



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**ETHICS
CLASSES IX-X**

(based on National Curriculum 2007)

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**Secondary School Certificate
Examination Syllabus**

**ETHICS
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,
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July 2009

1. Aims/Objectives of the National Curriculum (2007)¹

1. Build character of the students to enable them to play a vital and positive role in the society.
2. Provide students with pure teachings and social skills to bring about a change in their thought and behavior towards fellow human beings.
3. Understand the primacy of religious teachings and their value in social life. Translate human values into practice, through “role-models” (Therefore, various remarkable and outstanding personalities are included in the curriculum.).
4. Develop etiquettes and mannerism in students.
5. Create and develop students as the responsible members of the society. (For achieving this authentic and relevant material from sacred books of different religions will be included in syllabi. This will enable students to not only enjoy their rights but also discharge their duties and responsibilities in the best possible manner.)
6. Practice and promote socialization among members of all faiths. (For achieving this, some festivals have been included from different religions.)

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 Government of Pakistan (2007), *National Curriculum; Ethics Classes IX-X, Islamabad*, Ministry of Education (Curriculum Wing)

- 2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.
- 2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates' responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.
- 2.1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.
- 2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

2.2. Specific Rationale of the AKU-EB Ethics Examination Syllabus

- 2.2.1 The subject of Ethics is offered to Non-Muslim students in lieu of Islamiyat which is a compulsory subject for Muslim students. In developing this examination syllabus, the aims and objectives laid down in the National Curriculum document of 2007 (Section 1 above) have been followed in letter and spirit. Indeed, the topics included in the National Curriculum for Ethics are so pertinent to the moral dilemmas of everyday life that all young people could benefit from the study of Ethics as a subject.

- 2.2.2 Teaching the subject of Ethics to young people is important because it deals with human conduct. It enables them to view human actions in terms of right or wrong and good or evil. The AKU-EB syllabus has been developed to address this major aspect of learning through stories, anecdotes and ethical dilemmas for students to discuss and see their relevance and application in their lives and in society as a whole. It directs the attention of students and teachers to examine how ethical values can guide their actions.
- 2.2.3 It is also important that students become aware of and appreciate the diversity and pluralistic nature of our society. The topic of ‘tolerance’ (see topic 5) is considered as extremely important especially in our present times. It has been given prominence in the AKU-EB syllabus. Notions of plurality and diversity in our cultures have been added under the topic, “living in peace and harmony”. The values love and justice have also been included in the AKU-EB syllabus as these values are important for promoting peace and harmony. These are the socio-cultural dimensions of Ethics as a subject of study, as it deals with moral issues that impact social conduct.
- 2.2.4 The concepts of nationhood and patriotism have also been added in the AKU-EB Ethics syllabus to draw the attention of students to the moral dimension of these concepts.

3. Topics and Student Learning Outcomes of the Examination Syllabus

SSC Part I (Class IX)

Topic	Student Learning Outcomes		Cognitive Level ²		
			K	U	A
1. Nature and importance of Ethics	Candidates should be able to:				
1.1 <i>What is Ethics?</i>	1.1.1	define the term 'Ethics'	*		
	1.1.2	explain that Ethics is a study of right and wrong conduct, based on norms and principles;		*	
	1.1.3	demonstrate with examples that Ethics is a purposeful and value-oriented discipline;			*
1.2 Scope of Ethics	1.2.1	discuss the scope of Ethics in one's personality/personal grooming. (<i>Organization of personal life</i>);		*	
	1.2.2	discuss the scope of Ethics in social relationships / <i>national development</i> ;		*	
	1.2.3	discuss whether right and wrong are absolute or relative to different circumstances of life;		*	
	1.2.4	<i>highlight the role of ethics and religion in resolving day to day crisis.</i>			*

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

NOTES

			K	U	A
2. Divinity of God		Candidates should be able to:			
2.1	God as the Source of all Creations	2.1.1	explain how God is the source of all creations;	*	
		2.1.2	describe the nature of God(immanent and transcendental);	*	
		2.1.3	<i>describe the various concepts of divinity such as monotheism, polytheism and dualism;</i>	*	
		2.1.4	highlight the attributes of God (<i>Omnipotent, Omniscient and Benevolent</i>);	*	
		2.1.5	explain how God is all encompassing;	*	
		2.1.6	relate God’s creation to our personal lives and give examples of the best use of its resources in order to make human life more meaningful;		*
		2.1.7	explain some of the factors that may lead to or support belief in the existence of God;	*	
		2.1.8	<i>differentiate between agnosticism and atheism.</i>	*	
3. Human Being		Candidates should be able to:			
3.1	<i>Human Being</i>	3.1.1	explain how the human being is a trustee of God on Earth;	*	
		3.1.2	explain how human beings should treat other creatures.(<i>Animals/Plants/ Minerals and other Natural Resources</i>);	*	
		3.1.3	demonstrate by examples how human beings can make the world a better place to live in, through preservation of life, conservation of energy and respect for the human person;		*
3.2	<i>Nature of Human Being</i>	3.2.1	define human nature;	*	
		3.2.2	enlist some of the elements responsible for good and bad human nature;	*	
		3.2.3	explain how a human being becomes a victim of satanic designs;		*
		3.2.4	describe some of the causes of evil and suffering in the world;		*

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				K	U	A
3.3	<i>Human: a Multi-Dimensional Being</i>	3.3.1	demonstrate through examples the multi dimensions of human life. (<i>spiritual, moral, intellectual, psychological, aesthetical, social and material</i>);			*
		3.3.2	elaborate the various mortal and immortal dimensions of human beings;			*
		3.3.3	explain with examples how spiritual and moral values make a society strong and respectful;			*
3.4	<i>Human Freedom and Limitations</i>	3.4.1	explain to what extent a human being has a free will or limitations;		*	
		3.4.2	describe what aspects of human life are predestined;		*	
		3.4.3	describe what aspects of human life are acquired and subject to change;		*	
		3.4.4	differentiate between freedom and licentiousness;		*	
3.5	Purpose of Human Life	3.5.1	state the purpose of human life on earth;	*		
		3.5.2	describe the meaning of salvation and liberation;		*	
		3.5.3	highlight the importance of will to achieve the purpose of human life;		*	
3.6	Life after Death	3.6.1	explain the concept of life after death (<i>linear and cyclical views, resurrection and rebirth</i>);		*	
		3.6.2	discuss the temporary nature of life and its implications on human behaviour (cause and affect);		*	
		3.6.3	explain how the impact of human deeds are permanent and remain even after death;		*	
		3.6.4	explain the concept of accountability;		*	
		3.6.5	demonstrate with examples how human behaviour is judged (reward and punishment).		*	

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4. Values		Candidates should be able to:		K	U	A
4.1	Nature of <i>Values</i>	4.1.1	define the term 'values';	*		
		4.1.2	differentiate between positive and negative values;		*	
		4.1.3	explain how the observance of positive values makes our society moral;		*	
		4.1.4	explain how the negative values affect our society;		*	
4.2	<i>Moral Values</i>	4.2.1	describe the significance of moral values in human relationships;		*	
(a)	Self-respect/ <i>Respect for Others</i>	4.2.2	explain the meaning of self-respect;		*	
		4.2.3	explain whether respect for others and self-respect are related concepts;		*	
		4.2.4	exemplify different types of behaviour as a sense of responsibility towards life and property of others;			*
(b)	Respect for Life and Property of Others	4.2.5	explain that service to others is a basic moral value;		*	
		4.2.6	describe the ways by which a wealthy person is encouraged to support the poor (philanthropy);		*	
(c)	Service to Others					
4.3	Honesty	4.3.1	explain the meaning and significance of honesty;		*	
		4.3.2	consider whether honesty is always the best policy;		*	
		(a)	in personal life			
		(b)	in public life			
		(c)	under all circumstances even if no one is watching dishonest actions (e.g. bribes, nepotism, favoritism, cheating in examinations);			
4.4	Dignity of Labour	4.4.1	discuss the dignity of labour;		*	
		4.4.2	explain what is lawful and unlawful livelihood;		*	
4.5	Discipline	4.5.1	explain discipline as a moral virtue and its significance in private, and public life (<i>places of worship, offices, banks, railway station, bus stand, airport, market and streets and residence</i>);		*	

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			K	U	A
4.6	<i>Justice</i>	4.6.1 describe 'justice' as an important ethical virtue; 4.6.2 suggest ways in which justice can be applied in personal, social and public life;		*	*
4.7	<i>Courtesy</i>	4.7.1 suggest ways in which we can practice courtesy in our personal, social and public lives;			*
4.8	<i>Love</i>	4.8.1 explain the significance of love in relation to one's family, siblings, neighbours, country, nature and humanity as a whole; 4.8.2 explain how love is a basic human value and can inspire our actions; 4.8.3 discuss the reciprocation of 'love' by citing examples; 4.8.4 state different ways of expressing love and affection;	*	*	*

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Part II (Class X)

Topic	Student Learning Outcomes		Cognitive Level		
			K	U	A
5. Tolerance	Candidates should be able to:				
5.1 Meaning and Significance of Tolerance	5.1.1	define tolerance;	*		
	5.1.2	explain the importance of tolerance in relation to belief, customs, traditions, habits, views, and ideas;		*	
	5.1.3	explain how tolerance is a pre-requisite for peaceful society;		*	
5.2 <i>Human Rights</i>	5.2.1	define ‘human rights’;	*		
	5.2.2	state some of the fundamental human rights;	*		
	5.2.3	elaborate how rights and obligations are intertwined;			*
	5.2.4	explain how the violation of fundamental human rights affects a society;		*	
	5.2.5	state a situation in which the basic fundamental rights are curbed;	*		
5.3 Respect for Societal Laws	5.3.1	explain what is meant by equality before the law;		*	
	5.3.2	explain with examples how respect for the rights of others and societal laws can be shown;		*	
	5.3.3	describe an individual’s responsibilities towards society;		*	
	5.3.4	illustrate how one can respect the rights of their neighbours and care for them;			*
5.4 <i>Pluralistic Nature of Societies</i>	5.4.1	identify the ways in which respect for other religions is shown in multi- religious /cultural societies;	*		
	5.4.2	demonstrate with examples as to how there is respect for other religious traditions in Pakistan;			*
	5.4.3	describe the factors that hinder a pluralistic society (prejudice and nepotism);		*	

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			K	U	A	
5.5	<i>Living in Peace and Harmony</i>	5.5.1 5.5.2 5.5.3	discuss the merits of a tolerant society; state some of the ways to promote harmony between different cultural and multi-ethnic groups; explore the consequences of terrorism and anti-tolerance activities in the society.	*	* *	
6. Family Values		Candidates should be able to:				
6.1	Family Values	6.1.1 6.1.2 6.1.3	explain the importance of the institution of family as central to social and ethical development; state the different types of families. (joint, nuclear); explain the importance of love in promoting harmony in a family;	*	* *	
6.2	Marriage	6.2.1 6.2.2 6.2.3 6.2.4	explain the importance and role of marriage in religious communities and society; highlight how marriage makes a person responsible; explain how does marriage ward off human from turning amoral; discuss the merits/demerits of an arranged marriage and a marriage by personal choice;		* * *	
6.3	Women	6.3.1 6.3.2 6.3.3 6.3.4 6.3.5 6.3.6	discuss how a woman is an equal partner in developing a strong family/society; describe how women empowerment is beneficial for progressive families; analyze the role of women in decision making within a family; analyze how the low status of women affects family environment; describe the various roles of women as a mother, sister, daughter and wife; discuss how a woman can balance her career and household responsibilities;		* * * *	* *

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				K	U	A	
6.4	Elders	6.4.1	discuss how family members can make their elders happy;		*		
		6.4.2	describe some of the hardships/problems of old age and how they can be tackled;		*		
		6.4.3	highlight the important role of elders in the upbringing of children;		*		
		6.4.4	explain how a family can benefit from the experience of elders;		*		
6.5	Children	6.5.1	highlight the ways through which children can be developed to become ethical and active members of a nation/society;		*		
		6.5.2	explain why children need ethical role models;		*		
		6.5.3	state the rights of children viz a viz parents/elders.	*			
		6.5.4	state the role and responsibilities of elders in arranging marriage of their children.	*			
7. Nationhood Nationalism		Candidates should be able to:					
7.1	<i>Meaning of Nationhood and Patriotism</i>	7.1.1	explain what is meant by the term ‘nationhood’ and ‘patriotism’;		*		
		7.1.2	discuss how patriotism helps individuals to become good citizens;		*		
		7.1.3	suggest how national integration can be promoted through respect for diversity, national songs, national anthem and the national flag			*	
		7.1.4	suggest ways and means of how students can contribute to the development of Pakistan;			*	
7.2	Respect for Law (<i>Unity, Faith and Discipline</i>)	7.2.1	define what is meant by respect for law and give examples of how to act in a law-abiding way;	*			
		7.2.2	exemplify behaviour that is law abiding;			*	
		7.2.3	explain how the existence and enforcement of laws help in maintaining harmony in society;		*		

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			K	U	A
	7.2.3	explain with examples that disrespecting laws is damaging for society and individuals;		*	
	7.2.4	illustrate the implication of these three key words of the father of the nation: unity, faith and discipline;			*
	7.2.5	explain how these qualities help in the development of character in law-abiding citizens.		*	
8. Biographies of Founders and Expounders of Religions		Candidates should be able to:			
(a)	Prophet Muhammad (P.B.U.H.)	8.1.1 narrate a brief life history of these personalities;	*		
(b)	Prophet Moses (Hazrat Musa A.S.)	8.1.2 identify those features of their teachings from which inspiration can be drawn for leading a moral and spiritual life;	*		
(c)	Jesus Christ (Hazrat Isa A.S.)	8.1.3 discuss the moral teachings of these personalities;		*	
(d)	Sri Krishna	8.1.4 discuss how to put their teachings into practice;		*	
(e)	Guru Nanak	8.1.5 describe the impact of the teachings of these personalities on their followers;		*	
		8.1.6 summarize the common ethical guidelines in the messages and teachings of these personalities;			*
		8.1.7 explain how the teachings of these personalities have had a role in promoting human civilizations;			*

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			K	U	A
9. Selected personalities	Candidates should be able to:				
<ul style="list-style-type: none"> • Aristotle • Kant • Imam Ghazali • Florence Nightingale • Sri Arbindu 	9.1.1	present a brief life history of these personalities;		*	
	9.1.2	identify some of the inspirational features of these personalities;	*		
	9.1.3	discuss the contribution of these personalities;		*	
	9.1.4	discuss how to put their teachings into practice and in our lives;		*	
	9.1.5	summarize the common ethical guidelines in the messages and teachings of these personalities;			*
	9.1.6	explain with examples how the teachings of these personalities have had a role in promoting humanism;		*	
	9.1.7	describe the important aspects of the writing of these personalities.		*	

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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.	Nature and Importance of Ethics	2	1	4	2	7
2.	Divinity of God	1	0	7	1	8
3.	<i>Human being</i>	6	3	15	4	22
4.	Values	8	2	17	3	22
	Total	17	6	43	10	59
	Percentage		11	66	23	100

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

Topic No.	Topic	No. of Sub-Topics	Marks			
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	Total
1.	Nature and Importance of Ethics	2	3	5	0	8
2.	Divinity of God	1	5	4	0	9
3.	<i>Human being</i>	6	6	8	5	33
4.	Values	8	6	8		
	Total:	17	20	25	5	50

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
1.	Nature and Importance of Ethics	MCQs 3 @ 1 Mark CRQ 1 @ 5 Marks			8
2.	Divinity of God	MCQs 5 @ 1 Mark CRQ 1 @ 4 Marks			9
3.	<i>Human being</i>	MCQs 6 @ 1 Mark CRQ 2 @ 4 Marks	ERQ 1 @ 5 Marks Choose any ONE from TWO		33
4.	Values	MCQs 6 @ 1 Mark CRQ 2 @ 4 Marks			
	Total Marks	MCQs 20	CRQs 25	ERQs 5	50

Class X

Table 4: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
5.	Tolerance	5	6	9	3	18
6.	Family values	5	3	16	2	21
7.	Nationhood Nationalism	2	1	5	4	10
8.	Biographies of the Founders and Expounders of Religions	7	2	3	2	7
9.	Selected personalities Aristotle Kant Imam Ghazali Florence Nightingale Sri Arbindu	1	1	5	1	7
Total		20	13	38	12	63
Percentage			33	44	23	100

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

Topic No.	Topic	No. of Sub-Topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
5.	Tolerance	5	4	4	0	8
6.	Family values	5	4	5	0	9
7.	Nationhood Nationalism	2	4	5	0	9
8.	Biographies of the Founders and Expounders of Religions	7	4	6	5	24
9.	Selected personalities Aristotle Kant Imam Ghazali Florence Nightingale Sri Arbindu	1	4	5		
Total		20	20	25	5	50

Table 6: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
5.	Tolerance	MCQs 4 @1 Mark each CRQ 1 @ 4 Marks EACH			8
6.	Family values	MCQs 4 @1 Mark each CRQ 1 @ 5 Marks EACH			9
7.	Nationhood Nationalism	MCQs 4 @1 Mark each CRQ 1 @ 5 Marks			9
8.	Biographies of the Founders and Expounders of Religions	MCQs 4 @1 Mark each CRQ 1 @ 6 Marks	ERQ 1 @ 5 Marks Choose any ONE from TWO		24
9.	Selected personalities Aristotle Kant Imam Ghazali Flourence Nightingale Sri Arbindu	MCQs 4 @1 Mark each CRQ 1 @ 5 Marks			
Total Marks		MCQs 20	CRQs 25	ERQs 05	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.

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

- 4.1 Table 1 and 4 summarizes the number and nature of SLOs in each topic in class IX and X respectively. This will serve as a guide for the examiner in the construction of the examination paper. In both the years, emphasis is on knowledge and understanding (66% and 44% in IX and 23% in X) respectively.
- 4.2 There will be two examinations, one at the end of Class IX and one at the end of Class X.
- 4.3 In each class IX and X, there will be only ONE paper. In class IX, the assessment will be based on MCQs. While in class X, the assessment will be based on CRQs and ERQ.
- 4.4 The MCQ paper will consist of 30 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 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.
- 4.6 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Suggested Activities

- 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. Students may also be presented with moral and ethical dilemmas to deliberate and discuss the ways in which to address them.
- 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 Teachers' own role is significant in presenting a model for teaching Ethics. Teachers should enrich the text with practical examples. They may take up case studies of people like, Aristotle, Kant, Imam Ghazali, Florence Nightingale and Sri Arbindu etc.
- 5.6 Teaching approaches be geared towards fostering creativity, intellectual curiosity, generating activity-based feelings of cohesion, unity, discipline, love and respect for others and for living a good moral life.

Suggested Activities

5.7 *Moral values dramatized: Role play*

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

5.8 *Visit to Senior Citizens' homes, hospitals, orphanages, institutions for the handicapped etc.*

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

5.9 Moral issues and dilemmas

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

5.10 *Using art forms*

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

5.11 *Celebrating cultural and religious festivals:*

Cultural *Melas* and religious festivals of different faiths may be celebrated.

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

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

6. Recommended Texts and Reference Materials

Recommended Book

1. *Akhlaqiat* for Classes IX and X, published by Sindh Textbook Board, Jamshoro, (2007) Nafees Academy, Urdu Bazar, Karachi, and its English rendering, 'Ethics', published by Rashid & Sons, Karachi.

Reference Materials

1. Relevant articles from Encyclopedia of Ethics and Philosophy.
2. Stories from Saadi, Rumi, Sir Syed Ahmed Khan (Maqalaat, Tehzibul Akhlaq) Mohammad Hussain Azad, Deputy Nazir Ahmad, Maulana Altaf Hussain Hali and Shibli Nomani.
3. Relevant articles about Aristotle, Kant, Imam Ghazali, Florence Nightingale & Sri Arbindu.
4. Teachers and students may also wish to refer to books given in the syllabuses of Islamiyat and Pakistan Studies.

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: distinguish, analyse, 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 tax or examples.
- State:** Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.

Understanding

- Compare:** Draw a conclusion which is not explicitly stated in the given material.
- Differentiate:** Identify those characteristics which always or some times distinguish two categories.
- Explain:** May imply reasoning or some reference to theory, depending on the context.
- Identify:** Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the candidate justifies the choice unless specifically asked to do so.
- Point out:** Pick out and recognise specific information from a given content and/or situation.
- Clarify:** Implies further explanation of any given information that elaborates the key components.
- Classify:** State a basis for categorization of a set of related entities and assign examples to categories.
- Describe:** Requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
- Conceptualise:** Make an understanding on given topic with help of examples, graphs and data, etc.
- Discuss:** Requires candidates to give a critical account of the points involved in the topic.

Application

- Analyse:** Use information to relate different features of the components of specified material so as to draw conclusions about common characteristics.
- Conclude:** Draw a conclusion which is not explicitly stated in the given material.
- Exemplify:** Give examples with an accompanying explanation of why the example is a good one.
- Make a relationship:** Put different items together to develop a set of related data.
- Prove:** Propose a base to support the outcome.
- Draw:** Implies a simple free hand sketch or diagram. Care should be taken with proportions and the clear labelling of parts.
- Suggest:** Apply knowledge in a given situation to give a rational opinion.
- Calculate:** To find out the values with the help of given information.
- Summarise:** Write a shorter version of a given text capturing the main points and eliminating detail. The writing must be grammatical and the referent of each statement must be clear.

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	

- a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.
- b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.
- c. For non-Muslim candidates only.
- * The above will be implemented in
SSC Part I 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)	English / Urdu English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English / Urdu English English English
1. **Geography-I		
2. General Science-I		
3. Computer Science-I (65+10 practical)		
4. Economics-I		
5. Civics-I		
6. **History of Pakistan-I		
7. **Elements of Home Economics-I		
8. **Food and Nutrition-I (65+10 practical)		
9. **Art & Model Drawing-I		
10. **Business Studies-I		
11. **Environmental Studies-I		
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)	English / Urdu English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English / Urdu English English English
1. **Geography-II		
2. General Science-II		
3. Computer Science-II (65+10 practical)		
4. Economics-II		
5. Civics-II		
6. **History of Pakistan-II		
7. **Elements of Home Economics-II		
8. **Food and Nutrition-II (65+10 practical)		
9. **Art & Model Drawing-II		
10. **Business Studies-II		
11. **Environmental Studies-II		
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.**