human aspects of society in the context of ancient civilizations.
5. To develop awareness regarding the rich architectural heritage and monuments this exists in Pakistan.
6. To develop positive attitudes towards the role of the people in the development of society.
7. To create awareness about current socio-cultural patterns of society.

¹ Government of Pakistan (2002), *National Curriculum; Civics Elective Classes XI-XII, Islamabad*, Ministry of Education (Curriculum Wing)

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. All subjects are to be taught and examined in both classes XI and XII. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its HSSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class XI and in Class XII;
- (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 Pakistan Culture Examination Syllabus

- 2.2.1 Promote an understanding of the ideology of Pakistan.
- 2.2.2 Acquaint the students with various phases of Pakistan's historical, political and constitutional developments.
- 2.2.3 Inculcate awareness about the multi-cultural heritage of Pakistan so as to enable the students to better appreciate the socio-cultural diversity of Pakistan society and get used to idea of unity in diversity in our national context.
- 2.2.4 Impart awareness about various aspects of socio-economic activities at national level and the role played by Pakistanis in the development of their society.
- 2.2.5 Encourage traits of observation, creativity, analysis and reflection in students.
- 2.2.6 Highlight the contribution of different artists in the field of Art and Craft.
- 2.2.7 Appreciate the diversity of ones own culture and emerging trends that are being reflected on it

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part-I (Class XI)

Topic	Student Learning Outcomes		Cognitive level ²		
			K	U	A
1. Culture	Candidates should be able to:				
1.1 What is Culture	1.1.1	define the term 'culture';	*		
	1.1.2	define the functions of culture;	*		
	1.1.3	list different elements of culture;	*		
	1.1.4	describe the elements of culture (religion, politics, economics, art, science, education, languages, customs and traditions);		*	
	1.1.5	analyze the importance of the elements of culture;			*
	1.1.6	describe the various aspects of culture .i.e. material and non material;		*	
	1.1.7	evaluate the scope of culture in the societal development.			*
1.2 The Concept of Islamic Culture	1.2.1	define the concept of Islamic culture;	*		
	1.2.2	discuss the basis of Islamic culture.		*	

² K = Knowledge, U = Understanding, A= Application (for explanation see Section 8: Definition of command words used in Student Learning Outcomes and in Examination Questions).

NOTES

			K	U	A
2. The Land and the People		Candidates should be able to:			
2.1 The Mountainous Zone	2.1.1	locate the major mountainous regions of Pakistan (Karakoram, Himalayas, Hindu Kush, Safed Koh Ranges, Waziristan Hills, Sulaiman Range, Kirthar Range, Sulaiman Range, Toba Kakar Range);	*		
	2.1.2	explain the importance of these mountain ranges with reference to invasion and climate);		*	
	2.1.3	discuss the affect of landforms on the life style of the people.		*	
2.2 Lower and Upper Indus Plains	2.2.1	list the areas that form upper and lower Indus plain;	*		
	2.2.2	discuss the reasons behind the civilizations thriving near the Indus river;		*	
	2.2.3	list the names of the civilizations that have settled near the Indus river.	*		
2.3 Plateau and Deserts	2.3.1	locate the important plateaus (Potwar and Balochistan) and deserts (Tharparker, Nara, Cholistan, Thal and Kharan)	*		
	2.3.2	discuss the importance of plateau and deserts in the economy of the country;		*	
	2.3.3	explain the effect of plateau and deserts on the lifestyle of people.		*	
3. The Making of Pakistan		Candidates should be able to:			
3.1 Indus Valley Civilization	3.1.1	describe the main features of Indus Valley Civilization;		*	
	3.1.2	describe the growth of Harappa;		*	
	3.1.3	identify the common characteristics Gandhara civilization;	*		
	3.1.4	explain the impact of Greek civilization on our society;		*	
	3.1.5	explain and analyze the effect of the arrival of Aryans in the Indo-Pak Sub-continent;		*	
	3.1.6	analyze the characteristics of Buddhist period in the Indus Valley.			*
3.2 The Arab Period	3.2.1	describe the advent of Islam in Sindh in 712 AD by Muhammad- bin-Qasim;		*	
	3.2.2	analyze the impact of the Arab conquest on Sindh and the foundations of Islamic Society;			*

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			K	U	A
3.3 Turco- Mughal Period	3.3.1	discuss the establishment of Delhi Sultanate;		*	
	3.3.2	discuss the reasons behind Babur's attack;		*	
	3.3.3	explain the impact of Mughals on the sub continent;		*	
	3.3.2	describe the events that initiated the Mughal's intensions of expedition and resistance amongst the locals of the sub-continent;		*	
	3.3.3	define the policy of integration and tolerance;	*		
	3.3.4	enlist the names of Sufis who contributed for the development of Islam in the sub-continent;	*		
	3.3.5	analyze the role of Sufis in the expansion of Islam.			*
3.4 Development of Language and Art under the Mughal	3.4.1	analyze the Mughal contribution in the various forms of literature;			*
	3.4.2	critically analyze the development of language and literature during the reign of Akbar;			*
	3.4.3	evaluate the role of Akbar's Nau-Ratan in the field of fine arts;			*
	3.4.4	discuss the importance of Fatehpur sikri as a center of Mughal culture;		*	
	3.4.5	give an account of Mughal contribution in the field of architecture;	*		
	3.4.6	discuss why emperor Shajehan is praised as an architect King;		*	
	3.4.7	enlist the main features of art and architecture introduced by Mughals such as miniature painting, Turk-o-Roman element in architecture and autobiographies in literature.	*		
3.5 The Sufis and their Role	3.5.1	define the concept of Sufism;	*		
	3.5.2	state the names of prominent Sufis in the sub-continent;	*		
	3.5.3	discuss the role played by Sufis saints and religious reformers in the spread of Islam;		*	
	3.5.4	give a brief account of the contribution of Sachhal sarmast, Baba Bhulley Shah, Data Ganj Baksh, Shah Abdul Latif Bhattai, Rehman Baba, Shah Wali-ullah, Syed Ahmed Shaheed.		*	

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			K	U	A	
3.6	Socio –Political Decline	3.6.1	give an over view of the causes of Mughal Decline;	*		
		3.6.2	state the reasons that led to the downfall of the Mughals;	*		
		3.6.3	analyze the role of British bringing in the socio set back in the Muslims of the sub-continent;			*
		3.6.4	critique the role of later Mughal in the decline of Mughal glory.			*
3.7	The Beginning of Muslim Resurgence	3.7.1	discuss the contribution of Sir Syed Ahmed Khan in the re-awakening of Muslims;		*	
		3.7.2	appraise the importance of Aligarh movement with reference to the Socio-Economic uplift of Muslims;			*
		3.7.3	discuss the role and contribution of Muhammad Ali Jinnah in the making of Pakistan.		*	
3.8	The Birth of Pakistan	3.8.1	discuss the initial problems faced by Pakistan during 1947-48;		*	
		3.8.2	analyze how successful was Pakistan in solving the problem face during 1947-48.			*

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			K	U	A
4. Pakistan Culture	Candidate should be able to:				
4.1 Ideological Moorings	4.1.1	discuss the basis of the ideology of Pakistan;		*	
	4.1.2	explain the main features of the ideology of Pakistan(Tauheed, Brotherhood, equality and Justice);		*	
	4.1.3	discuss the importance of education in Islam;		*	
	4.1.4	explain the concept of life after death in Islam;		*	
	4.1.5	analyze how the concept of hereafter affects the society.			*
4.2 Social Patterns	4.2.1	describe the terms ‘tribal’, ‘feudal’, ‘rural’ and ‘urban’;		*	
	4.2.2	list the areas where tribal form of government is administered;	*		
	4.2.3	name the main components of the tribal form of government;	*		
	4.2.4	discuss the functioning of the tribal system		*	
	4.2.5	explain reasons behind the feudal system (historical, political and social);		*	
	4.2.6	discuss the reasons behind the distribution of population in rural-urban areas.		*	
4.3 Arts and Crafts	4.3.1	identify the forms of art and craft (Hamd-o-Naat, Qawali, Ghazals, folk and classical dance, Calligraphy, miniature art and handicrafts);		*	
	4.3.2	discuss the contribution of Pakistan in each field of Art and Craft)		*	
4.4 Education	4.4.1	discuss the current education policy of Pakistan;		*	
	4.4.2	explain the major developments that have in education since 1947;		*	
	4.4.3	discuss the problems faced during development of this sector in Pakistan;		*	
	4.4.4	analyse the ways by which the education system of Pakistan can be upgraded;			*

			K	U	A
4.5 Language and Literature	4.5.1	trace the origin and evolution of Urdu;	*		
	4.5.2	explain why Urdu was chosen as a national language;		*	
	4.5.3	analyse the significance of Urdu as a national language;			*
	4.5.4	list the main regional languages of Pakistan and the regions where these are spoken;	*		
	4.5.5	discuss the steps taken for the development and promotion of provincial languages (Sindhi, Balochi, Pushto, Punjabi) in Pakistan;		*	
	4.5.6	explain the contribution of provincial languages in literature, poetry and prose;		*	
	4.5.7	explain the role of English as an official language.		*	
5. Emerging Trends		Candidate should be able to:			
5.1 Islamization	5.1.1	discuss the objective resolution of 1949;		*	
	5.1.2	explain the process of constitution making of Pakistan;		*	
	5.1.3	describe the problems faced by Pakistan during the constitution making;		*	
	5.1.4	discuss the Islamic reforms of 1956, 62 and 73 Constitution;		*	
	5.1.5	explain the process of Islamization initiated by Zia-ul-Haq;		*	
	5.1.6	describe the impact of Islamization on Pakistan as a country.		*	
5.2 Education	5.2.1	discuss the education policies of the government of Pakistan;		*	
	5.2.2	discuss the concept of distant and virtual learning;		*	
	5.2.3	explain how modern technology have enlarged the scope of education.		*	
5.3 Socio-Economic Trends	5.3.1	describe the impact of media on the social outlook of the people of Pakistan.		*	
	5.3.2	discuss the concept of free trade, quota system;		*	
	5.3.3	analyze the impact of free trade on the country of Pakistan;			*
	5.3.4	discuss the contribution of women in the economic up growth of the country.		*	

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Part-II (Class XII)

Topic	Student Learning Outcomes		Cognitive level		
			K	U	A
6. Sufis and their Shrines	Candidates should be able to:				
6.1 <i>Data Ganj Bakhsh, Baba Farid Ganj-i-Shakar</i>	6.1.1	define Sufism;	*		
	6.1.2	describe the origin and tradition of sufism in the sub-continent region;		*	
	6.1.3	explain the role of sufis in the expansion of Islam in the sub-continent;		*	
	6.1.4	give a brief account of the lives of Baba Farid Ganj-e-Shakar and Hazrat Data Ganj Baksh;	*		
	6.1.5	highlight the important teachings of these sufi saints in the Punjab region;		*	
	6.1.6	elaborate how a person can gain inner satisfaction from their teachings.			*
6.2 <i>Lal Shahbaz Qalandar, Shah Abdul Latif Bhatai, Sachal Sarmast</i>	6.2.1	discuss the sufi tradition in the region of Sindh;		*	
	6.2.2	describe the life and efforts of Hazrat Lal Shahbaz Qalandar, Shah Abdul Latif Bhatai and Hazrat Sachal Sarmast in their respective regions;		*	
	6.2.3	describe the literal work of Hazrat Lal Shahbaz Qalander, Shah Abdul Latif Bhattai and Hazrat Sacchal Sarmast;		*	
	6.2.4	analyze the importance of sufi music and poetry in the expansion of Islam in the sub continent and beyond;			*

NOTES

			K	U	A
7. Archaeological Treasures	Candidates should be able to:				
7.1 Kot Diji,	7.1.1	discuss the rich archaeological heritage that exist in Pakistan;		*	
	7.1.2	identify the location of Kot Diji on the map of Pakistan;	*		
	7.1.3	describe the characteristics of Kot Diji as one of the ancient civilizations of the sub continental region.		*	
7.2 Harappa and Mohenjo-Daro	7.2.1	describe the characteristics and salient features of the Indus valley civilization that makes it similar to the contemporary civilizations;		*	
	7.2.2	describe the city planning of Moen-jo-daro;		*	
	7.2.3	analyze the social structure of Indus Valley civilization with the available remains and artefacts.			*
7.3 Taxila and Swat	7.3.1	compare the common characteristics between the two ancient cities of Taxila and Swat ;			*
	7.3.2	analyze the social impact left by the Greeks in Taxila and Swat;			*
	7.3.3	locate the ancient site of 'Takht Bhai' on the map in the region of Swat;	*		
	7.3.4	give an account of the characteristics of the 'Takht Bhai'.		*	
7.4 Bhanbhore and Mansura	7.4.1	locate the site of Banbhore and Mansura on the map;	*		
	7.4.2	describe the motive behind the development of the cities of Banbhore and Mansura;		*	
	7.4.3	identify the architectural features of Banbhore and Mansura.	*		

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			K	U	A
8. Architecture and Historical Monuments	Candidates should be able to:				
8.1 Architectural Development during the Mughals	8.1.1	describe the importance of architecture in the culture of any society;		*	
	8.1.2	analyze how architecture and historical monuments help in decoding the cultures of past civilizations;			*
	8.1.3	highlight the different forms of architectural pattern found in Pakistan;		*	
	8.1.4	describe the role of Mughals in the field of architecture in the sub continental region;		*	
	8.1.5	define the characteristics of the given monuments and their importance in history .i.e. Multan Tomb, Lahore Fort and Badhshahi Mosque Lahore.	*		
8.2 Architectural Development in Sindh	8.2.1	describe the model of architecture in the region of Sind;		*	
	8.2.2	explain the significant use of tiles in the architecture of Sind;		*	
	8.2.3	locate the Makli graveyard on the map;	*		
	8.2.4	explain its historical significance;		*	
	8.2.5	analyze the architectural development in Sind during the reign of Talpurs and Kalhoros;			*
	8.2.6	describe the importance of Hyderabad city in the context of historical monuments and architecture;		*	
	8.2.7	enlist the architectural heritage that exists in Hyderabad city and its surroundings.	*		
8.3 The Khyber Pass	8.3.1	locate the famous route of Khyber Pass on the map;	*		
	8.3.2	critically analyze the importance of Khyber Pass as the means of communication in the history of the invaders.			*

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		K	U	A
9. Major Trends in Arts and Literature and Their Exponents	Candidates should be able to:			
9.1 Poetry, Fiction, Drama	9.1.1		*	
	9.1.2		*	
	9.1.3			*
	9.1.4		*	
	9.1.5	*		
	9.1.6			*
	9.1.7			*
	9.1.8	*		
	9.1.9			*
	9.1.10	*		
	Enlist the contribution of famous fiction writers and media artist in the development of culture, Fiction: Ibn e Safi, Umeera Ahmed, Haseena Moin, Bano Qudsia Media Artist: Zia Mohiuddin, Anwar Maqsood, Moin Akhter, Rahat kazmi.			

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			K	U	A	
9.2	Painting, Music, Folk-Dancing	9.2.1	enlist the contribution of famous artists within Pakistan Painting: Sadequain, GulJee, Chughtai Music: Sohail Rana, Rasheed Atray, Noor Jehan, Mehdi Hasan, Abida Parveen, Attaullah Issakhelwi, Alamagir Folk- dancing: Nighat Chaudhri, Sheema Kirmani, Nahid Siddiqui	*		
		9.2.2	describe the characteristics of the work of Sadequian, Chughtai and Gul Jee		*	
		9.2.3	explain what are the current trends and patterns of painting in Pakistan		*	
		9.2.4	analyze the music scene of Pakistan with reference to various different forms of music from classical to fusion			*
		9.2.5	give an overview about the folk dances tradition of the culture of Pakistan	*		
		9.2.6	describe the tradition of qawwali in Pakistan		*	
		9.2.7	enlist the famous qawwals in the field of music	*		
10. Festivals, Social Customs and Dresses		Candidates should be able to:				
10.1	Festivals, Eid-ul-Fitr, Eid-ul-Azha,	10.1.1	define the concept of social customs	*		
		10.1.2	discuss the importance and need of festivals and social customs as a cultural trait.		*	
		10.1.3	explain the significance of Eid-ul-fitr and Eid-ul Azaha with other festivals (Basant, Mela Chiragah, Lok Mela, Horse and Cattle Show);	*		
		10.1.4	define the celebration pattern of Eid-ul Azha and Eid-ul-Fitr and how it is different from the other celebrations		*	
10.2	Shab-e-Baraat, Muharram, Eid-Milad-un-Nabi,	10.2.1	describe the importance of the religious events which are culturally organized .i.e. Shab-e barat, Muharram and Eid-e-Milad-un-Nabi,		*	

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			K	U	A
10.3	Anniversaries, Social Customs and Ceremonies, Birth of a child, Marriage Ceremonies Dress)	10.3.1	define the pattern of the social celebrations in the culture of Pakistan	*	
		10.3.2	analyze the different models of festivities such as birth of child, marriage ceremonies in Sind, Punjab, Baluchistan and NWFP		*
		10.3.3	discuss the characteristics and models of the prototype apparel being in use in the provinces of Pakistan.		*

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4. Scheme of Assessment

Class XI

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total
			K	U	A	
1.	Culture	2	4	3	2	9
2.	The Land and the People	3	4	5	0	9
3.	The Making of Pakistan	8	9	16	10	35
4.	Pakistan Culture	5	4	17	3	24
5.	Emerging Trends	3	0	12	1	13
	Total	21	21	53	16	90
	Percentage		23	59	18	100

Table 2: Allocation of Marks for the Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topics	No of Sub-Topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
1.	Culture	2	4	5		9
2.	The Land and the People	3	4	8		12
3.	The Making of Pakistan	8	10	15	10	35
4.	Pakistan Culture	5	8	15	10	33
5.	Emerging Trends	3	4	7		11
	Total	21	30	50	20	100

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
1.	Culture	MCQs 4 @ 1 Mark CRQ 1 @ 5 Marks			9
2.	The Land and the People	MCQs 4 @ 1 Mark CRQ 1 @ 8 Marks			12
3.	The Making of Pakistan	MCQs 10 @ 1 Mark CRQs 3 @ 5 Marks each ERQ 1 @ 10 Marks			35
4.	Pakistan Culture	MCQs 8 @ 1 Mark CRQs 3 @ 5 Marks each ERQ 1 @ 10 Marks			33
5.	Emerging Trends	MCQs 4 @ 1 Mark CRQ 1 @ 7 Marks			11
	Total Marks	MCQs 30	CRQs 50	ERQs 20	100

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

Class XII

Table 4: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total
			K	U	A	
6.	Sufis and their Shrines	2	2	6	2	10
7.	Archaeological Treasures	4	4	6	3	13
8.	Architecture and Historical Monuments	3	4	7	3	14
9.	Major Trends in Arts and Literature and Their Exponents	2	6	6	5	17
10.	Festivals, Social Customs and Dresses	3	3	4	1	8
	Total	14	19	29	14	62
	Percentage		31	47	22	100

**Table 5: Allocation of Marks for the Multiple Choice Questions (MCQs),
Constructed Response Questions (CRQs) and
Extended Response Questions (ERQs)**

Topic No.	Topics	No of Sub-Topics	Marks			
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	Total
6.	Sufis and their Shrines	2	5	8	0	13
7.	Archaeological Treasures	4	6	10	0	16
8.	Architecture and Historical Monuments	3	6	10	10	26
9.	Major Trends in Arts and Literature and Their Exponents	2	8	15	10	33
10.	Festivals, Social Customs and Dresses	3	5	7	0	12
	Total	14	30	50	20	100

Table 6: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
6.	Sufis and their Shrines	MCQs 5 @ 1 Mark CRQ 1 @ 8 Marks			13
7.	Archaeological Treasures	MCQs 6 @ 1 Mark CRQs 2 @ 5 Marks each			16
8.	Architecture and Historical Monuments	MCQs 6 @ 1 Mark CRQ 2 @ 5 Marks each ERQ 1 @ 10 Marks			26
9.	Major Trends in Arts and Literature and Their Exponents	MCQs 8 @ 1 Mark CRQ 2 @ 5 Marks each ERQ 1 @ 10 Marks			33
10.	Festivals, Social Customs and Dresses	MCQs 5 @ 1 Mark CRQ 1 @ 7 Marks			12
	Total Marks	MCQs 30	CRQs 50	ERQs 20	100

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

- 4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes XI and XII. The SLOs indicate that emphasis in Pakistan Culture knowledge (21% and 31%) about Pakistan and understanding of issues it faces (53% and 47%) and application of ideas in real life (16% and 22%) respectively
- 4.2 There will be two examinations, one at the end of Class XI and one at the end of Class XII.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administrated within 3 hours.
- 4.4 Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 80 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- 4.6 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching –Learning Approaches and Classroom Activities

5.1 Moral values dramatized through Role Play

Students can be divided in a number of groups. Each group can be given one topic or a story, under the direction of a group leader. They can play roles of a writer, director, prepare dialogues etc, enact the story for a number of roles, and perform a skit, drama or role-play concluded by a hymn or poem.

5.2. Visit to Senior Citizens' homes, hospitals, orphanages, institutions for the special people etc.

Students may contribute or collect money by organizing fairs etc. To purchase gifts will the help of the teacher /principal to be presented to inmates of these institutions and also contribute their time to help with tasks, games etc. in the institutions. They can discuss in the class issues related to human suffering, caring, poverty, sharing and helping of develop projects around these activities.

5.3 Moral issues and dilemmas

Students may be presented with situations, current moral issues and moral dilemmas that may have been highlighted in the magazines and newspapers. They may discuss them in pairs or groups, draw lessons and conclusions and write brief reflections.

5.4 Using art forms

Students may be encouraged to write poems and songs on moral values, social problems, their emotions etc. They may also use other forms of artistic expression, e.g. painting, sketching, pottery making, collage work, etc.

5.5 *Celebrating cultural and religious festivals:*

Cultural Meals and religious festivals of different faiths may be celebrated.

5.6 *Demonstration of ethical behaviour in the daily lives of students.*

The applied nature of Ethics as a subject requires that students and teachers demonstrate good manners, courtesy, respect for diversity, tolerance, helpfulness, cooperation, etc., in school, at home and in the community.

6. Recommended Texts and Reference Materials

Recommended Book

1. Dr, Jamil Jalbi. *Pakistani Culture*, Islamabad: National Book Foundation

Reference Books

1. Dr. M.H. Siddiqui. *Pakistan Culture*. Book, Islamabad: *National Book Foundation*
2. Dr. Jamil Jalibi. *Pakistan Culture*. Book, Islamabad: *National Book Foundation*
3. Dr. Ansar Zahid Khan. *Pakistan Culture*. Book, Islamabad: *National Book Foundation*
4. Dr. Abdur Rehman. *Pakistan Culture*. Book, Islamabad: *National Book Foundation*
5. Lubna Saif. *Pakistan Society and Culture*, Islamabad: *National Book Foundation*
6. Javed Iqbal Syed. (). *Pakistan Society and Culture*, Islamabad: *National Book Foundation*

Journal

Pakistan Economic Survey

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, analyse, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, re-arrange, reconstruct/recreate, re-organize, predict consequences etc.

7.2 Definition of Command Words:

Knowledge:

Write: Implies making a list of desired entities or data.

Explain: May imply reasoning or some reference to theory, depending on the context.

List: Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names.

Define (the term or terms) Only a formal statement or equivalent paraphrase is required. No examples need to be given.

Study: Concentrate on the given text 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.

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

HSSC Scheme of Studies³

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised HSSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. The marks allocated to subjects in the revised National Scheme of Studies have been followed.

HSSC I-II (Classes XI-XII) subjects on offer for examination

HSSC Part-I (Class XI) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Biology-I	85	15	100	English
Total:	455	45	500	

HSSC Part-II (Class XII) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Biology-II	85	15	100	English
Total:	555	45	600	

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

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

HSSC Part-I (Class XI) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Mathematics-I	100	-	100	English
Total:	470	30	500	

HSSC Part-II (Class XII) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Mathematics –II	100	-	100	English
Total:	570	30	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

HSSC Part-I (Class XI) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I	100	-	100	Urdu
Pakistan Culture-I ^a				English
Any one subject combinations of the following:				
Physics-I	85	15	300	English
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Physics-I	85	15	300	English
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Mathematics-I	100	-	300	English
*Statistics-I	85	15		English
Computer Science-I	75	25		English
Total:			500	

HSSC Part-II (Class XII) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR	100	-	100	Urdu
Pakistan Culture-II ^a				English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Any one subject combinations of the following:				
Physics-II	85	15	300	English
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Physics-II	85	15	300	English
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Mathematics-II	100	-	300	English
*Statistics-II	85	15		English
Computer Science-II	75	25		English
Total:			600	

a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.

b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subject is offered ONLY in the May examination.**

HSSC Part-I (Class XI) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Principles of Accounting-I	100	-	100	English
Principles of Economics	75	-	75	English
Principles of Commerce	75	-	75	English
Business Mathematics	50	-	50	English
Total:	500	-	500	

HSSC Part-II (Class XII) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Principles of Accounting-II	100	-	100	English
Commercial Geography	75	-	75	English
*Computer Studies OR Banking	60 OR 75	15 -	75	English
Business Statistics	50	-	50	English
Total:	600		600	

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***This subjects are offered ONLY in the May examination.**

HSSC Part-I (Class XI) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	Urdu English
Any three of the following Elective Subjects	300 (100 each)	
1. Civics-I		English / Urdu
2. Computer Science-I (75+25 practical)		English
3. Economics-I		English / Urdu
4. *Education-I		English / Urdu
5. *Geography-I (85+15 practical)		English / Urdu
6. *Islamic Studies-I		English / Urdu
7. *Islamic History-I		English / Urdu
8. Literature in English-I		English
9. Mathematics-I		English
10. *Psychology-I (85+15 practical)		English / Urdu
11. *Statistics-I (85+15 practical)		English
12. *Sociology-I		English / Urdu
13. Urdu Literature-I		Urdu
14. *Fine Arts-I		English
Total:	500	

HSSC Part-II (Class XII) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	Urdu English
Islamiyat OR Ethics ^b	50	English / Urdu
Pakistan Studies	50	English / Urdu
Any three of the following Elective Subjects	300 (100 each)	
1. Civics-II		English / Urdu
2. Computer Science-II (75+25 practical)		English
3. Economics-II		English / Urdu
4. *Education-II		English / Urdu
5. *Geography-II (85+15 practical)		English / Urdu
6. *Islamic Studies-II		English / Urdu
7. *Islamic History-II		English / Urdu
8. Literature in English-II		English
9. Mathematics-II		English
10. *Psychology-II (85+15 practical)		English / Urdu
11. *Statistics-II (85+15 practical)		English
12. *Sociology-II		English / Urdu
13. Urdu Literature-II		Urdu
14. *Fine Arts-II		English
Total:	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

*These subjects are offered ONLY in the May examination.