



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

# **Secondary School Certificate (SSC)**

**Examination Syllabus  
2025**

**Civics  
IX**

**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 IX**

Following standards have been framed for Grade IX 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, the way government is formed in a democracy, 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 Management and Resolution**

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 question 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, NGO's 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 issues 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 IX

| Topics & Sub-topics                          | Student Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Cognitive Level <sup>1</sup> |   |   |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---|---|
| A: Civics and Forms of Governance            | Student will be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | K                            | U | A |
| <b>Introduction to Civics</b>                | A-1 Describe the meanings and definitions of Civics<br>A-2 Identify the nature and significance of Civics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | *                            | * |   |
| <b>State</b>                                 | A-3 Define the term 'state', 'government', 'community'<br>A-4 Identify the key elements/features of the state                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | *                            | * |   |
| <b>Islamic State</b>                         | A-5 Identify key features of an Islamic state<br>A-6 Describe the ideology of Pakistan as basis for emergence of Pakistan as an independent Islamic State                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              | * |   |
| <b>Democracy</b>                             | A-7 Identify different kinds of states based on their roles<br>A-8 Define the term 'democracy'<br>A-9 Identify the major characteristics of democracy (Sovereignty of people, free and fair elections, the rule of law and majority rule coupled with minority rights)<br>A-10 Compare direct and representative democracies<br>A-11 Explain the importance of free and fair elections in democracy<br>A-12 Examine the importance of the rule of law for democracy<br>A-13 List the benefits of voting<br>A-14 Identify the qualities of a good political leader<br>A-15 Identify the role of citizens in a democracy | *                            | * |   |
| <b>Democracy in Pakistan</b>                 | A-16 Describe the structure of the federal parliament of Pakistan<br>A-17 Identify the challenges facing democracy in Pakistan<br>A-18 Suggest ways to make Pakistan a more democratic Society                                                                                                                                                                                                                                                                                                                                                                                                                         |                              | * | * |
| Topics & Sub-topics                          | Student Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Cognitive Level <sup>2</sup> |   |   |
| B: Citizenship & Rights and Responsibilities | Student will be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | K                            | U | A |
| <b>Citizenship</b>                           | B-1 Define the term 'citizenship'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | *                            |   |   |

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| Rights and Responsibilities | B-2 Explain the ways someone can acquire citizenship<br>B-3 Identify ways citizenship can be lost | * | * | 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|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------|-------------------------------------------------------------|
|                                            | (environment, education, development)<br>C-8 Define the terms 'Gross Domestic Product' (GDP) and 'Gross National Product' (GNP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | *                                  |                                                |                                                             |
| <b>Topics &amp; Sub-topics</b>             | <b>Student Learning Outcome</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Cognitive Level<sup>3</sup></b> |                                                |                                                             |
| <b>D: Conflict and Conflict Resolution</b> | Student will be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>K</b>                           | <b>U</b>                                       | <b>A</b>                                                    |
| <b>Conflict and Conflict Resolution</b>    | D-1 Define the term 'conflict' and 'conflict resolution'<br>D-2 Identify the causes of conflicts (prejudice, discrimination, stereotype, cultural differences)<br>D-3 Identify the positions & interests of those involved in a conflict.<br>D-4 Identify the positions & interests of those involved in a conflict.<br>D-5 Identify the positions & interests of those involved in a conflict.<br>D-6 Identify conflict management styles<br>D-7 Analyze your own personal power components<br><br><b>Structured ways of resolving conflicts (communication, negotiation, mediation, arbitration, adjudication and legislation)</b><br><br>D-8 Identify the structured ways of resolving conflicts<br>D-9 Suggest how negotiation can be used for resolving political, economic & diversity issues in the country and society (win-win negotiation process)<br><br>D-10 Use effective negotiation to resolve conflict at school and society (win-win conflict resolution)<br><br><b>Anger</b><br><br>D-11 Define the term 'anger' and 'anger management'<br>D-12 Analyze degrees of anger<br>D-13 Suggest techniques for controlling anger (calm down)<br>D-14 Use 'I' statement for assertive communication and anger management | *                                  | *<br><br>*<br><br>*<br><br>*<br><br>*<br><br>* | *<br><br><br><br><br><br><br>ECA<br><br>*<br><br>*<br><br>* |
| <b>Topics &amp; Sub-topics</b>             | <b>Student Learning Outcome</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Cognitive Level<sup>4</sup></b> |                                                |                                                             |
| <b>E: Inquiry and Intellectual Skills</b>  | Student will be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>K</b>                           | <b>U</b>                                       | <b>A</b>                                                    |
| <b>Inquiry and knowledge-based inquiry</b> | E-1 Define the term 'inquiry' and 'knowledge-based inquiry'<br>E-2 Identify the steps in the inquiry process<br>E-3 Frame questions about a local or national issue, problem or event                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | *                                  | *<br><br>*                                     | *<br><br>*                                                  |

| <b>Critical thinking skills</b><br><br><b>Distinguishing between facts and opinion</b><br><br><b>Information gathering skills</b><br><br><b>Presentation skills</b> | E-4 Identify books best suited to gather information to answer questions<br><br>E-5 Evaluate the reliability and creditability of the books<br>E-6 Identify information related to questions from the books | *                            | * |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---|----------|
|                                                                                                                                                                     | E-7 Differentiate between facts and opinion in content<br>E-8 List the sources of information<br>E-9 Record information using note taking skill                                                             |                              | * | *        |
|                                                                                                                                                                     | E-10 Analyze gathered information to ensure it is relevant to answer questions<br>E-11 Decide the best solution to the problem on the basis of the information collected                                    |                              |   | *        |
|                                                                                                                                                                     | E-12 Deliver an oral presentation using posters<br>E-13 Write a report to share findings                                                                                                                    |                              |   | CA<br>CA |
| Topics & Sub-topics                                                                                                                                                 | Student Learning Outcome                                                                                                                                                                                    | Cognitive Level <sup>5</sup> |   |          |
| F: Media, Civil Society & NGOs                                                                                                                                      | Student will be able to:                                                                                                                                                                                    | K                            | U | A        |
| <b>Media</b><br><br><br><br><br><br><br><br><br><br><br><b>Civil Society and NGOs</b>                                                                               | F-1 Define the term 'media'                                                                                                                                                                                 | *                            |   |          |
|                                                                                                                                                                     | F-2 Identify the various media                                                                                                                                                                              |                              | * |          |
|                                                                                                                                                                     | F-3 Describe the importance of an independent and free media for the development of a democratic society in Pakistan                                                                                        |                              | * |          |
|                                                                                                                                                                     | F-4 Explain how the media contribute to provision of the rights of information and freedom of expression in Pakistani society                                                                               |                              | * |          |
|                                                                                                                                                                     | F-5 Identify the benefits, which media offer to the society                                                                                                                                                 |                              | * |          |
|                                                                                                                                                                     | F-6 Examine the factors, which lead governments to restrict media independence                                                                                                                              |                              |   | *        |
|                                                                                                                                                                     | F-7 Assess the need of media regulations for maintaining the balance role of media                                                                                                                          |                              |   | *        |
|                                                                                                                                                                     | F-8 Define the terms 'Civil Society' and NGOs                                                                                                                                                               | *                            |   |          |
|                                                                                                                                                                     | F-9 Describe the role of civil society groups in Pakistani society                                                                                                                                          |                              | * |          |
|                                                                                                                                                                     | F-10 Identify the functions of organized groups in democratic society                                                                                                                                       |                              | * |          |

|                                                |                                                                                                                                                                                                                  |                                    |          |          |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------|----------|
|                                                | <p>F-11 List the factors which created the need for NGOs in the social sector</p> <p>F-12 Define the term: 'volunteer'</p> <p>F-13 Describe how 'volunteerism' can contribute to the development of Pakistan</p> | *                                  |          |          |
|                                                |                                                                                                                                                                                                                  | *                                  | *        |          |
| <b>Topics &amp; Sub-topics</b>                 | <b>Student Learning Outcome</b>                                                                                                                                                                                  | <b>Cognitive Level</b>             |          |          |
| <b>G: Environment &amp; Environmental Care</b> | Student will be able to:                                                                                                                                                                                         | <b>K</b>                           | <b>U</b> | <b>A</b> |
| <b>Environment</b>                             | G-1 Define the term 'environment'                                                                                                                                                                                | *                                  |          |          |
|                                                | G-2 Identify the relationship between the natural environment and human beings                                                                                                                                   |                                    | *        |          |
| <b>Environmental care</b>                      | G-3 Explain the concept of 4-Rs (reduce, reuse, recycle and refuse)                                                                                                                                              |                                    | *        |          |
|                                                | G-4 Describe the effects of human activities on the environment locally and globally                                                                                                                             |                                    | *        |          |
|                                                | G-5 Identify the implications of different views about social and economic development for environment                                                                                                           |                                    | *        |          |
|                                                | G-6 Identify alternative methods that could contribute to sustainable development (play pumps, ethanol)                                                                                                          |                                    | *        |          |
|                                                | G-7 Participate in a community level program that works to control environmental hazards in society and in the world                                                                                             |                                    |          | ECA      |
|                                                | G-8 Demonstrate commitment to life style for a sustainable world (saving water, careful use of electricity, reduce-reuse-recycle approach)                                                                       |                                    |          | ECA      |
|                                                | G-9 Develop a plan of action for a personal lifestyle for a sustainable world                                                                                                                                    |                                    |          | CA       |
| <b>Topics &amp; Sub-topics</b>                 | <b>Student Learning Outcome</b>                                                                                                                                                                                  | <b>Cognitive Level<sup>6</sup></b> |          |          |
| <b>H: Leadership &amp; Representation</b>      | Student will be able to:                                                                                                                                                                                         | <b>K</b>                           | <b>U</b> | <b>A</b> |
| <b>Election Campaign</b>                       | H-1 Define an election campaign                                                                                                                                                                                  | *                                  |          | ECA      |
|                                                | H-2 Simulate an election campaign                                                                                                                                                                                |                                    |          | ECA      |
|                                                | H-3 Stand for elections for monitor/prefects /head girl/head boy class/member of student council                                                                                                                 |                                    |          | ECA      |
|                                                | H-4 Write a speech encouraging colleagues to vote for oneself                                                                                                                                                    |                                    |          | ECA      |
|                                                | H-5 Service as an independent election monitor                                                                                                                                                                   |                                    |          | ECA      |
|                                                | H-6 Become a member of the election committee (prepare electoral rolls, ballot sheets, count votes)                                                                                                              |                                    |          | ECA      |

|                       |                                                                             |  |   |                  |
|-----------------------|-----------------------------------------------------------------------------|--|---|------------------|
| <b>School Council</b> | H-7 Vote in elections                                                       |  |   | ECA              |
|                       | H-8 Serve as peer mediators                                                 |  |   | ECA              |
|                       | H-9 Explain the purpose/function of school council                          |  | * | ECA <sup>7</sup> |
|                       | H-10 Write letters to school council regarding desired change               |  |   | ECA<br>ECA       |
|                       | H-11 Observe a meeting of the school council                                |  |   |                  |
|                       | H-12 Meet the members of the school council to present position on an issue |  |   | ECA<br>ECA       |
|                       | H-13 Become a member of the school council                                  |  |   | ECA              |
|                       | H-14 Report on their experiences                                            |  |   | ECA              |
|                       | H-15 Keep a journal to reflect on their experiences                         |  |   | ECA              |
|                       | H-16 Write an acceptance speech                                             |  |   | ECA              |
|                       | H-17 Write a speech acknowledging defeat in an election                     |  |   |                  |
|                       | H-18 Prepare election poster                                                |  |   |                  |

## Scheme of Assessment

**Subject: Civics**

**Grade: IX**

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

| Topic No. | Topics                                       | No. of Sub-topics | SLOs <sup>8</sup> |            |            | Total       |
|-----------|----------------------------------------------|-------------------|-------------------|------------|------------|-------------|
|           |                                              |                   | K                 | U          | A          |             |
| 1         | A: Civics and Forms of Governance            | 5                 | 4                 | 11         | 3          | 18          |
| 2         | B: Citizenship & Rights and Responsibilities | 2                 | 3                 | 9          | 4          | 16          |
| 3         | C: Government and Economic Growth            | 2                 | 2                 | 6          | -          | 8           |
| 4         | D: Conflict and Conflict Resolution          | 3                 | 2                 | 6          | 6          | 14          |
| 5         | E: Inquiry and Intellectual Skills           | 5                 | 2                 | 3          | 8          | 13          |
| 6         | F: Media, Civil Society & NGOs               | 2                 | 4                 | 7          | 2          | 13          |
| 7         | G: Environment & Environmental Care          | 2                 | 1                 | 5          | 3          | 9           |
| 8         | H: Leadership & Representation               | 2                 | 1                 | 1          | 6          | 8           |
|           | <b>Total</b>                                 | <b>23</b>         | <b>19</b>         | <b>48</b>  | <b>32</b>  | <b>99</b>   |
|           | <b>Percentage</b>                            |                   | <b>19%</b>        | <b>49%</b> | <b>32%</b> | <b>100%</b> |

**Table 2: Exam Specification**

| Topic No. | Topics                                       | Assessment Items Distribution |           |          |
|-----------|----------------------------------------------|-------------------------------|-----------|----------|
|           |                                              | MCQs                          | CRQs      | ERQs     |
| 1         | A: Civics and Forms of Governance            | 3                             | 2         | --       |
| 2         | B: Citizenship & Rights and Responsibilities | 3                             | 1         | 1        |
| 3         | C: Government and Economic Growth            | 2                             | 2         | --       |
| 4         | D: Conflict and Conflict Resolution          | 2                             | 1         | 2        |
| 5         | E: Inquiry and Intellectual Skills           | 1                             | 1         | --       |
| 6         | F: Media, Civil Society & NGOs               | 2                             | 2         | 1        |
| 7         | G: Environment & Environmental Care          | 2                             | 1         | 1        |
| 8         | H: Leadership & Representation               | --                            | --        | --       |
|           | <b>Total</b>                                 | <b>15</b>                     | <b>10</b> | <b>5</b> |

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

| <b>Sections in Exam Paper<sup>9</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     | 15             | 10            | 5              |              |
| Number of Items to be attempted in each Section | 15             | 6             | 3              |              |
| Maximum Marks for each Item                     | 1              | 5             | 10             |              |
| (Marks for each item x No. of items)            | <b>1 x 15=</b> | <b>5 x 6=</b> | <b>10 x 3=</b> |              |
| <b>Maximum Marks for each Section</b>           | <b>15</b>      | <b>30</b>     | <b>30</b>      | <b>75</b>    |
| <b>Percentage</b>                               | <b>20%</b>     | <b>40%</b>    | <b>40%</b>     | <b>100%</b>  |