



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Higher Secondary School Certificate
Examination Syllabus**

**ISLAMIC HISTORY
CLASSES XI-XII**

(based on National Curriculum 2002)

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**Higher Secondary School Certificate
Examination Syllabus**

**ISLAMIC HISTORY
CLASSES XI-XII**

**This subject is examined in the
May Examination session only**

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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 (2002)

1.1 Aims

1. To understand the value of life and norms of behaviour through transmission of historical knowledge.
2. To acquaint with the record of human development with the object to understand the main political events of Islamic world.
3. To familiarize the students with the rise and fall of different Muslim rulers and their achievements.
4. To analyze the factors responsible for the rise and fall of the Muslims.
5. To explain the importance of the wealth of Islamic World.

1.2 Objectives

On completion of this syllabus, the students should be able to:

1. Emphasise learning of various concepts of Islamic History in a way that it encourages comprehension, appreciation, evaluation and other higher order skills.
2. Analyze major revolution, treaties, problems and issues, ideological struggle, international organizations, dictatorships and the eminent personalities of the Islamic world.
3. Analyze the current situation of the Islamic world.
4. Compare the modern revolutions with the Islamic revolution of Hazrat Muhammad (P.B.U.H).
5. Indicate that the spirit of Islam lies in democratic behaviour instead of dictatorship.

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. 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;

2.2 Specific Rationale of the AKU-EB Islamic History Examination Syllabus

- 2.2.1 Study of history links the present times with that of the past. It not only creates awareness in us about the past and how the history has shaped the events but also enables us to draw lessons from these events.
- 2.2.2 Islamic History is an important subject for the students as it will create awareness in them about how Islam grew as a religion, the challenges it faced at the beginning but how it came triumphantly out of them under the guidance of Allah and the leadership of the Holy Prophet (P.B.U.H).
- 2.2.3 It is not only the political history of Islam that is important to study but also studying Islam as a great civilization, its culture and the contribution Islam it has made to the fields of art, architecture, literature, science, philosophy and other disciplines.
- 2.2.4 This examination syllabus therefore presents history of Islam from religious, political and civilization points of view. Students are encouraged to draw lesson from it and apply them to present day situations; they are encouraged also to draw upon the ethical framework of Islam and follow the life of the Holy Prophet (P.B.U.H). The aims and the objectives as well as content of this examination syllabus are drawn from the National Curriculum 2002.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part I: Class XI

Topics	Student Learning Outcomes		Cognitive Level ¹		
			K	U	A
1. Condition of the World Prior to the Advent of Islam	Candidates should be able to:				
1.1 The General Condition of Rome, Egypt, China, Persia and South Asia and Some Important Events from the History	1.1.1	give the names of some important civilizations and dynasties before the time of the advent of Islam;	*		
	1.1.2	analyze the religious and political condition of Rome;			*
	1.1.3	analyze the impact of religious and social corruption in the Egyptian society;			*
	1.1.4	analyze the condition of Sassanian Government in Faras/Persia;			*
	1.1.5	explain how the above government have answered to the call of Islam presented by the Holy Prophet (P.B.U.H) and what was the result of it;		*	

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
2. The Condition of <i>Arabia</i> before Islam	Candidates should be able to:				
2.1 The Geographical Condition of <i>Arabia</i>	2.1.1	identify the geographical location of <i>Arabia</i> ;	*		
	2.1.2	give the geographical significance of <i>Hijaz</i> before the advent of Islam;	*		
2.2 Political Condition of <i>Arabia</i> before Islam	2.2.1	discuss the political condition of <i>Arabia</i> ;		*	
	2.2.2	explain the effects of the battles which took place due to the prevailing anarchy in <i>Arabia</i> before the advent of Islam (<i>Battle of Basus, Dahes, Herb-e- Fijar etc</i>);		*	
2.3 Religious Condition of <i>Arabia</i>	2.3.1	name some religions which existed in <i>Arabia</i> at the time of appearance of Islam;	*		
	2.3.2	discuss the impact of these religions on the society of that time;		*	
2.4 Social Condition of <i>Arabia</i>	2.4.1	name the social classes that existed in <i>Arabia</i> before Islam (<i>Hadri, Badwi, Slaves etc</i>);	*		
	2.4.2	analyze the positive and negative social values that existed in <i>Arabia</i> before the appearance of Islam. (Positive values: hospitality, bravery, eloquence. Negative values: <i>shirk</i> , conceit, infanticide, jealousy, revenge and lottery);			*
2.5 Economic Condition of <i>Arabia</i>	2.5.1	mention the economic sources of <i>Arabs</i> before the advent of Islam;	*		
	2.5.2	explain the economic condition of <i>Arabia</i> before the advent of Islam;		*	
	2.5.3	describe the superior position of <i>Banu Hashim</i> among the tribes of <i>Quraish</i> .		*	

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			K	U	A
3. Life of the Holy Prophet (P.B.U.H)	Candidates should be able to:				
3.1 His Life before Prophecy (his tribe and family)	3.1.1	describe the honourable position of the Holy Prophet's family among the <i>Arabs</i> ;		*	
	3.1.2	highlight the life of his grandfather <i>Hazrat Abdul Muttalib</i> ;		*	
	3.1.3	explain the invasion of <i>Mecca</i> by <i>Abraha</i> during the reign of <i>Hazrat Abdul Muttalib</i> ;		*	
3.2 From Birth to the Start of Prophecy	3.2.1	explain the events of the early life of the Holy Prophet (P.B.U.H);		*	
	3.2.2	give an overview of the character of the Holy Prophet (P.B.U.H) which cast away the darkness of <i>Arabia</i> (trust worthiness, honesty and integrity);		*	
	3.2.3	give the meaning of " <i>baysat</i> " (sending a prophet);	*		
3.3 Prophecy of Prophet Muhammed (P.B.U.H)	3.3.1	explain the scenario of the first revelation to the Holy Prophet (P.B.U.H);		*	
	3.3.2	Highlight the objectives of sending the Holy Prophet (P.B.U.H);		*	
	3.3.3	explain why the people of <i>Quraish</i> opposed Muhammad (P.B.U.H) after he declared himself as prophet;		*	
	3.3.4	discuss the sacrifices made by early Muslims that are worth remembering;			*
	3.3.5	describe the problems and sacrifices of the earlier converts of Islam;		*	
	3.3.6	mention the important events from the life of the Holy Prophet (P.B.U.H) in <i>Mecca</i> such as, his journey to <i>Ta'if</i> , confinement in the valley of <i>shi abi Talib</i> , ascension to Heavens and Oaths of Allegiance at <i>Aqaba</i> (I and II);	*		
	3.3.7	explain the events of the migration to <i>Habsha</i> and its importance in the history of Islam;		*	

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			K	U	A
3.4 Migration to <i>Madina</i>	3.4.1	narrate the causes and events of migration of the Holy Prophet (P.B.U.H) from <i>Mecca</i> to <i>Madina</i> ;	*		
	3.4.2	discuss that the migration of believers from <i>Mecca</i> to <i>Madina</i> led to the freedom of practice and unity between the Muslims;		*	
	3.4.3	discuss that the migration of the Holy Prophet (P.B.U.H) from <i>Mecca</i> to <i>Madina</i> opened the way to development and prosperity for Islam;		*	
3.5 Prophet Muhammad (P.B.U.H) at <i>Madina</i>	3.5.1	give the meaning of “ <i>Mowakhat</i> ” (brotherhood) and highlight its importance;	*		
	3.5.2	analyze the importance of the clauses of the Treaty of <i>Madina (Misaq-e-Madina)</i> ;			*
	3.5.3	differentiate between <i>Ghazwah</i> and <i>Sariyah</i> ;		*	
	3.5.4	discuss the causes, events and consequences of important battles which took place during the lifetime of the Holy Prophet (P.B.U.H), (Battle of <i>Badr</i> , <i>Uhad</i> , <i>Ahzab</i> , <i>Khayber</i> , <i>Hunayn</i> and <i>Tabuk</i>);		*	
	3.5.5	explain the important events of the life of the Holy Prophet (P.B.U.H) during his stay at <i>Madina</i> (construction of the Mosque of the Holy Prophet (P.B.U.H), opposition from Jews, change of <i>Qibla</i> , Allegiance of Rizwan, Treaty of <i>Hudaybiyah</i> , letters to the rulers of different states);		*	
	3.5.6	describe the event and the result of the conquest of <i>Mecca</i> ;		*	
	3.5.7	discuss the different delegations that visited the Holy Prophet (P.B.U.H) and their importance of embracing Islam;		*	
	3.5.8	explain the importance of the last pilgrimage of the Holy Prophet (P.B.U.H) to <i>Mecca</i> ;		*	
	3.5.9	describe the contents of the Last Sermon keeping in view the historical background of <i>Arabia</i> ;		*	

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			K	U	A
	3.5.10	analyze that the Last Sermon of the Holy Prophet (P.B.U.H) is the “Constitution for the World”.			*
4. The Life Style and Character of the Holy Prophet (P.B.U.H)	Candidates should be able to:				
4.1 The Prominent Features of the Life of the Holy Prophet (P.B.U.H)	4.1.1	explain that the moderate and soft behaviour of the Holy Prophet (P.B.U.H) paved the way for preaching Islam far and wide;		*	
	4.1.2	discuss that emulating the noble attributes of the Holy Prophet (P.B.U.H) (truthfulness, trustworthiness, honouring promises, patience and fortitude, justice, generosity, forgiveness, mercy and respect for others) can cure modern ailing society;			*
4.2 The Outstanding Behaviour of the Holy Prophet Muhammad (P.B.U.H)	4.2.1	explain that the Holy Prophet (P.B.U.H) discharged his duties in an exemplary manner;		*	
	4.2.2	explain with examples that the Holy Prophet (P.B.U.H) has been a role model as a husband, father and a master;		*	
	4.2.3	discuss on the Holy Prophet’s (P.B.U.H) achievements as a preacher, organizer, chief of army, teacher and reformer;		*	
4.3 His Wives and Children	4.3.1	list the number of his wives and children;	*		
	4.3.2	suggest how the character of the Holy Prophet’s (P.B.U.H) wives provides guidance for the women of our time;			*
	4.3.3	state the character and services of his daughters (RA) for Islam;	*		
	4.3.4	state the life and character of <i>Hazrat Fatima Zehra (AS)</i> ;	*		

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			K	U	A
4.4 Building an <i>Ummah</i> and System of Government	4.4.1	explain the basic elements of <i>Ummah</i> that was built by the Holy Prophet (P.B.U.H), (e.g. oneness of God, brotherhood and fraternity, equality and justice, enjoining the good and forbidding the vice, unity, respect for humanity, honouring the women's rights, respect for the rights of non-Muslims, promotion of will for <i>Jihad, ibadat</i> in congregation, protection of widows, fatherless children, and poor people);		*	
	4.4.2	discuss the economic system introduced by the Holy Prophet (P.B.U.H) in Muslim polity (<i>Zakat, Usher, Booty, Khums, Jizya, Khiraj</i> , charity, and donation);		*	
	4.4.3	give the prominent features of political, economic, defense, and judicial systems laid down by the Holy Prophet (P.B.U.H);	*		
	4.4.4	analyze the existing political, economic, defence, and judicial systems of Pakistan in the light of the systems established by the Holy Prophet (P.B.U.H).			*
5. <i>Khilafat-e-Rashidah</i>		Candidates should be able to:			
5.1 Introduction	5.1.1	define ' <i>Khilafat</i> ';	*		
	5.1.2	explain the Islamic concept of <i>khilafat</i> and the seat of <i>Khalifatul Muslimeen</i> ;		*	
5.2 <i>Hazrat Abu Bakar (RA)</i>	5.2.1	narrate the details of <i>Hazrat Abu Bakar's</i> (RA) services during the life of the Holy Prophet (P.B.U.H);	*		
	5.2.2	explain the difficulties that <i>Hazrat Abu Bakar</i> (RA) faced during his <i>khilafat</i> and how he handled them;		*	
	5.2.3	discuss the battles which took place in his days and advancement of Islam under his rule;			*

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			K	U	A
	5.2.4	give the prominent features of his governance and his services for the cause of Islam during his rule (compilation of <i>Quran</i> ; <i>jihad</i> against non-payment of <i>Zakat</i> and <i>jihad</i> against people who claimed false prophethood);	*		
	5.2.5	discuss character and life style of <i>Hazrat Abu Bakar</i> (RA);		*	
5.3 <i>Hazrat Umar Farooq</i> (RA)	5.3.1	narrate the early life of <i>Hazrat Umar Farooq</i> (RA);	*		
	5.3.2	explain his way of governance;		*	
	5.3.3	explain the expansion of Islam during his rule;		*	
	5.3.4	discuss his character and life style in detail;		*	
5.4 <i>Hazrat Usman Ghani</i> (RA)	5.4.1	describe the services of <i>Hazrat Usman Ghani</i> (RA) for the cause of Islam e.g. compilation and making official copy of <i>Quran</i> ;		*	
	5.4.2	discuss the expansion of Islam during his rule and other achievements;		*	
	5.4.3	analyze the causes of “turmoil” during his last days and causes of his martyrdom;			*
	5.4.4	explain the life style of <i>Hazrat Usman Ghani</i> (RA);		*	
5.5 <i>Hazrat Ali Murtaza</i> (RA)	5.5.1	narrate the early life of <i>Hazrat Ali</i> (RA);	*		
	5.5.2	discuss the contribution of <i>Hazrat Ali</i> (RA) towards the spread of Islam;		*	
	5.5.3	explain the problems faced by him during his rule and how he dealt with them such as <i>Kharjites</i> ;		*	
	5.5.4	explain how he got rid of difficulties faced by him during his rule;		*	
	5.5.5	explain the system of his government and important aspects of his services for the cause of Islam;		*	
	5.5.6	discuss the merit of his personality and character in the light of <i>Quran</i> and <i>Hadith</i> ;		*	

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			K	U	A
5.6 Salient Features of <i>Khilafat Rashidah</i>	5.6.1	give an overview of the basic characteristics of <i>Khilafat-e-Rashidah</i> ;		*	
	5.6.2	justify that the Rightly Guided Caliphs and <i>Khilafat-e-Rashidah</i> both are role models for the government of our times.			*
5.7 <i>Hazrat Imam Hassan</i> (RA)	5.7.1	narrate the early life of <i>Hazrat Imam Hassan</i> (RA);	*		
	5.7.2	explain what difficulties he faced during his rule and how he dealt with them;		*	
	5.7.3	suggest how his life and character can provide guidance for the modern youth;			*
5.8 <i>Hazrat Imam Hussain</i> (RA)	5.8.1	narrate the early life of <i>Hazrat Imam Hussain</i> (RA);		*	
	5.8.2	describe the contribution of <i>Hazrat Imam Hussain</i> (RA) for the stability of Islam;		*	
	5.8.3	describe the background, events and effects of the Tragedy of <i>Karbala</i> ;			*
	5.8.4	suggest how his life and character can provide guidance for the modern youth.		*	

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Part II: Class XII

Topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
6. The Rule of <i>Banu Umayyah</i>	Candidates should be able to:				
6.1 Introduction to <i>Ummayyads</i>	6.1.1	state the lineage of <i>Banu Umayyah</i> ;	*		
	6.1.2	explain the causes of establishment of <i>Umayyad's</i> rule;		*	
6.2 Ameer <i>Mu'awiyah</i> (RA)	6.2.1	explain the life and personality of <i>Ameer Mu'awiyah</i> (RA)		*	
	6.2.2	discuss the political, social, and economic and military achievements of <i>Ameer Mu'awiyah</i> (RA) during his rule;		*	
	6.2.3	analyze the administrative changes which were made by <i>Ameer Mu'awiyah</i> (RA) in the system set up by the Rightly Guided Caliphs;			*
6.3 <i>Yazid bin Mu'awiyah</i>	6.3.1	describe the life and character of <i>Yazid bin Mu'awiyah</i> ;		*	
	6.3.2	highlight important events which took place during his rule;		*	
6.4 <i>Abdullah bin Zubair</i> (RA)	6.4.1	narrate the life of <i>Abdullah bin Zubair</i> (RA);		*	
	6.4.2	explain the important events which took place during his rule;		*	
	6.4.3	discuss the important aspects of his life, character and martyrdom;			*
6.5 <i>Abdul Malik Bin Marwan</i>	6.5.1	explain the life and character of <i>Abdul Malik bin Marwan</i> ;		*	
	6.5.2	discuss the important events which happened during his rule;			*
	6.5.3	analyze the “reforms” introduced by <i>Abdul Malik</i> during his rule;			*

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			K	U	A
6.6	<i>Walid bin Abdul Malik</i>	6.6.1 describe the life and character of <i>Walid bin Abdul Malik</i> ; 6.6.2 discuss his military and civil achievements; 6.6.3 explain what role did <i>Hajjaj bin Yousuf</i> play in strengthening the reign of <i>Banu Umayyah</i> ;		*	
6.7	<i>Sulayman bin Abdul Malik</i>	6.7.1 describe the life and character of <i>Sulayman bin Abdul Malik</i> ; 6.7.2 explain the civil and military achievements of <i>Sulayman bin Abdul Malik</i> ;		*	
6.8	<i>Umar bin Abdul Aziz (Rehmatullah 'Alayh)</i>	6.8.1 describe the family background and life of <i>Umar bin Abdul Aziz</i> ; 6.8.2 explain the salient features of the rule of <i>Umar bin Abdul Aziz</i> , his religious policy and the reforms he introduced during his rule; 6.8.3 argue that his way of governance is a good example for Muslim rulers to follow.		*	*
7.	The Rise and Fall of <i>Banu Umayyah</i>	Candidates should be able to:			
7.1	The Rise of <i>Umayyads</i>	7.1.1 highlight positive aspects of <i>Umayyad's</i> rule; 7.1.2 analyze the reforms introduced by <i>Umayyads</i> in the fields of religion, economy, governance and military; 7.1.3 analyze the positive steps taken by the <i>Umayyads</i> which played a vital role in the spread and propagation of Islam;		*	*

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			K	U	A
7.2 The Fall of <i>Umayyads</i>	7.2.1	explain that the negative policies of <i>Umayyads</i> encouraged the risings of religious and political groups, resulting in revolts, upheavals and rebellions motivated by personal or tribal animosity;		*	
	7.2.2	highlight the steps taken by <i>Umayyads</i> which defaced its Islamic identity.		*	
8. The Rule of <i>Abbasids</i>	Candidates should be able to:				
8.1 Introduction to <i>Banu Abbas</i>	8.1.1	give the genealogy of <i>Banu Abbas</i> ;	*		
	8.1.2	explain the background of the movement of <i>Banu Abbas</i> and the causes of establishment of <i>Abbasids</i> rule;		*	
	8.1.3	highlight some traditions regarding the establishment of the rule of <i>Abbasids</i> ;		*	
8.2 <i>Abul Abbas Al-Saffah</i>	8.2.1	describe the life of the founder of <i>Abbasid</i> dynasty;		*	
	8.2.2	explain some important steps he took just after becoming <i>Khalifa</i> ;		*	
	8.2.3	explain why he is called <i>al-Saffah</i> and discuss his life and character;		*	
8.3 <i>Abu Ja'far Abdullah al-Mansoor</i>	8.3.1	describe the life of <i>al-Mansoor</i> and explain his contribution as crown prince;		*	
	8.3.2	discuss the uprisings which took place during his reign and how he dealt with them;			*
	8.3.3	analyze the advancements made during his rule in the fields of science and literature;			*
	8.3.4	highlight life and character of <i>al-Mansoor</i> ;		*	

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			K	U	A
8.4 <i>Haroon al-Rashid</i>	8.4.1	describe the birth of <i>Haroon al-Rashid</i> and background of his ascension to throne;		*	
	8.4.2	analyze the important events that happened during his rule;			*
	8.4.3	explain the outstanding achievements of <i>Haroon al-Rashid</i> ;		*	
	8.4.4	discuss the contribution of <i>Malekah Zubaidah</i> towards Islam and the Muslims;		*	
	8.4.5	discuss the life and character of <i>Haroon al-Rashid</i> ;		*	
8.5 <i>Al-Baramkah</i>	8.5.1	give the family background of <i>Baramkah</i> ;	*		
	8.5.2	explain that <i>Baramkah</i> played an important role in the development and prosperity of <i>Abbasids</i> ;		*	
8.6 <i>Mamoon al-Rashid</i>	8.6.1	narrate the biography of <i>Mamoon al-Rashid</i> ;	*		
	8.6.2	compare <i>Mamoon's</i> interest in the advancement of science and other branches of knowledge with the interest of Muslim rulers of the present age;		*	
	8.6.3	give the philosophical ideas and beliefs of <i>Mutazilas</i> ;	*		
	8.6.4	explain the role of <i>Mamoon al-Rashid</i> in the propagation of <i>Mutazilil's</i> thought;		*	
	8.6.5	discuss <i>Mamoon's</i> way of governance and the conquests he made during his rule;			*
	8.6.6	explain that his time was the golden age of <i>Abbasid's</i> regime;		*	

NOTES

			K	U	A
8.7 <i>Mu'atasim Billah</i>	8.7.1	describe the life of <i>Mu'tasim Billah</i> ;		*	
	8.7.2	highlight rebellions and uprisings which took place during his rule;		*	
	8.7.3	highlight the important aspects of his time;		*	
	8.7.4	analyze that <i>M'utasim</i> was responsible for the decline and end of <i>Abbasids</i> ;			*
8.8 The Achievements of <i>Abbasids</i>	8.8.1	describe the civil and economic growth which took place during <i>Abbasid's</i> regime;		*	
	8.8.2	explain the contribution of <i>Abbasids</i> towards social and religious values;		*	
	8.8.3	discuss the events which resulted in the decline and end of <i>Abbasids</i> ;		*	
	8.8.4	analyze the system of government during the <i>Abbasids</i> dynasty;			*

NOTES

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.	Condition of the World prior to Advent of Islam	1	1	1	3	5
2.	The Condition of <i>Arabia</i> before Islam	5	5	5	1	11
3.	The Life of Prophet Muhammad (P.B.U.H)	5	4	19	3	26
4.	The Life Style and Character of the Holy Prophet (P.B.U.H)	4	4	6	3	13
5.	<i>Khilafat-e-Rashidah</i>	8	5	20	5	30
	Total	23	19	51	15	85
	Percentage		22	60	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.	Condition of the World prior to Advent of Islam	1	3	4	0	7
2.	The Condition of <i>Arabia</i> before Islam	5	5	10	0	15
3.	The Life of Prophet Muhammad (P.B.U.H)	5	8	12	10	30
4.	The Life Style and Character of the Holy Prophet (P.B.U.H)	4	7	12	0	19
5.	<i>Khilafat-e-Rashidah</i>	8	7	12	10	29
	Total	23	30	50	20	100

Table 3: Paper Specifications

Topic No.	Topic	Marks Distribution			Total Marks
1.	The condition of the world prior to advent of Islam	MCQs 3 @ 1 Mark CRQs 1 @ 4 Marks			7
2.	The condition of Arabia before Islam	MCQs 5 @ 1 Mark CRQs 2 @ 5 Marks			15
3.	The life of Prophet Muhammad (P.B.U.H)	MCQs 8 @ 1 Mark CRQs 2 @ 6 Marks *ERQ 1 @ 10 Marks *Choose any ONE from TWO			30
4.	The life style and character of the Holy Prophet (P.B.U.H)	MCQs 7 @ 1 Mark CRQs 2 @ 6 Marks			19
5.	<i>Khilafat-e-Rashidah</i>	MCQs 7 @ 1 Mark CRQs 2 @ 6 Marks *ERQ 1 @ 10 Marks *Choose any ONE from TWO			29
	Total	MCQs 30	CRQs 50	ERQs 20	100

- 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 XII

Table 4: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
6.	The Rule of <i>Banu Umayyah</i>	8	2	13	2	21
7.	The Rise and Fall of <i>Banu Umayyah</i>	2	2	1	2	5
8.	The Rule of <i>Abbasids</i>	8	4	19	8	31
	Total	18	8	33	16	57
	Percentage		14	58	28	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			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
6.	The Rule of <i>Banu Umayyah</i>	8	12	24	12	48
7.	The Rise and Fall of <i>Banu Umayyah</i>	2	8	8	0	16
8.	The Rule of <i>Abbasids</i>	8	10	14	12	36
	Total	18	30	46	24	100

Table 6: Paper Specifications

Topic No.	Topic	Marks Distribution			Total Marks
6.	The rule of <i>Banu Umayyah</i>	MCQs 12 @ 1 Mark CRQs 3 @ 8 Marks ERQs 1 @ 12 Marks *Choose any ONE from TWO			40
7.	The rise and fall of <i>Banu Umayyah</i>	MCQs 8 @ 1 Mark CRQs 1 @ 8 Marks			24
8.	The rule of Abbasids	MCQs 10 @ 1 Mark CRQs 2 @ 7 Marks ERQs 1 @ 12 Marks *Choose any ONE from TWO			36
	Total	MCQs 30	CRQs 46	ERQs 24	100

* 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.

- 4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes XI-XII. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (58% and 67%), Application and higher order skills (17 and 23%) and to discourage rote memorization. Tables 1 and 4 however do not translate directly into marks.
- 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 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 75 marks and consist of a number of compulsory, structured questions and 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 Suggested Activities

The methodological approaches should lay emphases on meaning, understanding, reflection, analysis and inquiry and encourage application of learning in individual and social life.

Teaching and learning should be based on activity and student-centered approaches. Activities such as a group work, discussion, project work, field visits, role plays and presentations, should be focused. Students may be encouraged to carry out further exploration of the content and topics. However, evaluation and testing is to be considered as an extension of learning of the students.

6. Recommended Text and Reference Books

Recommended Books

1. Dr. Hameed uddin. (1987). *Tareekh-e-Islam*. Lahore: Ferozsons Pvt. Ltd.
2. Sahibzada Abdur Rasool. (1959). *Tareekh-e-Islam*. Lahore: M. R. Brothers.
3. Moin ud din ahmad nadvi (part I and II) *Tareekh-e-islam*.
4. Sadrud-din Islahi. *Islam aik Nazar main*

Reference Books

1. Allama Shibli Noumani. (Part I and II). *Seerat-un-Nabi*. Lahore: Islami Kutab Khana.
2. Naima Suhaib (2009), *Tareekh-e-e Islam ki Azeem Shkhsiyaat, Kitab Sara-e-baitul Hikmat*.
3. Shah Akber Najeeb Abadi. *Tareekh-e-Islam*.
4. *Tareekh ibn-e-Khudoon* (translation) *Nafees academy*.
5. Dr Khursheed Aḥmed, *Islami Nazarya-e-hayat*

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 evaluate 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, describe, 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, analyze, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, recognise, predict consequences etc.

7.2 Definition of Command Words

Knowledge

Define:	Only a formal statement or equivalent paraphrase is required. No examples need to be given.
Give/ State/ Mention:	Give a brief and factual answer with no explanation. Implies a concise answer related to events, quantity or a fact about something.
Give the meaning of:	Provide literal meaning of a word or a formal statement or equivalent paraphrase is required.
Identify:	Give the name or identify characteristic(s).

List: Requires a number of points, generally each of one word, with no elaboration. Where a given number of points is specified, this should not be exceeded.

Narrate: To tell a story/incident by describing all the events in order.

Understanding

Compare: To list the main characteristics of two entities/ concepts clearly identifying similarities or differences.

Describe: Requires candidates to state in words the main points of the topic. The connotation as well as the denotation of words will usually be important and these connotative meanings should be consistent with each other.

Differentiate: To identify those characteristics which always or sometimes differentiate two categories.

Explain: Give a clear and detailed account of related information with reasons or justification. It may imply some reference to theory depending on the context.

Give an overview: Put forward a survey of something that gives an overall picture of an event, views etc. Means to express in a logical and convincing way in support of ideas and content areas.

Highlight: To bring to front, make evident, bring to light, with emphasis.

Application

Analyse: Use information to relate different features of the components of specified material, present arguments in an integrated way so as to draw conclusions about common characteristics of a component.

Argue: To provide evidence in support of or against an under discussion matter and explain its reasons.

Discuss To give a critical account of the involved in the topic.

Justify: To prove with reasons or give logic to support the given statement.

Suggest: Apply knowledge in a given situation to give a rational opinion.

HSSC Scheme of Studies²

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.

² 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	

- 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.

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 Pakistan Culture-II ^a	100	-	100	Urdu 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.