



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School
Certificate
(HSSC)**

Examination Syllabus

**Civics
XI**

**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 XI

Following standards have been framed for Grade XI 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 (ideology, history, culture, values), 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 Resolution Skills

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 questions 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, NGOs 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 problem 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 XI

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ¹		
A: State, Forms of Government & Constitution	Student will be able to:	K	U	A
State, Government, Community	A-1 Explain the terms 'community', 'State', 'government'		*	
	A-2 Differentiate between the terms 'State' and 'government'			*
	A-3 Explain the need for a government		*	
Constitution	A-4 Define the term 'constitution'	*		
	A-5 Identify the characteristics of effective constitution		*	
	A-6 Identify the salient features of the 1973 constitution		*	
	A-7 List the amendments made to the 1973 constitution	*		
	A-8 Identify key issues that have resulted from amendments to the 1973 constitution		*	
	A-9 Differentiate between written and unwritten constitutions			*
Political System	A-10 Identify the key characteristics of a political system		*	
	A-11 Identify the main political institutions and processes used to make political decisions		*	
Forms of Government	A-12 Identify the various forms of government around the world: monarchy, democracy, Islamic regimes and dictatorship regimes		*	
	A-13 Explain the basis for different structures of the government (ideology, culture, history, values)		*	
	A-14 Identify the key characteristics of each form of government		*	
	A-15 Identify three countries with each form of government		*	
	A-16 Explain how each form of government is structured (key institutions)		*	
	A-17 Explain how institutions in each form of government functions to serve people's needs		*	
	A-18 Examine the roles that citizens play in each form of Government			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
B: Human Rights & Constitutional Rights	Student will be able to:	K	U	A
Human Rights	B-1 Define the term 'human rights'	*		
	B-2 Trace the evolution of the concept of human rights also with reference to Islam			*
	B-3 Distinguish between a 'declaration' and 'convention'			*
	B-4 Explain what is meant by the fact that human rights are indivisible, interdependent and interrelated		*	
Constitutional Rights	B-5 Classify constitutional rights into civil, political, social, economic and cultural rights		*	
	B-6 Evaluate the extent to which constitutional rights are ensured for Pakistani citizens			*
	B-7 Compare constitutional rights and responsibilities in Islam with constitutional rights in the Universal Declaration of Human Rights (UDHR)			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ²		
C: Political Economy & Trade	Student will be able to:	K	U	A
Political Economy	C-1 Define the term 'Political Economy'	*		
The politics of Trade	C-2 Explain the terms 'international trade', 'multilateral trade' and 'bilateral trade'		*	
	C-3 Examine the effects of regional economic cooperation organizations like SAARC, ECO on Pakistan's economy and politics			*
	C-4 Identify the political implications of regional bilateral trade agreements (Pak-Malaysia Free Trade Agreement, Pak-China Free Trade Agreement, Pak-Sri-Lanka Free Trade Agreement) of Pakistan		*	
	C-5 Describe the political relations of Pakistan with other countries in the regions (China, India, Iran) and describe their economic implication		*	

Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
D: Conflict & Conflict Resolution	Student will be able to:	K	U	A
Conflict and conflict Escalation	D-1 Define the term 'conflict' D-2 Identify the causes of conflicts (prejudice, discrimination, stereotype, cultural differences) D-3 Identify the positions & interests of those involved in a conflict D-4 Analyze the reasons for conflict escalation in a conflict of choice (personal, local, national and global)	*	*	*
Conflict Resolution and Structured ways of resolving conflicts	D-5 Define the term 'conflict resolution' D-6 Define the terms 'collaboration', 'compromise' and 'consensus' D-7 Identify conflict management styles D-8 Describe the structured ways of resolving conflicts (Communication, negotiation, mediation, arbitration, adjudication and legislation)	*	*	
Conflicts in Pakistan	D-9 Identify key conflicts in Pakistan society D-10 Identify the reasons for conflict at national level D-11 Identify consequences of using violence to resolve inter-group conflicts D-12 Describe how conflicts have been addressed at national level D-13 Propose strategies to resolve national conflict using processes of collaboration and compromise		*	*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ³		
E: Inquiry & Intellectual Skills	Student will be able to:	K	U	A
Inquiry	E-1 Define the term 'inquiry' E-2 Identify the steps in the inquiry process E-3 Identify problems/issues or key events in ones local/National community E-4 Inquire into a local/National problems / issues/events (student's choice)	*	*	*
Critical Thinking Skills	E-5 Define the terms 'bias' and 'propaganda' E-6 Identify the different techniques/devices used to create bias in what they read, view or hear	*	*	

Information Gathering Skills	E-7 Identify different propaganda techniques		*	
	E-8 Compare the similarities and differences from the reports published in different newspapers and magazines Use logic to draw well supported conclusions from given information			*
	E-9 Use a variety of information sources to collect information about the problems / issues/events (student's choice)			*
	E-10 Suggest changes to existing local/provincial policy to address problems / issues/events			*
Presentation Skills	E-11 Identify the criteria for making an oral/ PowerPoint presentation		*	
	E-12 Make an oral/power point presentation to share inquiry findings			*
	E-13 Use the criteria to assess one's own and colleagues an oral/PowerPoint presentation			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁴		
F: Media, Civil Society and NGOs	Student will be able to:	K	U	A
Media	F-1 Define the term 'media'	*		
	F-2 Explain the importance of a free, fair and independent media		*	
	F-3 Describe the role of media in the promotion and strengthening of a democratic system of government in Pakistan.		*	
	F-4 Identify the laws which are constituted by the different governments to impose checks on media		*	
Civil Society	F-5 Define the term 'civil society', 'interest groups' and 'NGOs'	*		
	F-6 Identify the functions of civil society in democratic society		*	
	F-7 Describe the role of civil society in Pakistani society		*	
	F-8 Describe the challenges being faced by the social sector, NGOs in Pakistan		*	
	F-9 Assess the performance of NGOs for the socioeconomic uplift of the people in Pakistan			*
	F-10 Describe the importance of CSOs, NGOs, 'interest group' for democracy and welfare of citizens.		*	
	F-11 Differentiate between NGOs and interest groups			*
Volunteerism	F-12 Define the term 'volunteer'	*		
	F-13 Explain the importance of volunteerism in Pakistani Society		*	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁵		
G: Inequality & Injustice	Student will be able to:	K	U	A
Inequality	G-1 Define the terms 'equality', 'equity' and 'inequality'	*		
	G-2 Identify different kinds of inequalities in Pakistani society		*	
	G-3 State the causes of inequality in Pakistani society		*	
	G-4 Identify the effects of inequality in Pakistani society		*	
	G-5 Identify the groups being discriminated against at the local and national levels		*	
	G-6 Identify ways to promote equity in society		*	

Injustice	<p>G-7 Define the terms ‘discrimination’, ‘prejudice’, ‘stereotyping’</p> <p>G-8 Identify the ways prejudice and stereotyping lead to discriminatory practices</p> <p>G-9 Identify injustices in Pakistani society</p> <p>G-10 Identify practices in our life that may be discriminatory</p> <p>G-11 Identify the conditions necessary for justice</p> <p>G-12 Propose actions to promote justice at the local, national and global levels</p>	*		
Topics & Sub-topics	Student Learning Outcome	Cognitive Level⁶		
H: Leadership & Community Services	Student will be able to:	K	U	A
Learning through Simulation and direct participation	<p>H-1 Simulate an election campaign or participate in an election campaign for student office</p> <p>H-2 Watch the proceedings of the national/ provincial assembly on TV</p> <p>H-3 Simulate meetings of the provincial/national assembly or participate in meeting of the student council</p> <p>H-4 Simulate the process of lobbying to get the government/student council to act in one’s interest</p>			<p>ECA</p> <p>ECA</p> <p>ECA</p> <p>ECA</p>
Active Participation	<p>H-5 Write letters to MNAs/MPAs to inform them of your position on an issue scheduled to be debated in the National Assembly/Provincial Assembly (NA/PA)</p> <p>H-6 Invite concerned members of government, civil society organization to learn more about the problem/issue to be debated in National Assembly/Provincial Assembly (NA/PA)</p> <p>H-7 Prepare an election manifesto</p>			<p>ECA</p> <p>ECA</p> <p>ECA</p>
Community Services	<p>H-8 Engage in community services</p> <p>H-9 Report on one’s experiences</p> <p>H-10 Reflect on one’s experiences in a journal</p>			<p>ECA</p> <p>ECA</p> <p>ECA</p>
Disaster Risk Reduction	<p>H-11 Simulate a disaster i.e. earthquake, cyclone, flood, etc.</p> <p>H-12 Identify the disaster risk reduction measures</p>		*	ECA

Scheme of Assessment

Subject: Civics

Grade: XI

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: State, Forms of Government & Constitution	4	2	13	3	18
2	B: Human Rights & Constitutional Rights	2	1	2	4	7
3	C: Political Economy & Trade	2	1	3	1	5
4	D: Conflict & Conflict Resolution	3	3	8	2	13
5	E: Inquiry & Intellectual Skills	4	2	5	6	13
6	F: Media, Civil Society and NGOs	3	3	8	2	13
7	G: Inequality & Injustice	2	2	9	1	12
8	H: Leadership & Community Services	4	--	1	11	12
	Total	24	14	49	30	93
	Percentage		15%	53%	32%	100%

Table 2: Exam Specification

Topic No.	Topics	Assessment Items Distribution		
		MCQs	CRQs	ERQs
1	A: State, Forms of Government & Constitution	4	1	1 (a & b)
2	B: Human Rights & Constitutional Rights	3	2	--
3	C: Political Economy & Trade	3	2	1 (a & b)
4	D: Conflict & Conflict Resolution	3	2	1 (a & b)
5	E: Inquiry & Intellectual Skills	1	1	--
6	F: Media, Civil Society and NGOs	3	2	--
7	G: Inequality & Injustice	3	2	0
8	H: Leadership & Community Services	--	--	--
	Total	20	12	3

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	20	12	3 (a & b)	
Number of Items to be attempted in each Section	20	8	2 (a & b)	
Maximum Marks for each Item	1	5	20	
(Marks for each item x No. of items)	1 x 20=	5 x 8=	20 x 2=	
Maximum Marks for each Section	20	40	40	100
Percentage	20%	40%	40%	100%