



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Secondary School Certificate (SSC)

**Examination Syllabus
2025**

**Civics
X**

**Based on Provincial Revised
Curriculum
(Sindh)**



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,

Saleem Ahmed

Manager Social Sciences

Ziauddin University Examination Board

INTRODUCTION

Civics education encompasses a comprehensive range of essential components, including knowledge, dispositions, skills, and actions. It fosters an understanding of civic concepts, rights, and responsibilities, while cultivating values such as empathy, tolerance, and respect for diversity. Through Civics education, students develop critical thinking, problem-solving, and effective communication skills, empowering them to engage meaningfully with their communities. Ultimately, Civics education encourages active participation in civic activities, volunteering, and community service, shaping informed, responsible, and engaged citizens. Civics education empowers students to rise to the challenge of creating positive change in their communities.

Civics education is deeply rooted in Islamic values, which emphasize the importance of justice, equality, and compassion. The Quran and Hadith provide guidance on civic responsibilities, such as promoting the common good, respecting the rights of others, and working towards the betterment of society. Inclusion of Islamic teachings into Civics education enables students to develop a deeper understanding of their civic duties and responsibilities as Muslims and citizens of Pakistan.

Through Civics education, students are expected to:

- Develop a deep understanding of civic concepts and principles
- Cultivate critical thinking and problem-solving skills
- Demonstrate empathy, tolerance, and respect for diversity
- Participate actively in civic activities and community service
- Become informed, responsible, and engaged citizens who contribute to the betterment of society

As Aristotle said, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." Civics education aims to instill habits of civic engagement, responsibility, and excellence in students, enabling them to become active contributors to Pakistani society. By incorporating Civics education into the curriculum, we empower students to become informed, engaged, and responsible citizens who can shape the future of Pakistan.

STANDARDS for CIVICS EDUCATION GRADE X

Following standards have been framed for Grade X Civics Education. These standards are followed by bench marks. These bench marks further divided into student learning outcomes for each learning area.

These are the details of each standard:

Standard-1: Constitutional Government

Students will explain the need for government, the way government is formed in a democracy, the structure of the government of Pakistan and the functions of creating, implementing and interpreting the law.

Standard-2: Rights and Responsibilities

Students will demonstrate an understanding of the concept of democratic citizenship, the rights and responsibilities of citizens (constitutional and human rights) and the roles of citizens in advancing rights in Pakistan.

Standard-3: Political Economy

Students will recognize that economic and political processes affect each other in a country and around the world.

Standard-4: Conflict Management and Resolution

Students will develop conflict management and conflict resolution skills and use them in dealing with others in everyday situations (community, national and global)

Standard-5: Intellectual Skills

Students will ask question about issues, problems and events of significance to society (local, national, and global) inquire, think critically and use the skills of problem solving, decision-making and communication effectively.

Standard-6: Non-State Institutions

Students will know the importance and role of non-state institutions (media, NGO's and political parties) in a democratic society.

Standard-7: Developing Values

Students will value diversity, human dignity, equality, tolerance, justice, cooperation, concern for environment and challenge the conditions that give rise to prejudice, discrimination, all forms of inequality (gender, grade, religion, age, ability, ethnicity and colour) and environmental issues in Pakistan and in the world.

Standard-8: Active and Responsible Citizenship

Students will take informed, responsible and appropriate actions and reflect on them to further their learning as citizens

Key

K = Knowledge

U = Understanding

A = Application and other higher order cognitive skills

CRQs = Constructed Response Questions

ERQs = Extended Response Questions

CA = Classroom Activity

ECA = Extended Classroom Activity

(ECAs are not to be assessed under examination condition)

Syllabus Civics X

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ¹		
A: Institutions that Facilitate Government	Student will be able to:	K	U	A
Institutions that facilitate government	A-1 Identify the institutions that facilitate democratic governance		*	
Legislature	A-2 Define the term 'legislature'	*		
	A-3 Describe the electoral process used to elect the members of the assemblies in Pakistan		*	
	A-4 Identify the functions of the legislature		*	
	A-5 Explain the importance of ensuring minority rights in making decisions		*	
Executive: Political and Civil	A-6 Define the term 'executive'	*		
	A-7 Identify the principal functions of the executive		*	
	A-8 Describe the role of the political executive		*	
	A-9 Identify the institutions and people that comprise the executive in Pakistan		*	
	A-10 Describe the functions of the civil bureaucracy		*	
Judiciary	A-11 Define the term 'judiciary'	*		
	A-12 Identify the functions of judiciary		*	
	A-13 Explain the importance of Higher Courts in Pakistan		*	
	A-14 Illustrate the structure of the criminal and civil justice systems			*
	A-15 Identify the role of the police in civil and political affairs		*	
	A-16 Explain why civil courts are required		*	
	A-17 Describe the qualities of a good law		*	
	A-18 Identify the checks and balances on government in a democratic system		*	
Presidential and parliamentary systems	A-19 Identify key features of the presidential system of government		*	
	A-20 List key features of parliamentary form of government	*		
	A-21 Compare checks and balances in a presidential and parliamentary government			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ²		
B: Civil Society and Advocacy	Student will be able to:	K	U	A
Civil society	B-1 Define the term 'civil society'	*		
	B-2 Describe the strategies civil society groups use to advance for citizens' rights		*	
Advocacy	B-3 Define the term advocacy with examples	*		
	B-4 List the different strategies citizens can use to advocate for their rights	*		
	B-5 Describe the role civil society groups have played in advocating citizen's rights in Pakistan		*	
	B-6 Develop an advocacy strategy to advocate for a right of their choice (national and Provincial level)			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
C: Economic Rights of Citizens	Student will be able to:	K	U	A
Economic rights of citizens	C-1 Describe the economic rights of citizens of Pakistan outlined in key legal documents		*	
	C-2 Describe the role of government in ensuring citizens of their economic rights		*	
	C-3 Identify the civil society organizations in Pakistan that protect and promote the economic rights of citizens (workers, consumers, producers, voters etc.)		*	
	C-4 Examine economic implications of political decisions on key issues (Large Dam construction, energy generation and distribution, education for all)			*
	C-5 Explain what poverty line means		*	
	C-6 Identify the characteristics of citizens (people) of Pakistan that fall below poverty line		*	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
D: Problem Solving and Mediation	Student will be able to:	K	U	A
Problem solving	D-1 Classify different types of conflicts (internal, interpersonal, inter group and international conflict)		*	
	D-2 Describe methods for solving problems		*	
	D-3 Use problem solving method to resolve conflict in the home, school and in community			ECA

Mediation	D-4 Define the term 'mediation' D-5 Describe the basic principles of mediation D-6 Identify the steps in the mediation process D-7 Identify the qualities of a mediator D-8 Analyze negative and positive consequences of conflicts D-9 Mediate in conflicts at home and schools D-10 Identify different point of views of people involved in a conflict D-11 Analyze conflicts at school and community to identify how power, influence and economic status affect conflict D-12 Analyze the reasons for conflict escalation (Ammunition, misunderstanding and prejudice)	*	* * *	* ECA * *
Topics & Sub-topics	Student Learning Outcome	Cognitive Level³		
E: Inquiry and Intellectual Skills	Student will be able to:	K	U	A
Inquiry Critical thinking skills Presentation skill	E-1 Define the term 'issue-based inquiry' E-2 Identify the steps in the inquiry process E-3 Frame inquiry questions about current issues (local or national) E-4 Identify articles in the newspapers related to the issue E-5 Identify point of views of different groups (government, CSOs, citizens) on issues E-6 Take a position on the issue E-7 Assess the soundness of the argument by using appropriate deductive techniques E-8 Explain reasons for the position taken E-9 Defend the position taken with support of factual information E-10 Use inferences to reason carefully from clearly stated premises to important implications and consequences E-11 Analyze the information to make informed decisions E-12 Use diagrams, tables, graphs, charts to present findings in local and national newspapers	*	* * * *	* * * * * *

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁴		
F: Political Party and Social Movement	Student will be able to:	K	U	A
Political party	F-1 Define the term ‘political party’ F-2 Identify the major functions of a political party F-3 Describe the importance of political parties in a democracy F-4 Define the term ‘manifesto’ F-5 Explain the importance of manifesto in the life and activities of political parties F-6 Identify those factors which make a political party popular among the masses F-7 Identify the organization and structure of a major political party F-8 Explain the political spectrum (left, center, right) F-9 Place major political parties on the political spectrum	*	* *	
Social movement	F-10 Define the term ‘social movement’ F-11 List the name of social movements in the history of Pakistan F-12 Describe the role of social movements to promote democracy in Pakistan	* *	*	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
G: Diversity and Tolerance	Student will be able to:	K	U	A
Diversity	G-1 Define the terms: ‘discrimination’, ‘diversity’, ‘prejudice’, ‘stereotype and scapegoat’ G-2 Identify the key characteristics of diverse societies G-3 Identify the issues of diversity in Pakistani society G-4 Identify the contribution of different cultures, values and beliefs to our lives and our society G-5 Differentiate between global culture and Pakistani culture G-6 Identify the need for celebrating diversity at global level G-7 Identify the ways to strengthen diversity at global level G-8 Identify the ways to have Pakistanis come to value diversity G-9 Identify key components of a lifestyle that promotes diversity and tolerance in society	*	* * * * * *	*
Tolerance	G-10 Define the term ‘tolerance’	*		

	G-11 Identify the causes of social intolerance in the society G-12 Identify the causes of religious intolerance in society G-13 Identify key components of a lifestyle that promotes tolerance G-14 Identify the key characteristics of another culture (students' choice) G-15 Identify the nature of prejudice in a society G-16 Identify ways to combat prejudice and discrimination		* * * * * *	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁵		
H: Local Government and Community Service	Student will be able to:	K	U	A
Local government	H-1 Explain the structure of local Government H-2 Simulate meetings of local government H-3 Invite members of local government, to their classrooms to learn about ways to influence public policy H-4 Write letters to the editor of a newspaper to raise awareness of a local issue/problem H-5 Write letters to Nazim seeking action on a local issue/problem H-6 Meet the Nazim, Naib Nazim, Councilors to present position on local issue/problem		*	ECA ECA
Community service	H-7 Identify a need in the community H-8 Meet community members to discuss and help to address the need H-9 Define the term 'community service' H-10 Engage in community service H-11 Report on their experiences H-12 Keep a journal to reflect on their experiences H-13 Identify the forms of major disasters with special reference to the local environment e.g. earthquake, fire, flood, landslide, hurricane, epidemics etc. H-14 Make plan for the safety measures to avoid such disasters H-15 Listing the precautionary measures about disaster management	*	*	ECA ECA ECA ECA ⁶ ECA

Scheme of Assessment

Subject: Civics

Grade: X

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs ⁷			Total
			K	U	A	
1	A: Institutions that Facilitate Government	5	4	15	2	21
2	B: Civil Society and Advocacy	2	3	2	1	6
3	C: Economic Rights of Citizens	1	--	5	1	6
4	D: Problem Solving and Mediation	2	1	6	5	12
5	E: Inquiry and Intellectual Skills	3	1	4	7	12
6	F: Political Party and Social Movement	2	4	8	--	12
7	G: Diversity and Tolerance	2	2	13	1	16
8	H: Local Government and Community Service	2	2	3	10	15
	Total	19	17	56	27	100
	Percentage		17%	56%	27%	100%

Table 2: Exam Specification

Topic No.	Topics	Assessment Items Distribution		
		MCQs	CRQs	ERQs
1	A: Institutions that Facilitate Government	4	2	1
2	B: Civil Society and Advocacy	2	1	1
3	C: Economic Rights of Citizens	2	1	--
4	D: Problem Solving and Mediation	2	--	2
5	E: Inquiry and Intellectual Skills	--	1	--
6	F: Political Party and Social Movement	3	1	--
7	G: Diversity and Tolerance	2	2	1
8	H: Local Government and Community Service	--	2	--
	Total	15	10	5

Table 3: Marks Distribution Section-wise

Sections in Exam Paper⁸	A	B	C	Total
Types of Assessment Items in each Section	MCQs	CRQs	ERQs	
Total number of Items given in each Section	15	10	5	
Number of Items to be attempted in each Section	15	6	3	
Maximum Marks for each Item	1	5	10	
(Marks for each item x No. of items)	1 x 15=	5 x 6=	10 x 3=	
Maximum Marks for each Section	15	30	30	75
Percentage	20%	40%	40%	100%