



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**PAKISTAN STUDIES
CLASSES IX-X**

(based on National Curriculum 2006)

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Examination Syllabus**

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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 (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 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.

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

- 2.1.3 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.
- 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.

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

Part I (Class IX)

Topic	Student Learning Outcomes		Cognitive Level ²		
			K	U	A
1. Ideological Basis of Pakistan	Candidates should be able to:				
1.1 Importance of Pakistan Studies	1.1.1	explain the importance of Pakistan Studies as a subject which 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 significance of ideology for a nation.		*	
1.3 Contents of the Ideology of Pakistan;	1.3.1	explain the concept of sovereignty of Allah in Islam;		*	
	1.3.2	explain how the guiding principles of Islamic way of life (justice, equality and brotherhood) form the basis of Pakistan's ideology.		*	
1.4 Pakistan Ideology: In Perception of Allama Iqbal and Quaid-e-Azam	1.4.1	quote statements of Allama Iqbal and Quaid-e-Azam Muhammad Ali Jinnah defining the ideology of Pakistan (with reference to Allama Iqbal's 1930 Allahabad Address and Quaid's address to the Constituent Assembly on August 11, 1947).	*		
1.5 Concept of a Welfare State in Islam	1.5.1	define a welfare state;	*		
	1.5.2	describe the main functions of a welfare state;		*	
	1.5.3	compare an Islamic state and welfare state;		*	
	1.5.4	discuss the responsibilities of an individual in a welfare state.		*	

² 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
1.6	National Goals for Becoming a Welfare State	1.6.1	discuss Pakistan's current status as a welfare state and suggest what further steps need to be taken.		*	
2. Historical Background 1707-1921		Candidates should be able to:				
2.1	Mughals and the British in the Indian Sub-Continent	2.1.1	discuss the decline of the Mughal Empire with reference to <ul style="list-style-type: none"> • Impact of Aurangzeb's religious policies • Effectiveness of his successors • Rise of Marathas and Sikhs • Degradation of Islamic values • Foreign invasion (Ahmed Shah Abdali and Nadir Shah); 		*	
		2.1.2	discuss the reasons for the involvement of EIC(East India company) in the subcontinent;		*	
		2.1.3	discuss the socio-economic and political situation of India at the time of British expansion from 1750 to 1856 (Battle of Plassey, Buxar, Annexation of Sindh, Punjab, NWFP, Doctrine of lapse, PITT'S India Act, Marathan Wars, Mysore Wars);		*	
		2.1.4	discuss the causes (long term and immediate) of the War of Independence 1857;		*	
		2.1.5	discuss the reasons for the failure in the War of Independence 1857;		*	
		2.1.6	discuss the outcomes of the War of Independence with reference to the proclamation of 1858;		*	

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				K	U	A
2.2	Emergence of Political Consciousness in Indian Muslims	2.2.1	trace the origin and evolution of two nation theory with reference to socio-economic and political conditions of Indian Muslims from 1857 onwards;		*	
		2.2.2	discuss the causes of the partition of Bengal and its reversal (1905-11);		*	
		2.2.3	discuss the features of Simla Deputation and its importance;		*	
		2.2.4	discuss the reasons for the establishment of All India Muslim League in 1906;		*	
		2.2.5	describe the aims and objectives of Muslim League in 1906.		*	
2.3	Attempts at Constitutional Reforms during the Years 1909-1919	2.3.1	discuss the features of the Morley Minto Reforms 1909 and the reasons for its opposition;		*	
		2.3.2	explain the reasons for Congress and Muslim League working together with reference to Lucknow pact;		*	
		2.3.3	discuss the reasons for bringing forth Montague-Chelmsford Reforms 1919 and the reason for its rejection;		*	
		2.3.4	explain Rowlatt Act and its consequences on Indians.		*	
2.4	Khilafat Movement and its impact on the Sub-Continent	2.4.1	discuss the reasons for the Khilafat Movement;		*	
		2.4.2	discuss the course and reasons for the failure of the Khilafat Movement;		*	
		2.4.3	analyse the impact of the Khilafat Movement on the Muslims of the Sub-Continent.			*

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			K	U	A
3. Road to the Establishment of Pakistan	Candidates should be able to:				
3.1 Towards the Pakistan Resolution (1940)	3.1.1	discuss the reasons why Jinnah produced his 14 points in 1929;		*	
	3.1.2	discuss the success and failures of the three Round Table Conference 1930-32;		*	
	3.1.3	analyse the importance of Government of India Act 1935;			*
	3.1.4	discuss the reasons for the opposition of Government of India Act 1935;		*	
	3.1.5	analyse the reasons for Muslim League's failure in the elections of 1935-36;			*
	3.1.6	explain the impact of Congress Rule and the Day of Deliverance 1939;		*	
	3.1.7	state the Pakistan Resolution 1940;	*		
	3.1.8	analyse the importance of the Pakistan Resolution 1940.			*
4. Land, Climate and Environment of Pakistan	Candidates should be able to:				
4.1 Location	4.1.1	locate Pakistan with reference to latitudes 24°N-37°N and longitudes 61°E-78°E;	*		
	4.1.2	locate the neighbouring countries of Pakistan on the world map (Afghanistan, India, China, Iran);	*		
	4.1.3	explain the strategic importance of the location of Pakistan.		*	

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			K	U	A
4.2	The Natural Topography	4.2.1	locate the following land form features of Pakistan Plains: Upper Indus, Lower Indus Desert: Thar, Thal, Kharan Mountain Ranges: Hindu Kush, Karakoram , Himalayan , Sulaiman Range, Safed Koh, Waziristan, Salt Range Plateau: Potwar and Baluchistan Coastal areas: Karachi, Makran Coast (Baluchistan) Rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hab, Dasht;	*	
		4.2.2	discuss the influence of the natural topography of each landform on human activities;		*
		4.2.3	explain the importance of rivers in Pakistan.		*
4.3	Climate	4.3.1	discuss the factors that influence the climate of Pakistan (rainfall, latitude, Western depression, thunderstorms and cyclones);		*
		4.3.2	describe the major climatic regions of Pakistan (arid, semi-arid, coastal and highland);		*
		4.3.3	analyse the effect of climate on the life of people <ul style="list-style-type: none"> • Influence of low temperature, ice and snow on the lives of people in the mountains • Influence of rain storms on agriculture, industry and communications • Problems caused by droughts and shortage of water supply on agriculture and industry. 		*

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				K	U	A
4.4	Environmental Hazards and remedies	4.4.1	analyse the effect of human activities on the climate <ul style="list-style-type: none"> Industrialization leads to pollution, land degradation and migration Over population leads to scarcity of resources and over burden on land; 			*
		4.4.2	identify the main sources of pollution–industrial emissions (air), human waste (land), arsenic (water);	*		
		4.4.3	analyse the acute problems (health, agriculture, environment) caused by pollution;			*
		4.4.4	analyse the likely impact of global warming on Pakistan.			*
5. Resources of Pakistan		Candidates should be able to:				
5.1	Natural Resources	5.1.1	locate the main natural resources found in Pakistan <ul style="list-style-type: none"> Soil: Regosols, lithosol , alluvium Forest: Coniferous, Alpine, Riverine, Irrigated, Tropical Thorn Forest, Sub-tropical Scrub forest, Mangroves Minerals : Rock salt, natural gas, copper, limestone, coal, gypsum, marble, chromite Water; 	*		
		5.1.2	explain the economic significance of the resources found in Pakistan;		*	
5.2	Energy Resources	5.2.1	discuss the importance of energy resources in the development of a country (electricity, gas, petroleum and coal);		*	
		5.2.2	state the uses of different kinds of energy resources available in Pakistan (hydroelectric, thermal, solar and nuclear);	*		
		5.2.3	analyse the need of increase in production of power resources of Pakistan;			*
		5.2.4	suggest the ways to encounter energy crises in Pakistan			*
		5.2.5	assess the potential future sources of energy.			*

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				K	U	A
5.3	Agriculture	5.3.1	define the major forms of agriculture in Pakistan (small-scale subsistence, cash crop farming);	*		
		5.3.2	discuss how natural and human factors affect production on small-scale and cash crop farms (cotton, rice sugarcane, wheat);		*	
		5.3.3	discuss natural and human factors that affect livestock farming (cattle, goats, sheep);		*	
		5.3.4	describe fish farms;		*	
		5.3.5	give examples of fish caught in marine water, inland water and the fish farm;	*		
		5.3.6	explain the role of agriculture in the production of resources for the economic development of Pakistan;		*	
		5.3.7	enumerate the pattern of modernisation in agriculture with reference to green revolution (1958-69);		*	
		5.3.8	describe the problems faced by agricultural sector of Pakistan;		*	
		5.3.9	suggest remedies for the problems faced by agricultural sector of Pakistan.			*
5.4	Irrigation	5.4.1	describe different methods of irrigation used in Pakistan <ul style="list-style-type: none"> • Canal irrigation; Karez, inundation and perennial canal • Lift irrigation: Persian wheel and tube well • Dams: Mangla, Tarbela and Warsak • Barrages: Guddu, Sukhar, Suleiman ki; 		*	
		5.4.2	explain the importance of irrigation in the perspective of Pakistan;		*	
		5.4.3	discuss the causes of water logging and salinity;		*	
		5.4.4	explain ways through which the land damaged by water logging and salinity can be restored;		*	
		5.4.5	evaluate how agricultural practice and water management can be improved to prevent water logging and salinity from happening.			*

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			K	U	A	
5.5	Natural Vegetation	5.5.1	describe the distribution of forests in Pakistan;		*	
		5.5.2	explain the economic importance of forests in a country;		*	
		5.5.3	define deforestation and desertification;	*		
		5.5.3	discuss causes and hazards of deforestation;		*	
		5.5.4	suggest remedies to the problems caused by deforestation.			*

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Part II (Class X)

Topic		Student Learning Outcomes		Cognitive Level		
				K	U	A
6. Economic Development		Candidates should be able to:				
6.1	Major Industries of Pakistan	6.1.1	describe different kinds of industries in Pakistan (Cottage, small scale and large industry);		*	
		6.1.2	locate the important industries of Pakistan (cement, cotton, sugar, crafts, fertilizer, iron and steel, sports goods, surgical instruments);	*		
		6.1.3	describe the importance and contribution of small scale and cottage industries;		*	
		6.1.4	define the term multinational company;	*		
		6.1.5	assess the contribution of multinational companies (using local resources, providing employment opportunities, increasing revenue and enhancing competition);			*
		6.1.6	evaluate reasons for economic disparity amongst different regions of Pakistan and the problems caused by it;			*
		6.1.7	suggest the remedies to overcome the economic disparity in Pakistan.			*
6.2	Industries and Environmental Issues	6.2.1	discuss the effects of expansion of industries on the ecosystem;		*	
		6.2.2	suggest the role industrial sector should play in order to counter pollution (proper waste management, air filter plants, environmental friendly policies, recycling and reusing products).			*
6.3	Trade and Commerce	6.3.1	describe the terms 'trade', 'commerce' and 'foreign exchange', and their inter relationship;		*	
		6.3.2	explain the importance of trade and commerce activities for the economic development;		*	
		6.3.3	identify Pakistan's main trading partners and the goods Pakistan export or import from them;	*		

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			K	U	A	
	6.3.4	explain the effect of changing trends in exports and imports on Pakistan's balance of trade and economy.		*		
6.4	Transport and Communication	6.4.1	describe the modes of transport used in Pakistan (land, air and water);		*	
		6.4.2	interpret maps to describe the regional variations in the density and patterns of road, rail and air transport networks within Pakistan;			*
		6.4.3	compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people;		*	
		6.4.4	describe the improvements that have taken place in the means of transportation and communication in Pakistan;		*	
		6.4.5	locate on the map Keamari, port Qasim and Gawadar port and the cities with international airports;	*		
		6.4.6	assess the feasibility of development of Gawadar port and its importance in the economic development;			*
		6.4.7	explain the importance of radio, television, phones, fax machines, E-commerce, emails and internet in the field of education, industry and business.		*	
7.	Population	Candidates should be able to:				
7.1	Concepts and Characteristics of Population	7.1.1	define census, population growth, urbanization, migration and demography;	*		
		7.1.2	interpret graphs and statistics illustrating birth rates, death rates and the rates of natural increase in population in Pakistan as a whole as well as areas within Pakistan;			*
		7.1.3	identify trends in population growth;	*		
		7.1.4	explain the social, educational, economic and political factors which contribute to population growth;		*	
		7.1.5	distinguish between distribution of population and density of population;		*	

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			K	U	A
	7.1.6	recognize the variations in both distribution of population and density of population between the provinces (including Northern Areas) and within the provinces (including Northern Areas);			*
	7.1.7	explain the physical, economic, social and political factors which contribute to these variations.		*	
7.2	Population and development	7.2.1	explain the problems arising from over-population;	*	
		7.2.2	demonstrate how rapid growth of population increases migration and slows economic development;		*
		7.2.3	analyse the impact of population growth on education, health and nutrition levels of the people of Pakistan;		*
		7.2.4	discuss with reference to both 'push' and 'pull' factors, the main causes of population movements, including rural-urban migration, seasonal migration, emigration and immigration;	*	
		7.2.5	explain the effects of these population movements, including shanty developments in cities, tent cities and the de-population of rural areas;	*	
		7.2.6	evaluate the measures which may be taken to solve the problems associated with over population(self-help schemes, provision of clean water and planned and improved housing).		*

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8. Emergence of Pakistan	Candidates should be able to:					
8.1 Second World War and the Sub-Continent	8.1.1	discuss the Second World War (1939-45) in relation to subcontinent and the Quit India Movement;		*		
	8.1.2	explain the major features, outcomes and significance of Cripps Mission 1942, Gandhi-Jinnah Talks 1944 and Simla Conference 1945;		*		
	8.1.3	analyse the reasons behind the difference between the results of elections of 1935-36 and 1945-46.				*
8.2 Partition and the Creation of Pakistan	8.2.1	explain the significance of Cabinet Mission 1946 on the creation of Pakistan;		*		
	8.2.2	explain the major features of the 3 rd June plan and its implementation;		*		
	8.2.3	discuss the major features of the Boundary Commission;		*		
	8.2.4	analyse the unjustness of the commission and its impact on Pakistan as a young state and to the future of Pakistan;				*
	8.2.5	describe the Independence Act 1947;		*		
	8.2.6	identify the areas that became the part of Pakistan.	*			
8.3 Contribution of Key Leaders	8.3.1	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. • The first Governor- General of Pakistan; 		*		
	8.3.2	discuss the contribution of Allama Iqbal with reference to the Allahabad Address 1930;		*		
	8.3.3	discuss the contribution of Chaudhry Rehmat Ali in light of 'Now or Never 1933' and the coinage of the name Pakistan.		*		

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9. Political and Constitutional Development in Pakistan	Candidates should be able to:				
9.1 Formative Phase of Pakistan 1947-58	9.1.1	discuss the immediate problems faced by Pakistan in the establishment of an independent nation. <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; 		*	
	9.1.2	analyse how Kashmir issue is a hindrance between the cordial relation of Pakistan and India;			*
	9.1.3	explain how successful Pakistan was in overcoming the initial problems.		*	
9.2 Constitution Making	9.2.1	explain the need and importance of constitution for a state;		*	
	9.2.2	discuss the salient featur of Objective Resolution and its significance;		*	
	9.2.3	identify the salient features of 1956 Constitution;	*		
	9.2.4	discuss the reasons that led to the delay in the constitution;		*	
	9.2.5	discuss the reasons that led to the promulgation of Martial Law in 1958.		*	
9.3 Ayub Khan Era	9.3.1	discuss the reasons for Ayub Khan coming to power;		*	
	9.3.2	discuss the reforms of Ayub Khan in agriculture, industries, settling of refugees, curriculum development and family laws;		*	

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	9.3.3	analyse the impact of the reforms on the economy of the country;			*
	9.3.4	discuss the reasons behind the fall of Ayub Khan (Ayub Khan resignation).		*	
9.4	Fall of East Pakistan	9.4.1	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);	*	
		9.4.2	discuss the Six Points of Mujib-ur-Rehman;	*	
		9.4.3	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.		*
9.5	Zulfiqar Ali Bhutto Era	9.5.1	discuss the reasons behind Zulfiqar Ali Bhutto coming to power;	*	
		9.5.2	discuss the reforms of Zulfiqar Ali Bhutto (agriculture, nationalization of industries, ban on the use of brand name for pharmaceuticals, nationalization of schools, compulsory primary education) and their impact on the country;	*	
		9.5.3	analyse Simla Agreement and its impact on Pakistan.		*
9.6	Zia-ul- Haq Era	9.6.1	discuss the reasons behind General Zia-ul Haq taking over the country;	*	
		9.6.2	discuss the reforms of Zia-ul-Haq (privatization of industries, Islamization) and its impact on Pakistan;	*	
		9.6.3	analyse the impact of refugee problem as a result of Afghan jihad on Pakistani Society (drugs and arms supply, sectarianism, burden on resources, smuggling of goods) and on its economy.		*

NOTES

				K	U	A
9.7	Restoration of Civilian Rule 1988-1999	9.7.1	list the political changes between 1988-1999 (Benazir Bhutto and Nawaz Shariff);	*		
		9.7.2	analyse the impact of Pakistan being a nuclear power (economically and politically);			*
		9.7.3	discuss the reasons behind 1999 army coup.		*	
9.8	Pervaiz Musharraf Era	9.8.1	discuss the devolution plan of 2000 (Local Self Government Rule).		*	
10. Society and Culture of Pakistan		Candidates should be able to:				
10.1	Society	10.1.1	explain the basic features of Pakistani Society;		*	
		10.1.2	analyse the problems caused by class differences and social inequalities;			*
		10.1.3	discuss the role of women in society and economic life;		*	
		10.1.4	suggest ways and measures to improve the status of women.			*
10.2	Culture	10.2.1	define culture, diversity, unity, national cohesion and integration;	*		
		10.2.2	discuss the elements that influences unity, national cohesion and integration in Pakistan;		*	
		10.2.3	identify the major features of Pakistani culture;	*		
		10.2.4	name and describe the popular religious (Eid-ul-Fitr, Eid-ul-Azha and Eid-e-Milad-un-Nabi) and cultural festivals (Basant, Navroz and Besakhi) of Pakistan;		*	
		10.2.5	explain the role of mass media in the promotion of cultures.		*	

NOTES

			K	U	A
10.3	Languages	10.3.1	trace the origin and evolution of Urdu;	*	
		10.3.2	explain why Urdu was chosen as a national language;	*	
		10.3.3	analyse the significance of Urdu as a national language;		*
		10.3.4	list the main regional languages of Pakistan and the regions where these are spoken;	*	
		10.3.5	discuss the steps taken for the development and promotion of provincial languages (Sindhi, Balochi, Pushto, Punjabi) in Pakistan;		*
		10.3.6	explain the contribution of provincial languages in literature, poetry and prose;		*
		10.3.7	explain the role of English as an official language.		*
11. Pakistan in World Affairs		Candidates should be able to:			
11.1	Foreign Policy	11.1.1	define the determinants of Pakistan's foreign policy;	*	
11.2	Pakistan's Contribution in the Region and the World	11.2.1	explain Pakistan's role in the region as an active member of SAARC;		*
		11.2.3	describe Pakistan's relations with China and USA.		*

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.	Ideological Basis of Pakistan	6	4	7	0	11
2.	Historical Background 1707-1921	4	0	17	1	18
3.	Road to the Establishment of Pakistan	1	0	4	3	7
4.	Land, Climate and Environment of Pakistan	4	5	4	3	12
5.	Resources of Pakistan	5	9	10	6	25
	Total	20	18	42	13	73
	Percentage		25	58	18	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.	Ideological Basis of Pakistan	6	3	4	0	7
3.	Road to the Establishment of Pakistan	1	2	3	0	5
4.	Land, Climate and Environment of Pakistan	4	3	4	0	7
2.	Historical Background 1707-1921	4	5	6	5	31
5.	Resources of Pakistan	5	7	8		
	Total	20	20	25	5	50

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
1	Ideological Basis of Pakistan	MCQs 3 @1 Mark CRQ 1 @ 4 Marks			7
3	Road to the Establishment of Pakistan	MCQs 2 @1 Mark CRQ 1 @ 3 Marks			5
4	Land, Climate and Environment of Pakistan	MCQs 3 @1 Mark CRQ 1 @ 4 Marks			7
2	Historical Background 1707-1921	MCQs 5 @ 1 Mark CRQs 2 @ 3 Marks Each	ERQ 1 @ 5 Marks Choose any ONE from TWO		31
5	Resource of Pakistan	MCQs 7 @ 1 Mark CRQs 2 @ 4 Marks Each			
Total Marks		MCQs 20	CRQs 25	ERQs 5	Total 50

* 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	
6.	Economic Development	4	9	6	6	25
7.	Population	2	3	6	4	23
8.	Emergence of Pakistan	3	1	9	3	10
9.	Political and Constitutional Development in Pakistan	8	2	17	6	21
10.	Society and Culture of Pakistan	3	4	9	3	10
11.	Pakistan in World Affairs	2	1	2	0	6
Total		22	20	49	22	91
Percentage			22	54	24	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	
6.	Economic Development	4	4	4	5	21
9.	Political and Constitutional Development in Pakistan	8	4	4		
7.	Population	2	4	4	0	8
8.	Emergence of Pakistan	3	3	4	0	7
10.	Society and Culture of Pakistan	3	3	4	0	7
11.	Pakistan in World Affairs	2	2	5	0	7
	Total	22	20	25	5	50

Table 6: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
6.	Economic Development	MCQs 4 @1 Mark each CRQ 1@ 4 Marks	*ERQ 1 @ 5 Marks		21
9.	Political and Constitutional Development in Pakistan	MCQs 4 @1 Mark each CRQ 1@ 4 Marks			
7.	Population	MCQs 4 @1 Mark each CRQ 1 @ 4 Marks			8
8.	Emergence of Pakistan	MCQs 3 @1 Mark each CRQ 1 @ 4 Marks			7
10.	Society and Culture of Pakistan	MCQs 3 @1 Mark each CRQ 1@ 4 Marks			7
11.	Pakistan in World Affairs	MCQs 2 @1 Mark each CRQ 1@ 5 Marks			7
	Total Marks	MCQs 20	CRQs 25	ERQs 5	Total 50

- 4.1 Tables 1 and 4 summarize the number and nature of SLOs for all topics of Pakistan Studies in class IX and X respectively. This will serve as a guide in the construction of the examination paper. The SLOs indicate that emphasis in Pakistan Studies is on knowledge (25% and 22%) about Pakistan and understanding of issues it faces (58% and 54%) and application of ideas in real life (18% and 24%) 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 IX and X, there will be only ONE paper. In class IX, the assessment will be based on CRQs. While in class X, the assessment will be based on MCQs.
- 4.4 The CRQ paper will carry 45 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
- 4.5 The MCQ paper will consist of 30 compulsory, multiple choice items. These questions will involve four response options.
- 4.6 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Classroom Activities

- 5.1 Teaching and learning approaches should foster a sense of understanding and respect, and sensitize students with emotions and feelings of tolerance towards others.
- 5.2 Students should be taught through moral stories, dramas, skits and role play activities. They can also discuss and debate upon the moral issues derived from these activities with expected consequences and impact on individual life and on society as a whole.
- 5.3 Teachers may also engage students in project work, group discussions on images and pictures from the newspapers and magazines that depict moral issues and problems. Experiential learning be encouraged through community service and field work.
- 5.4 Customs and traditions of various communities, to which the students belong, may be celebrated to create a sense of awareness, respect and understanding of diversity and cultural pluralism.
- 5.5 Teaching approaches be geared towards fostering creativity, intellectual curiosity, generating activity-based feelings of cohesion, unity, discipline, love and respect for others and for maintaining a good civic sense

5.6 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 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.

6. Recommended Texts and Reference Materials

Class IX

S.NO	Topic	Recommended books for each topic
1	Ideological basis of Pakistan	Punjab Textbook Board (2007). <i>Pakistan Studies: Class X</i> . Lahore: Suleman Publishers
2	Making of Pakistan	Kelly, N. (New Edition). <i>History and Culture of Pakistan</i> . Karachi: Peak Publishing
3	Pakistan Movement	Kelly, N. (New Edition). <i>History and Culture of Pakistan</i> . Karachi: Peak Publishing
4	Land Climate and Environment	Sethi, Naz Huma (updated Edition). <i>The Environment of Pakistan</i> . Karachi: Peak Publishing
5	Natural Resources of Pakistan	Sethi, Naz Huma (updated Edition). <i>The Environment of Pakistan</i> . Karachi: Peak Publishing

Class X

S.NO	Topic	Recommended books for each topic
1	Economic Development	Sethi, Naz Huma (updated Edition). <i>The Environment of Pakistan</i> . Karachi: Peak Publishing
2	Population	Sethi, Naz Huma (updated Edition). <i>The Environment of Pakistan</i> . Karachi: Peak Publishing
3	Pakistan Movement	Kelly, N. (New Edition). <i>History and Culture of Pakistan</i> . Karachi: Peak Publishing
4	Political and Constitutional Development	Kelly, N. (New Edition). <i>History and Culture of Pakistan</i> . Karachi: Peak Publishing
5	Society and Culture	Punjab Textbook Board (2007). <i>Pakistan Studies: Class X</i> . Lahore: Suleman Publishers
6	Pakistan in World Affairs	Kelly, N. (New Edition). <i>History and Culture of Pakistan</i> . Karachi: Peak Publishing

Recommended book

1. *Culture and society: Punjab Textbook Board (2007). Pakistan Studies: Class X*. Lahore: Suleman Publishers
2. History: Kelly, N. (New Edition). *History and Culture of Pakistan*. Karachi: Peak Publishing
3. Geography: Sethi, Naz Huma (updated Edition). *The Environment of Pakistan*. Karachi: Peak Publishing

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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.

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<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, 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, reorganize, predict consequences etc.

7.2 Definition of Command Words:

Knowledge

- Write:** Implies making a list of desired entities or data.
- Explain:** May imply reasoning or some reference to theory, depending on the context.
- List:** Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names.
- Define (the term or terms)** Only a formal statement or equivalent paraphrase is required. No examples need to be given.
- Study:** Concentrate on the given text or examples.
- State:** Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.

Understanding

- Compare:** Draw a conclusion which is not explicitly stated in the given material.
- Differentiate:** Identify those characteristics which always or some times distinguish two categories.
- Explain:** May imply reasoning or some reference to theory, depending on the context.
- Identify:** Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the Candidates justifies the choice unless specifically asked to do so.
- Point out:** Pick out and recognise specific information from a given content and/or situation.
- Clarify:** Implies further explanation of any given information that elaborates the key components.
- Classify:** State a basis for categorization of a set of related entities and assign examples to categories.

Describe: Requires Candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.

Conceptualise: Make an understanding on given topic with help of examples, graphs and data, etc.

Application

Analyse: Use information to relate different features of the components of specified material so as to draw conclusions about common characteristics.

Conclude: Draw a conclusion which is not explicitly stated in the given material.

Exemplify: Give examples with an accompanying explanation of why the example is a good one.

Make a relationship: Put different items together to develop a set of related data.

Prove: Propose a base to support the outcome.

Draw: Implies a simple free hand sketch or diagram. Care should be taken with proportions and the clear labelling of parts.

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

Calculate: To find out the values with the help of given information.

Summarise: Write a shorter version of a given text capturing the main points and eliminating detail. The writing must be grammatical and the referent of each statement must be clear.

SSC Scheme of Studies³

AKU-EB as a national board offers 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	*50	-	*50	English / Urdu
Pakistan Studies-I	*50	-	*50	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	*50	-	*50	English / Urdu
Pakistan Studies-II	*50	-	*50	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	

- Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.
 - Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.
 - For non-Muslim candidates only.
- * The above will be implemented in
SSC Part I 2014 Examinations and onwards
SSC Part II 2015 Examinations and onwards

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

³ 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	*50	English / Urdu
Pakistan Studies-I	*50	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	*50	English / Urdu
Pakistan Studies-II	*50	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 / Urdu
3. **Additional Mathematics-I ^d	3. **Additional Mathematics-II ^d		English
4. **Principles of Accounting-I ^d	4. **Principles of Accounting-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 2014 Examinations and onwards and SSC Part II 2015 Examinations and onwards

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