ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Secondary School Certificate (SSC)

Examination syllabus

COMPUTER SCIENCE
X

Based on Provincial Revised Curriculum (Sindh)

You can approach us:

Address: Ziauddin University Examination Board
D / 20 Block 1 Clifton Karachi
Phone: 92 21 35148594
E-mail: info@zueb.edu.pk
Website: www.zueb.edu.pk

PREFACE

The Ziauddin University Examination Board (ZUEB) was established under **Sindh ACT XLI 2018**, with the primary objective of enhancing the quality of education in Sindh. ZUEB is responsible for administering examinations for the **Secondary School Certificate (SSC)** and **Higher Secondary School Certificate (HSSC)** in alignment with the most recent revisions to the **National Curriculum**, as outlined by the **Directorate of Curriculum Assessment and Research (DCAR), Sindh**. Through its ordinance, ZUEB is mandated to provide examination services for both English, Urdu, and Sindhi medium candidates from private schools across Sindh. This examination syllabus reflects ZUEB's dedication to achieving the educational goals set by the provincial authorities.

In collaboration with subject professors, ZUEB has developed a comprehensive syllabus for each subject. It is important to distinguish between the syllabus and the curriculum. The syllabus serves as a guide for both teachers and students, outlining the key areas of focus within the subject. It provides students with a clear understanding of what is expected of them in their studies and helps them prepare effectively for their exams.

This examination syllabus incorporates all cognitive outcomes derived from the **Provincial Curriculum Statement**, ensuring that assessments are both valid and reliable. While the focus is primarily on the cognitive domain, significant emphasis is placed on the application of knowledge and understanding.

The syllabus is made available to all stakeholders via the ZUEB website to assist affiliated schools in planning their teaching. It is crucial to note that the syllabus, rather than the prescribed textbook, forms the foundation of ZUEB examinations. Additionally, this syllabus supports the development of learning materials for both students and teachers. ZUEB remains committed to supporting students undertaking the SSC and HSSC courses by facilitating their learning outcomes through this detailed syllabus document.

To further assist in the learning process, ZUEB provides a dedicated **e-resource tab** on its website, offering both text-based and video content on various subjects. These 15-20 minute instructional videos, created around key subject concepts, allow students to learn at their own pace and convenience. The videos can be used as a reinforcement tool to revisit lessons already taught or as pre-lesson material. This initiative is an ongoing effort, and new videos will continue to be uploaded.

We encourage all students and educators to make the most of these resources for a more enriched and flexible learning experience.

Sincerely,
Shahbaz Nasim
Head – Measurement & Testing
Ziauddin University Examination Board

Reviewed by:
Sana Anwer Ali
Manager Sciences
Ziauddin University Examination Board
July 2025

Rationale For The Reviewed Provincial Curriculum

The process of revising the National Curriculum 2006 began in August 2004, when the newly elected government of Pakistan initiated education reforms across the country. These reforms included the introduction of a new National Education Policy, a National Education Census, and a revision of curricula (Ministry of Education, 2009).

In practice, the overhaul of the secondary school curriculum began in 2006, leading to a review of the scheme of studies for classes I to XII and the revision of curricula for 25 compulsory subjects.

The 18th Amendment to the Constitution of Pakistan, enacted in 2010, significantly altered the federal-provincial relationship by abolishing the "concurrent legislative list." This amendment granted provinces greater legislative and financial autonomy in sectors such as education and health. The most notable implication of the 18th Amendment for education was the transfer of responsibility for curriculum development, syllabus planning, policy formation, and educational standards to the provinces, marking a significant step forward for education.

In Sindh, the School Education Department tasked a Curriculum Review Team with revising the National Curriculum 2006 for all subjects. The goal was to create a curriculum better suited to the needs of students and teachers while aligning with the principles of the 18th Amendment. Subject-specific curriculum review committees were established to critically examine and align the curriculum's content, both contextually and textually, ensuring coherence across various subjects. The Bureau of Curriculum (BoC) played a crucial role in organizing workshops and meetings in Hyderabad to facilitate the completion of this task. The support of numerous educationists, researchers, and teachers was invaluable in successfully revising the curriculum.

The revised curriculum, along with the original version, is available on the DCAR website at https://dcar.gos.pk/Sindh-Curriculum/Computer%20Science%20Curriculum%20Grade%20IX-X%202018%20with%20Notification.pdf for easy access.

The Ziauddin University Examination Board (ZUEB) SSC and HSSC syllabi are developed in accordance with the Sindh Revised Curriculum. To date, textbooks for various subjects have been developed based on the revised curriculum.

EXAMINATION SYLLABUS

UNIT 1 — PROBLEM SOLVING AND ALGORITHM DESIGNING

Code	Topic / Subtopic	Learning Outcome	Cognitive Level		
			K	U	A
1.1	Understanding the Problem	—			
1.1.1	Problem	Define the term problem	✓		
1.1.2	Analyze the problem	Evaluate a problem in order to find out its best solution		✓	
1.1.3	Plan the solution of problem	Design a strategy for the solution of problem			✓
1.1.3	Plan the solution of problem	Find feasible solutions of a problem			✓
1.2	Algorithm	—			
1.2.1	Algorithm definition	Define term algorithm	✓		
1.2.2	Role of algorithm in problem solving	Discuss the importance of algorithm in problem solving		✓	
1.2.3	Algorithms for finding (sum, average, acceleration, volume, area, prime, percentage, series...)	Design algorithm to find sum, average, volume, percentage and others			✓
1.3	Flow Chart	—			
1.3.1	Flow chart definition	Define the flowchart	✓		
1.3.2	Flowchart symbols (Start/End, Arrows, Process, I/O, Decision)	Identify the different symbols used in flowchart designing	✓		
1.3.3	Importance of a flowchart for solving a Problem	Discuss the importance of flowchart in problem solving		✓	
1.3.3	Flowchart design	Design flowchart for any problem by using various flowchart symbols			✓
1.3.4	Difference between algorithm and flowchart	Differentiate between algorithm and flowchart		✓	
1.4	Data Structure	—			
1.4.1	Linear	Define Linear data types: Stack, Queue, Array	✓		
1.4.2	Non-Linear	Define Non-Linear data types: Tree, Graph	✓		

UNIT 2 — BASICS OF PROGRAMMING IN C++

Code	Topic / Subtopic	Learning Outcome (exact wording)	Cognitive Level		
			K	U	A
2.1	Introduction	—			
2.1.1	Define: Computer Program; Program Syntax	Define computer program	✓		
2.1.1	Program Syntax	Describe the importance of syntax in any		✓	

Code	Topic / Subtopic	Learning Outcome (exact wording)	Cognitive Level		
			K	U	A
		programming language			
2.1.2	Programming languages (High/Low)	Classify different programming languages into High, middle and low level languages on the basis of their characteristics		✓	
2.1.3	Types of Translators: Compiler, Interpreter, Assembler	Distinguish among various types of translators		✓	
2.1.4	Types of Errors: Syntax, Runtime, Logical	Differentiate between syntax, runtime and logical errors		✓	
2.2	Programming Environment of C++	—			
2.2.1	IDE	Discuss about Integrated Development Environment (IDE) of C++		✓	
2.2.2	Components of IDE: Compiler, Linker, Loader, Debugger	Develop the understanding about functions of different components of IDE		✓	
2.3	Basics of C++ Programming	—			
2.3.1	Reserved words / Keywords	List out different reserved words commonly used in C++ program	✓		
2.3.2	Basic structure of a C++ program	Explain basic structure of a simple C++ program		✓	
2.3.3	Pre-processor directives: #include, #define	Introduce the use of preprocessor directives in C++ program		✓	
2.3.4	Comments and their syntax	Use comments in a C++ program			✓
2.4	Constant and Variables	—			
2.4.1	Variable and constant	Differentiate between variable and constant		✓	
2.4.2	Rules for specifying variable names	Comprehend variable declaration rules in C++		✓	
2.4.3	Variable declaration and initialization	Differentiate between variable declaration and initialization		✓	
2.4.4	Data types offered in C++	Use different data types in a C++ program			✓

UNIT 3 — INPUT / OUTPUT HANDLING IN C++

Code	Topic / Subtopic	Learning Outcome	Cognitive Level		
			K	U	A
3.1	Input / Output Handling in C++	—			
3.1.1	Output functions: Cout, puts()	Differentiate between input and output functions		✓	
3.1.1	Output functions	Use output functions (e.g., cout, puts()) in a program			✓
3.1.2	Input functions: Cin, getch(), getche(), getchar(), gets()	Differentiate between various input functions		✓	
3.1.2	Input functions	Use input functions in a program			✓
3.1.3	Statement terminator (;)	Describe the use of statement terminator in a		✓	

Code	Topic / Subtopic	Learning Outcome	Cognitive Level		
			K	U	A
		program			
3.1.3	Escape sequences (\a, \b, \n, \r, \t, \, ', ")	Use escape sequences in any C++ program			✓
3.2	Operators	—			
3.2.1	Arithmetic operators (+, -, *, /, %)	Develop a simple calculator in C++ by using arithmetic operators			✓
3.2.2	Increment Operator (++)	Use increment operator in a program			✓
3.2.3	Decrement Operator (--)	Use decrement operator in a program			✓
3.2.4	Relational Operators	Differentiate between relational and logical operators		✓	
3.2.5	Logical operators (&&,||)	Use relational and logical operators			✓
3.2.6	Assignment operator (=) vs Equal to operator (==)	Differentiate between assignment and equal-to operators		✓	
3.2.6	Assignment vs Equal-to	Use assignment operator for initialization and == for comparison			✓
3.2.7	Arithmetic assignment operators (+=, -=, *=, /=)	Use arithmetic assignment operators in programs			✓

UNIT 4 — CONTROL STRUCTURE

Code	Topic / Subtopic	Learning Outcome	Cognitive Level		
			K	U	A
4.1	Control Structure	Recognize the various types of control statements: Selection/Decision Making, Iteration, Jump	✓		
4.2	Selection / Decision Making Structure	—			
4.2.1	If statement	Define decision making structure	✓		
4.2.1	If / If-Else syntax	Understand the syntax of If and If-Else statements		✓	
4.2.1	If / If-Else usage	Use If and If-Else statements in C++ programming			✓
4.2.1	If vs Switch	Differentiate between If, If-Else and switch decision making structures		✓	
4.2.2	Switch - default statement	Use switch statement in programs			✓
4.3	Iteration Statements / Loops	—			
4.3.1	For loop	Explain the concept of loop structure		✓	
4.3.2	While loop	Explain while loop structure		✓	
4.3.3	Do-while loop	Explain do-while loop structure		✓	
4.3.4	Loop comparison	Differentiate between for, while and do-while loop structures and their use		✓	
4.3.5	Loop application	Use for, while and do-while in C++			✓

Code	Topic / Subtopic	Learning Outcome	Cognitive Level		
			K	U	A
		programming			
4.3.6	Nested loops	Explain the concept of nested loops		✓	
4.4	Jump Statements	Recognize use of Break, Continue, Goto, Return, Exit function		✓	

UNIT 5 — FUNCTIONS

Code	Topic / Subtopic	Learning Outcome (exact wording)	Cognitive Level		
			K	U	A
5.1	Introduction to functions	—			
5.1.1	Function Declaration	Define the term function	✓		
5.1.2	Function Definition	Differentiate between function declaration and definition (prototype vs body)		✓	
5.1.3	Function Call	Differentiate between function call and function definition		✓	
5.1.4	Types of functions (pre-defined / user-defined)	Differentiate between pre-defined and user-defined functions		✓	
5.1.5	Using functions	Use pre-defined functions in any program			✓
5.1.6	User-defined functions	Write code for user-defined functions in C++			✓

UNIT 6 — DIGITAL LOGIC AND DESIGN

Code	Topic / Subtopic	Learning Outcome (exact wording)	Cognitive Level		
			K	U	A
6.1	Data Representation in a computer	—			
6.1.1	Binary representation	Recall that data is represented using binary pulses (0 and 1)	✓		
6.1.2	Voltage levels	Explain that binary pulses have a respective low and high voltage		✓	
6.2	Logic Gates	—			
6.2.1	Basic Logic Gates (NOT, AND, OR)	Explain the three basic logic gates		✓	
6.2.2	Truth tables	Construct 2-, 3-, 4-, ... n-variable truth tables for basic logic gates			✓
6.2.3	Universal Gates (NAND, NOR)	Explain the universal gates with the help of truth tables			✓
6.2.4	Gates comparison	Differentiate between basic and universal logic gates		✓	
6.3	Boolean Algebra	—			
6.3.1	12 Laws of Boolean Algebra	Apply 12 rules of Boolean algebra for simplification of any expression			✓
6.3.2	Circuit design	Design a logic circuit for any Boolean			✓

Code	Topic / Subtopic	Learning Outcome (exact wording)	Cognitive Level		
			K	U	A
		expression			
6.3.3	Expression derivation	Derive Boolean expression for any logic circuit			✓

UNIT 7 — INTRODUCTION TO SCRATCH

Code	Topic / Subtopic	Learning Outcome	Cognitive Level		
			K	U	A
7.1	Introduction to Scratch	—			
7.1.1	Using Scratch	Explain scope, possibilities and limitations of Scratch		✓	
7.1.2	Environment	Demonstrate downloading and installation process of Scratch Editor OR working with Scratch Online			✓
7.1.3	Working with Scratch	Explain the environment and tools in Scratch including sprite and scripts		✓	
7.1.4	Code / Costumes / Sound	Demonstrate the use of Code, Costumes and Sound tabs			✓
7.1.5	Project development	Develop a project using different multimedia components			✓
7.1.6	Code keys / simple program control	Use Code keys to manage a simple program			✓

Ziauddin University Examination Board
Computer Science
Scheme of Assessment

Maximum marks: 75

Section "A"

Multiple Choice Questions (MCQs) **(12 x 1 = 12)**

- Attempt 12 MCQs. Each MCQ carries equal marks.

Practical based assessments (PBAs) **(15 x 1 = 15)**

- Attempt 15 MCQs. Each MCQ carries equal marks.

Section "B"

Short Answer Questions **(8 x 3 = 24)**

- Attempt any 8 out of 12 questions. Each questions carries equal marks.

Section "C"

Detailed Answer Questions **(4 x 6 = 24)**

- Attempt any 4 out of 6 questions. Each question carries equal marks.

Ziauddin University Examination Board
Computer Science
Table of Specification [TOS]

S.No	Domains	Weightage in evaluation 100%	MCQs 1 mark each	PBAs 1 mark each	Short Answers 3 marks each	Detailed Answers 6 marks each
1	Problem Solving and Algorithm Designing	13 %	2	2	2	–
2	Basics of Programming in C++	13 %	2	2	1	1
3	Input/ Output Handling in C++	16 %	2	3	1	1
4	Control Structure	13 %	2	2	2	–
5	Functions	16 %	1	2	2	2
6	Digital Logic and Design	11 %	2	–	2	1
7	Introduction to Scratch	18 %	1	4	2	1
Total # of Questions asked			**12**	**15**	**12**	**6**
Total # of Questions to be attempted			**12**	**15**	**8**	**4**
Maximum marks attainable			**12 marks**	**15 marks**	**24 marks**	**24 marks**

DEFINITIONS OF COGNITIVE LEVELS

Remember

Remembering is the act of retrieving knowledge and can be used to produce things like definitions or lists. The student must be able to recall or recognise information and concepts. The teacher must present information about a subject to the student, ask questions that require the student to recall that information and provide written or verbal assessment that can be answered by remembering the information learnt.

Question Stems

- Can you name all the …?
- Describe what happens when …?
- How is (are) …?
- How would you define …?
- How would you identify …?
- How would you outline …?
- How would you recognise…?
- List the … in order.
- What do you remember about …?
- What does it mean?
- What happened after?
- What is (are) …?
- What is the best one?
- What would you choose …?
- When did …?
- Where is (are) …?
- Which one …?
- Who spoke to …?
- Who was …?
- Why did …?

Understand

The next level in the taxonomic structure is Understanding, which is defined as the construction of meaning and relationships. Here the student must understand the main idea of material heard, viewed, or read and interpret or summarise the ideas in their own words. The teacher must ask questions that the student can answer in their own words by identifying the main idea.

Question Stems

- Can you clarify…?
- Can you illustrate …?
- Condense this paragraph.
- Contrast …
- Does everyone think in the way that … does?
- Elaborate on …
- Explain why …
- Give an example
- How can you describe...?
- How would you clarify the meaning...?
- How would you compare …?
- How would you differentiate between …?
- How would you describe…?
- How would you generalise…?
- How would you identify …?
- Is it valid that …?
- Is this the same as …?
- Outline …
- Select the best definition...
- State in your own words...
- This represents …
- What are they saying?
- What can you infer from …?
- What can you say about …?
- What could have happened next?
- What did you observe?

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What does this mean?
What expectations are there?
What information can you infer from…?
What is the main idea of …?
What restrictions would you add?
What seems likely?
What seems to be …?
What would happen if …?
What might happen if …?
Which are the facts?
Which statements support …?

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Apply

The third level in Bloom’s taxonomy, Applying, marks a fundamental shift from the pre-Bloom’s learning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and applying it to real-world exercises, challenges or situations. Students must apply an abstract idea in a concrete case to solve a problem or relate it to prior experience. The teacher must provide opportunities for students to use theories and problem-solving techniques in new situations and review and check their work. Assessment questions should be provided that allow students to define and solve problems.

Question Stems

Can you group by characteristics such as …?
Choose the best statements that apply...
Clarify why …
Do you know of another instance where …?
Draw a story map...
Explain why a character acted in the way that he did...
From the information given, can you develop a set of instructions about …?
How would you develop …?
How would you change …?
How would you demonstrate…?

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Analyse

Analysing is the cognitive level where students can take the knowledge they have remembered, understood and applied, then delve into that knowledge to make associations, discernments or comparisons. Students should break down a concept or idea into parts and show relationships between these parts. Teachers must give students time to examine concepts and their requisite elements. Students are required to explain why they chose a solution.

Question Stems

Can you distinguish between …?
Can you explain what must have happened when …?
Determine the point of view, bias, values, or intent underlying the presented material...
Discuss the pros and cons of …
How can you classify … according to …?
How can you compare the different parts?
How can you sort the different parts…?
How is … connected to …?
How is … similar to …?
How would you categorise…?
How would you explain...?

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• How would you develop? • How would you explain …? • How would you modify …? • How would you present…? • How would you solve … ? • Identify the results of … • Illustrate the … • Judge the effects of … What would result …? • Predict what would happen if … • Tell how much change there would be if … • Tell what would happen if … • What actions would you take to perform …? • What do you think could have happened next? • What examples can you find that ? • What other way would you choose to …? • What questions would you ask of …? • What was the main idea …? • What would the result be if …? • Which factors would you change if …? • Who do you think…? • Why does this work? • Write a brief outline … • Write in your own words …	• What could the ending have been if ... had taken place? • State the point of view of … • What are some of the problems of …? • What assumptions …? • What can you infer about…? • What can you point out about ? • What conclusions …? • What do you see as other possible outcomes? • What does the author assume? • What explanation do you have for …? • What ideas justify the conclusion? • What ideas validate…? • What is the analysis of …? • What is the function of …? • What is the problem with …? • What motive is there? • What persuasive technique is used? • What statement is relevant? • What was the turning point? • What were some of the motives behind …? • What's fact? Opinion? • What's the main idea? • What's the relationship between? • Which events could not have happened? • Why did … changes occur? • Why do you think ?

BLOOM'S TAXONOMY WITH EXAMPLES

If you are a teacher looking for ways to engage your students in learning, this LIST of questions might be interesting for your classroom practice. Bloom's Taxonomy question stems can help elicit higher-order thinking skills and promote critical thinking among learners at different taxonomy levels. These question stems can also encourage students to think about their knowledge through reflection before answering questions.

ACTION WORDS FOR COGNITIVE LEVELS

Knowledge	Understand	Apply	Analyze	Evaluate	Create
					
define	explain	solve	analyze	reframe	design
identify	describe	apply	appraise	criticize	compose
describe	interpret	illustrate	judge	evaluate	create
label	paraphrase	modify	support	order	plan
list	summarize	use	compare	compare	combine
name	classify	calculate	decide	classify	formulate
state	compare	change	discriminate	contrast	invent
match	differentiate	choose	recommend	distinguish	hypothesize
recognize	discuss	demonstrate	summarize	infer	substitute
select	distinguish	discover	assess	separate	write
examine	extend	experiment	choose	explain	compile
locate	predict	relate	convince	select	construct
memorize	associate	show	defend	categorize	develop
quote	contrast	sketch	estimate	connect	generalize
recall	convert	complete	grade	differentiate	integrate
reproduce	demonstrate	construct	measure	divide	modify
tabulate	estimate	dramatize	predict	order	organize
tell	express	interpret	rank	prioritize	prepare
Copy	identify	manipulate	score	survey	produce

discover	indicate	paint	select	calculate	rearrange
duplicate	infer	prepare	test	conclude	rewrite
enumerate	relate	teach	argue	correlate	adapt
listen	restate	act	conclude	deduce	anticipate
observe	select	collect	consider	devise	arrange
omit	translate	compute	critique	diagram	assemble
read	ask	explain	debate	dissect	choose
recite	cite	list	distinguish	estimate	collaborate
record	discover	operate	editorialize	evaluate	facilitate
repeat	generalize	practice	justify	experiment	imagine
retell	group	simulate	persuade	focus	intervene
visualize	illustrate	transfer	rate	illustrate	make
	judge	write	weigh	organize	manage
	observe			outline	originate
	order			plan	propose
	report			question	simulate
	represent			test	solve
	research				support
	review				test
	rewrite				validate
	show				

SSC PART II EXAMINATION
MARKS BREAKUP GRID FOR EXAMINATION 2025

SCIENCE GROUP:

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	75	-	75
ISLAMIYAT/ETHICS	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
BIOLOGY	60	15	75
MATHEMATICS	75	-	75
TOTAL	505	45	550

COMPUTER SCIENCE GROUP:

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL/SINDHI NORMAL	75	-	75
ISLAMIYAT/ETHICS	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
COMPUTER SCIENCE	60	15	75
MATHEMATICS	75	-	75
TOTAL	505	45	550

GENERAL GROUP:

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	75	-	75
ISLAMIYAT/ETHICS	75	-	75
GENERAL SCIENCE	75	-	75
GENERAL MATH	75	-	75
EDUCATION	75	-	75
ECONOMICS	75	-	75
CIVICS	75	-	75
ISLAMIC STUDIES	75	-	75
TOTAL	550	-	550