



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School
Certificate
(HSSC)**

Examination Syllabus

**Civics
XII**

**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 XII

Following standards have been framed for Grade XII 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 XII

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ¹		
A: Forms of Government & Institutions of Government	Student will be able to:	K	U	A
The Government of Pakistan Institutions of Government	A-1 Explain the basis on which the government of Pakistan is structured (ideology, history, culture, values)		*	
	A-2 Compare eras of democracy with dictatorship in Pakistan			*
	A-3 Assess the role of democratic governments in fulfilling the needs of the people of Pakistan			*
	A-4 Propose ways to make the government of Pakistan more democratic.			*
	A-5 Defend one's proposals for making the government of Pakistan more democratic			*
	A-6 Explain the function of the executive, legislature and judiciary in Pakistan		*	
	A-7 Compare the role of legislature, executive and Judiciary in democratic and dictatorial forms of government			*
	A-8 Compare the roles of the President and Prime Minister in the 1973 constitution			*
	A-9 Explain the role of the police		*	
	A-10 Identify the role of the military as a government institution		*	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
B: Children's Rights & Women's Rights	Student will be able to:	K	U	A
Children's Rights Women's Rights	B-1 Define the term 'child'	*		
	B-2 Explain the need for Convention on children's rights		*	
	B-3 Classify rights in the Convention on the Rights of the Child as protection, provision and participation		*	
	B-4 Explain the basic principles on which the convention On children rights (CRC) is based (interest of the child, non- discrimination, survival, development and participation)		*	
	B-5 Compare the children's rights in Islam with current children's rights documents			*
	B-6 Differentiate between the terms 'sex' and 'gender'			*
	B-7 Explain the need for a Convention on women's rights		*	

	<p>B-8 Assess the degree to which women are assured the rights given them in Convention on Elimination of Discrimination Against Women (CEDAW)</p> <p>B-9 Compare the women's rights in Islam with other current contemporary women's rights documents</p>			<p>*</p> <p>*</p>
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ²		
C: Economic Globalization, Economic Institutions and Impact of International Trade	Student will be able to:	K	U	A
<p>Economic Globalization</p> <p>International Economic Institutions and Political Implications</p> <p>Impact of International Trade and Finance on Political Economy of Pakistan</p>	<p>C-1 Define the terms 'foreign direct aid', 'economic globalization', 'sustainable development', 'self-Reliant economy'</p> <p>C-2 Identify the positive and negative effects of economic globalization on the economy of Pakistan</p> <p>C-3 Analyze the pre-requisites of a self-reliant economy</p> <p>C-4 Describe the objectives and the functions of key economic institutions (World Bank, International Monetary Fund, Asian Development Bank)</p> <p>C-5 Identify political effects of economic programs of key international institutions</p> <p>C-6 Propose changes in the purpose, structures and procedures of key international economic institutions to achieve global economic security, fair trade and sustainable development</p> <p>C-7 Identify the contribution and position of Pakistan in international trade and finance</p> <p>C-8 Describe the impact of international trade agreements on Pakistan's economy and politics</p> <p>C-9 Describe the problems faced by Pakistan in achieving economic stability and prosperity (unemployment untrained human capital, debt load, Defence spending)</p> <p>C-10 Describe how economic growth and recession of Pakistan could affect government policies and impact citizens of Pakistan</p>	<p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p>

Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
D: Conflict & Conflict Resolution	Student will be able to:	K	U	A
International Conflicts International Conflict Resolution: Structures and Processes The Individual's Role in Conflict Resolution	D-1 Identify current international conflicts in historical perspective (last 50 years)		*	
	D-2 Identify international contexts in which negotiation was used to resolve conflict		*	
	D-3 Identify reasons for international conflict		*	
	D-4 Identify effective conflict resolution strategies (truth and reconciliation South Africa)		*	
	D-5 Identify mediation bodies at international level such as UN		*	
	D-6 Describe the functions of the international Court of Justice of the UN		*	
	D-7 Explain the role of individuals to negotiate and mediate in international conflict		*	
	D-8 Identify the qualities of a good negotiator and mediator		*	
	D-9 Suggest how these can be developed in oneself			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ³		
E: Intellectual Skills	Student will be able to:	K	U	A
Information Gathering and Processing Skills	E-1 Identify websites from the internet best suited to gather information E-2 Read information from websites to identify the logical structure of the argument and determine the adequacy of support for conclusions E-3 Examine public documents on problems/issues of ones choice (student's choice) E-4 Synthesize information in order to arrive at reasonable conclusions		*	
Constructing Arguments	E-5 Make an argument based on information gathered E-6 Support one's argument with evidences and factual information			*
Problem-solving Skills	E-7 Identify different ways to solve the problems/issues on the basis of the information collected E-8 Examine each possible solution to identify advantages and disadvantages E-9 Propose a public policy to address issues		*	*
Dissemination Skills	E-10 Use a variety of means such as newsletter, bulletin boards, media and electronic databases to disseminate information			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁴		
F: Political Parties & Social Movement	Student will be able to:	K	U	A
Political Parties	F-1 Explain the term 'Political Party' F-2 Assess the role of political parties in promoting democracy in Pakistan F-3 Assess the performance of a political party that formed the government in light of its manifesto F-4 Describe how the organization and structure of a party influences the distribution of power, promotes party unity and ensures electoral credibility		*	*
Social Movement	F-5 Explain the term 'social movement' F-6 Explain the importance of social movement for the development of Pakistan as an Islamic, democratic and welfare society		*	

	<p>F-7 Analyze the factors which led to the initiation of the women's rights movement, the movement for the restoration of democracy, and lawyers' movement for the freedom of judiciary</p> <p>F-8 Identify ways to promote peace in one's local community</p> <p>F-9 Demonstrate a commitment to a peaceful lifestyle</p>		*	*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
G: Peaceful & Diverse Society	Student will be able to:	K	U	A
<p>Peace</p> <p>G-1 Describe the term 'peace'</p> <p>G-2 Explain the importance of a peaceful society</p> <p>G-3 Identify the characteristics of a peaceful society</p> <p>G-4 Identify the causes of conflict(s) and war at the local, national and global level</p> <p>G-5 Identify the consequences of conflicts and war at the local, national and global level</p> <p>G-6 Identify the groups most effected by conflicts and wars at the local, national and global levels</p> <p>Diversity</p> <p>G-7 Define the terms 'discrimination', 'diversity', 'prejudice', 'stereotype' and 'scapegoat'</p> <p>G-8 Identify the key characteristics of diverse societies</p> <p>G-9 Identify the issues of diversity in Pakistani society</p> <p>G-10 Identify the contribution of different cultures, values and beliefs to our lives and our society</p> <p>G-11 Differentiate between global culture and Pakistani culture with reference to diversity</p> <p>G-12 Identify the need for celebrating diversity at global level</p> <p>G-13 Identify the ways to strengthen diversity at global level</p> <p>G-14 Identify the ways of Pakistan's value diversity</p> <p>G-15 Identify key components of a lifestyle that promotes diversity and tolerance in society</p>		*	*	*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁵		
H: Leadership & Community Services	Student will be able to:	K	U	A
<p>Learning through Simulation</p> <p>H-1 Watch the proceedings of meetings of international bodies on TV/internet</p> <p>H-2 Simulate meetings of the UN General</p>				ECA
				ECA

Public Service Message	Assembly/Security Council H-3 Simulate the process of lobbying an international body to act in one's interest		*	ECA
	H-4 Identify issues about which one would like to educate the public H-5 Prepare a Public Service announcement (text, visuals and sound) for TV			ECA
Signature Campaign	H-6 Prepare a signature campaign on a national / international issue of choice			ECA
	H-7 Use the internet to get people to sign up the signature campaign create awareness/sensitize and local community			ECA
Community Service	H-8 Make a plan to create awareness through mobilizing the local community about cleanliness of environment			ECA
	H-9 Engage the community service for having better environment			ECA
Disaster Management	H-10 Prepare a plan to participate in the disaster risk management campaign by involving community, Civil Defence, NGOs, volunteers			ECA
	H-11 Prepare a plan for rehabilitation of disaster effected people and family			ECA

Scheme of Assessment

Subject: Civics

Grade: XII

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs ⁶			Total
			K	U	A	
1	A: Forms of Government & Institutions of Government	2	-	4	6	10
2	B: Children's Rights & Women's Rights	2	1	4	4	9
3	C: Economic Globalization, Economic Institutions and Impact of International Trade	3	1	7	2	10
4	D: Conflict & Conflict Resolution	3	-	8	1	9
5	E: Intellectual Skills	4	-	3	7	10
6	F: Political Parties & Social Movement	2	-	5	4	9
7	G: Peaceful & Diverse Society	2	1	13	1	15
8	H: Leadership & Community Services	5	-	1	10	11
	Total	23	3	45	35	83
	Percentage		4%	54%	42%	100%

Table 2: Exam Specification

Topic No.	Topics	Assessment Items Distribution		
		MCQs	CRQs	ERQs
1	A: Forms of Government & Institutions of Government	4	2	1 (a & b)
2	B: Children's Rights & Women's Rights	3	1	0
3	C: Economic Globalization, Economic Institutions and Impact of International Trade	4	2	1 (a & b)
4	D: Conflict & Conflict Resolution	3	1	--
5	E: Intellectual Skills	--	2	--
6	F: Political Parties & Social Movement	3	2	--
7	G: Peaceful & Diverse Society	3	2	1 (a & b)
8	H: Leadership & Community Services	--	--	--
	Total	20	12	3

Table 3: Marks Distribution Section-wise

Sections in Exam Paper⁷	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%