



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Higher Secondary School Certificate (HSSC)

Examination syllabus

Pakistan Studies XII

**Based on Provincial revised curriculum
(Sindh)**

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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
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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 National Curriculum, along with the original version, is available on the DCAR website at http://dcar.gos.pk/BoC_Other_Pages/curriculum_dev.html 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.

Chapter-1: Islam and Pakistan

Standard: Islam and Pakistan

Students' Learning Outcomes:

Students will be able to:

1. Describe Islam as the ideological base of Pakistan.
2. Analyse Two Nation Theory: origin, explication and relate it with economic and social deprivation.
3. Identify the basic Islamic principles which grade public morality in Pakistan.
4. Define the welfare state and its functions (Riysaat-e- Madina).
5. State the basic principles of an Islamic welfare state (Riysaat-e- Madina).
6. Evaluate Pakistan as a modern Islamic state, as delineated by Quaid-e-Azam, Allama Iqbal, Liaquat Ali Khan and in the Objectives Resolution.
7. Establish relationship between Islam and modernism in the context of Pakistani society and culture.
8. Appraise how Islam promotes peace and fosters tolerance and co-existence in the contemporary society.

Chapter-2: Constitutional and Political Developments in Pakistan

Students' Learning Outcomes:

Students will be able to:

1. Examine the historical context of the constitution to trace the origin of constitutional evolution in Pakistan.
2. Know the functioning of democracy in Pakistan with reference to its problems and prospects.
3. Describe the role and functions of political parties in promoting democracy in Pakistan.
4. Explain the salient features of the Constitution 1956 and 1962.
5. Identify the core reasons for the separation of East Pakistan and its impact on Pakistan.
6. Discuss the salient features of 1973 Constitution particularly focusing on incorporating fundamental human rights, Islamic provisions and major amendments.
7. Examine the functioning and role of judiciary under 1973 Constitution.
8. Explain the basic features of the concept of human rights.
9. Examine the basic human rights enunciated in Islam.
10. Analyze the UN declaration of Human Rights of 1948, specifically examine the clauses related to child rights, gender discrimination, and animal protection, with a particular focus on education, health and poverty alleviation.
11. Compare and contrast the rights and obligations of citizens under the 1973 Constitution with rights given to citizens under the UN Human Rights Declaration, 1948.
12. Recognize the significance of self-sufficiency in food both as a fundamental human right and as a crucial factor in a country's development.
13. Evaluate the prevalent conditions of Women, child labour and underage employment in Pakistan and propose measures to be taken up for its

eradication specifically in some industries in Pakistan.

14. Infer the responsibilities of good citizen, women rights, children rights and rights of minorities in the light of the constitution of 1973.
15. Evaluate the extent to which the SDGs (Sustainable Development Goals) pertaining to children and women have been addressed in Pakistan and discuss the measures which have been taken to meet the UN Agenda 2030
16. Explain the status of basic human rights in Pakistan and develop an understanding of the human rights both at the national and international level.
17. Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)
18. Understand the importance of free press, justice and equality for a prosperous country.
19. Highlight the importance of being a knowledgeable digital citizen in today's world of social media and technology, emphasizing that media messages are influenced by various contexts, including economic, social, political, historical, and aesthetic factors.
20. Explore the concepts and importance of participation of citizens in community services or volunteer works.

Chapter-3: Administrative System of Pakistan

Students' Learning Outcomes:

Students will be able to:

1. Explain the Federal and Provincial government structure of Pakistan and its functioning in the light of the Constitution of 1973.
2. Differentiate the functioning of central government and provincial government.
3. Describe the provincial structure and functioning of administrative units of Azad Jammu & Kashmir and Northern Areas.
4. Identify the nature of relationship between the federal and provincial governments.
5. Explain the nature of relationship between the federation and the provinces.
6. Examine the relationship between the provincial government and local self-government.
7. Describe the structure of different tiers of local self-government.
8. Examine the functioning of various levels of local self-government.
9. Differentiate the functioning of central government and provincial governments.

Chapter-4: Pakistan and International Affairs

Students' Learning Outcomes:

Students will be able to:

1. Review Pakistan's current foreign policy and examine its alignment with its objectives and guiding principles. while exploring the determinants of the current state of Pakistan's foreign policy, and the way it has impacted its relationships with countries like US, Britain, China, Central Asian states, SAARC nations, EU members, and OIC countries
2. Examine the current status of Pakistan's relationships with countries such as Turkey, Saudia, Qatar, UAE and Russia and predict the future prospects based on factors like Pakistan's geostrategic significance, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs).
3. Analyze Kashmir conflict and expected outcomes of the issue if solved as best case scenario of the Kashmiris inferring its impact on Pak - India relations.
4. Criticize Pak-US relations before and after the 9/11 situation and its impact on the socioeconomic status of Pakistan.
5. Elaborate the significance of the UN's role in promoting the welfare of developing and conflict-affected countries in terms of addressing issues related to human rights, religious freedom, peacekeeping, access to food and healthcare, education, poverty reduction, and economic progress.
6. Critically review Pakistan's status, role and contribution in different scenarios of global importance in regional organization (EU and ECO).
7. Discuss the impact of global monetary institutions on the development of countries, with a specific focus on the current state of the IMF and its efforts to assist Pakistan in addressing its economic challenges.

Chapter-5: Cultural Diversity and National Integration in Pakistan

Students' Learning Outcomes:

Students will be able to:

1. Explain the concept of education in the light of Islam and 1973 Constitution.
2. Discuss the main features and problems/issues of the educational system in Pakistan highlighting primary, elementary, secondary, higher secondary, higher education
3. Analyse the recent developments in the professional, technical, vocational special, distance education and efforts in streamlining madrassah education in Pakistan.
4. Highlight the importance of sports in Pakistani society and sketch out the profile of Pakistan in world sports: Hockey, Cricket, Squash, Snooker, Football, Lawn tennis and Polo
5. Describe the status of indoor and various indigenous games in Pakistan.
6. Understand the significance of tourism as a crucial recreational pursuit, and identify renowned historical, religious, and commercial tourist destinations in Pakistan and pinpoint them on a map.
7. Discuss the main problems/ challenges in the development of tourist industry in Pakistan (Transport, terrorism, infrastructure, accommodation facilities)
8. Contribution of PTDC in promoting Foreign and Domestic tourism in Pakistan.
9. Establish relationship between sports and tourism.
10. Acknowledge the significance of the mutual respect and understanding exhibited among the diverse regional, cultural, religious, and ethnic identities in Pakistan, and the way it contributes to the creation of a peaceful society.
11. Evaluate Quaid's vision for religious freedom and role of minorities in development of state and culture of peace.
12. Compare and distinguish the role of state, society and government in establishing a welfare state which ensures equality, equity and justice on issues of gender, religion and social classes.
13. Examine the elements that contribute to the unification and solidarity of a nation and their correlation with the challenges that impede these processes, specifically within the context of Pakistan.

Chapter-6: Resources and Economic development of Pakistan

Students' Learning Outcomes:

Students will be able to:

1. Discuss Economic developments and labour force in Pakistan.
2. Describe the types and location of mineral resources in Pakistan, outlining their importance in the national industry and economy.
3. Investigate challenges faced by the Pakistan's mining industry, environmental impacts and protective measures to recommend sustainable economic development.
4. Assess the various energy resources available in Pakistan, which include both renewable and non-renewable sources such as hydroelectricity, wind, solar power and bio-fuel, and examine their advantages and disadvantages.
5. Recognize Pakistan's principal industries such as sugar, cement, cotton, fertilizer, and steel evaluating their spatial distribution, significance, challenges, advantages and disadvantages with reference to their economic, environmental, and social impacts.
6. Analyze the advantages and disadvantages of cottage, small, and large-scale industries in Pakistan.
7. Evaluate the effectiveness of government policies towards industries with reference to government led industrial estates and zones.
8. Analyze the impact of underemployment and unemployment on a micro and macro level.
9. Recognize the crucial role of literacy, skill development, and training in the development of Pakistan.
10. Analyze the importance of tourism as an industry in Pakistan supported by the data of revenue generation and its role in economic development of that particular area as well as for the country on the whole.
11. Discuss international trade of Pakistan (imports and exports) and its impact on the economy of Pakistan.
12. Explain the importance of Sea-ports & dry ports of Pakistan.

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?

	<ul style="list-style-type: none"> • 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 ...?
<p>Apply</p> <p>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.</p> <p>Question Stems</p> <ul style="list-style-type: none"> • 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...? 	<p>Analyse</p> <p>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.</p> <p>Question Stems</p> <ul style="list-style-type: none"> • 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...?

<ul style="list-style-type: none"> • 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 ... 	<ul style="list-style-type: none"> • 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 ?
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BLOOM'S TAXONOMY WITH EXAMPLES

Conclusion

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
	 <small>UNDERSTAND</small>				
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				

HSSC PART II EXAMINATION
MARKS BREAKUP GRID FOR EXAMINATION 2025

GROUP: PRE-MEDICAL

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
PHYSICS	85	15	100
CHEMISTRY	85	15	100
BIOLOGY	85	15	100
TOTAL	505	45	550

GROUP: PRE-ENGINEERING

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
PHYSICS	85	15	100
CHEMISTRY	85	15	100
MATHEMATICS	100	--	100
TOTAL	520	30	550

GROUP: GENERAL SCIENCE

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
PHYSICS	85	15	100
COMPUTER SCIENCE	75	25	100
MATHEMATICS	100	--	100
TOTAL	510	40	550

GROUP: COMMERCE

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
ECONOMICS	75	-	75
P.O.C	75	-	75
ACCOUNTING	100	--	100
BUSINESS MATHEMATICS	50		50
TOTAL	550	---	550

GROUP: HUMANITIES

(Any Three Electives)

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
COMPUTER SCIENCE	75	25	100
ISLAMIC STUDIES	100		100
MATHEMATICS	100	-	100
SOCIOLOGY	100	--	100
ECONOMICS	100		100
EDUCATION	100		100
CIVICS	100		100
NURSING	85	15	100
TOTAL	550	---	550

GROUP: MEDICAL TECHNOLOGY

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU NORMAL / SINDHI NORMAL	100	-	100
PAKISTAN STUDIES	50	-	50
MICROBIOLOGY	85	15	100
CHEMICAL PATHOLOGY & SEROLOGY	85	15	100
ELEMENTARY CHEMISTRY & CHEMICAL PATHOLOGY	85	15	100
TOTAL	505	45	550