



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Higher Secondary School Certificate
Examination**

**PAKISTAN STUDIES
CLASSES XI-XII**

(based on National Curriculum 2006)

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**Higher Secondary School Certificate
Examination Syllabus**

**PAKISTAN STUDIES
CLASSES XI-XII**

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

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PREFACE

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

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

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

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

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

- It is in large part a reproduction, with some elaboration, of the Class 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 (2006)¹

1. Inculcate a sense of gratitude to Almighty Allah for blessing us with an independent and sovereign state
2. underscore the importance of national integration, cohesion and patriotism.
3. encourage traits of observation, creativity, analysis and reflection in students.
4. promote an understanding of the ideology of Pakistan, the Muslim struggle for independence and endeavors for establishing a modern welfare Islamic state.
5. acquaint the students with various phases of Pakistan's historical, political and constitutional developments.
6. 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.
7. enhance understanding of the physical features and human resources of Pakistan.
8. impart awareness about various aspects of socio-economic activities at national level and the role played by Pakistanis in the development of their society.
9. highlight Pakistan's strategic position in international politics, especially its relations with neighboring and Muslim countries.
10. lay emphasis on the rights and obligations of the citizens of an independent and sovereign state.

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. 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) Pakistan Studies, Islamiyat / Ethics will be taught in both Classes XI and XII, but the examination will be conducted at the end of Class XII;
- (d) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

¹ These objectives have been reproduced from the *National Curriculum document 2006* (p.1) issued by the National Curriculum and Textbooks Ministry of Education Government of Pakistan Islamabad

- 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 Studies Examination Syllabus

- 2.2.1 In developing the Pakistan Studies examinations syllabus, the AKU-EB has followed the National Curriculum document and its content areas. It has however, recommended some supplementary topics to provide a perspective of historical continuity in the contemporary challenges faced by the country and to give an insight into the realistic understanding of the origin, creation and development of Pakistan. Hence, the sequence of the chapters in this syllabus is different from the national curriculum document. A chapter has been added to acquaint students with the constitutional and political development of the country.
- 2.2.2 It is expected that the student learning outcomes included in this examination syllabus will encourage teachers and students to develop critical consciousness and analytical skills which are components of “higher order thinking”.
- 2.2.3 Students should be able to appreciate the diversity and plurality in Pakistani society and its culture as manifested in its languages, dress, built environment, art and architecture, as given in the national Curriculum document.

**3. Topics and Student Learning Outcomes of the Examination Syllabus
Classes XI-XII**

Topic	Student Learning Outcomes		Cognitive Level ²		
			K	U	A
1. History of Pakistan	Candidates should be able to:				
1.1 Importance of Pakistan Studies	1.1.1	explain the importance of how Pakistan Studies as a subject can help in understanding the origin, creation and development of Pakistan.		*	
1.2 Definition and Significance of Ideology	1.2.1	define ideology;	*		
	1.2.2	explain the guiding principles of Islamic way of life (justice, equality and brotherhood) that form the basis of Pakistan ideology;		*	
	1.2.3	define the basic components of ideology of Pakistan (sovereignty of Allah, equity and justice, democracy and equal rights for minorities).	*		
1.3 Struggle for Pakistan (1909-1919)	1.3.1	evaluate the role of Sir Syed Ahmed Khan as a reformer (education, social and political);			*
	1.3.2	discuss the Aligarh Movement;		*	
	1.3.3	evaluate the role of Aligarh Movement in the making of Pakistan;			*
	1.3.4	discuss the political conditions of the sub-continent which led to the formation of All India Muslim League (Partition of Bengal (1905) and Simla Deputation(1906));		*	
	1.3.5	state the aims and objectives of All India Muslim League;	*		

² K = Knowledge, U = Understanding, A= Application (for explanation see Section 6: Definition of command words used in Student Learning Outcomes and in Examination Questions).

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			K	U	A
	1.3.6	discuss the political developments between 1909-1919 <ul style="list-style-type: none"> • Morley –Minto Reforms (1909) • Reversal of the Partition of Bengal (1911) • Lucknow Pact (1916) • Montague Chelmsford Reforms (1919); 		*	
	1.3.7	discuss the causes and outcomes of the Khilafat Movement (1919-21);		*	
	1.3.8	analyze the impact of the Khilafat Movement on the Muslims of the Sub-Continent;			*
	1.3.9	explain the role of Ali Brothers in the Khilafat Movement.		*	
1.4	Pakistan Movement (1920-47)	1.4.1	discuss the political developments between 1924-37; <ul style="list-style-type: none"> • Simon Commission (1927) • Nehru Report (1928) • Jinnah’s Fourteen Points (1929) • Round Table Conferences (1930-32) • Communal Award (1932) • Government of India Act 1935 		*
		1.4.2	discuss the reasons of the failure of Muslim League in the General Elections of 1937;		*
		1.4.3	explain the impact of Congress Rule and the Day of Deliverance 1939;		*
		1.4.4	analyze the importance of Pakistan Resolution 1940;		*
		1.4.5	explain the major features, outcomes and significance of <ul style="list-style-type: none"> • Cripps Mission 1942 • Gandhi-Jinnah Talks 1944; 		*
		1.4.6	discuss the reaction of Muslim League and Congress on Cripps Mission proposal;		*
		1.4.7	discuss the reasons behind the success of Muslim league in 1945 General Elections;		*

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			K	U	A
	1.4.8	analyze the reasons behind the difference between the results of elections of 1935-36 and 1945-46;			*
	1.4.9	analyze Simla Conference as a final attempt of the reconciliation between Muslim League and Congress;			*
	1.4.10	explain the significance of Cabinet Mission 1946 on the creation of Pakistan;		*	
	1.4.11	explain the major features of the 3 rd June plan and its implementation;		*	
	1.4.12	discuss the Independence Act of 1947.		*	
2. Early Years of Islamic Republic of Pakistan	Candidates should be able to:				
2.1 The Red Cliff Award	2.1.1	discuss the major features of the Boundary Commission;		*	
	2.1.2	discuss the need of the Boundary Commission;		*	
	2.1.3	analyze the unjustness of the commission and its impact on Pakistan as a young State and to the future of Pakistan;			*
	2.1.4	identify and locate the areas that became the part of Pakistan and its neighbouring States.	*		

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			K	U	A	
2.2	Problems Faced during 1947-48	2.2.1	discuss the immediate problems faced by Pakistan in the establishment of an independent nation; <ul style="list-style-type: none"> • Unfair boundary division, • Division of financial and military assets, • Refugee problems, • Administrative problems, • Problem of national language, • Kashmir issue, • Canal water Dispute, • Princely States (Hyderabad, Junagarh), • Lack of trained personnels. 		*	
		2.2.2	suggest the difficulties which Pakistan might have faced if the problem of Canal Water would not have been solved;			*
		2.2.3	explain how Canal Water Dispute was resolved;		*	
		2.2.4	criticise the implementation and outcomes of Indus Water Basin Treaty;			*
		2.2.5	analyze how Kashmir issue is a hindrance between the relation of Pakistan and India;			*
		2.2.6	explain how successful Pakistan was in overcoming the initial problems.		*	
2.3	The Roles and vision of Quaid-e Azam	2.3.1	discuss the role of Mohammad Ali Jinnah as <ul style="list-style-type: none"> • An advocate of Hindu- Muslim Unity. • A member and later President of Muslim league. • A negotiator with the British. • A firm believer of Pakistan. • A first Governor- General of Pakistan; 		*	
		2.3.2	discuss the vision of Quaid-e-Azam for the future of Pakistan;		*	
		2.3.3	discuss the advice of Quaid-e-Azam to the government officials for national service;		*	

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			K	U	A
	2.3.4	explain the guiding principles of Quaid-e-Azam for the economy of Pakistan;		*	
	2.3.5	explain the guiding principles of Quaid-e-Azam for the foreign policy of Pakistan;		*	
	2.3.6	state the views of Quaid-e-Azam regarding the development of Pakistan.	*		
3. Geography of Islamic Republic of Pakistan	Candidates should be able to:				
3.1 Location	3.1.1	identify the location of Pakistan with reference to latitudes 24°N-37°N and longitudes 61°E-78°E;	*		
	3.1.2	locate the neighbouring countries of Pakistan on the world map (Afghanistan, India, China, Iran);	*		
	3.1.3	locate and identify the land locked countries on the world map around Pakistan;	*		
	3.1.4	describe how Pakistan is recognized as a gateway for the land locked countries;		*	
	3.1.5	identify and locate the major cities of Pakistan on the map (Karachi, Hyderabad, Lahore, Multan, Sialkot, Quetta, Ziarat, Peshawar, Gilgit, Chitral, Islamabad, Swat);	*		
	3.1.6	explain the strategic importance of the location of Pakistan.		*	

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			K	U	A
3.2 The Natural Topography	3.2.1	<p>identify and locate the following land from feature of Pakistan;</p> <p>Plains: Upper Indus, Lower Indus</p> <p>Desert: Thar, Thal, Kharan</p> <p>Mountains: Hindu Kash, Karakoram , Himalayan , Sulaiman Range, Safed Koh, Waziristan, Salt Range</p> <p>Plateau: Potwar and Baluchistan</p> <p>Coastal areas: Karachi, Makran (Baluchistan)</p> <p>Rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hab, Dasht</p>	*		
	3.2.2	discuss the influence of the natural topography on human activities;		*	
	3.2.3	discuss the importance of rivers in Pakistan.		*	
3.3 Climate	3.3.1	define the terms ‘climate’ and ‘weather’;	*		
	3.3.2	discuss the factors that influence the climate of Pakistan (rainfall, latitude, Western depression, thunderstorms and cyclones);		*	
	3.3.3	identify major climatic regions of Pakistan and briefly describe their characteristics(arid, semi-arid, coastal and highland);	*		
	3.3.4	<p>analyze how climate affects the life of people and how human activities affects the climate.</p> <ul style="list-style-type: none"> • Influence of low temp, ice and snow on the lives of people in the mountains. • Influence of rain storms and on agriculture, industry and communications. • Problems caused by droughts and school of water supply on agriculture and industry. 			*

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			K	U	A
3.4 Environmental Hazards and remedies	3.4.1	identify the main sources of pollution –industrial emissions (air), human waste, arsenic (water);	*		
	3.4.2	analyze the acute problems caused by pollution;			*
	3.4.3	discuss the likely impact of global warming on Pakistan;		*	
	3.4.4	suggest remedies to overcome the global warming;			*
	3.4.5	discuss as a student your responsibilities to control environmental pollution.		*	
4. Steps towards an Islamic Republic of Pakistan	Candidates should be able to:				
4.1 Concept of Constitution	4.1.1	define the term constitution;	*		
	4.1.2	describe why constitution is important for a state.		*	
4.2 Constitutional History of Pakistan	4.2.1	identify the key features of the Objectives Resolution;	*		
	4.2.2	discuss the significance and impact of Objectives Resolution in the constitutional development of Pakistan;		*	
	4.2.3	discuss the reasons behind the delay in the constitution process;		*	
	4.2.4	describe the salient features of 1956 Constitution;		*	
	4.2.5	discuss the reasons that led to the failure of 1956 Constitution;		*	
	4.2.6	describe the salient features of 1962 Constitution;		*	
	4.2.7	discuss the reasons that led to the failure of 1962 Constitution;		*	
	4.2.8	discuss Islamic features of 1956 and 1962 Constitution;		*	
	4.2.9	discuss the salient features of 1973 Constitution;		*	
	4.2.10	explain the features of Islamization incorporated in 1973 Constitution;		*	
	4.2.11	explain fundamental rights of the citizens of Pakistan provided by 1973 Constitution;		*	
	4.2.12	evaluate the state of women rights provided by the 1973 Constitution;			*
	4.2.13	explain the minority rights in 1973 Constitution.		*	

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5. Administrative Structure of Pakistan and Good Governance		Candidates should be able to:				
5.1	Federal Government- Various Institutions and Functions	5.1.1	define the term ‘State’;	*		
		5.1.2	explain the concept of Government and its components;		*	
		5.1.3	analyze the functions of Federal Government;			*
		5.1.4	list the major subjects working under the authority of Federal Government; (defence, foreign policy, finance).	*		
5.2	Provincial Government- Various Institutions and Functions	5.2.1	list the major institutions working under the authority of provincial government;	*		
		5.2.2	list the major subjects working under the authority of provincial government; (health, sanitation, education);	*		
5.3	Islamic Perspective of Good Governance	5.3.1	discuss obstacles in implementation of good governance in Pakistan;		*	
		5.3.2	suggest remedies to overcome the obstacles hindering the implementation of good governance in Pakistan;			*
		5.3.3	define Islamic perspective of good governance;	*		
		5.3.4	give examples of some Islamic perspective of good governance with reference to the first four Caliphs;	*		
		5.3.5	discuss the characteristics of the Islamic state established by The Holy Prophet PBUH and Hazrat Umar R.A.		*	
5.4	Local Government in Pakistan	5.4.1	compare the local government systems (devolution plan) during the Ayub Khan, Zia-ul-Haq and Musharraf eras;			*
		5.4.2	analyze the system of local bodies (merits and demerits).			*

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6. Culture and Language of Pakistan		Candidates should be able to:			
6.1	What is Culture	6.1.1	define the term 'culture';	*	
		6.1.2	define the functions of culture;	*	
		6.1.3	discuss the different components of culture; (languages, dresses, art, crafts, music and festivals);		*
		6.1.4	understand the term 'cultural diversity';		*
		6.1.5	explain how it can be made useful in forging better understanding and unity among various people of Pakistan.		*
6.2	Ancient Civilization of Pakistan	6.2.1	locate the areas of ancient civilization on the given map of Pakistan;	*	
		6.2.2	enlist the chronological order of various civilizations that flourished in the sub continent;	*	
		6.2.3	discuss the significant features of some important locations of ancient civilization in Pakistan; (Indus Valley Civilization, Soan Civilization, Kot Diji, Meher Gadh, Gandhara).		*
6.3	Languages of Pakistan	6.3.1	list the main regional languages (Balochi, Punjabi, Sindhi, Pushto, Saraiki, Baruhi) of the Pakistan and the regions where these are spoken;	*	
		6.3.2	discuss the reasons behind choosing Urdu as a national language;		*
		6.3.3	discuss the development of Urdu language;		*
		6.3.4	describe the development of provincial languages.		*

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7. Economic Planning and Development in Islamic Republic of Pakistan		Candidates should be able to:			
7.1	Meaning and Importance of Economic Planning and Development	7.1.1	define economy;	*	
		7.1.2	discuss the importance and difference of GNP and GDP and how it is calculated;		*
		7.1.3	describe the importance of economic planning;		*
		7.1.4	explain the impacts of inflation on economy.		*
7.2	Agricultural Development	7.2.1	define the major forms of agriculture in Pakistan(Small-scale Subsistence, Cash crop farming);	*	
		7.2.2	discuss the role of agriculture in the economic development of Pakistan;		*
		7.2.3	highlight the major problems faced by the agriculture sector in Pakistan;		*
		7.2.4	suggest remedies for the problems encountered by the agriculture sector in Pakistan;		*
		7.2.5	analyse the impact of farm mechanization on employment, productivity and income generation;		*
		7.2.6	explain the purpose of land reforms and how far they were successful;		*
		7.2.7	discuss the shortage of food in Pakistan being an agrigarian economy;		*
		7.2.8	suggest remedies how to overcome these issues;		*
		7.2.9	locate the major agricultural crops in different regions (wheat, rice, sugarcane, cotton) on the map.	*	
7.3	Industrial Development	7.3.1	locate the important industries of Pakistan.(cement, cotton, sugar, crafts, fertilizer, Iron and steel, sports goods, surgical instruments);	*	
		7.3.2	describe different kinds of industries in Pakistan (cottage, small scale and large industry);	*	

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	7.3.3	discuss the importance and contribution of small scale and cottage industries;		*	
	7.3.4	define the importance of the manufacturing of local primary goods including fisheries, dry fruit and fruits;	*		
	7.3.5	analyze the importance of export in economic development;			*
	7.3.6	discuss the contribution of tertiary industries in the economic development of Pakistan (banking, tourism, insurance, education);		*	
	7.3.7	suggest how tourism sector in Pakistan can be improved			*
	7.3.8	discuss how tourism improves economic development and raise foreign exchange;		*	
	7.3.9	define multinational companies;	*		
	7.3.10	assess the contribution of multinational companies;			*
	7.3.11	evaluate reasons for economic disparity amongst different regions of Pakistan and the problems caused by it;			*
	7.3.12	suggest the remedies to overcome the economic disparity in Pakistan.			*
7.4	Trade and Commerce				
	7.4.1	explain trade, commerce and foreign exchange, and their inter relations;		*	
	7.4.2	explain why trade and commerce activities are important for the economic development;		*	
	7.4.3	name and locate Pakistan's main trading partners and name the goods Pakistan exports or imports from them;	*		
	7.4.4	discuss the importance of ports (sea and dry) in trade;		*	
	7.4.5	state the problems faced by labourers of agriculture, industrial and trade sector of Pakistan;	*		
	7.4.6	suggest remedies for the problems encountered by the labourers of agriculture, industrial and trade sector of Pakistan;			*
	7.4.7	define the 'balance of trade';	*		
	7.4.8	analyze the reason of unfair balance of trade in Pakistan.			*

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7.5	Education Planning	7.5.1 7.5.2 7.5.3 7.5.4	discuss the current education policy of Pakistan, discuss the efforts of Government to improve the education standard with reference to EFA (Education for All) Program; give examples of different problems faced by education sector in Pakistan; suggest remedies for the solution of problems faced by education sector in Pakistan;	*	*	*
7.6	Health Planning	7.6.1 7.6.2 7.6.3 7.6.4	list different kinds of health service providers in Pakistan; describe main features of current health policy; give examples of different problems faced by health sector in Pakistan; suggest remedies for the solution of problems faced by health sector in Pakistan.	*	*	*
8.	National Integration and Prosperity	Candidates should be able to:				
8.1	Introduction of National Integration and Cohesion	8.1.1 8.1.2	define national cohesion and integration; differentiate between national cohesion and national integration.	*	*	
8.2	Significance in Islamic Democratic State	8.2.1 8.2.2	identify factors enhancing national cohesion and integration in the country; describe why national cohesion and national integration are important for the socio-economic development of the nation.	*	*	
8.3	Problems in the way to National Cohesion and Integration in Pakistan	8.3.1 8.3.2 8.3.3	identify the problems associated with building national cohesion in Pakistan; suggest ways to increase national integration and national cohesion in country; suggest the role of an individual in increasing national cohesion and national integration in country.	*		*

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9. Foreign Policy of Islamic Republic of Pakistan		Candidates should be able to:				
9.1	Introduction of Foreign Policy	9.1.1	define foreign policy;	*		
		9.1.2	discuss the need and the importance of foreign policy;		*	
		9.1.3	define the principles of Pakistan's foreign policy;	*		
		9.1.4	describe the objectives of Pakistan's foreign policy;		*	
		9.1.5	explain determining factors that are responsible for shaping Pakistan's Foreign Policy.		*	
9.2	Foreign Policy of Pakistan with Neighbouring States	9.2.1	analyze the strength and issues of the relations between Pakistan and China;			*
		9.2.2	evaluate the strategic importance of Pak-China relationship;			*
		9.2.3	analyze the strength and issues of the relations between Pakistan and India;			*
		9.2.4	evaluate the future prospects of good neighbourly relations with India;			*
		9.2.5	analyze the strength and issues of the relations between Pakistan and Iran;			*
		9.2.6	evaluate the future prospects of good neighbourly relations with Iran;			*
		9.2.7	analyze the strength and issues of the relations between Pakistan and Afghanistan.			*
9.3	Foreign Policy of Pakistan with USA	9.3.1	analyze the strength and issues of Pakistan's relations with USA;			*
		9.3.2	analyze the Pak- US relation after the incident of 9/11;			*
		9.3.3	discuss the importance of Pakistan in the international agenda of War against terror.		*	

NOTES

				K	U	A
9.4	Foreign Policy of Pakistan with Saudi Arabia	9.4.1	analyze the strength and issues of Pakistan's relations with Saudi Arabia;			*
		9.4.2	evaluate the future prospects of good relations with Saudi Arabia for the betterment of the Muslim Ummah.			*
9.5	International Organizations	9.5.1	describe the role of Pakistan in U.N;		*	
		9.5.2	discuss the role of Pakistan in developing positive relationship among countries of South Asia (SAARC);		*	
		9.5.3	explain the role of Pakistan in solving the issues in the Muslim World from the platform of OIC.		*	

NOTES

4. Scheme of Assessment

Table 1: Number of Student Learning Outcomes by Cognitive level

Topics No.	Topics	No of Sub-Topics	SLOs			Total
			K	U	A	
1	History of Pakistan	4	3	16	6	25
2	Early Years of Islamic Republic of Pakistan	3	2	10	4	16
3	Geography of Islamic Republic of Pakistan	4	8	7	3	18
4	Steps towards an Islamic Republic of Pakistan	2	2	12	1	15
5	Administrative Structure of Pakistan and Good Governance	4	6	3	4	13
6	Culture and Languages of Pakistan	3	5	7	0	12
7	Economic Planning and Development in Islamic Republic of Pakistan	6	14	15	12	41
8	National Integration and Prosperity	3	3	2	2	7
9	Foreign Policy of Islamic Republic of Pakistan	5	2	7	11	20
	Total	34	45	79	43	167
	Percentage		27	47	26	100

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

**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	History of Pakistan	4	2	5	7	11
2	Early Years of Islamic Republic of Pakistan	3	2	3		8
3	Geography of Islamic Republic of Pakistan	4	2	3		9
4	Steps towards an Islamic Republic of Pakistan	2	1	3		6
5	Administrative Structure of Pakistan and Good Governance	4	1	2		7
6	Culture and Languages of Pakistan	3	1	2		6
7	Economic Planning and Development in Islamic Republic of Pakistan	6	3	5	7	19
8	National Integration and Prosperity	3	1	3		7
9	Foreign Policy of Islamic Republic of Pakistan	5	2	4		11
	Total	34	15	28	5	50

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
2.	Early Years of Islamic Republic of Pakistan	MCQs 2 @ 1 mark CRQ 1 @ 3 marks			5
3.	Geography of Islamic Republic of Pakistan	MCQs 2 @ 1 mark CRQ 1 @ 3 marks			5
4.	Steps towards an Islamic Republic of Pakistan	MCQ 1 @ 1 mark CRQ 1 @ 3 marks			4
5.	Administrative Structure of Pakistan and Good Governance	MCQ 1 @ 1 mark CRQ 1 @ 2 marks			3
6.	Culture and Languages of Pakistan	MCQ 1 @ 1 mark CRQ 1 @ 2 marks			3
8.	National Integration and Prosperity	MCQ 1 @ 1 mark CRQ 1 @ 3 marks			4
9.	Foreign Policy of Islamic Republic of Pakistan	MCQs 2 @ 1 mark CRQ 1 @ 4 marks			6
1.	History of Pakistan	MCQs 2 @ 1 mark CRQ 1 @ 4 marks	ERQ 1 @ 7 marks Choose ONE from any TWO	20	
7.	Economic Planning and Development in Islamic Republic of Pakistan	MCQs 3 @ 1 mark CRQ 1 @ 4 marks			
Total		MCQs 15	CRQs 28	ERQs 7	50

- 4.1 Table 1 summarizes the number and nature of SLOs in each topic in class XII. Indicates that more emphasis has been given to understanding and application 47% and 26% respectively. As the subject demand, teaching and learning should focus on deeper understanding of concept and application of topics in daily life.
- 4.2 There will be only one examination, at the end of Class XII.
- 4.3 The theory paper will be in two parts: paper I and paper II. Both papers will be administrated within 2 hours.
- 4.4 Paper I theory will consist of 15 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 35 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

Suggested Activities³

Students should be encouraged to engage in the following activities to stimulate their interest in the topics being studied and to develop a better understanding of the syllabus content:

- (a) Draw, read, fill-in maps:
- Draw an outline map of Pakistan.
 - Fill-in boundaries of Pakistan on an outline map of the sub-continent.
 - Identify with a key the different landforms on the map of Pakistan.
 - Locate the distribution of forests, agricultural products and minerals on the map of Pakistan.
 - Show industrial areas on an outline map of Pakistan.
- (b) Make charts, graphs, tables:
- Make charts showing imports and exports of Pakistan.
 - Prepare organizational charts of education in the country.
 - Make chart showing essential characteristics of a welfare state
- (c) Visit and write reports or make presentations on places visited:
- Historical places.
 - Assembly sessions
 - Rivers, mountains, fields, forests, mines, canal headwork.
 - Cultural festivals
 - Shrines of well known saints.
 - Urban areas where development is taking place.
 - Museums, industries, factories, cultural centres and meals.

³ Summarized from National Curriculum for Pakistan Studies class SSC, 2002

6. Recommended Texts and Reference Materials

Recommended Book

1. Khan. A. Q. (2004). *Pakistan Studies for Secondary Classes*. Islamabad: National Book Foundation
2. Kazimi.M.R. (2009). *A Concise History of Pakistan*. Oxford University Press
3. Rabbani, M. I. (2003). (Revised Edition). *Introduction to Pakistan Studies*. Lahore: Caravan Book House.

Reference Books

1. Ali, C. M. (1998). *The Emergence of Pakistan*. Lahore: Research Society of Pakistan.
2. Smith, N. (2007). *Pakistan: History, Culture and Government*. Karachi: Oxford University Press.
3. Khan. A. Q. (2004). *Mutalia-i-Pakistan barae Jamat nahum wa dahum*. National Book Foundation, Islamabad.
4. Zaidi. S.Akbar. (2007). *Issues in Pakistan Economy*. Oxford University Press

Supplementary Materials

1. Burke, S. M. and Qureshi, Salim al-Din. (1995). *The British Raj in India*, Karachi: Oxford University Press.
2. Khan, F. K. (1991). *A Geography of Pakistan: Environment, People and Economy*. Karachi: Oxford University Press.
3. Qureshi, H. (Ed.). (1987). *A Short History of Pakistan*. (Books 3 and 4). Karachi: University of Karachi.
4. Aziz, M. A. (1979). *A History of Pakistan*, Lahore: Sang-e-Meel.
5. Ikram. S. M. (1965). *Modern Muslim India and Birth of Pakistan*, Lahore: Sheikh Muhammad Ashraf.
6. Haq, S. M. (1982). *Ideological basis of Pakistan*, Karachi: Pakistan Historical Society.
7. Wolpert, S. (1993). *Jinnah of Pakistan*. Karachi: Oxford University Press.

Websites

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<http://www.pakistan.gov.pk/> http://www.pak.gov.pk/public/govt/ministry_table.htm
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<http://www.pakistan.gov.pk/ministries/index.jsp?MinID=6&cPath=59>
<http://www.pakistan.gov.pk/ministries/index.jsp?MinID=15&cPath=162>
<http://www.sbp.org.pk>

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, summarise, 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: distinguish, 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 tax or examples.
- State:** Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.
- Identify:** Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the Candidates justifies the choice unless specifically asked to do so.

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.
- Point out:** Pick out and recognise specific information from a given content and/or situation.
- Clarify:** Implies further explanation of any given information that elaborates the key components.
- Classify:** State a basis for categorization of a set of related entities and assign examples to categories.
- Describe:** Requires Candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
- Conceptualise:** Make an understanding on given topic with help of examples, graphs and data, etc.
- Discuss** To give a critical account of the points involved in the topic.

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.
Criticise	Analytically evaluate the situation or given information.

HSSC Scheme of Studies⁴

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.

⁴ 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	
1. Civics-I	(100	English / Urdu
2. Computer Science-I (75+25 practical)	each)	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	
1. Civics-II	(100	English / Urdu
2. Computer Science-II (75+25 practical)	each)	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.**