



**ZIAUDDIN UNIVERSITY**  
EXAMINATION BOARD

# **Secondary School Certificate (SSC)**

## **Examination syllabus**

### **PAKISTAN STUDIES X**

**Based on Provincial revised curriculum  
(Sindh)**

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## 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,

**Shahbaz Nasim**  
**Head – Measurement & Testing**  
**Ziauddin University Examination Board**

**Reviewed by Beena Kohati-Bilal**  
**Head - Curriculum & Assessment**  
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## Rationale For The Reviewed Provincial Curriculum

The process of revising the National Curriculum 2006 began in August 2004, when the newly elected government of Pakistan initiated education reforms across the country. These reforms included the introduction of a new National Education Policy, a National Education Census, and a revision of curricula (Ministry of Education, 2009).

In practice, the overhaul of the secondary school curriculum began in 2006, leading to a review of the scheme of studies for classes I to XII and the revision of curricula for 25 compulsory subjects.

The 18th Amendment to the Constitution of Pakistan, enacted in 2010, significantly altered the federal-provincial relationship by abolishing the "concurrent legislative list." This amendment granted provinces greater legislative and financial autonomy in sectors such as education and health. The most notable implication of the 18th Amendment for education was the transfer of responsibility for curriculum development, syllabus planning, policy formation, and educational standards to the provinces, marking a significant step forward for education.

In Sindh, the School Education Department tasked a Curriculum Review Team with revising the National Curriculum 2006 for all subjects. The goal was to create a curriculum better suited to the needs of students and teachers while aligning with the principles of the 18th Amendment. Subject-specific curriculum review committees were established to critically examine and align the curriculum's content, both contextually and textually, ensuring coherence across various subjects. The Bureau of Curriculum (BoC) played a crucial role in organizing workshops and meetings in Hyderabad to facilitate the completion of this task. The support of numerous educationists, researchers, and teachers was invaluable in successfully revising the curriculum.

The revised National Curriculum, along with the original version, is available on the DCAR website at [http://dcar.gos.pk/BoC\\_Other\\_Pages/curriculum\\_dev.html](http://dcar.gos.pk/BoC_Other_Pages/curriculum_dev.html) for easy access.

The Ziauddin University Examination Board (ZUEB) SSC and HSSC syllabi are developed in accordance with the Sindh Revised Curriculum. To date, textbooks for various subjects have been developed based on the revised curriculum.

Themes	Student's Learning Outcomes
<b>HISTORY:</b> <ul style="list-style-type: none"> <li>British colonialism: Their objectives and strategies in British India (1857-1947).</li> <li>War of Independence</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the causes of the downfall of the Mughal Empire.</li> <li>Identify the causes and failure of the War of Independence 1857.</li> <li>Analyze the effects of the War of Independence 1857 on Muslims in India.</li> </ul>
<ul style="list-style-type: none"> <li>Aligarh Movement</li> <li>Role of Sir Syed Ahmed Khan.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the contribution of the Aligarh Movement to the education of Muslims in India.</li> <li>Evaluate the role played by Sir Syed Ahmed Khan in education, politics, and civics.</li> <li>List the major institutions established during the Aligarh Movement.</li> <li>Identify the main journals and scientific magazines published during the Aligarh Movement.</li> </ul>
<ul style="list-style-type: none"> <li>Early Legislative Development during British Era</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main features of the Government of India Act 1858.</li> <li>Explain the key features of the Legislative Councils Act 1861.</li> <li>Highlight the main features of the Indian Councils Act 1892.</li> <li>Compare the Indian Councils Acts of 1858, 1861, and 1892.</li> </ul>
<ul style="list-style-type: none"> <li>Formation of Indian National Congress</li> </ul>	<ul style="list-style-type: none"> <li>Examine the factors that led to the formation of the Indian National Congress in 1885.</li> <li>Outline the main objectives of the Indian National Congress in 1885.</li> <li>Analyze the role of the Indian National Congress in fostering political processes in India in the 19th century.</li> </ul>
<ul style="list-style-type: none"> <li>1901-1920</li> <li>Partition of Bengal 1905</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the causes of the Partition of Bengal in 1905.</li> <li>Evaluate the impact of the Partition of Bengal on Muslims.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the reasons for the annulment of the Partition of Bengal.</li> </ul>
<ul style="list-style-type: none"> <li>• Foundation and Formation of Muslim League 1906</li> </ul>	<ul style="list-style-type: none"> <li>• State the demands of the Simla Deputation in 1906.</li> <li>• Examine the causes behind the formation of the All-India Muslim League in 1906.</li> <li>• Analyze the importance of Separate Electorates for Muslims in India.</li> </ul>
<ul style="list-style-type: none"> <li>• Minto – Morley Reforms 1909</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the importance of the Minto-Morley Reforms in 1909.</li> <li>• Explain the reasons for the annulment of the Partition of Bengal in 1911 and its impact on Hindu-Muslim relations.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> <li>• Quaid-e-Azam: The period of co-operation between AIML and AINC</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the role of Quaid-e-Azam in both the All-India Muslim League (AIML) and the Indian National Congress (INC).</li> <li>• State the reasons for Mahatma Gandhi's return to India in 1915.</li> <li>• Describe the significance of the Lucknow Pact (1916) for Muslims.</li> </ul>
<ul style="list-style-type: none"> <li>• World War – I 1914-1918</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the impact of World War I on India and Britain.</li> <li>• Discuss the impact of World War I on the Ottoman Empire.</li> <li>• Assess the views of the Indian population in supporting the British during World War I.</li> </ul>
<ul style="list-style-type: none"> <li>• Rowlatt Act and Jalian Wala Bagh Tragedy 1919</li> <li>• Montague – Chelmsford reforms 1919</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyze the Rowlatt Act and its appropriateness for India in 1919.</li> <li>• Analyze the Jallianwala Bagh Tragedy.</li> <li>• Discuss the importance of the Montagu-Chelmsford Reforms in creating political unrest within India.</li> </ul>
<ul style="list-style-type: none"> <li>• 1921-1930</li> <li>• Khilafat Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the major objectives of the Khilafat Movement.</li> <li>• State the causes and results of the Khilafat Movement.</li> <li>• Analyze the effects of the Non-Cooperation Movement in British India.</li> <li>• Identify the reasons for the failure of the Khilafat Movement (e.g., Chauri Chaura Incident).</li> </ul>

<ul style="list-style-type: none"> <li>• Delhi Muslim Proposals 1927</li> <li>• Simon Commission 1927</li> <li>• Nehru Report &amp; Jinnah's Fourteen Points</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the features of Delhi Proposal in 1927.</li> <li>• Describe the main objectives of the Simon Commission (1927).</li> <li>• Explain the key features of the Nehru Report.</li> <li>• Evaluate the significance of Jinnah's Fourteen Points in creating a federation based on provincial autonomy.</li> <li>• Compare the Nehru Report with Jinnah's Fourteen Points.</li> </ul>
<ul style="list-style-type: none"> <li>• Allahabad Address</li> </ul>	<ul style="list-style-type: none"> <li>• Justify Allama Iqbal's idea in 1930 for a consolidated North-Western Muslim State.</li> </ul>
<ul style="list-style-type: none"> <li>• 1931-1940</li> <li>• Round Table Conferences</li> <li>• Gandhi – Irwin Pact and Communal Award</li> <li>• White paper</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why the Round Table Conferences were held and why they were not successful.</li> <li>• Assess the importance of the Gandhi-Irwin Pact in the struggle for independence.</li> <li>• Discuss the features of the Communal Award (1932) and its effects on India.</li> </ul>
<ul style="list-style-type: none"> <li>• Government of India Act of 1935</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the main features of the Government of India Act 1935 and its impact on British India's administration.</li> </ul>
<ul style="list-style-type: none"> <li>• General Elections and Government of 1937-1939</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of the General Elections and the formation of government during 1937-1939.</li> <li>• Examine the policies under Congress rule from 1937 to 1939.</li> </ul>
<ul style="list-style-type: none"> <li>• 1941-1947 Emergence of Pakistan</li> <li>• World War – II</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the impact of World War-II 1939-45 on India and Britain.</li> </ul>
<ul style="list-style-type: none"> <li>• Lahore Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the political significance of Lahore Resolution for creation of separate homeland.</li> <li>• Discuss the response of Congress towards Lahore Resolution.</li> </ul>
<ul style="list-style-type: none"> <li>• British Plans</li> <li>• August offer 1940</li> <li>• Cripps Mission 1942</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the reasons of different British plans and offers. (i.e. August offer, Cripps Mission, Wavell Plan and Simla Conference)</li> </ul>

<ul style="list-style-type: none"> <li>• Wavell Plan 1945</li> <li>• Simla Conference 1945</li> </ul>	
<ul style="list-style-type: none"> <li>• Indian Reaction</li> <li>• Quit India Movement 1942</li> <li>• Gandhi Jinnah Talks 1944</li> <li>• Desai-Liaquat Pact 1945</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the factors of Quit India Movement</li> <li>• Analyse the reasons of failure of Quit India Movement</li> <li>• Highlight agreed proposals in Desai – Liaquat Pact</li> </ul>
<ul style="list-style-type: none"> <li>• Role of Sindh Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the role of Sindh Assembly in the making of Pakistan 1943.</li> </ul>
<ul style="list-style-type: none"> <li>• Elections 1945-46 &amp; Formation and Functioning of Interim Government.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of Elections of 1945-46.</li> <li>• Analyse the factors for electoral success of Muslim league</li> </ul>
<ul style="list-style-type: none"> <li>• Towards Partition</li> <li>• Cabinet Mission Plan</li> <li>• 3rd June Plan</li> <li>• Independence Act 1947</li> <li>• Boundary commission / Radcliffe Award</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the purpose of Cabinet Mission Plan 1946</li> <li>• Critically analyse the reason of Jinnah's acceptance of Cabinet Mission Plan.</li> <li>• Explain in detail the 3rd June Partition Plan 1947</li> <li>• Critically analyse the important features of Indian Independence Act 1947</li> <li>• Outline the main aspects of Radcliffe Award 1947</li> </ul>
<ul style="list-style-type: none"> <li>• First Constituent Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the importance of Presidential Address of the Quaid-e-Azam, 11 August, 1947.</li> <li>• Identify the lessons that can be learnt from 11th August Address of Quaid-e-Azam Muhammad Ali Jinnah.</li> </ul>
<ul style="list-style-type: none"> <li>• Effects of British Rule on Indian Society</li> <li>• (Social, Religious, Cultural and Economic changes)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the cultural values of colonial and pre-colonial Indian culture.</li> <li>• Analyse the key sources of the economic development of British India.</li> </ul>



	<ul style="list-style-type: none"> <li>• Criticize the hegemonic policies of British Rule.</li> </ul>
<ul style="list-style-type: none"> <li>• Contribution of Muslim Political Leaders in the making of Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the Contribution of key personalities (Male &amp; Female) during the period of (1857 to 1947) for example: Fatima Jinnah, Dr Allama Muhammad Iqbal, Quaid-e-Azam, Lady Hidayatullah, Bi Amma and Amjadi Begum, Sir Abdullah Haroon</li> </ul>
<p><b>GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>• Physical Features of Pakistan</li> <li>• (i.e., Mountains, Plateaus, Plains, Deserts, Rivers, Costal areas and Glaciers) their characteristics, potential and problems</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the geographical importance of Pakistan's location with reference to latitudes and longitudes.</li> <li>• Analyze the major physical features of Pakistan, including mountains, plateaus, plains, deserts, coasts, glaciers, and rivers.</li> <li>• Outline the significance of Sindh's major physical features, such as mountains, plains, forests, deserts, coasts, and rivers.</li> <li>• Evaluate the potentials and challenges for developing Pakistan's physical infrastructure.</li> <li>• Explain the importance of Sindh's seaports, barrages, lakes, canals, and dams for economic and social development.</li> </ul>
Climate and Climatic Regions	<ul style="list-style-type: none"> <li>• Describe the major climatic regions of Pakistan and their key features.</li> <li>• Explain the temperature and precipitation patterns across different regions and seasons of Pakistan.</li> <li>• Divide Pakistan into climatic regions and explain the characteristics of each.</li> <li>• Analyze the impact of climate on human activities and livelihoods in various parts of the country.</li> </ul>

<ul style="list-style-type: none"> <li>• Natural Resources:</li> <li>• Power &amp; Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how power is generated in Pakistan.</li> <li>• Evaluate the importance of natural resources like water, forests, and irrigation systems for Pakistan's economic development.</li> <li>• Describe the distribution and importance of renewable and non-renewable energy resources in Pakistan.</li> <li>• Compare the advantages and disadvantages of Hydro, Thermal, and nuclear electricity generation.</li> <li>• Explain non-conventional sources of energy, including wind, solar, and biogas.</li> <li>• Compare the cost-effectiveness of conventional versus non-conventional energy sources.</li> </ul>
<ul style="list-style-type: none"> <li>• Mineral Resources:</li> <li>• (Metallic and non-metallic)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance and nature of mineral resources in Pakistan.</li> <li>• Outline the role of minerals in the national economy.</li> <li>• Evaluate the distribution and uses of metallic and non-metallic minerals in Pakistan.</li> </ul>
<p>Population:</p> <ul style="list-style-type: none"> <li>• Characteristics and demographic profile of Pakistan.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the demographic profile of Pakistan, including population growth and distribution.</li> <li>• Explain the importance of the census for planning and development.</li> <li>• Compare the rural and urban composition of Pakistan's population.</li> <li>• Evaluate the gender composition and its impact on social and economic conditions.</li> <li>• Identify the causes of population growth and its density in Pakistan.</li> <li>• Suggest solutions for controlling rapid population growth.</li> <li>• Analyze the importance of the literacy rate and population census for national development.</li> </ul>
<p><b>POLITICAL SCIENCE/ CIVICS:</b></p> <ul style="list-style-type: none"> <li>• State: elements of state</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the main elements of a state, including population, territory, government, and sovereignty.</li> <li>• Describe the modern nation-state and its origins with reference to the Treaty of Westphalia (1648).</li> <li>• Differentiate between a welfare state and a liberal state.</li> </ul>

<ul style="list-style-type: none"> <li>• Political system: government</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the different forms of government, including Parliamentary, Unitary, Federal, and Presidential systems.</li> <li>• Define and explain Diarchy, Monarchy, Democracy, and Proportional Representation.</li> <li>• Describe the system of checks and balances and its importance in governance.</li> </ul>
<ul style="list-style-type: none"> <li>• Separation of powers</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the powers of the Executive, Legislature, and Judiciary.</li> <li>• Explain the functions of each branch of government.</li> </ul>
<ul style="list-style-type: none"> <li>• Ideology, Its sources and significance</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance and basic features of the ideology of Pakistan.</li> <li>• Describe the major sources of Pakistan's ideology, including Islamic teachings, social and cultural values, historical legacy, and nationalism.</li> <li>• Analyze the origin and significance of the Two-Nation Theory.</li> <li>• Critically analyze the ideology of Pakistan with reference to the views of Quaid-e-Azam Muhammad Ali Jinnah and Dr. Allama Muhammad Iqbal.</li> </ul>
<ul style="list-style-type: none"> <li>• Protection of Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of human rights and its basic features.</li> <li>• Compare the rights and obligations of citizens under the 1973 Constitution and the UN Human Rights Declaration (1948).</li> <li>• Describe the state of human rights in Pakistan.</li> <li>• Understand and appreciate the importance of human rights both nationally and internationally.</li> <li>• Explain the role of the state in protecting citizens' basic rights.</li> <li>• Analyze the impact of property rights on the growth and development of trade and business.</li> </ul>
<ul style="list-style-type: none"> <li>• Redressal of grievances and Violation of Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the role of the Ombudsman in resolving citizens' complaints and grievances in Pakistan.</li> <li>• Summarize the powers and functions of the Ombudsman.</li> <li>• Explain the role of the Women Ombudsman in addressing issues faced by women, including domestic violence.</li> <li>• Analyze the functions of the Women Protection and Anti-Harassment Cell (WPC).</li> <li>• Explain the role of the Human Rights Cell in protecting rights in Pakistan.</li> <li>• Outline the functions of the Ministry of Human Rights in Pakistan.</li> </ul>

<ul style="list-style-type: none"> <li>• Pakistan's foreign policy:</li> <li>• (ideological basis, historical legacy, geographical location, Indian threat and economic compulsion)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the guiding principles of Pakistan's foreign policy.</li> <li>• Describe the key factors influencing Pakistan's foreign policy, such as ideology, geographic location, population, leadership, public opinion, military strength, natural resources, and economic development.</li> <li>• Identify Pakistan's friendly states, including neighboring countries, Muslim nations, and major powers.</li> </ul>
<b>ECONOMICS:</b> <ul style="list-style-type: none"> <li>• Agriculture Development in Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of major crops for Pakistan's economic development.</li> <li>• Classify the major sources of irrigation in Pakistan.</li> <li>• Analyze the significance of cash and food crops in both irrigated and rain-fed agriculture for Pakistan's economic growth.</li> <li>• Explain the major challenges faced by agriculture in Pakistan, particularly in Sindh.</li> <li>• Propose solutions to address the problems in agriculture in Pakistan and Sindh.</li> </ul>
<b>Industrial Development in Pakistan</b> <ul style="list-style-type: none"> <li>• Classification of Industry (Primary, Secondary and Tertiary)</li> </ul>	<ul style="list-style-type: none"> <li>• Classify industries into primary, secondary, and tertiary sectors.</li> <li>• Highlight the major industries of Pakistan and Sindh and their role in economic development.</li> <li>• Identify future opportunities for different industries in Pakistan, including agro-based, small-scale, large-scale, and heavy industries.</li> </ul>
<ul style="list-style-type: none"> <li>• Human Resource Development</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the indicators of human development index described by the UN.</li> <li>• Analyse the major problems faced in the human development (Education, Skill, Employment, Empowerment Economic Opportunities, Environment).</li> <li>• Outline the employment opportunities under the China Pakistan Economic Corridor (CPEC).</li> <li>• Analyze the impact of CPEC project on the industry of Pakistan.</li> </ul>
<b>SOCIOLOGY:</b> <ul style="list-style-type: none"> <li>• Leadership &amp; Community Development</li> <li>• Personalities: "Male and Female"</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the contributions of local and national leaders to culture and community development.</li> <li>• Analyze the role of prominent personalities in education.</li> </ul>

<ul style="list-style-type: none"> <li>• (Sufis, Social Workers, Politicians, Scientists, Economists, Educationist, Agriculturists, Sportsmen.)</li> <li>• Bilqees Edhi, Barter Frier, Dr Ruth Pfau, Apa Shams Abbasi</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight the achievements of key figures in agriculture, nuclear technology, medicine, education, and sports.</li> </ul>
<p><b>Pakistani Society &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• Characteristics/Elements of Culture, Pakistani Cultures, Languages of Pakistan.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the salient features of Pakistani society and culture.</li> <li>• Categorize the various forms of Pakistani culture.</li> <li>• Highlight negative aspects of Pakistani culture, such as dowry and honor killings.</li> <li>• Differentiate between language and dialect.</li> <li>• Trace the development of Urdu and other regional languages in Pakistan.</li> <li>• Evaluate the importance of languages spoken across Pakistan.</li> <li>• Analyze the role of Sindhi literature and its influence.</li> <li>• Explain the features of Pakistani literature, including folklore and poetry.</li> <li>• Describe the distinctive features of Pakistani architecture post-independence.</li> <li>• Evaluate the significance of the ceramics industry and handicrafts in different regions of Pakistan.</li> <li>• Explain the process of pottery-making and different forms of painting in Pakistan.</li> <li>• Highlight the importance of embroidery skills in Pakistani culture.</li> <li>• Describe the social structure and cultural values of Sindhi society, including folktales, folk music, and festivals.</li> </ul>
<p><b>SPORTS AND TOURISM:</b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Indigenous: National and International:</li> <li>• (Indoor and Outdoor)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of sports for health in Pakistan.</li> <li>• Describe the health benefits of cycling.</li> <li>• Highlight the significance of indigenous games in Pakistan.</li> <li>• List the major indoor and outdoor games played in Pakistan.</li> <li>• Outline Pakistan's achievements in world sports, including hockey, cricket, squash, and others.</li> <li>• Suggest ways to promote sports culture in Pakistan.</li> </ul>
<p><b>Tourism in Pakistan:</b></p> <ul style="list-style-type: none"> <li>• (Their Importance, Attractions and Problems facing in the Tourist Industry)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the importance of tourism for Pakistan's economy.</li> <li>• Identify key historical and archaeological sites for tourism.</li> <li>• Evaluate the major tourist destinations in Sindh.</li> <li>• Summarize the challenges in developing Pakistan's tourism industry.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suggest ways to promote tourism in Pakistan.</li> <li>• Explain the problems tourists face at major tourist sites in Pakistan.</li> </ul>
Major Tourism Sites	<ul style="list-style-type: none"> <li>• Identify the challenges faced by tourists at major tourist sites, including:</li> <li>• Murree Hill</li> <li>• Gorakh Hill</li> <li>• Shogran</li> <li>• Naran-Kaghan</li> <li>• Manchar Lake</li> <li>• Keenjhar Lake (Noori Jam Tamachi)</li> <li>• Karonjhar Hill (Nangarparkar)</li> <li>• Sindh Museum</li> <li>• Sindhology Museum</li> </ul>
<ul style="list-style-type: none"> <li>• SKILL DEVELOPMENT</li> <li>• Communication Process</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate with diagram of four basic components of effective communication process. (SMCR)</li> <li>• Use social, electronic and print media for good communication skills.</li> <li>• Identify psychological, cultural and language barriers of effective communication.</li> <li>• Use various ways to overcome communication barriers.</li> <li>• Demonstrate different ways to make communication process more effective.</li> <li>• Group role-play exercises in different communication contexts (formal, informal, digital).</li> <li>• Create and present content via social or print media (news articles, blog posts, vlogs).</li> <li>• Simulation exercises to practice identifying and overcoming communication barriers.</li> </ul>
<b>Presentation Skills:</b>	<ul style="list-style-type: none"> <li>• Select different components for effective presentation skills.</li> <li>• Analyse various ways to improve your presentation skills.</li> <li>• Differentiate between communication skills and presentation skills</li> <li>• Deliver multiple types of presentations (informative, persuasive) in front of classmates or small groups.</li> <li>• Record and review your presentations to identify areas for improvement.</li> <li>• Participate in presentation feedback workshops where peers provide constructive critique.</li> </ul>

<b>Problem Identification:</b>	<ul style="list-style-type: none"> <li>• Outline various stages of problem identification.</li> <li>• Make a questionnaire for problem identification.</li> <li>• Evaluate the root cause of the problem.</li> <li>• Suggest problem-solving strategies.</li> <li>• Group projects where students identify problems within the school or community (e.g., environmental issues, social challenges).</li> <li>• Develop questionnaires or surveys to gather data and analyze it for problem identification.</li> <li>• Simulate problem-solving scenarios based on case studies, such as workplace conflicts or societal challenges.</li> </ul>
<b>Conflict Resolution:</b>	<ul style="list-style-type: none"> <li>• Evaluate major sources of conflict.</li> <li>• Analyse nature of conflict among individuals or organizations.</li> <li>• Use different techniques for conflict resolution.</li> <li>• Point out various steps to solve a conflict.</li> <li>• Formulate different strategies to follow up conflict resolution.</li> <li>• Role-play exercises where students take on the roles of disputing parties and mediators, practicing conflict resolution techniques.</li> <li>• Debate sessions or group discussions on contentious issues, using learned conflict resolution strategies to reach a consensus.</li> <li>• Mock mediation sessions to solve conflicts, followed by feedback on techniques used.</li> </ul>

## DEFINITIONS OF COGNITIVE LEVELS

### **Remember**

Remembering is the act of retrieving knowledge and can be used to produce things like definitions or lists. The student must be able to recall or recognise information and concepts. The teacher must present information about a subject to the student, ask questions that require the student to recall that information and provide written or verbal assessment that can be answered by remembering the information learnt.

#### **Question Stems**

- Can you name all the ...?
- Describe what happens when ...?
- How is (are) ...?
- How would you define ...?
- How would you identify ...?
- How would you outline ...?
- How would you recognise...?
- List the ... in order.
- What do you remember about ...?
- What does it mean?
- What happened after?
- What is (are) ...?
- What is the best one?
- What would you choose ...?
- When did ...?
- Where is (are) ...?
- Which one ...?
- Who spoke to ...?
- Who was ...?
- Why did ...?

### **Understand**

The next level in the taxonomic structure is Understanding, which is defined as the construction of meaning and relationships. Here the student must understand the main idea of material heard, viewed, or read and interpret or summarise the ideas in their own words. The teacher must ask questions that the student can answer in their own words by identifying the main idea.

#### **Question Stems**

- Can you clarify...?
- Can you illustrate ...?
- Condense this paragraph.
- Contrast ...
- Does everyone think in the way that ... does?
- Elaborate on ...
- Explain why ...
- Give an example
- How can you describe...?
- How would you clarify the meaning...?
- How would you compare ...?
- How would you differentiate between ...?
- How would you describe...?
- How would you generalise...?
- How would you identify ...?
- Is it valid that ...?
- Is this the same as ...?
- Outline ...
- Select the best definition...
- State in your own words...
- This represents ...
- What are they saying?
- What can you infer from ...?
- What can you say about ...?
- What could have happened next?
- What did you observe?



	<ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• What expectations are there?</li> <li>• What information can you infer from...?</li> <li>• What is the main idea of ...?</li> <li>• What restrictions would you add?</li> <li>• What seems likely?</li> <li>• What seems to be ...?</li> <li>• What would happen if ...?</li> <li>• What might happen if ...?</li> <li>• Which are the facts?</li> <li>• Which statements support ...?</li> </ul>
<p><b>Apply</b></p> <p>The third level in Bloom's taxonomy, Applying, marks a fundamental shift from the pre-Bloom's learning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and applying it to real-world exercises, challenges or situations. Students must apply an abstract idea in a concrete case to solve a problem or relate it to prior experience. The teacher must provide opportunities for students to use theories and problem-solving techniques in new situations and review and check their work. Assessment questions should be provided that allow students to define and solve problems.</p> <p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>• Can you group by characteristics such as ...?</li> <li>• Choose the best statements that apply...</li> <li>• Clarify why ...</li> <li>• Do you know of another instance where ...?</li> <li>• Draw a story map...</li> <li>• Explain why a character acted in the way that he did...</li> <li>• From the information given, can you develop a set of instructions about ...?</li> <li>• How would you develop ...?</li> <li>• How would you change ...?</li> <li>• How would you demonstrate...?</li> </ul>	<p><b>Analyse</b></p> <p>Analysing is the cognitive level where students can take the knowledge they have remembered, understood and applied, then delve into that knowledge to make associations, discernments or comparisons. Students should break down a concept or idea into parts and show relationships between these parts. Teachers must give students time to examine concepts and their requisite elements. Students are required to explain why they chose a solution.</p> <p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>• Can you distinguish between ...?</li> <li>• Can you explain what must have happened when ...?</li> <li>• Determine the point of view, bias, values, or intent underlying the presented material...</li> <li>• Discuss the pros and cons of ...</li> <li>• How can you classify ... according to ...?</li> <li>• How can you compare the different parts?</li> <li>• How can you sort the different parts...?</li> <li>• How is ... connected to ...?</li> <li>• How is ... similar to ...?</li> <li>• How would you categorise...?</li> <li>• How would you explain...?</li> </ul>

<ul style="list-style-type: none"> <li>• How would you develop?</li> <li>• How would you explain ...?</li> <li>• How would you modify ...?</li> <li>• How would you present...?</li> <li>• How would you solve ... ?</li> <li>• Identify the results of ...</li> <li>• Illustrate the ...</li> <li>• Judge the effects of ... What would result ...?</li> <li>• Predict what would happen if ...</li> <li>• Tell how much change there would be if ...</li> <li>• Tell what would happen if ...</li> <li>• What actions would you take to perform ...?</li> <li>• What do you think could have happened next?</li> <li>• What examples can you find that ?</li> <li>• What other way would you choose to ...?</li> <li>• What questions would you ask of ...?</li> <li>• What was the main idea ...?</li> <li>• What would the result be if ...?</li> <li>• Which factors would you change if ...?</li> <li>• Who do you think...?</li> <li>• Why does this work?</li> <li>• Write a brief outline ...</li> <li>• Write in your own words ...</li> </ul>	<ul style="list-style-type: none"> <li>• What could the ending have been if ... had taken place?</li> <li>• State the point of view of ...</li> <li>• What are some of the problems of ...?</li> <li>• What assumptions ...?</li> <li>• What can you infer about...?</li> <li>• What can you point out about ?</li> <li>• What conclusions ...?</li> <li>• What do you see as other possible outcomes?</li> <li>• What does the author assume?</li> <li>• What explanation do you have for ...?</li> <li>• What ideas justify the conclusion?</li> <li>• What ideas validate...?</li> <li>• What is the analysis of ...?</li> <li>• What is the function of ...?</li> <li>• What is the problem with ...?</li> <li>• What motive is there?</li> <li>• What persuasive technique is used?</li> <li>• What statement is relevant?</li> <li>• What was the turning point?</li> <li>• What were some of the motives behind ...?</li> <li>• What's fact? Opinion?</li> <li>• What's the main idea?</li> <li>• What's the relationship between?</li> <li>• Which events could not have happened?</li> <li>• Why did ... changes occur?</li> <li>• Why do you think ?</li> </ul>
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## BLOOM'S TAXONOMY WITH EXAMPLES

### Conclusion

If you are a teacher looking for ways to engage your students in learning, this LIST of questions might be interesting for your classroom practice. Bloom's Taxonomy question stems can help elicit higher-order thinking skills and promote critical thinking among learners at different taxonomy levels. These question stems can also encourage students to think about their knowledge through reflection before answering questions.

### ACTION WORDS FOR COGNITIVE LEVELS

Knowledge	Understand	Apply	Analyze	Evaluate	Create
					
define	explain	solve	analyze	reframe	design
identify	describe	apply	appraise	criticize	compose
describe	interpret	illustrate	judge	evaluate	create
label	paraphrase	modify	support	order	plan
list	summarize	use	compare	compare	combine
name	classify	calculate	decide	classify	formulate
state	compare	change	discriminate	contrast	invent
match	differentiate	choose	recommend	distinguish	hypothesize
recognize	discuss	demonstrate	summarize	infer	substitute
select	distinguish	discover	assess	separate	write
examine	extend	experiment	choose	explain	compile
locate	predict	relate	convince	select	construct
memorize	associate	show	defend	categorize	develop
quote	contrast	sketch	estimate	connect	generalize
recall	convert	complete	grade	differentiate	integrate
reproduce	demonstrate	construct	measure	divide	modify
tabulate	estimate	dramatize	predict	order	organize
tell	express	interpret	rank	prioritize	prepare
Copy	identify	manipulate	score	survey	produce

discover	indicate	paint	select	calculate	rearrange
duplicate	infer	prepare	test	conclude	rewrite
enumerate	relate	teach	argue	correlate	adapt
listen	restate	act	conclude	deduce	anticipate
observe	select	collect	consider	devise	arrange
omit	translate	compute	critique	diagram	assemble
read	ask	explain	debate	dissect	choose
recite	cite	list	distinguish	estimate	collaborate
record	discover	operate	editorialize	evaluate	facilitate
repeat	generalize	practice	justify	experiment	imagine
retell	group	simulate	persuade	focus	intervene
visualize	illustrate	transfer	rate	illustrate	make
	judge	write	weigh	organize	manage
	observe			outline	originate
	order			plan	propose
	report			question	simulate
	represent			test	solve
	research				support
	review				test
	rewrite				validate
	show				

**SSC PART II EXAMINATION**  
**MARKS BREAKUP GRID FOR EXAMINATION 2025**

**SCIENCE GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
BIOLOGY	60	15	75
MATHEMATICS	75	-	75
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

**COMPUTER SCIENCE GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
PHYSICS	60	15	75
CHEMISTRY	60	15	75
COMPUTER SCIENCE	60	15	75
MATHEMATICS	75	-	75
<b>TOTAL</b>	<b>505</b>	<b>45</b>	<b>550</b>

**GENERAL GROUP:**

SUBJECT	THEORY	PBA	TOTAL
ENGLISH	100	-	100
URDU EASY / SINDHI EASY	75	-	75
PAKISTAN STUDIES	75	-	75
GENERAL SCIENCE	75	-	75
GENERAL MATH	75	-	75
EDUCATION	75	-	75
ECONOMICS	75	-	75
CIVICS	75	-	75
ISLAMIC STUDIES	75	-	75
<b>TOTAL</b>	<b>550</b>	<b>-</b>	<b>550</b>