



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Secondary School Certificate (SSC)

Examination Syllabus

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

Rights and Responsibilities	B-2 Explain the ways someone can acquire citizenship B-3 Identify ways citizenship can be lost	*	*	*
	B-4 Define the term ‘Rights’, ‘Civil rights’, ‘Political rights’, ‘Social rights’, ‘Economic rights’		*	
	B-5 Identify the Human Rights in Islam with reference to the last address of the Holy Prophet (PBUH)		*	
	B-6 Classify constitutional rights into civil, political, social and economic		*	
	B-7 Explain the importance of having a chapter on rights in the constitution of Pakistan		*	
	B-8 Explain how rights given in the constitution can be denied through citing everyday examples		*	
	B-9 Propose a way in which all citizens can be ensured a right (students’ choice)		*	
	B-10 Describe the consequences of provision or denial of different rights		*	
	B- 11 Define responsibilities based on morality and social conscience		*	
	B-12 Identify the legal responsibilities of Pakistani citizens		*	
	B-13 Differentiate between legal and moral responsibilities		*	
	B-14 Discuss the consequences of not fulfilling one's responsibility		*	
	B-15 Evaluate oneself as a responsible citizen		*	
	B-16 Identify situations in which a citizen might not be expected to fulfil his/her responsibilities		*	
	Topics & Sub-topics		Student Learning Outcome	
C: Government and Economic Growth	Student will be able to:	K	U	A
Role of Government in the Economy	C-1 Describe the involvement of the government of Pakistan in the economy (as supplier of infrastructure, provider of goods and services, regulator of competition etc.)	*	*	
	C-2 Identify the need for a national budget		*	
	C-3 Identify major expenditure and revenue sources of Pakistan government		*	
	C-4 Describe the procedure for presenting, debating and approving the national budget		*	
	C-5 Identify the percentage of the current budget to be spent on development, administration, Defence		*	
Economic Growth	C-6 Define the term ‘economic growth’ C-7 Identify benefits and costs of economic growth	*	*	

	(environment, education, development) C-8 Define the terms 'Gross Domestic Product' (GDP) and 'Gross National Product' (GNP)	*		
Topics & Sub-topics	Student Learning Outcome	Cognitive Level³		
D: Conflict and Conflict Resolution	Student will be able to:	K	U	A
Conflict and Conflict Resolution	D-1 Define the term 'conflict' and 'conflict resolution' D-2 Identify the causes of conflicts (prejudice, discrimination, stereotype, cultural differences) D-3 Identify the positions & interests of those involved in a conflict. D-4 Identify the positions & interests of those involved in a conflict. D-5 Identify the positions & interests of those involved in a conflict. D-6 Identify conflict management styles D-7 Analyze your own personal power components	*	*	*
Structured ways of resolving conflicts (communication, negotiation, mediation, arbitration, adjudication and legislation)	D-8 Identify the structured ways of resolving conflicts D-9 Suggest how negotiation can be used for resolving political, economic & diversity issues in the country and society (win-win negotiation process) D-10 Use effective negotiation to resolve conflict at school and society (win-win conflict resolution)		*	*
Anger	D-11 Define the term 'anger' and 'anger management' D-12 Analyze degrees of anger D-13 Suggest techniques for controlling anger (calm down) D-14 Use 'I' statement for assertive communication and anger management	*		*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level⁴		
E: Inquiry and Intellectual Skills	Student will be able to:	K	U	A
Inquiry and knowledge-based inquiry	E-1 Define the term 'inquiry' and 'knowledge-based inquiry' E-2 Identify the steps in the inquiry process E-3 Frame questions about a local or national issue, problem or event	*	*	*

Critical thinking skills Distinguishing between facts and opinion Information gathering skills Presentation skills	E-4 Identify books best suited to gather information to answer questions E-5 Evaluate the reliability and creditability of the books E-6 Identify information related to questions from the books	*	*	
	E-7 Differentiate between facts and opinion in content E-8 List the sources of information E-9 Record information using note taking skill		*	*
	E-10 Analyze gathered information to ensure it is relevant to answer questions E-11 Decide the best solution to the problem on the basis of the information collected			*
	E-12 Deliver an oral presentation using posters E-13 Write a report to share findings			CA CA
Topics & Sub-topics	Student Learning Outcome	Cognitive Level ⁵		
F: Media, Civil Society & NGOs	Student will be able to:	K	U	A
Media Civil Society and NGOs	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		*	

	F-11 List the factors which created the need for NGOs in the social sector F-12 Define the term: 'volunteer' F-13 Describe how 'volunteerism' can contribute to the development of Pakistan	*		
		*	*	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
G: Environment & Environmental Care	Student will be able to:	K	U	A
Environment	G-1 Define the term 'environment'	*		
	G-2 Identify the relationship between the natural environment and human beings		*	
Environmental care	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
Topics & Sub-topics	Student Learning Outcome	Cognitive Level⁶		
H: Leadership & Representation	Student will be able to:	K	U	A
Election Campaign	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

School Council	H-7 Vote in elections			ECA
	H-8 Serve as peer mediators			ECA
	H-9 Explain the purpose/function of school council		*	ECA ⁷
	H-10 Write letters to school council regarding desired change			ECA 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 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 ⁸			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
	Total	23	19	48	32	99
	Percentage		19%	49%	32%	100%

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	--	--	--
	Total	15	10	5

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	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)	1 x 15=	5 x 6=	10 x 3=	
Maximum Marks for each Section	15	30	30	75
Percentage	20%	40%	40%	100%