



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School
Certificate
(HSSC)**

Examination Syllabus

**Economics
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

In today's increasingly interconnected and globalized world, Economics education is indispensable for building a society that is both financially literate and socially responsible. It equips individuals with the knowledge and tools needed to make informed choices, understand market forces, and participate actively in the economic development of their communities and nations. For Pakistan, where economic challenges and opportunities coexist, the study of Economics holds particular significance in shaping a generation capable of driving sustainable growth and development. As Nobel laureate Joseph Stiglitz aptly noted, *"Economics is about understanding the consequences of our choices."*

Economics is not merely the study of money or markets—it is the study of how societies allocate scarce resources to meet unlimited needs. Through Economics education, students are introduced to key concepts such as demand and supply, production, consumption, inflation, trade, and fiscal and monetary policy. These principles enable learners to analyze real-world economic issues such as unemployment, poverty, and taxation with a critical and analytical mindset. Students also examine the functioning of national and global economies, gaining insight into the roles played by institutions such as central banks, governments, and international trade organizations.

A unique and important dimension of Economics education in Pakistan is the integration of Islamic economic principles, which emphasize justice, equity, and ethical conduct. Concepts such as zakat, prohibition of interest (Riba), and the importance of wealth circulation reflect the moral foundation of economic activity in Islam. As stated in the Qur'an, *"And do not consume one another's wealth unjustly..."* (Surah Al-Baqarah, 2:188), Economics becomes not only a practical but also an ethical pursuit. This blend of modern economic understanding with Islamic values encourages students to think beyond profit and consider the broader impact of economic decisions on society.

The skills developed through Economics education are wide-ranging and applicable across various domains. Students learn to interpret data, evaluate economic policies, forecast market trends, and make reasoned decisions in both personal and professional contexts. These competencies are vital for future economists, business leaders, policymakers, and socially aware citizens. Economics also encourages students to think creatively about solutions to national and global challenges, from wealth inequality and resource scarcity to environmental sustainability and technological disruption.

By incorporating Economics into the curriculum, we prepare students to become analytical thinkers, ethical decision-makers, and informed participants in economic life. They are better positioned to understand Pakistan's economic realities, identify opportunities for innovation and reform, and contribute meaningfully to national development. Ultimately, Economics education fosters a mindset of responsibility, awareness, and engagement, empowering students to shape not only their own financial futures but also the prosperity of the country.

STANDARDS for ECONOMICS GRADE XII (Macroeconomics)

Following standards have been framed for Grade XII Economics Education. These standards are followed by bench marks. These bench marks further divided into student learning outcomes for each domain.

These are the details of each standard:

Standard 1: National Income Accounting and Economic Growth

This standard encompasses a comprehensive understanding of national income accounting, economic growth, and their impact on development within the context of Pakistan.

Standard 2: Inflation and Unemployment

This standard entails developing a comprehensive understanding of inflation, its impact on purchasing power, and the different types of unemployment, enabling students to analyze economic phenomena related to inflation and unemployment

Standard 3: Money and Financial Market

Students will acquire a thorough comprehension of the intricacies of money, financial markets, and banking systems, equipping them with the foundational knowledge required for understanding economic principles in their grade.

Standard 4: International Trade

Students will achieve a comprehensive understanding of international trade concepts, including the dynamics of trade, its impact on the national economy, and the complexities of global economic interactions within the context of Pakistan

Standard 5: Public Finance

This standard entails a comprehensive understanding of private and public finance, encompassing their definitions, sources, and significance in the economy within the context of Pakistan.

Standard 6: Islamic Economic System

The students will grasp the Islamic economic system, its emphasis on collective welfare, and the role of charity and interest-free banking in Pakistan

Standard 7: Issues in Pakistan's Economy

This standard entails a comprehensive analysis of key issues in Pakistan's economy, including an understanding of the economic structure, the significance of the agriculture and industrial sectors, the role of the stock market, and the impact of the health and education sectors on national income.

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 Economics XII

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ¹		
A: National Income Accounting and Economic Growth	Student will be able to:	K	U	A
Income and its Types	A-1 Explain the goals of the economy in today's world. A-2 Define the concept of income. A-3 Explain personal and national income. A-4 Differentiate among GDP, GNP, NNP, NI, PI and DI.	*	*	
Calculation of Income	A-5 Calculate the GDP, GNP, NNP, NI, PI and DI and per capita income. A-6 Explain the product, income and expenditure approach to calculate the national income. A-7 Differentiate between real and nominal GDP. A-8 Explain the components of the circular flow of income. A-9 Draw the circular flow of income.		*	*
Concepts of Consumption, Saving and Investment	A-10 Explain consumption, saving and investment. A-11 Explain the function of consumption. A-12 Explain the concept of marginal propensity to consume (MPC). A-13 Explain the function of saving. A-14 Explain the concept of marginal propensity to save (MPS). A-15 Explain the concept of equilibrium. A-16 Analyze the relationship between saving and investment ($Y=C+S$, $Y=C+I$, and, $S=I$)		* * * * *	* * * * *
National Income of Pakistan	A-17 Describe the national income of Pakistan with an emphasis over the sectoral contribution. A-18 Identify the causes of low national income of Pakistan and suggest its remedial measures.		* *	
Business Cycle	A-19 Define the concept of business cycle. A-20 Draw the business cycle and identify its phases A-21 Explain the phases of the business cycle A-22 Analyze the theories of business cycle by Classical and Keynesian school of thought.	*	* *	* *

Economic Development and Growth	A-23 Differentiate between economic development and growth.			*
	A-24 Explain the challenges associated with being an underdeveloped economic state.		*	
	A-25 Identify and explain key indicators of economic development.		*	
	A-26 Explain how low per capita income is impacting the quality of life in Pakistan		*	
	A-27 Analyze the significance of the agricultural, trade, banking and industrial sector for the economic development of Pakistan.			*
	A-28 Identify the challenges faced in the economic development of Pakistan including agricultural and industrial backwardness, population pressure and migration, low tax rate, financial illiteracy lack of access to basic amenities of life, and low percapita income.		*	
	A-29 Explain the impact of high population growth rate in contrast with LPCs and MPCs.		*	
	A-30 Explain the significance of traditional means of communication for the economic development of Pakistan.		*	
	A-31 Explain the role of modern technology, developed land routes, and advanced communication in the prosperity of Pakistan.		*	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level²		
B: Inflation and Unemployment	Student will be able to:	K	U	A
Inflation and types of inflation	B-1 Define the concept of inflation and purchasing power. B-2 Differentiate between types of inflation: demand-pull, and cost-push inflation B-3 Distinguish between inflation and deflation.	*		* *
Causes and Impact of Inflation	B-4 Evaluate the impact of inflation on purchasing power. B-5 Analyze the causes of inflation in Pakistan and suggest its remedial measures.			* *
Unemployment and its Types	B-6 Define the concepts of unemployment and labour force. B-7 Calculate the unemployment rate and labour force	*		 *

Impact of Unemployment	participation rate.			*
	B-8 Differentiate between frictional, structural, and cyclical unemployment			*
	B-9 Analyze how changes in economic conditions affect unemployment rates			*
	B-10 Analyze the impact of the high unemployment and increasing inflation rate in the context of Pakistan.			
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ³		
C: Money and Financial Market	Student will be able to:	K	U	A
Evolution of Money	C-1 Explain the barter system and its difficulties. C-2 Explain the evolution of money through the barter system and identify the reason for its failure		*	
Functions, Characteristics and Types of Money	C-3 Define the concept of money and its functions. C-4 Discuss the characteristics of money C-5 Describe the types of money (metallic, paper and credit, legal tender, near money and electronic). C-6 Explain the instruments of money. C-7 Explain the demand for money. C-8 Explain the supply of money. C-9 Demonstrate the money market equilibrium. C-10 Explain the value of money.	*	*	*
Quantity Theory of Money	C-11 Explain the Quantity theory of money.		*	
Fisher's Equation and its Components	C-12 Explain the Fisher's equation and its components C-13 Calculate the value of money using the quantity theory of money.		*	*
	C-14 Analyze the impact of changes in value of money			*
Financial Market	C-15 Explain the financial market		*	
Financial Institutions and Financial Instruments	C-16 Identify the major financial market instruments in Pakistan C-17 Analyze how financial institutions facilitate borrowing, and lending activities in an economy C-18 Differentiate between the financial market		*	*

Banking System in Pakistan	instruments bond and stock.			
	C-19 Explain the significance of the banking sector.		*	
	C-20 Evaluate interest rate as a return on saving and cost of borrowing.			*
	C-21 Identify the types of banks operating in Pakistan.		*	
	C-22 Explain the functions of central and commercial banks.		*	
	C-23 Discuss the concept of credit creation through commercial banks			*
	C-24 Discuss the significance and functions of the State Bank of Pakistan.			*
Monetary Policy	C-27 Differentiate between interest and interest-free banking.			*
	C-25 Differentiate between expansionary and contractionary monetary policy.			*
	C-26 Analyze how monetary policy can combat inflation.			*
E-commerce	C-28 Discuss the concept of e-commerce and its scope			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level⁴		
D: International Trade	Student will be able to:	K	U	A
Domestic and International Trade	D-1 Define the concept of trade and its significance in the global economy	*		
	D-2 Differentiate between domestic and international trade.			*
	D-3 Analyze why countries engage in trade and the benefits they can derive from it.			*
	D-4 Analyze the potential challenges and risks associated with international trade.			*
Classical Theory of International Trade	D-5 Describe the Classical theory of international trade (Mercantilism, absolute advantage, and comparative advantage)		*	
Imports and Exports of Pakistan	D-6 Identify the major imports and exports of Pakistan.		*	
Balance of Trade and Balance of Payment	D-7 Distinguish between balance of trade (BOT) and balance of payment (BOP).			*

Globalization	D-8 Evaluate BOP position of Pakistan			*
	D-9 Analyze why Pakistan has a persistent negative BOP and BOT.			*
	D-10 Explain globalization and its merits and demerits		*	
	D-11 Critically evaluate the role of MNCs (Multinational Corporations), and TNCs (Transnational Corporations) in the development of Pakistan.			*
	D-12 Identify the regional and international trade bodies. D-13 Analyze Pakistan's role in ECO (Economic Cooperation Organization), SAARC (South Asian Association for Regional Cooperation) and WTO (World Trade Organization)		*	*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁵		
E: Public Finance	Student will be able to:	K	U	A
Public and Private Finance	E-1 Distinguish between public and private finance.			*
	E-2 Differentiate between public and private sources of revenue.			*
Taxation	E-3 Distinguish between direct and indirect taxation.			*
	E-4 Explain the classification of taxes as regressive, progressive, and proportional.		*	
Canons of Taxation	E-5 Classify the taxes regressive, progressive, and proportional.		*	
	E-6 Explain the canons of taxations		*	
National Budget	E-7 Evaluate taxation as a major source of public revenue.			*
	E-8 Analyze the taxation system of Pakistan.			*
	E-9 Explain the national budget and its sectoral allocation.		*	
	E-10 Explain budget deficit, balanced budget, and budget surplus		*	
	E-11 Evaluate the sectoral allocation of the current federal and provincial budget of Pakistan.			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁶		
F: Islamic Economic System	Student will be able to:	K	U	A
Islamic Economic System	<p>F-1 Discuss the Islamic economic system and its key features.</p> <p>F-2 Explain the concept of collective welfare or 'Falah' in Islamic economic system</p> <p>F-3 Explain the concept of goodness or 'Ehsan' in Islamic economic system</p> <p>F-4 Explain the concept of equality and justice in Islamic economic system.</p> <p>F-5 Explain the significance of austerity and self-contentment in the Islamic economic system.</p> <p>F-6 Discuss the concept of elimination of wealth concentration and wasteful consumption contentment in the Islamic economic system.</p> <p>F-7 Discuss the implications of ostentation and hoarding.</p> <p>F-8 Compare the Islamic economic system with conventional economic systems, highlighting key differences in principles, practices, and outcomes.</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>
Capitalism, Communism and Socialism	F-9 Distinguish between capitalism, communism, socialism and Islamic system.			*
Zakat and Ushr	<p>F-10 Analyze the concept of charity and its significance in eradicating poverty under the Islamic economic system</p> <p>F-11 Analyze Zakat and elucidate its role in wealth distribution and social welfare within the Pakistani context</p> <p>F-12 Analyze Ushr and how Ushr principles guide the fair and equitable distribution of resources in Pakistan.</p> <p>F-13 Differentiate between Zakat, Ushr and tax.</p>			<p>*</p> <p>*</p> <p>*</p> <p>*</p>
Interest Free Banking	<p>F-14 Define the concept of Profit Loss Sharing (P.L.S.) Accounts.</p> <p>F-15 Discuss the principles of interest-free banking within Islamic economic system</p>	*		*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁷		
G: Issues in Pakistan's Economy	Student will be able to:	K	U	A
Structure of Pakistan's Economy	G-1 Explain the structure of Pakistan's economy		*	
National Income of Pakistan	G-2 Evaluate the sectoral contribution to the national income of Pakistan.			*
Economic Challenges	G-3 Identify and explain key economic challenges facing Pakistan, such as poverty, income inequality, and structural issues		*	
	G-4 Analyze the root causes and potential solutions for these challenges.			*
Economic Reforms	G-5 List the economic reforms in Pakistan	*		
	G-6 Evaluate the outcomes of economic policies and reforms in Pakistan			*

Scheme of Assessment

Subject: Economics

Grade: XII

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs ⁸			Total
			K	U	A	
1	A: National Income Accounting and Economic Growth	6	2	20	9	31
2	B: Inflation and Unemployment	4	2	--	8	10
3	C: Money and Financial Market	9	1	16	11	28
4	D: International Trade	5	1	5	8	14
5	E: Public Finance	4	--	5	6	11
6	F: Islamic Economic System	4	1	5	9	15
7	G: Issues in Pakistan's Economy	4	1	2	3	6
	Total	36	8	53	54	115
	Percentage		7%	46%	47%	100%

Table 2: Exam Specification

Topic No.	Topics	Assessment Items Distribution		
		MCQs	CRQs	ERQs
1	A: National Income Accounting and Economic Growth	4	2	1 (a & b)
2	B: Inflation and Unemployment	3	1	--
3	C: Money and Financial Market	5	2	1 (a & b)
4	D: International Trade	4	3	--
5	E: Public Finance	4	2	--
6	F: Islamic Economic System	--	1	1 (a & b)
7	G: Issues in Pakistan's Economy	--	1	--
	Total	20	12	3 (a & b)

Table 3: Marks Distribution Section-wise

Sections in Exam Paper⁹	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%