



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**HISTORY AND
GEOGRAPHY OF PAKISTAN
CLASSES IX-X**

(based on National Curriculum 1993)

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**HISTORY AND
GEOGRAPHY OF PAKISTAN
CLASSES IX-X**

**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 IX and X National Curriculum of the subject.
- It makes the National Curriculum freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academics, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed text book which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study to take effect in September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current SSC syllabuses have been revised to ensure conformity with the new National Curriculum 2006.

We stand committed to all students entering the SSC course as well as those who have recently embarked upon the HSSC course in facilitating their learning outcome. Our examination syllabus document ensures all possible support.



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

1. Aims/Objectives of the National Curriculum (1993)₁

The National Curriculum for History and Geography of Pakistan outlines the following aims and objectives:

Objectives

- “1. To develop an understanding of the Geography of Pakistan and its scope to those students who are studying it in lieu of Urdu.
2. To develop analytical skill among students for understanding the man-environment inter-action in Pakistan.
3. To promote sense of appreciation among the students, of the geographical problems of Pakistan.
4. To create interest in the subject by using reference material, audiovisual Aids, documentaries, photographs etc.”

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 IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class IX and in Class X;
- (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 or the connotation of the command words to elicit evidence of these competencies in candidates' responses. The definitions of command words used in this syllabus are given in Section 7. 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 History and Geography of Pakistan Examination Syllabus

- 2.2.1 This syllabus intends to provide student with a basic approach to the location, physical aspect, cultural aspects and economy of the country.
- 2.2.2 The syllabus introduces the information of Pakistan and its neighbours.
- 2.2.3 The syllabus has been designed in regional context to enhance student's knowledge and analytical understanding of the geography of Pakistan.
- 2.2.4 The syllabus develops skills to understand man-environment relationship in the context of Pakistan.
- 2.2.5 Emphasis is on the application of conventional skills and technological skills in the understanding of the subject.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part I (Class IX)

Topics	Student Learning Outcomes		Cognitive Level ¹		
			K	U	A
1. History of Pakistan	Candidates should be able to:				
1.1 Pakistan Movement	1.1.1	discuss the major features of the Government of India Act 1935;		*	
	1.1.2	explain the importance of the Government of India Act 1935;		*	
	1.1.3	explain the reasons behind the Muslim League's failure in the elections 1935-36;		*	
	1.1.4	discuss the Congress rule 1937-39;		*	
	1.1.5	analyze the reasons that led to the Pakistan Resolution 1940;			*
	1.1.6	state Pakistan Resolution 1940.	*		
1.2 Emergence of Pakistan	1.2.1	discuss the features and importance of the following events <ul style="list-style-type: none"> • Cripps Mission 1942 • Gandhi Jinnah Talks 1944 • Simla Conference 1945 • Cabinet Mission 1946 		*	
	1.2.2	explain the major features of the 3 rd June plan and its implementation;		*	
	1.2.3	discuss the major features of the Boundary Commission;		*	
	1.2.4	analyse the unjustness of the commission and its impact on Pakistan as a young state and to the future of Pakistan;			*
	1.2.5	describe the Independence Act 1947;		*	

¹ K = Knowledge, U = Understanding, A= Application (for explanation see section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions).

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			K	U	A
	1.2.6	<p>discuss the immediate problems faced by Pakistan in the establishment of an independent nation.</p> <ul style="list-style-type: none"> • Boundary division, • Division of financial and military assests, • Refugee problems, • Administrative problems, • Problem of national language, • Kashmir issue, • Canal water dispute, • Princely states (Hyderabad, Junagarh), • Lack of trained personnels. 		*	
2. Location	Candidates should be able to:				
2.1. <i>Latitudinal & Longitudinal</i>	2.1.1	define latitude and longitude	*		
	2.1.2	explain location of Pakistan in terms of latitude & longitude		*	
2.2. <i>Administrative Divisions of Pakistan</i>	2.2.1	define the major federal and provincial administrative divisions of Pakistan	*		
	2.2.2	locate the provinces, FATA and FANA on the map of Pakistan			*
2.3. <i>Neighbours of Pakistan</i>	2.3.1	name the neighbouring countries of Pakistan	*		
	2.3.2	draw a map to show neighbouring countries of Pakistan			*

NOTES

			K	U	A
3. Physiography	Candidates should be able to:				
3.1. <i>Major Relief Features</i>	3.1.1	identify the major relief and drainage patterns (mountains, plateaus, plains, and deserts) of Pakistan;		*	
	3.1.2	define physiography and physiographic divisions of Pakistan;	*		
	3.1.3	draw a sketch of Pakistan highlighting the major relief features and rivers by using colour scheme.			*
4. Climate	Candidates should be able to:				
4.1 Factors Affecting Climate of Pakistan	4.1.1	name the controlling factors of climate of Pakistan;	*		
	4.1.2	explain the effects of these factors on the climate of Pakistan;		*	
	4.1.3	describe the seasons of Pakistan;		*	
4.2 Climatic Regions of Pakistan	4.2.1	define climatic regions;	*		
	4.2.2	describe the characteristic of major climatic regions of Pakistan;		*	
	4.2.3	explain the impact of climate on the lives of people of Pakistan;		*	
	4.2.4	draw a map of Pakistan showing the major climatic regions.			*
5. Natural vegetation	Candidates should be able to:				
5.1. Types and Distribution	5.1.1	define natural vegetation;	*		
	5.1.2	describe the distribution of major types of natural vegetation of Pakistan;		*	
5.2. Importance of Forests	5.2.1	define afforestation and deforestation;	*		
	5.2.2	describe the impacts of deforestation;		*	
	5.2.3	explain the benefits of afforestation;		*	
	5.2.4	suggest ways to control deforestation.			*

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			K	U	A
6. Soils	Candidates should be able to:				
6.1. Soil Formation	6.1.1	define soils;	*		
	6.1.2	describe the factors of soil formation;		*	
6.2. Basis of Classification	6.2.1	explain the basis of soil classification in Pakistan;		*	
6.3. Types of Soils	6.3.1	describe the major soils of Pakistan.		*	
7. Environmental problems	Candidates should be able to:				
7.1. Natural Hazards	7.1.1	define natural hazards;	*		
	7.1.2	describe the major natural hazards of Pakistan;		*	
	7.1.3	explain the effects of natural hazards in Pakistan;		*	
	7.1.4	locate the areas which are usually affected by floods on a map of Pakistan;			*
	7.1.5	locate the areas which are affected by water logging and salinity;			*
7.2. Pollution (air, water and noise)	7.2.1	define pollution;	*		
	7.2.2	describe the major types of pollution in Pakistan;		*	
	7.2.3	differentiate between air pollution and water pollution;		*	
	7.2.4	analyse the effects of pollution on human beings;			*
	7.2.5	suggest ways to overcome the pollution problems in Pakistan.			*
8. Population	Candidates should be able to:				
8.1. Population Growth	8.1.1	define population growth;	*		
	8.1.2	explain the factors (birth, death and migration) affecting population growth in Pakistan;		*	

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			K	U	A
8.2	Population Distribution	8.2.1	define population distribution;	*	
		8.2.2	explain the rural population distribution in Pakistan;		*
		8.2.3	locate the areas of low and high population density on a map of Pakistan;		*
		8.2.4	analyse the reasons of rural urban migration in Pakistan;		*
		8.2.5	<i>highlight the difference between emigration and migration;</i>		*
8.3	Urbanization	8.3.1	define urbanization;	*	
		8.3.2	describe urban population distribution of Pakistan;		*
		8.3.3	explain the impacts of urbanization in Pakistan;		*
8.4	Population Composition	8.4.1	describe age and sex composition of Pakistan;		*
		8.4.2	draw age-sex pyramid/graph with the help of provided data;		*
8.5	Occupation	8.5.1	describe the major occupational groups (primary, secondary);		*
8.6	Employment	8.6.1	describe the employment structure of Pakistan (R.U, M.F) rural, urban, male and female);		*
8.7	Population Problems	8.7.1	explain the problems of population growth in Pakistan;		*
		8.7.2	suggest ways to address the population problem of Pakistan.		*
9.	Cities and villages	Candidates should be able to:			
9.1	<i>Difference between Cities and Villages</i>	9.1.1	differentiate between the forms of city and village of Pakistan;		*
		9.1.2	differentiate the functions of cities and villages of Pakistan;		*
9.2	Rural Settlements	9.2.1	identify rural settlement patterns in Pakistan;		*
		9.2.2	draw sketches of major types of rural settlement;		*
9.3	Urban Settlements	9.3.1	identify urban settlements in Pakistan;		*
		9.3.2	explain urban land use of Islamabad, Karachi, Lahore, Peshawar and Quetta;		*

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Part II (Class X)

Topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
10. Resources, Natural and Human	Candidates should be able to:				
10.1 Definition and Importance	10.1.1	define natural and human resources;	*		
	10.1.2	identify different natural resources like land, forest, water, minerals and energy;		*	
	10.1.3	explain the importance of natural and human resources;		*	
10.2 Natural Resources	10.2.1	identify major resources of Pakistan;		*	
	10.2.2	identify various methods of extraction of these natural resources;		*	
	10.2.3	<i>elaborate the use of these resources;</i>		*	
10.3 Human Resources	10.3.1	explain the characteristics of different human resources;		*	
	10.3.2	suggest strategies for conservation of natural and human resources.			*
11. Agriculture, Irrigation and Related Problems	Candidates should be able to:				
11.1 Importance of Agriculture	11.1.1	explain the importance of agriculture in the economy of Pakistan;		*	
11.2 Irrigation	11.2.1	define irrigation;	*		
	11.2.2	identify different modes of irrigation in Pakistan;		*	
	11.2.3	explain the importance of irrigation in Pakistan;		*	
11.3 Indus Water Treaty	11.3.1	describe the main points of Indus water treaty;		*	
	11.3.2	explain the importance of this treaty;		*	
	11.3.3	locate dams, barrages and link canals built under the Indus treaty on the given map;			*

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			K	U	A	
11.4	<i>Problem Associated with Irrigation</i>	11.4.1 11.4.2 11.4.3	identify the problems associated with irrigation system in Pakistan; analyse the effects of irrigation on agriculture; suggest ways and means to improve the irrigation system.		*	* *
12.	Agriculture, Crops and Livestock	Candidates should be able to:				
12.1	Types of Farming	12.1.1 12.1.2 12.1.3	define farming; identify major types of farming; <i>(small scale subsistence farming, cash crop farming; livestock farming)</i> draw a map showing the distribution of major crops in Pakistan;	*	*	*
12.2	Agricultural Land Use	12.2.1 12.2.2	define agricultural land use; suggest ways of effectively using agricultural land in Pakistan;	*		*
12.3	Major Crops (wheat, rice, maize, sugarcane, cotton)	12.3.1 12.3.2	explain the distribution and production of major (wheat, rice, maize, sugarcane, cotton) crops in Pakistan; explain the importance of cotton and sugarcane in the economy of Pakistan;		*	*
12.4	Livestock	12.4.1 12.4.2	<i>define livestock;</i> describe the economic importance of livestock.	*	*	

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				K	U	A
13. Industry		Candidates should be able to:				
13.1	Factors Affecting Industrial Location	13.1.1	define the factors considered in determining industrial location;	*		
13.2	Industries (iron & steel, ship building, cotton, woollen, sugar, chemical, cement)	13.2.1	define location characteristics of (heavy, light, cottage) industries;	*		
		13.2.2	explain production and distribution of iron, steel, cotton, sports industries in Pakistan;		*	
		13.2.3	draw a map to locate cotton textile industries in Pakistan;			*
		13.2.4	analyse the industrial production in Pakistan.			*
14. Means of Transportation		Candidates should be able to:				
14.1	Modes of Transportation in Pakistan (roads, railways, air and sea)	14.1.1	define transportation;	*		
		14.1.2	explain the development and growth of roads, railways, air and sea transportation in Pakistan;		*	
		14.1.3	draw a map to show major roads/highways of Pakistan;			*
14.2	Importance of Transportation	14.2.1	explain the importance of various modes of transportation in Pakistan.		*	
15. Trade		Candidates should be able to:				
15.1	Exports and Imports	15.1.1	define imports and exports;	*		
		15.1.2	name the major import and export items of Pakistan;	*		
		15.1.3	name the major trade partners of Pakistan;	*		
		15.1.4	describe major features of external trade of Pakistan;		*	
		15.1.5	explain the effects of increased imports on Pakistan's economy.		*	

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			K	U	A
16. History of Pakistan- Political and Constitutional Development in Pakistan	Candidates should be able to:				
16.1 Constitution Making	16.1.1	discuss the salient features of Objective Resolution and its significance.		*	
	16.1.2	discuss the reasons that led to the delay in the constitution making process;		*	
	16.1.3	discuss the reasons for Ayub Khan coming to power.		*	
16.2 Era of Ayub Khan	16.2.1	discuss the reforms of Ayub Khan in agriculture, industries, settling of refugees, curriculum development and family laws;		*	
	16.2.2	analyse the impact of the reforms on the economy of the country;			*
	16.2.3	discuss the reasons behind the fall of Ayub Khan (Ayub Khan resignation);		*	
16.3 Era of Yahya Khan	16.3.1	discuss the reasons behind the anger and distrust of East Pakistan on West Pakistan. (unfairness in administration/ lack of political representation , armed forces, economic distribution);		*	
	16.3.2	discuss the Six Points of Mujib-ur-Rehman;		*	
	16.3.3	evaluate the major events that led to the fall of East Pakistan 1. Elections of 1970, 2. Disinterest of government during cyclone, 3. Rejection of six points, 4. War with India in 1971;			*
	16.3.4	discuss the impact of the fall of East Pakistan on the West Pakistan;		*	
	16.3.5	analyse the reasons that led to the fall of East Pakistan.			*

NOTES

4. Scheme of Assessment

Class IX

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
1.	History of Pakistan	2	1	9	2	12
2.	Location	3	3	1	2	6
3.	Physiography	1	1	1	1	3
4.	Climate	2	2	4	1	7
5.	Natural Vegetation	2	2	3	1	6
6.	Soils	3	1	3	0	4
7.	Environmental problems	2	1	5	4	10
8.	Population	7	3	7	6	16
9.	Cities and villages	3	1	4	1	6
	Total	25	15	37	18	70
	Percentage		21	53	26	100

Table 2: Allocation of Marks for 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	2	4	6	7	17
2.	Location	3	5	5	-	10
3.	Physiography	1				
4.	Climate	2	5	7	-	12
5.	Natural Vegetation	2				
6.	Soils	3	1	2	-	3
7.	Environmental problems	2	4	5	8	28
8.	Population	7	4	7		
9.	Cities and villages	3	2	3		5
	Total	25	25	35	15	75

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution	Total Marks		
1.	History of Pakistan	MCQs 4 @ 1 Mark CRQ 1 @ 6 Marks *ERQ 1 @ 7 Marks Choose any ONE from TWO	17		
2.	Location	MCQs 5 @ 1 Mark CRQ 1 @ 5 Marks	10		
3.	Physiography				
4.	Climate				
5.	Natural Vegetation	MCQs 5 @ 1 Mark CRQ 1 @ 7 Marks	12		
6.	Soils	MCQ 1 @ 1 Mark CRQ 1 @ 2 Marks	3		
7.	Environmental problems	MCQs 8 @ 1 Mark CRQs 2 @ 5,7 Marks *ERQ 1 @ 8 Marks Choose any ONE from TWO	28		
8.	Population				
9.	Cities and villages	MCQs 2 @ 1 Mark CRQ 1 @ 3 Marks	5		
	Total	MCQs	CRQs	ERQs	75
		25	35	15	

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

Class X

Table 4: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
10.	Resources, natural and human	3	1	7	0	8
11.	Agriculture, irrigation and related problems	4	2	5	3	10
12.	Agriculture, crops & livestock	4	3	4	2	9
13.	Industry	2	2	1	2	5
14.	Means of transportation	2	1	2	1	4
15.	Trade	1	3	2	0	5
16.	History of Pakistan- Political and Constitutional Development in Pakistan	3	0	8	3	11
	Total	19	12	29	11	52
	Percentage		23	56	21	100

**Table 5: Allocation of Marks for 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	
10.	Resources, natural and human	3	4	5	0	9
11.	Agriculture, irrigation and related problems	4	5	7	7	34
12.	Agriculture, crops & livestock	4	4	6		
13.	Industry	2	2	3		
14.	Means of transportation	2	2	4	0	6
15.	Trade	1	3	3	0	6
16.	History of Pakistan- Political and Constitutional Development in Pakistan	3	5	7	7	19
	Total	19	25	35	15	75

Table 6: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
10.	Resources, natural and human	MCQs 4 @ 1 Mark CRQ 1 @ 5 Marks			9
11.	Agriculture, irrigation and related problems	MCQs 11 @ 1 Mark CRQs 3 @ 6, 5, 5 Marks *ERQ 1 @ 7 Marks Choose any ONE from TWO			34
12.	Agriculture, crops & livestock				
13.	Industry				
14.	Means of transportation	MCQs 2@ 1 Mark CRQ 1 @ 4 Marks			6
15.	Trade	MCQs 3 @ 1 Mark CRQ 1 @ 3 Marks			6
16.	History of Pakistan- Political and Constitutional Development in Pakistan	MCQs 5 @ 1 Mark CRQ 1@ 7 Marks *ERQ 1 @ 8 Marks Choose any ONE from TWO			20
	Total	MCQs	CRQs	ERQs	75
		25	35	15	

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

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

- 4.1 History and Geography of Pakistan focuses on student's knowledge and understanding of the physical and cultural settings of the country. Table 1 and 4 summarizes the number and nature of SLOs in each topic in class IX and X respectively. This will serve as a guide for the examiner in the construction of the examination paper. In both the years, emphasis is on knowledge and understanding (21% and 53% in IX and 23% and 56% in X) respectively.
- 4.2 There will be two examinations, one at the end of Class IX and one at the end of Class X.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours.
- 4.4 Paper I theory will consist of 25 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 50 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.
- 4.7 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Classroom Activities

The facilitator should emphasize on developing skills of the pupil out of his own curiosity at the time of teaching this syllabus.

Students interested in knowing location or facts shall be brought toward sketching maps or surveying material on the internet or in the library. For this purpose suggested books and website can serve as a good resource.

We suggest frequent use of wall maps and downloadable images from the internet, but we would like the facilitator to verify authenticity of these. We suggest:

- i) Use of modern teaching techniques like co-operative learning Jigsaw, inquiry and role-plays, mind mapping, PMI, high order question skill, brain storming.
- ii) Classroom presentation, interactive discussions and case-studies of basic level.
- iii) Providing blank maps in the classroom on which students should be asked to sketch major relief features, & locate characteristic and economic elements.
- iv) Developing skills of report writing after visits to various natural sites/offices and libraries.
- v) Discussion on documentaries from televisions and other relevant talk shows.

6. Recommended Text and Reference Material

Recommended Book

1. Smith, N. (2007). *Pakistan: History, Culture and Government for O level*. Karachi: Oxford University Press.
2. Sethi, H. N. *The Environment of Pakistan*, Malaysia: Peak Publishing.

Reference Books

1. The New Oxford Atlas for Pakistan, (2004). Oxford University Press.
2. Crawford, D. (2001). *Geography for Pakistan*. Peak Publishing.
3. Kureshi, K. U. (1991). *Geography for Pakistan*, Lahore: National Book Service.
4. Pallister, J. (2007). *Environmental Management for O level*. Karachi: Oxford University Press.
5. Dr. Khan, F. K. (2002). *Pakistan: Geography, Economy & People*. Karachi: Oxford University Press.

Additional Reference Books

1. Spectrum Guide to Pakistan, (1998) Nairobi: Camerapix.
2. Khan, J. A. (1993). *Climate of Pakistan*. Karachi: Rehber Publishers.

Websites

<http://www.pakistan.gov.pk/> http://www.pak.gov.pk/public/govt/ministry_table.htm
<http://www.pakissan.com>
<http://www.paktrade.org/> <http://www.caapakistan.com/> <http://www.parc.gov.pk/>
<http://www.ccri.org.pk/> <http://www.epza.com.pk/> <http://www.ppib.gov.pk/>
<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>
<http://www.smeda.org.pk>
<http://www.statpak.gov.pk/depts/index.html>

7. Definition of Cognitive Levels and Command Words

7.1 Definition of Cognitive Levels

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, 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, 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: analyze, show relationship, propose an alternative, prioritize, give reasons for, categorise, illustrate, corroborate, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

7.2 Definition of Command Words

Knowledge

Collect: Together specimens or information about places, events and arrange them in a meaningful way.

Define: Only a formal statement or equivalent paraphrase is required. No examples need to be given unless specifically asked for.

**Explain/
Account for:** The emphasis is on how one thing relates to another and some indication of which causes the other or whether there is a third factor that causes both.

**Locate (and
name):** Enter an appropriate symbol on a blank map or find an unnamed feature on given map, e.g. an escarpment on a relief map. Where information is to be inserted, choice of symbol as well as position will be important. The accuracy of position will be a judgement of the naked eye, i.e. approximate.

Name: Mention the commonly used word for an object.

State: Invites a concise answer with little or no supporting argument, for example, a name from memory or a map reference that can be obtained by inspection.

Write: To recall the facts and explanation as given or provided in the text.

Understanding

Classify: Put things or actions together in groups on the basis of stated features which they have in common. The common features will normally be stated in the question.

Compare: List the main characteristics of two entities clearly identifying similarities (and differences).

Describe: Expects a response in words though supporting sketches and diagrams may be used where appropriate. Full credit will be given when the verbal description uses the technical terms of Geography.

**Differentiate/
Distinguish:** Identify and describe those characteristics which always or usually help us to tell two categories apart. Normally a list of features which (a) always and (b) usually differentiate is all that is required.

Discuss: Expects an analytic account of the topic. There should be an introductory sentence/paragraph introducing the topic. Related material should be presented in paragraphs and there should be a concluding paragraph drawing together the main points usually in a statement of relationship or principle.

Elaborate: Provide relevant details to clarify or enrich given statements or definitions, with examples.

Identify: Pick out a specific instance of a general class or category in given information.

Read a map: Derive information from a map relating to distance, height, direction, location. In relief and weather maps, the relative position of contours or isobars is particularly significant and candidates will be expected to be familiar with frequently occurring patterns.

Recognize: Involves looking at a given example and stating what it most probably is.

Application

- Apply:** Implies using the available information in different contexts to relate and draw conclusions.
- Analyse:** Go beyond the information about an issue to group common characteristics together, say what they have in common and how they relate to each other, usually as causes and consequences. An analysis will be written in whole sentences and may usefully be accompanied by explanatory diagrams which will gain additional marks.
- Compare and Contrast:** Make a judgment of whether similarities or differences are more important and construct at least three sentences/ paragraphs setting out similarities, differences and an overall conclusion.
- Illustrate/Draw:** Normally an outline shape is all that is required. There are no marks for artistry but where relevant some indication of scale or a key will be rewarded.
- Interpret:** State in words the explicit information and the implications of a graph, diagram or map.

SSC Scheme of Studies²

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised SSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. Accordingly, each SSC subject will be taught across both the classes IX and X. The Science and Humanities group subjects are offered at SSC level. The marks allocated to subjects in the revised National Scheme of Studies of September 2007 have been followed.

SSC I and II (Class IX and X) subjects on offer for examination**SSC Part-I (Class IX) Science Group**

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	75	-	75	English
Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b	75	-	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*30	-	*30	English / Urdu
Pakistan Studies-I	*45	-	*45	English / Urdu
Mathematics-I	75	-	75	English / Urdu
Physics-I	65	10	75	English / Urdu
Chemistry-I	65	10	75	English / Urdu
Biology-I OR Computer Science-I	65	10	75	English / Urdu English
Total:	*495	30	*525	

SSC Part-II (Class X) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	75	-	75	English
Urdu Compulsory-II OR Sindhi ^a OR History and Geography of Pakistan-II ^b	75	-	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*45	-	*45	English / Urdu
Pakistan Studies-II	*30	-	*30	English / Urdu
Mathematics-II	75	-	75	English / Urdu
Physics-II	65	10	75	English / Urdu
Chemistry-II	65	10	75	English / Urdu
Biology-II OR Computer Science-II	65	10	75	English / Urdu English
Total:	*495	30	*525	

- a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.
- b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.
- c. For non-Muslim candidates only.
- * The above will be implemented in
SSC Part I 2013 Examinations and onwards
SSC Part II 2014 Examinations and onwards

² Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

SSC Part-I (Class IX) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	75	English
Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*30	English / Urdu
Pakistan Studies-I	*45	English / Urdu
General Mathematics-I	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-I		English / Urdu
2. General Science-I		English / Urdu
3. Computer Science-I (65+10 practical)		English
4. Economics-I		English / Urdu
5. Civics-I		English / Urdu
6. **History of Pakistan-I		English / Urdu
7. **Elements of Home Economics-I		English / Urdu
8. **Food and Nutrition-I (65+10 practical)		English / Urdu
9. **Art & Model Drawing-I		English
10. **Business Studies-I		English
11. **Environmental Studies-I		English
Total:	*525	

SSC Part-II (Class X) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	75	English
Urdu Compulsory-II OR Sindhi ^a History and Geography of Pakistan-II ^b OR	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*45	English / Urdu
Pakistan Studies-II	*30	English / Urdu
General Mathematics-II	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-II		English / Urdu
2. General Science-II		English / Urdu
3. Computer Science-II (65+10 practical)		English
4. Economics-II		English / Urdu
5. Civics-II		English / Urdu
6. **History of Pakistan-II		English / Urdu
7. **Elements of Home Economics-II		English / Urdu
8. **Food and Nutrition-II (65+10 practical)		English / Urdu
9. **Art & Model Drawing-II		English
10. **Business Studies-II		English
11. **Environmental Studies-II		English
Total:	*525	

SSC Part-I and Part-II (Class IX-X) (Additional Subjects)

SSC Part I	SSC Part II	Marks	Medium
1. **Literature in English-I ^d	1. **Literature in English-II ^d	75 each	English
2. **Commercial Geography-I ^d	2. **Commercial Geography-II ^d		English
3. **Additional Mathematics-I ^d	3. **Additional Mathematics-II ^d		English

a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.

b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.

c. For non-Muslim candidates only.

d. Subject will be offered as Additional Subject.

* The above will be implemented in

SSC Part I 2013 Examinations and onwards

SSC Part II 2014 Examinations and onwards

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