ZIAUDDIN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate

(HSSC)

Examination Syllabus

Education

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

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 XII

The Education Curriculum has six main domains, followed by standards and bench marks. 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 XII

Topics & Sub-topics	Student Learning Outcome	Cognitive Level[1]		
A: Introduction to Education	Student will be able to	K	U	A
Purpose of Education	A-1 Define characteristics of generation Alpha and match it with the purpose of education	*		
Role of Teachers in Education	A-2 Discuss the role of teachers in education and identify characteristics of an effective teacher			*
Role of Environment in Education	A-3 Explain the role of peers and environment in education		*	
Importance of Citizenship	A-4 Realize the importance of citizenship in local and national context			*
Benefits of Coaching	A-5 Reflect upon ideas of great educationists			*
	A-6 Explain the benefit of peer tutoring / coaching in their school		*	
Factors Influencing Education	A-7 Identify social, cultural, and economic factors influencing education		*	
Motivational Theories	A-8 Explain with students' experiences and key motivation theory what motivates learners in the class		*	

Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
B: Teaching and Learning	Student will be able to	K	U	A
Learning Theories	B-1 Define additional learning theories: transformative, social, experiential	*		
Benefits and Challenges of Learning	B-2 Compare and contrast the benefits and challenges of transformative, social and experiential learning			*
***Practical Learning Activity**	B-3 Design and conduct a lesson that is built on humanism			CA
***Practical Learning Activity**	B-4 Design and conduct a lesson that is built on connectivism			CA
***Practical Learning Activity**	B-5 Design and Demonstrate a lesson that caters to various learning styles			CA

Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
C: Introduction to Assessment	Student will be able to	**K**	**U**	**A**
Importance of Assessment	C-1 Discuss how assessment is important in the teaching learning process			*
Assessment Methods	C-2 Compare and contrast different assessment methods			*
Assessment Tasks	C-3 Develop basic skills in developing assessment tasks			*
Self-assessment	C-4 Explain importance of self-assessment in personal learning		*	
Functions of Assessment	C-5 Identify diagnostic functions of assessment		*	
Types of Tests	C-6 Define objective and subjective type tests	*		
Test Items	C-7 Construct fill in the blanks and true false test items from the reading material			*
Use of Assessment	C-8 Describe how assessment can be used to monitor student's own performance		*	

Topics & Sub-topics	Student Learning Outcome	Cognitive Level[2]		
D: Introduction to Curriculum	Student will be able to	**K**	**U**	**A**
Components of Curriculum	D-1 Define various components of curriculum	*		
Curriculum Process	D-2 Identify curriculum as a dynamic process		*	
Objectives in Curriculum	D-3 Identify importance of objectives and learning outcomes in curriculum		*	
Content Creation	D-4 Create content by drafting learning outcomes			*
	D-5 Identify different approaches to teaching with specific outcomes		*	
Approaches to Teaching				
Assessment Strategies	D-6 Plan assessment strategies to measure attainment of learning outcomes			*
Importance of Curriculum	D-7 Explain the importance of curriculum in school		*	
Model Curriculum	D-8 Draft a model curriculum			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
E: Society and Education	Student will be able to	**K**	**U**	**A**
Address to Diversity	E-1 Present viable solutions to increase equity and inclusion in our education systems			*
Social Cohesion through Education	E-2 Analyze the factors that can improve social cohesion of A society through education.			*
Educational Resilience	E-3 Identify local and global resources that can be used to enhance educational resilience		*	

Topics & Sub-topics	Student Learning Outcome	Cognitive Level[3]		
*Practical Learning Activity	E-4 Work with peers to plan and present a poster campaign (digital or non-digital) to spread awareness about citizenship and global citizenship			ECA
Topics & Sub-topics	**Student Learning Outcome**	**K**	**U**	**A**
F: Modes of Education	Student will be able to			
On-site and Distance Learning	F-1 Define on-site and distance Learning		*	
	F-2 Differentiate between on-site and distance learning			*
Benefits and Drawbacks of On-site and Distance Learning	F-3 Evaluate the benefits and drawbacks of on-site and distance learning			*
Role of Massive Open Online Courses	F-4 Explore and present the concept of Massive Open Online Courses (MOOCs)			*
Effectiveness of Hybrid Mode of Classes	F-5 Justify the role of MOOCs in promoting self-led learning			*
	F-6 Discuss the effectiveness and suitability of hybrid mode of classes			*

Scheme of Assessment

Subject: Education   **Grade: XII**

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs[4]			Total
			K	**U**	**A**	
1	A: Introduction to Education	7	1	4	3	8
2	B: Teaching and Learning	2	1	-	4	5
3	C: Introduction to Assessment	8	1	3	4	8
4	D: Introduction to Curriculum	8	1	4	3	8
5	E: Society and Education	3	-	1	3	4
6	F: Modes of Education	4	-	1	5	6
	Total	**32**	**4**	**13**	**22**	**39**
	Percentage		**10%**	**33%**	**57%**	**100%**

Table 2: Exam Specification

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

Table 3: Marks Distribution Section-wise

Sections in Exam Paper[5]	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) **Maximum Marks for each Section**	**1 x 20=** 20	**5 x 8=** 40	**20 x 2=** 40	100
Percentage	20%	40%	40%	100%