



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

**Higher Secondary School  
Certificate  
(HSSC)**

**Examination Syllabus**

**Education  
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

Education should enable young people to engage with the world within them as well as the world around them. The Universal Declaration of Human Rights emphasizes that “All human beings are born free and equal in dignity and rights,” and that “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.” Many of the deepest problems in current systems of education result from losing sight of this basic principle. There is a deep correlation between our experience of the world around us and how we feel. All individuals have unique strengths and weaknesses, outlooks and personalities. Students do not come in standard physical shapes, nor do their abilities and personalities. They all have their own aptitudes and dispositions and different ways of understanding things. Education is therefore deeply personal. It is about cultivating the minds and hearts of living people. Engaging them as individuals is at the heart of raising achievement.

What is education for? As it happens, people differ sharply on this question. It is what is known as an “essentially contested concept.” Like “democracy” and “justice,” “education” means different things to different people. Various factors can contribute to a person’s understanding of the purpose of education, including their background and circumstances. It is also inflected by how they view related issues such as ethnicity, gender, and social class. Still, not having an agreed-upon definition of education doesn’t mean we can’t discuss it or do anything about it.

We just need to be clear on terms. There are a few terms that are often confused or used interchangeably—“learning,” “education,” “training,” and “school”—but there are important differences between them. Learning is the process of acquiring new skills and understanding. Education is an organized system of learning. Training is a type of education that is focused on learning specific skills. A school is a community of learners: a group that comes together to learn with and from each other. It is vital that we differentiate these terms: children love to learn, they do it naturally; many have a hard time with education, and some have big problems with school.

There are many assumptions of compulsory education. One is that young people need to know, understand, and be able to do certain things that they most likely would not if they were left to their own devices. What these things are and how best to ensure students learn them are complicated and often controversial issues. Another assumption is that compulsory education is a preparation for what will come afterward, like getting a good job or going on to higher education.

So, what does it mean to be educated now? It is believed that education should expand our consciousness, capabilities, sensitivities, and cultural understanding. It should enlarge our worldview. As we all live in two worlds—the world within you that exists only because you do, and the world around you—the core purpose of education is to enable students to understand both worlds. In today’s climate, there is also a new and urgent challenge: to provide forms of education that engage young people with the global-economic issues of environmental well-being.

## **DOMAINS & STANDARDS for EDUCATION GRADE XI**

The Education Curriculum has six main domains, followed by standards and benchmarks. These benchmarks are further divided into Student Learning Outcomes for each domain.

These are the details of Domains and Standards of Education Curriculum:

### **Domain A: Introduction/Foundations to Education**

Standard: Develop an understanding of the system of education in Pakistan and its psychological, and social foundations.

### **Domain B: Teaching and Learning**

Standard: Develop an appreciation and understanding of theories and practice associated with various levels and modes of teaching and learning

### **Domain C: Introduction to Assessment**

Standard: Demonstrate knowledge of Assessment as a continuous process in order to facilitate students in their learning process

### **Domain D: Introduction to Curriculum**

Standard: Demonstrate a foundational understanding of curriculum, its components and importance in schooling.

### **Domain E: Society and Education**

Standard: Internalize the value of education in embracing diversity, fostering equity, promoting inclusion, developing social cohesion, and training students to become productive national and global citizens.

### **Domain F: Modes of Education**

Standard: Examine the concepts, strengths, and weaknesses of various, locally and globally, prevalent modes of education in order to evaluate their suitability for Pakistan's educational needs and socio-cultural values.

## **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 Education XI

Topics & Sub-topics	Student Learning Outcome	Cognitive Level <sup>1</sup>		
<b>A: Introduction to Education</b>	Student will be able to:	<b>K</b>	<b>U</b>	<b>A</b>
<b>Goals of Education</b> <b>Purpose of Schooling</b> <b>Scope of Education</b>     <b>Local Educational System</b>	A-1 Define multiple purposes and goals of education A-2 Discuss purpose of schooling in current era A-3 Explain how education is helping students to make sense of the world around them A-4 Demonstrate with examples how education is enabling students to become smart learners A-5 Identify entrepreneurial dimensions of education A-6 Link education with sustainable development in their local and national context A-7 Identify organization and structure of local educational systems A-8 Explore the basic cognitive, emotional, and social developmental at different stages of learners	*        	 *  *  *  	*  *  *  *  
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
<b>B: Teaching and Learning</b>	Student will be able to:	<b>K</b>	<b>U</b>	<b>A</b>
<b>Concept of Learning</b>  <b>Educational Learning Theories</b>  <b>*Practical Learning Activity</b>  <b>Learning Styles</b>	B-1 Define the concept of learning as stated by prominent theorists B-2 Compare and contrast the five fundamental educational learning theories: behaviorism, cognitive, constructivism, humanism, and connectivism B-3 Design and conduct a lesson that is built on constructivism B-4 Explain the four main types of learning styles to their peers (visual, auditory, kinesthetic, reading/writing) B-5 Compare and contrast the attributes of four additional learning styles: logical/analytical learners, social/linguistic learners, solitary learners, and nature learners	*        	   *  	 *  CA  *  

<b>Use of Technology in Teaching</b>	B-6 Make meaningful use of technology assist teaching Practice			CA
<b>Topics &amp; Sub-topics</b>	<b>Student Learning Outcome</b>	<b>Cognitive Level</b>		
<b>C: Introduction to Assessment</b>	Student will be able to:	<b>K</b>	<b>U</b>	<b>A</b>
<b>Assessment and its importance in Learning</b>	C-1 Define the term assessment and its importance for student learning	*		
<b>Formative and Summative Assessment</b>	C-2 Define the terms formative and summative assessments	*		
	C-3 Differentiate between formative and summative assessments			*
	C-4 Categorize different assessment tasks as formative or summative		*	
<b>Benefits of Formative and Summative Assessment</b>	C-5 Distinguish between formative and summative assessments based on classroom experiences			*
<b>Assessment Methods</b>	C-6 Discuss benefits of formative and summative assessment in their learning			*
	C-7 Compare assessment methods teachers use across all subjects in grades 9, 10 & 11.			*
<b>Topics &amp; Sub-topics</b>	<b>Student Learning Outcome</b>	<b>Cognitive Level<sup>2</sup></b>		
<b>D: Introduction to Curriculum</b>	Student will be able to:	<b>K</b>	<b>U</b>	<b>A</b>
<b>Curriculum</b>	D-1 Define the term curriculum	*		
	D-2 Differentiate between syllabus, textbooks, and curriculum			*
<b>Grade wise Teaching Planning</b>	D-3 Explain the reasons for teachers planning at every grade level		*	
<b>Elements of Curriculum</b>	D-4 Discuss the elements that constitute curriculum			*
	D-5 Locate and discuss various definitions of curriculum from notable educationists			*
<b>Definitions of Curriculum by Educationists</b>	D-6 Identify ways to learn in school other than curriculum		*	
<b>Null and Hidden Curriculum</b>	D-7 Identify null and hidden curriculum in the class/school Contexts		*	

Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
E: Society and Education	Student will be able to:	K	U	A
Concepts of Diversity, Equity, Inclusion and Belonging	E-1 Explore and define the concepts of Diversity, Equity, Inclusion and Belonging	*		*
Global Citizenship	E-2 Define the concept of global citizenship			*
	E-3 Discuss the interrelationship of various components of global citizenship			*
Concept of Resilience of Educational Systems	E-4 Explore the concept of resilience of educational systems as their ability to provide uninterrupted education all year round			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level <sup>3</sup>		
F: Modes of Education	Student will be able to:	K	U	A
Formal and Informal Education	F-1 Critique the strengths and weaknesses of formal and informal education			*
	F-2 Compare and contrast the effectiveness of face-to-face and online classes			*
Modes of Education	F-3 Argue the benefits and drawbacks of having more than one mode of education			*
	F-4 Compare and contrast the advantages and disadvantages of face-to-face and online classes			*



## Scheme of Assessment

**Subject: Education**

**Grade: XI**

**Table 1: Number of Student Learning Outcomes by Cognitive Level**

Topic No.	Topics	No. of Sub-topics	SLOs <sup>4</sup>			Total
			K	U	A	
1	A: Introduction to Education	4	1	3	4	8
2	B: Teaching and Learning	4	1	1	4	6
3	C: Introduction to Assessment	4	2	2	3	7
4	D: Introduction to Curriculum	5	1	3	3	7
5	E: Society and Education	3	1	-	3	4
6	F: Modes of Education	2	-	-	4	4
	<b>Total</b>	<b>22</b>	<b>6</b>	<b>9</b>	<b>21</b>	<b>36</b>
	<b>Percentage</b>		<b>17%</b>	<b>25%</b>	<b>58%</b>	<b>100%</b>

**Table 2: Exam Specification**

Topic No.	Topics	Assessment Items Distribution		
		MCQs	CRQs	ERQs
1	A: Introduction to Education	3	2	-
2	B: Teaching and Learning	6	2	1 (a & b)
3	C: Introduction to Assessment	5	1	1 (a & b)
4	D: Introduction to Curriculum	2	3	1 (a & b)
5	E: Society and Education	2	2	-
6	F: Modes of Education	2	2	-
	<b>Total</b>	<b>20</b>	<b>12</b>	<b>3</b>

**Table 3: Marks Distribution Section-wise**

<b>Sections in Exam Paper<sup>5</sup></b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>Total</b>
Types of Assessment Items in each Section	<b>MCQs</b>	<b>CRQs</b>	<b>ERQs</b>	
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)	<b>1 x 20=</b>	<b>5 x 8=</b>	<b>20 x 2=</b>	
<b>Maximum Marks for each Section</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>
<b>Percentage</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>