



Sindh Curriculum

COMMERCIAL GEOGRAPHY

(Commerce Group)

Grade XII

2026

GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT
DIRECTORATE OF CURRICULUM, ASSESSMENT
& RESEARCH SINDH JAMSHORO

Preamble

In line with our constitutional commitment to quality education for all and in alignment with the National Curriculum of Pakistan, the Directorate of Curriculum, Assessment and Research (DCAR) Sindh introduces the new Sindh Curriculum for Commercial Geography XII (Commerce Group) 2026. In a world where knowledge evolves at an unprecedented pace, this Curriculum reaffirms our commitment to equipping the children of Sindh with contemporary knowledge, critical thinking, 21st century skills and competencies in technology, empowering them to thrive provincially, nationally and globally.

This curriculum marks a deliberate shift from rote memorisation to conceptual understanding, analytical thinking, student-centred approaches and real-world application. Our aim is to foster creativity, strengthen problem-solving abilities and inspire a passion for lifelong learning. While aligned with national standards and global best practices, this Curriculum remains deeply rooted in the rich cultural, economic and geographic context of Sindh.

The Curriculum serves as a comprehensive roadmap for all stakeholders, including educators, textbook developers, assessment experts and school leaders. It features clearly articulated standards, benchmarks and grade-wise Student Learning Outcomes (SLOs) that act as measurable milestones for student progress. With strong vertical and horizontal alignment, the curriculum builds on prior learning, promotes cross-disciplinary connections and prepares students for both academic achievement and real-life challenges.

To ensure effective implementation, the Curriculum provides detailed guidelines for instruction, textbook and teacher guide development and student assessment. These components work in harmony to support a coherent and practical application of the curriculum across classrooms.

The development of this curriculum was a deeply collaborative and consultative process involving a diverse group of experts, practicing teachers, academicians and partners from both the public and private sectors. Their collective insight was instrumental in shaping a Curriculum that is contextually relevant, age appropriate and responsive to the needs of learners.

The ink never dries on a curriculum, it is an ongoing journey. As such, this is a living document, open to periodic review and refinement. We welcome and encourage feedback from all users to ensure it continues to evolve in line with the educational aspirations of Sindh.

Noor Ahmed Khoso

Director,

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1. Introduction

In alignment with the constitutional commitment of the Directorate of Curriculum, Assessment & Research (DCAR) Sindh to quality education for all, this curriculum addresses the critical need for a modernised and rigorous Commercial Geography curriculum for Grade XII (Commerce Group). Commercial Geography is one of the most dynamic branches of geography, bringing together the natural and human environments through the study of trade, transport, industries and economic resources. It explores how geographical factors influence the production, distribution and exchange of goods and services across the world. In the modern era of globalisation, where economies are increasingly interdependent, understanding Commercial Geography is not merely an academic pursuit but an essential toolkit for informed citizenship, commercial decision-making and professional success.

The curriculum is crafted to be both intellectually stimulating and practically relevant, linking geographic concepts and tools to real-world commercial phenomena in Pakistan and beyond. The learning journey is structured to be progressive: it begins with the geographic tools of the trade (maps, geospatial technology, data analysis and fieldwork) and the physical foundations of commerce, moves through population, agriculture, water, energy, industry and trade, and culminates in a sustainable-futures capstone in which students design an evidence-based development plan for an industry in Sindh.

1.1 Rationale

The development of this Curriculum is driven by the urgent need to equip students with the knowledge, skills and ethical grounding required to thrive in a rapidly evolving, spatially interconnected economy. Students who can read the commercial landscape, where resources lie, how goods move, why industries locate where they do, and how climate and environment shape opportunity, are prepared for the decisions that businesses, governments and communities in Sindh face every day. In a developing country like Pakistan, the study of Commercial Geography acquires even greater importance: it helps identify commercial opportunities, understand the economic potential of different regions and evaluate the impact of international trade policies, industrial growth and transport systems on national prosperity.

The curriculum is organised around five interconnected key concepts that give the subject its coherence: patterns and spatial relationships (the distribution, arrangement and connection of economic activities across space); systems and interdependence (how commercial, social and environmental systems interact globally and locally); sustainability and resilience (the long-term viability of economic practices and the capacity of communities to adapt); globalisation and power dynamics (the forces driving economic integration and the shifting balance of commercial influence); and change and innovation (how technology and creative solutions transform commercial landscapes). These concepts run through all eight domains, from geographic tools to the sustainable-futures capstone.

Commercial Geography also completes a coherent learning pathway. It builds vertically on the map and globe skills of Social Studies (Grades 4 to 8) and the physical, agricultural and industrial geography of Pakistan Studies (Grades 9 and 10), lifting students from describing features to analysing, evaluating and designing. Horizontally, it coordinates with its Commerce-group siblings: Economics supplies the theory of trade and national income, Principles of Commerce the procedures of business, and Banking the instruments of finance, while Commercial Geography contributes the spatial lens none of them provides. The subject opens pathways into logistics and supply-chain management, international trade and customs,

urban and regional planning, geographic information systems (GIS) and geospatial analysis, energy and resource management, agribusiness and the blue economy, and environmental consultancy; the fieldwork outcome and the capstone project give every student a portfolio artefact for college and scholarship applications.

1.2 Vision and Aims of the Curriculum

Our vision is to empower Commerce students in Sindh to become critically thinking, geographically literate and ethically minded citizens who can analyse the dynamic interplay between global economic systems and local places, and contribute to a sustainable and prosperous economic future for Sindh and Pakistan.

This curriculum aims to empower students with the following knowledge, skills and values:

Knowledge and Conceptual Understanding

Understand the spatial organisation of economic activities, from agriculture and mining to manufacturing and digital industries, and how location, environment, technology and infrastructure shape commercial patterns.

Master core geographic concepts, tools and terminologies, including thematic maps and GIS, demographic models, resource systems, industrial location, trade routes and corridors, and sustainable development.

Recognise the interconnectedness of physical environments, human populations and commercial systems, and their application to Pakistan's economy.

Skills

Develop higher-order thinking to critically analyse spatial data, interpret maps, graphs and models, and evaluate resource, industrial and trade strategies.

Apply quantitative and geospatial skills to calculate demographic measures, analyse trade and production data, and conduct structured fieldwork that turns local observation into evidence.

Strengthen investigative and reasoning skills through case studies, data-response exercises and the analysis of contemporary commercial-geographic issues such as the China-Pakistan Economic Corridor (CPEC), the Thar coalfield and the blue economy.

Attitudes and Values

Internalise the importance of evidence-based decision-making about resources, environment and commerce.

Foster a sense of ethical responsibility and civic engagement when considering the social, environmental and distributive impacts of commercial activity.

Cultivate an appreciation for sustainable development, climate resilience and the responsible stewardship of Pakistan's natural and human resources.

1.3 Guiding Principles

This curriculum marks a deliberate shift from rote memorisation of geographic facts to a conceptual, application-based and student-centred approach. Its design is guided by the following principles:

Focus on Conceptual Understanding: emphasising a deep grasp of spatial reasoning and geographic models over simple recall, enabling students to apply concepts such as industrial location theory and demographic transition to new situations.

Inquiry-Based and Student-Centred Learning: engaging students as active investigators who explore case studies, analyse maps and data, conduct fieldwork and construct their own understanding through guided inquiry and problem-solving.

Skills-Based Education: balancing theoretical knowledge with the development of 21st-century skills, including data literacy, geospatial analysis, critical evaluation and logical argumentation, essential for modern assessments.

Outcome-Focused Design: structuring the curriculum around clear and measurable Standards, Benchmarks and Student Learning Outcomes (SLOs) to ensure a logical and progressive learning path.

Integration and Coherence: building on prior learning from Social Studies and Pakistan Studies while creating clear, non-duplicative connections with Economics, Principles of Commerce, Banking, and Business Mathematics and Statistics.

Relevance and Context: prioritising the application of geographic concepts to the specific context of Sindh and Pakistan, using local examples (Karachi's industry, the Indus water system, Thar, Reko Diq, CPEC) to ground learning in reality, while keeping a genuinely global perspective on trade and supply chains.

Equity by Design: ensuring that assessment never depends on resources a student may lack; wherever a task requires a map, dataset or digital tool, the required stimulus is supplied or a non-digital alternative is defined.

1.4 Curriculum Development Process

This curriculum is the product of a rigorous, collaborative and multi-stage development process led by the Directorate of Curriculum, Assessment & Research (DCAR) Sindh. A dedicated Provincial Review Committee, comprising practicing teachers, academicians, curriculum specialists and assessment professionals from across the Commerce group, guided this comprehensive undertaking.

The process began with a thorough needs assessment, which included a critical review of the existing syllabus and draft materials, a comparative analysis against national and international standards for geography and commerce education, and extensive consultations with the Sindh Textbook Board and teacher trainers. This research phase incorporated widespread feedback from teachers and other key stakeholders to ensure the curriculum is both academically sound and practically implementable.

Informed by this evidence, the committee established the curriculum's core philosophy, domains, standards and benchmarks. This foundation guided the iterative cycles of drafting, reviewing and refining the core syllabus, including its learning outcomes, assessment scheme and guidelines for textbooks, teaching strategies and professional development. The result is a document that is relevant, high-quality and fully aligned with the educational aspirations of Sindh, and that examines Commercial Geography on the same structural template as its notified Commerce-group siblings.

1.5 Major Changes and Key Features

This curriculum introduces substantial changes in architecture, scope, cognitive demand and assessment. It introduces eight coherent domains, each defined by a Standard, Benchmarks and a consolidated set of 52 verb-led, measurable SLOs, so that every outcome earns its place and can be taught and examined at depth.

A decisive shift to higher-order thinking. Where the baseline's outcomes are dominated by recall and explanation, this curriculum examines Knowledge at 20%, Understanding at 30% and Application-and-higher at 50%, and its outcome set is predominantly analytical, evaluative and creative, which is appropriate for a Grade XII.

A genuinely commercial and global scope. The Pakistan focus is retained and deepened (the Indus water system, Thar energy, Reko Diq, Karachi's industrial coast, CPEC), but it is now set inside the global commercial geography the subject exists to teach: world trade routes and corridors, global supply chains and multinational power relationships, trade blocs, and the digital economy's impact on trade. New strands cover the physical foundations of commerce, the Demographic Transition Model and human development indicators, fisheries and the blue economy, informal and cottage industry, and climate-change adaptation organised around the Sustainable Development Goals.

A modern assessment model. The single written examination of the baseline gives way to the notified Commerce-group scheme: an 80% theory paper (multiple-choice, restricted-response and extended-response sections) plus a 20% moderated Project-Based Assessment delivered through the capstone outcome, supported by an equitable supplied-stimulus policy for all map- and data-dependent tasks and a dedicated fieldwork outcome.

Skills and delivery apparatus. The curriculum integrates thematic mapping, atlas work and tiered GIS, mandates a bound world atlas in the textbook, embeds concise bracketed guidance for teachers and textbook authors directly under the outcomes that need it, and is supported by detailed textbook guidelines, a mandatory Teacher's Guide and Practical/Project Manual, and a Continuous Professional Development framework.

1.6 Organisation of the Curriculum Document

The curriculum is organised into a clear, multi-level structure to ensure ease of use and implementation:

Domains: the eight broad thematic areas of Commercial Geography, from Geographic Tools for a Commercial World through Earth Features, Demographics and Development, Agriculture and Water, Energy and Minerals, Industries and Supply Chains, and Trade, Transport and the Digital Economy, to Globalisation and Sustainable Futures.

Standards: overarching goals that define what students should know and be able to do within each domain.

Benchmarks: key checkpoints, each followed by its content scope, that describe the knowledge and skills students are expected to achieve by the end of the course.

Student Learning Outcomes (SLOs): specific, observable and measurable competencies in the bracketed code form [SLO: CG-12-A-01], providing clear targets for teaching and assessment.

Teacher and author notes: concise bracketed guidance placed directly under an outcome (or under a domain's Benchmark) wherever delivery, resourcing or subject boundaries need to be made explicit.

These components are supported by detailed sections on Assessment and Evaluation, Teaching and Learning Strategies, Guidelines for Textbook Development, Continuous Professional Development (CPD) and Educational Resources, which together form a complete and cohesive framework for modern Commercial Geography education in Sindh.

2. Progression Grid

The curriculum is structured around eight domains (A to H), each defined by a Standard, one or more Benchmarks with their content scope, and a set of Student Learning Outcomes (SLOs) in the bracketed code form [SLO: CG-12-Domain-Number]. The 52 outcomes progress from geographic tools and physical foundations, through population, resources, industry and trade, to a culminating sustainable-futures capstone. Where an outcome needs specific delivery or authoring guidance, a bracketed note for the teacher and textbook author is placed directly beneath it; guidance that applies to a whole domain is placed once beneath the domain's Benchmark.

Domain A: Geographic Tools for a Commercial World

Standard: Students will utilise geographic tools, technologies and concepts to investigate the spatial organisation of economic activities and ask critical questions about the commercial world.

Benchmark I: Students will demonstrate proficiency in using maps, geospatial technology, data analysis and fieldwork to interpret and represent economic patterns and relationships, forming a foundation for commercial inquiry:

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-A-01]: Define and differentiate between Commercial and Economic Geography and justify the importance of the subject for commerce students using at least two specific economic examples.

[Start from introduction to geography as a review]

[SLO: CG-12-A-02]: Classify economic activities (primary, secondary, tertiary, quaternary, quinary) using a flowchart or diagram and provide at least two accessible local examples for each category.

[SLO: CG-12-A-03]: Use latitude, longitude, time zones and the International Date Line to analyse the spatial and temporal logistics of global trade, including calculating delivery times across time zones for international shipments.

[This SLO will be assessed through Project-Based Assessment (PBA)]

[SLO: CG-12-A-04]: Interpret a supplied thematic map/atlas showing the distribution of a key commercial resource in Pakistan using geographic terminology.

[Note for teacher/author: printed maps and a full world atlas are the guaranteed floor and must be bound into the textbook; constructing a GIS/online thematic map is an extension where a computer lab is available. In examinations the base map is supplied. Google maps are also useful]

[SLO: CG-12-A-05]: Analyse the commercial-geographic impact of Information Technology and e-commerce (including digital payments) on traditional business models and their spatial organisation, using paired local and global case studies (e.g., Daraz vs Amazon).

[Note for teacher/author: build above the Grade XI e-commerce basics of [SLO:POC-11-G-01 to 06]; analyse the spatial and business-model impact, do not re-define e-commerce models.]

[SLO: CG-12-A-06]: Plan and conduct a local field study (e.g., a wholesale market, port facility or industrial estate), collecting, presenting and interpreting primary geographic data to answer a commercial-geographic question.

[This SLO will be assessed through PBA]

[Note for teacher/author: the fieldwork skill is synthesised later in the H-06 capstone; a single term-long study can serve both.]

Domain B: Earth Features: Physical Foundations of Commerce

Standard: Students will analyse how the physical environment (landforms, climate, natural regions, water bodies and hazards) shapes the location and viability of economic and commercial activity.

Benchmark I: Students will explain and evaluate the influence of physical-geographic factors on commercial patterns globally and in Pakistan, providing the natural-environment foundation for the resource, agricultural and industrial domains that follow:

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-B-01]: Describe Earth's major landform types (mountains, plateaus, plains, coasts) and explain how relief influences the location of commercial and economic activity, with Pakistani examples.

[SLO: CG-12-B-02]: Explain the elements of weather and climate and analyse how major climate types shape agricultural and commercial land use globally and in Pakistan.

[SLO: CG-12-B-03]: Classify the world's major natural regions/biomes and relate each to its characteristic economic activities.

[SLO: CG-12-B-04]: Analyse the commercial significance of oceans, seas and inland waters (fishing grounds, shipping lanes, ports) with reference to the Arabian Sea and Pakistan's coastline.

[SLO: CG-12-B-05]: Evaluate how natural hazards (floods, earthquakes, droughts, cyclones) threaten commercial activity in Pakistan and assess mitigation and resilience measures.

Domain C: People and Economic Activity: Demographics and Development

Standard: Students will analyse how human population characteristics, dynamics and levels of development shape and are shaped by economic systems.

Benchmark I: Students will evaluate how population structure, migration and human development create both opportunities and challenges for commercial growth and sustainability in different contexts.

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-C-01]: Analyse global population distribution and density patterns using maps and demographic data, identifying at least three influencing factors.

[pbs.gov.pk, esri.com]

[SLO: CG-12-C-02]: Calculate and interpret key demographic metrics (birth rate, death rate, natural increase rate, dependency ratio) for two countries at different development levels and relate them to economic structure.

[This SLO will be assessed through PBA]

[Note for teacher/author: special cases like doubling time of population may be calculated; the statistical and graphing technique is taught in Business Mathematics and Statistics; Commercial Geography applies it to demographic data.]

[SLO: CG-12-C-03]: Interpret the Demographic Transition Model and population pyramids, linking each stage to economic structure and labour supply.

[SLO: CG-12-C-04]: Evaluate the impact of population growth and migration on commercial activity, with specific reference to urbanisation in Karachi/Sindh.

[SLO: CG-12-C-05]: Compare developed, developing and least developed countries using at least three economic and social indicators, including the Human Development Index (HDI) and Gross National Income (GNI) per capita.

[This SLO will be assessed through PBA]

[Note for teacher/author: development classification uses HDI and GNI per capita; this complements Economics' national-income lens, do not duplicate income accounting.]

Domain D: Sustaining Our Resources: Agriculture, Water and Food Systems

Standard: Students will evaluate the sustainability of global and Pakistani food-production systems, analysing the interrelationships between physical environments, economic markets and resource management.

Benchmark I: Students will analyse the environmental, economic and social factors influencing agriculture, water use and fisheries, and propose strategies for enhancing food security and sustainability in Pakistan.

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-D-01]: Compare major farming systems/patterns and their global distribution using at least two examples for each system.

[at least one local and one global example]

[SLO: CG-12-D-02]: Analyse the physical and human (economic) factors influencing the global distribution of four major crops using world maps and economic data.

[Focus on the student's ability to analyse]

[SLO: CG-12-D-03]: Evaluate the challenges and opportunities facing Pakistan's agricultural and forestry sector using data from at least two sources (e.g., Pakistan Bureau of Statistics, FAO (fao.org)), including deforestation and the commercial value of forest resources.

[SLO: CG-12-D-04]: Evaluate the significance of the Indus Waters Treaty and modern irrigation systems, including current trans-boundary water challenges and future prospects.

[SLO: CG-12-D-05]: Analyse Pakistan's water resources based on major dams and barrages (e.g., Tarbela, Mangla, Diamer-Bhasha, Sukkur, Kotri) and recommend measures to meet current and future needs.

[Note for teacher/author: the water-resource map (dams and barrages) is supplied; the assessed task is analysis and recommendation, not map production.]

[SLO: CG-12-D-06]: Evaluate how traditional irrigation methods (e.g., karez, sailaba/flood, rod-kohi) support small-scale farming and estimate their contribution to the food system.

[SLO: CG-12-D-07]: Analyse the distribution and economic significance of livestock farming globally and in Pakistan (using supplied maps for major producing areas), and recommend a strategy to develop it at commercial scale.

[Note for teacher/author: maps of major producing areas are supplied; the assessed task is analysis and a commercial-scaling recommendation.]

[SLO: CG-12-D-08]: Analyse the economic significance of Pakistan's fisheries and blue economy (e.g., Karachi Fish Harbour, coastal and inland fisheries) and evaluate their export potential and sustainability.

[video resource links are recommended when visit is not possible]

[SLO: CG-12-D-09]: Propose a plan to improve Pakistan's agricultural sustainability, evaluating it on economic viability, environmental impact and social equity.

[This SLO will be assessed through PBA]

Domain E: Powering the Economy: Energy and Mineral Resources

Standard: Students will analyse the geopolitics, environmental impacts and economic significance of global and national energy and mineral-resource systems.

Benchmark I: Students will evaluate Pakistan's energy mix and mineral-resource base and design a strategic plan for improving energy security and transitioning towards a more sustainable resource future.

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-E-01]: Classify energy and mineral resources and describe their global distribution patterns using world maps and at least three examples of each type.

[SLO: CG-12-E-02]: Analyse the geopolitical and economic significance of key mineral resources and the role of powerful nations and corporations in controlling them, leading with Pakistan's Reko Diq and Saindak (copper-gold) projects.

[Note for teacher/author: lead with Pakistan's Reko Diq and Saindak projects; global minerals (gold, platinum, uranium) are secondary examples.]

[SLO: CG-12-E-03]: Evaluate the environmental costs (degradation) of mineral extraction and energy production using specific examples from Pakistan (e.g., coal mining in Thar, marble extraction).

[SLO: CG-12-E-04]: Analyse Pakistan's energy shortfall and its impact on the national economy using recent data and identifying at least three contributing factors (e.g., circular debt, import dependence, transmission and distribution losses).

[SLO: CG-12-E-05]: Analyse the role of coal and hydel power in Pakistan's power generation and examine the scale and potential of the Thar coal reserves.

[SLO: CG-12-E-06]: Compare and evaluate non-renewable and renewable energy options (e.g., solar; the Ghara-Jhimpir wind corridor; hydel) and their impact on commercial growth in a developing economy.

[SLO: CG-12-E-07]: Evaluate the long-term economic and environmental impacts of mineral-resource depletion on national development using case studies from Pakistan and global contexts.

[SLO: CG-12-E-08]: Design a balanced national energy strategy for Pakistan, justified on feasibility, cost-effectiveness and environmental sustainability.

[This SLO will be assessed through PBA]

Domain F: The Making of Things: Industries and Global Supply Chains

Standard: Students will investigate the factors influencing industrial location and analyse the structure, logic and impacts of global production networks and supply chains.

Benchmark I: Students will trace a product along its global supply chain, analysing the roles of different regions (including Pakistan) and evaluating the economic, social and environmental consequences of modern production.

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-F-01]: Analyse the factors affecting the location of industries and apply them to explain the location of at least two industries in Pakistan.

[SLO: CG-12-F-02]: Analyse the global distribution of major industries (iron and steel, textile, Fertiliser) using supplied maps and explain the spatial patterns using the factors of industrial location.

[Note for teacher/author: the global-industry base map is supplied in the examination; the assessed task remains higher-order analysis.]

[SLO: CG-12-F-03]: Analyse the significance of the coastal location of industries in Karachi (e.g., SITE, Korangi, port proximity, export-processing zones).

[SLO: CG-12-F-04]: Evaluate the significance of informal, cottage and small-scale industries in Sindh (e.g., Ajrak, handicrafts, Hala/Sukkur crafts) to employment and exports.

[SLO: CG-12-F-05]: Diagnose the challenges facing Pakistan's industrial sector, proposing evidence-based solutions that are data-driven, economically viable and contextually appropriate.

[SLO: CG-12-F-06]: Evaluate the role of industrial policy in national economic development using at least two examples of industrial policies from Pakistan (e.g., CPEC Special Economic Zones, textile policy).

Domain G: The Connected Planet: Trade, Transport and the Digital Economy

Standard: Students will understand how flows of goods, information and capital through transport, trade and digital networks create a deeply interconnected global economy.

Benchmark I: Students will assess the role of transport modes, major trade blocs, transport corridors (like CPEC) and digital platforms in shaping global trade patterns and regional development, with a specific focus on Pakistan's strategic position.

[Note for teacher/author: division of topics within the Commerce group: trade theory and the Balance of Payments are covered in Economics [SLO: ECO-J-01...07]; import and export procedures in [SLO: POC-11-D-01...03]; trade finance and foreign exchange in Banking. Commercial Geography owns the spatial and commodity geography of trade: routes, corridors (CPEC), commodity patterns, transport modes and trade blocs as spatial entities.]

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-G-01]: Compare the major modes of transport (sea, air, rail, road, pipeline) in terms of cost, capacity, speed and suitability for different types of goods.

[SLO: CG-12-G-02]: Analyse the advantages and disadvantages of major global trade routes (e.g., Suez, Malacca, Cape, Hormuz) in terms of cost, time and geopolitical risk.

[SLO: CG-12-G-03]: Compare and contrast the objectives and impacts of major trade blocs (e.g., EU, ASEAN, SAARC, ECO) using at least three criteria (trade volume, tariff and non-tariff barriers).

[SLO: CG-12-G-04]: Evaluate the role of international organisations (e.g., WTO, IMF) in facilitating global trade, using policy examples relevant to Pakistan (e.g., EU GSP+ status).

[SLO: CG-12-G-05]: Analyse the commodity and spatial patterns of Pakistan's major exports and imports using recent trade data and identify at least three trends.

[Note for teacher/author: analyse the commodity and spatial patterns of Pakistan's trade; defer Balance-of-Payments analysis to Economics and trade procedures to Principles of Commerce.]

[SLO: CG-12-G-06]: Assess the strategic importance of CPEC and Pakistan's transport infrastructure, including potential benefits and challenges.

[SLO: CG-12-G-07]: Evaluate the growth of the digital economy (e-commerce logistics, fintech/digital payments, and IT/freelancing exports) and its impact on Pakistan's trade.

[Note for teacher/author: frame the digital economy's impact on trade geography; fintech and e-commerce mechanics are taught in Banking and Principles of Commerce.]

Domain H: Navigating the 21st Century: Globalisation and Sustainable Futures

Standard: Students will synthesise their geographical knowledge to analyse critical 21st-century issues, including globalisation, climate change and sustainable development, and propose actionable solutions.

Benchmark I: Students will develop a comprehensive project that analyses a major commercial-geographic challenge and proposes a sustainable, evidence-based strategy for the future of Pakistan.

[Note for teacher/author: H-06 is delivered as the notified 20% Project-Based Assessment (a term-long project assessed by the subject teacher and an end-of-year panel); use the United Nations Sustainable Development Goals as the organising frame. H-06 is assessed at the Create level, so delivery must allow genuine plan-building rather than a written test alone.]

Student Learning Outcomes (SLOs): Students will be able to:

[SLO: CG-12-H-01]: Analyse the positive and negative impacts of globalisation using at least two case studies (one from Pakistan and one global).

[SLO: CG-12-H-02]: Evaluate how environmental factors influence commercial activities using at least two examples from different sectors.

[SLO: CG-12-H-03]: Explain the purpose and process of an Environmental Impact Assessment (EIA) and conduct a simplified EIA for a proposed commercial project in Sindh.

[SLO: CG-12-H-04]: Analyse a specific environmental problem in Pakistan and its impact on a commercial sector, proposing data-based mitigation measures.

[SLO: CG-12-H-05]: Assess how climate change and extreme weather events (e.g., the 2022 floods, heatwaves, sea intrusion in the Indus delta) impact specific commercial sectors in Pakistan (agriculture, tourism, manufacturing) and propose adaptation strategies.

[SLO: CG-12-H-06]: Develop a sustainable-development plan for a specific industry in Sindh, using the UN Sustainable Development Goals as the organising framework.

[This SLO will be assessed through PBA]

3. Assessment and Evaluation

Assessment is a continuous process that systematically collects, analyses and utilises data on students' learning progress and performance to improve educational results. It combines formative assessment, which delivers ongoing feedback to enhance teaching and learning, with summative assessment, which measures overall accomplishment at the conclusion of instructional phases.

The primary objective of assessment is to evaluate students' learning outcomes, emphasising deep understanding, conceptual connections and the application of practical skills rather than rote memorisation. In Commercial Geography this means assessing what students can do with

maps, spatial data and real places: interpreting a supplied thematic map, calculating and reading demographic measures, evaluating a resource strategy, or defending a sustainable-development plan. Assessment provides educators with valuable insights into instructional effectiveness and facilitates evidence-based decisions to promote student development.

Guiding principles include ensuring strong connections among curriculum, instruction and assessment, incorporating multiple viewpoints and emphasising equity to address diverse learning preferences. Equity is a design rule in this subject: wherever a task depends on a map, dataset or digital tool, the required stimulus is supplied to the student, so that no candidate is disadvantaged by lack of internet, devices or a computer laboratory.

3.1 Shift in Assessment

Modern curricula emphasise outcomes such as inquiry, logical reasoning, problem solving, decision-making and teamwork, which are essential for success in a rapidly changing world. Achieving these outcomes requires instruction to shift toward meaningful learning experiences, with assessment practices evolving in parallel to evaluate them effectively.

Traditional assessments, typically standardised multiple-choice or short-response formats, are useful for gauging foundational knowledge and basic skills. However, they often fall short in assessing higher-order abilities like critical thinking, creativity and practical application, and may inadvertently promote rote memorisation rather than deeper engagement.

To bridge this gap, educators are increasingly adopting authentic and alternative assessments, such as performance tasks, portfolios, self-reflections and peer evaluations. These approaches situate learning in real-world contexts, employ diverse tools for a more comprehensive understanding of student progress and provide continuous feedback. This shift is critical in Commercial Geography, where the advanced capabilities that matter are demonstrated in performance: conducting a local field study of a market, port or industrial estate; analysing supplied trade data to identify commodity trends; tracing the supply chain of a Pakistani export product; or developing the capstone sustainable-development plan for an industry in Sindh. These capabilities are measured by performance-based assessments and by stimulus-based examination tasks, not by recall alone.

3.2 Integrating Assessment into the Learning Process: A Framework for Implementation

To achieve comprehensive curriculum implementation, assessment must be seamlessly embedded within instruction, serving as a dynamic tool for knowledge construction. This integration requires assessments that facilitate open-ended discussions for idea refinement, value diverse viewpoints by acknowledging multiple valid responses, employ multimodal formats extending beyond traditional paper-and-pencil tests, promote age-appropriate skills in analysis, comparison, generalisation, prediction and adaptation, encourage collaboration and teamwork in competency demonstration, and remain ongoing and cumulative to track longitudinal growth.

Educators should utilise varied methods, such as oral questions, map-reading and data-response tasks, fieldwork briefings, situational analyses and diverse written formats, including multiple-choice, constructed-response and extended-response questions, to inform daily instructional planning. Based on outcomes, teachers may proceed to new topics, offer remediation, assign reinforcement activities or modify approaches. Feedback must align with instructional

strategies, emphasising clarification of learning needs and prioritising improvement over mere grading.

This integration follows a cyclical framework adaptable to teachers' expertise and students' needs:

- **Define Outcomes:** select targeted learning outcomes from the curriculum.
- **Design Assessments:** determine the purpose of assessment (formative or summative), select appropriate methods and identify the types of assessment data to be collected.
- **Align Activities:** develop instructional experiences that incorporate assessment tasks.
- **Deliver and Assess:** execute learning activities with embedded assessment.
- **Collect and Analyse Data:** gather and interpret assessment evidence to derive meaningful insights into student progress.
- **Provide Feedback and Refine the Instruction:** use insights to deliver actionable guidance and adjust teaching strategies.

This framework accommodates diverse learning styles, monitors progress constructively and enhances instruction by highlighting strengths and areas for development. It cultivates an inclusive environment through teacher-student collaboration, student participation in record-keeping and the use of clear, accessible language.

3.3 Roles of Assessors in the Assessment Process

Assessment processes gain fairness and comprehensiveness through the integration of multiple perspectives, ensuring a balanced and thorough evaluation of student learning. The following outlines key assessors and their roles:

- **Teacher:** designs and implements assessments using diverse tools, observes individual or group performance and delivers expert feedback to inform and refine instructional strategies.
- **Self-Assessment (Student):** enables students to reflect on their own work against established criteria, often through field journals or project logs that document progress; fosters accountability, critical thinking and lifelong learning skills.
- **Peer Assessment:** involves students evaluating peers' work via checklists or rating scales, for example at capstone milestone presentations; develops critical judgment, collaboration and additional insights for teachers.
- **Group Assessment:** involves groups evaluating other groups or individuals, encouraging teamwork and collective feedback, extending the principles of peer assessment to collaborative settings such as fieldwork teams.
- **External Panel:** for the Project-Based Assessment, an end-of-year panel (which may include a local business representative, a Sindh Environmental Protection Agency (EPA) officer or a GIS practitioner) provides an authentic professional perspective, with board moderation.

3.4 Classroom Assessment Strategies

Assessment is integrated into daily classroom activities through observation, analysis of student work and active engagement, enabling educators to determine thought processes and

rectify misconceptions. Contemporary strategies emphasise continuous feedback, identifying strengths and areas for improvement to facilitate adaptive instruction. The following outlines key strategies, their descriptions and primary benefits:

Strategy	Description	Primary Benefits
Observation	Systematic monitoring of student engagement and skill demonstration during activities such as map interpretation, group data workshops and fieldwork	Provides real-time insights to support a student-centred learning environment
Performance-Based and Authentic Assessment	Students apply knowledge and skills through real-world tasks: a local field study, a supply-chain trace of a Pakistani export, an energy-mix case analysis, the capstone plan	Offers genuine measurement of deep understanding and practical skills beyond rote memorisation
Questioning and Interviews	Dynamic dialogues that explore understanding and verbal articulation of spatial patterns and processes	Enhances critical thinking and practical application of concepts
Journals, Learning Logs and Reflections	Students document fieldwork observations, data interpretations and project progress in textual or visual formats	Reveals individual learning styles and fosters self-awareness; the field journal feeds the capstone evidence
Portfolios	Curated collections of student work (maps analysed, data exercises, project milestones) that illustrate growth	Facilitates longitudinal tracking and sharing of developmental progress
Paper-and-Pencil Tasks	Written formats such as multiple-choice questions, constructed-response questions and extended-response questions, set on supplied map and data stimulus	Supports both formative and summative objectives, with rubrics ensuring transparent evaluation

Across the year, formative evidence should be gathered domain by domain: map and atlas interpretation with a short local field study for the tools and physical-foundations domains; a demographic data workshop; a resource-sustainability audit of a local farming, water or fisheries system; an energy and minerals case analysis (Thar, Reko Diq); a supply-chain trace of a Pakistani export product; a trade-data and digital-economy briefing; and staged capstone milestones with peer feedback (proposal, draft, final plan). Each checkpoint feeds the summative components and gives early warning where reteaching is needed.

3.5 Assessment Tools

These instruments interpret evidence to judge performance levels, using criteria for progress measurement.

Tool	Description	Usage Notes
Checklist	Lists observable criteria for behaviours and skills; student-involved creation possible	Simple tracking of expectations, e.g. fieldwork procedure and safety steps
Rating Scales	Criteria judged on scales (e.g., always/rarely or 1 to 5)	Quantifies performance degrees
Scoring Rubrics	Detailed criteria across levels; holistic or analytic	Required for the capstone project and extended-response marking; time-intensive to develop
Inventories	Surveys or questionnaires on prior knowledge, experiences and interests	Informs baseline understanding, e.g. prior map-skill audit at course start

Tool	Description	Usage Notes
Anecdotal Notes	Brief narratives of observations on learning and needs	Captures nuanced details during fieldwork and group tasks

3.6 Bloom's Taxonomy for Assessment

The assessment objectives are directly aligned with the curriculum's competencies, standards, benchmarks and Student Learning Outcomes (SLOs). Assessments will be designed to measure the extent to which students can demonstrate the following abilities:

Cognitive Domain (Based on Bloom's Taxonomy)	Description of Assessed Abilities	Action Verbs for Assessment (Examples)
The Foundations (Knowledge and Understanding)	Recall and recognise facts, terminology, classifications and locations; explain, describe and interpret geographic concepts, processes and models in their own words	Recall, Recognise, Define, List, Describe, Explain, Interpret, Summarise
Higher-Order Thinking (Application and Analysis)	Apply concepts and tools to familiar and unfamiliar situations; analyse maps, data and spatial patterns, identify relationships and draw logical inferences	Apply, Use, Calculate, Analyse, Compare, Contrast, Classify, Identify patterns
Higher-Order Thinking (Synthesis, Evaluation and Creation)	Synthesise information from multiple sources to construct arguments, evaluate strategies and justify judgments based on evidence, propose solutions and design plans	Synthesise, Evaluate, Justify, Create, Propose, Design, Recommend, Critique
Practical and Investigative Skills (Performance Assessment)	Plan and conduct fieldwork safely and effectively; collect, record, present and interpret primary geographic data; draw valid conclusions and identify limitations	Plan, Conduct, Collect, Record, Present, Measure, Demonstrate, Interpret results

3.7 Scheme of Assessment

Following a comprehensive analysis of the number, complexity and cognitive demands of the Student Learning Outcomes (SLOs) across each domain, the assessment scheme below aligns with the SLOs, cognitive levels and content weightages specified in this curriculum, and applies to all formal examinations. Commercial Geography is assessed with 75-mark assessment split into a Theory paper of 60 marks (80%) and a Project-Based Assessment of 15 marks (20%). Assessment is criterion-referenced and competency-based, privileges higher-order thinking, and is equitable by design: wherever a task depends on maps, geospatial tools or datasets, the required stimulus is supplied to the student, so that no candidate is disadvantaged by lack of internet, devices or a computer laboratory.

Domain-Wise Weightage Table

Weightage is proportional to each domain's SLO count (largest-remainder allocation) and is realised in whole marks in the Table of Specification in section 3.8. Depth or cognitive demand is read from the domain's outcome verbs in the Progression Grid (section 2): High where at least half of a domain's outcomes sit at application level or above, otherwise Medium.

Sr. No.	Domain Title	No. of SLOs	Depth/ Cognitive Demand of SLOs	Weightage (%)	Justification
1.	A: Geographic Tools for a Commercial World	6	High	12%	Foundational spatial-analysis toolkit: economic-activity classification, coordinate geography and trade logistics, thematic-map interpretation, the commercial impact of e-commerce, and a local field study. Almost entirely applied at the analysis level.
2.	B: Earth Features: Physical Foundations of Commerce	5	High	10%	Physical geography read for commercial consequence: landform and climate effects on land use, natural-region classification, and the impact of oceans, inland waters and natural hazards on trade and enterprise.
3.	C: People and Economic Activity: Demographics and Development	5	High	10%	Population and development analysis: distribution and density patterns, demographic metrics, the Demographic Transition Model, migration and urbanisation in Karachi and Sindh, and comparison of development levels.
4.	D: Sustaining Our Resources: Agriculture, Water and Food Systems	9	High	17%	The largest domain by SLO count: farming systems, crop distribution, agricultural and forestry challenges, water resources and irrigation, livestock and fisheries, culminating in a sustainability proposal.
5.	E: Powering the Economy: Energy and Mineral Resources	8	High	15%	Resource classification through to strategy design: mineral and energy distribution, geopolitical significance, environmental costs, Pakistan's energy shortfall and generation mix, and a national energy-strategy design task.
6.	F: The Making of Things: Industries and Global Supply Chains	6	High	12%	Industrial location theory applied to Pakistani industry, global industrial distribution and supply-chain analysis, the significance of the informal and cottage sector in Sindh, and sector-wide diagnosis with policy evaluation.
7.	G: The Connected Planet: Trade, Transport and the Digital Economy	7	High	13%	Trade and transport geography: modes of transport, global trade routes, trade blocs, international organisations, Pakistan's export and import patterns, CPEC and the digital economy.
8.	H: Navigating the 21st Century: Globalisation and Sustainable Futures	6	High	11%	The culminating domain: globalisation impacts, environmental factors in commerce, Environmental Impact Assessment, a Pakistan-specific environmental problem, climate-change adaptation, and the sustainable-development capstone (CG-12-H-06, assessed through the Project-Based Assessment).
	Total	52		100%	

Depth Key:

- **Low:** Primarily knowledge and comprehension (define, list, state, describe).
- **Medium:** Mix of knowledge, comprehension and application (explain, differentiate, classify, interpret).
- **High:** Dominated by application, analysis, evaluation and creation (analyse, evaluate, assess, compare, propose, design).

SLO Cognitive Profile (Based on Bloom's Taxonomy)

The figures below describe the cognitive distribution of this curriculum's 52 Student Learning Outcomes (curriculum intent and teaching guidance). They are distinct from the examination weightage, which is set as policy in the Cognitive Domain Weightage table that follows and in the Table of Specification (section 3.8).

Cognitive Level	Approximate Weightage	Description of Assessed Abilities
Knowledge (K)	0%	No outcome in this curriculum stops at recall. Recall of terms, classifications and locations is embedded within higher-order outcomes rather than set as an outcome in its own right.
Comprehension/ Understanding (U)	4%	Interpreting a supplied thematic map and classifying energy and mineral resources into given categories (CG-12-A-04 and CG-12-E-01).
Application, Analysis & Higher Order (A+)	96%	Highest weightage. Fifty of the fifty-two outcomes require applying, analysing, evaluating or creating on real spatial and commercial evidence: calculating demographic metrics, analysing trade, resource and industrial patterns, evaluating strategies, designing a national energy strategy and developing a sustainable-development plan.
Total	100%	

Cognitive Domain Weightage

The theory paper follows the notified Knowledge / Understanding / Application-and-higher bands used across the Commerce group.

Band	Paper Weight	Assessed abilities
Knowledge (K)	20%	Recall terms, classifications and locations (e.g., define Commercial Geography, classify resources, name trade routes)
Understanding (U)	30%	Explain concepts and processes (e.g., explain relief's effect on economic activity, describe the Demographic Transition Model, explain Environmental Impact Assessment)
Application and higher order (A+)	50%	Apply, analyse, evaluate and create on supplied stimulus (calculations, map and data response, evaluating strategies, designing plans)
Total	100%	

[Note: The Commercial Geography outcome set is approximately 96% higher-order, as the SLO Cognitive Profile above records. The K 20 / U 30 / A+ 50 paper split is a fixed assessment policy and is not derived from that tally: the paper reaches its Knowledge and Understanding targets by examining the lower-order aspects embedded within higher-order outcomes (defining a term or describing a pattern inside a task whose overall outcome is higher-order).

The SLO profile expresses curriculum intent, the paper split is a separate policy specification for content validity, and no one-to-one mapping between the two is required.]

The Examination

The examination comprises a total of **75 marks**, with a **Theory paper (60 marks, 80% of total)** along with a **Project-Based Assessment (15 marks, 20% of total)** involving at least one term-long integrated project and its exhibition or presentation at the end of the year: 7.5 marks of formative assessment awarded by the subject teacher across the project milestones and 7.5 marks awarded at the end by panellists, with board moderation. The panellists may include a local business representative, a Sindh Environmental Protection Agency officer or a GIS practitioner.

The Project Journal will be developed by the Sindh Textbook Board in collaboration with the Secondary and Intermediate Boards and subject experts. The project will be either selected from the Project Journal or assigned by the subject teacher. Each assigned project should be in line with the curriculum outcomes; the Commercial Geography capstone is outcome CG-12-H-06, a term-long sustainable-development plan for a specific industry in Sindh organised around the UN Sustainable Development Goals.

Grade	Component	Paper & Marks	Duration	Structure & Breakdown
XII	1. Theory	Paper: 60 Marks	3 Hours	Sec I (12 marks): 12 compulsory MCQs of one mark each, assessing Knowledge and Understanding across all eight domains. May include MCQs of various types to evaluate the abilities and skills detailed in the assessment scheme. Sec II (24 marks): 8 Restricted-Response Questions (RRQs) of 3 marks each, giving entire-syllabus coverage and set on supplied map and data stimulus (Understanding and Application). To be answered within the limited space provided in the answer booklet. No choices. Sec III (24 marks): 3 Extended-Response Questions (ERQs) of 8 marks each, assessing Analysis and Evaluation through structured, stimulus-based tasks; may have one choice.
XII	2. Project (PBA)	Long-Term Project & Exhibition: 15 Marks	Flexible (term-long, school-based, moderated)	The Commercial Geography capstone (outcome CG-12-H-06): a sustainable-development plan for a specific industry in Sindh. Marked on five criteria: geographic tools usage (20%), data analysis (25%), sustainability principles (25%), feasibility (20%) and presentation quality (10%). The full rubric and the project journal appear in the Practical/Project Manual described in section 5.5. A local field study conducted for outcome CG-12-A-06 may contribute evidence to the geographic-tools and data-analysis criteria.

Map and stimulus policy. For every map-, GIS- or data-dependent outcome (A-03, A-04, C-01, C-02, D-05, D-07, E-01, F-02, F-03, G-05) the base map or dataset is printed in the question

paper or bound into the textbook atlas. The candidate performs the higher-order task (analyse, interpret, calculate, evaluate) on the supplied stimulus; marks are not awarded for map production under examination conditions. GIS or online map creation (the A-04 extension) is assessed only as coursework where a computer laboratory exists.

3.8 Table of Specification

This Table of Specification is the examination blueprint for the 60-mark theory paper. Each cell shows the number of Multiple-Choice, Restricted-Response and Extended-Response questions (MCQ, RRQ, ERQ) drawn from a domain at a cognitive level; marks are derivable at 1, 3 and 8 marks respectively, and the totals (12 MCQs, 8 RRQs, 3 ERQs) follow the Scheme of Assessment in section 3.7. Domain rows carry the weightages of section 3.7, realised in whole marks. The cognitive distribution is a policy specification set for content validity at Knowledge 20%, Comprehension 30% and Application/Higher-Order 50%. It is deliberately separate from the SLO Cognitive Profile in section 3.7, which expresses curriculum intent; a one-to-one mapping between the two is neither required nor intended.

Domain	No. of SLOs	K			U			A+			Marks	Percentage %
		MCQ	RRQ	ERQ	MCQ	RRQ	ERQ	MCQ	RRQ	ERQ		
A	6	1	-	-	-	2	-	-	-	-	7	12%
B	5	2	1	-	1	-	-	-	-	-	6	10%
C	5	1	1	-	2	-	-	-	-	-	6	10%
D	9	1	-	-	1	-	-	-	-	1	10	17%
E	8	-	-	-	1	-	-	-	-	1	9	15%
F	6	-	-	-	1	1	-	-	1	-	7	12%
G	7	-	-	-	-	-	-	-	-	1	8	13%
H	6	1	-	-	-	1	-	-	1	-	7	11%
Total	52	6	2	-	6	4	-	-	2	3*	60	100%
Marks by level		6x1 + 2x3 = 12			6x1 + 4x3 = 18			2x3 + 3x8 = 30			60	
Percentage		20%			30%			50%				100%

*Section III may offer one choice: an optional alternative Extended-Response Question may be set so that candidates attempt three questions out of four. The optional question does not change the 60-mark total.

[Note: the three Extended-Response Questions fall in Domains D, E and G, the only domains whose weightage (10, 9 and 8 marks) accommodates an 8-mark extended task. Full-syllabus coverage is therefore delivered across the paper as a whole: Sections I and II cover Domains A, B, C, F and H together with the residual marks of D and E. Individual item wording and stimulus selection are set at the item-writing stage against the Section I, II and III structure in section 3.7.]

Note on Project-Based Assessment. Outcomes flagged for Project-Based Assessment in the Progression Grid, namely CG-12-A-03, CG-12-A-06, CG-12-C-02, CG-12-C-05, CG-12-D-09, CG-12-E-08 and CG-12-H-06, assess competencies that cannot be reliably examined on a written paper: fieldwork, primary data collection, strategy design and plan building. They are assessed through the 20% Project-Based Assessment; the theory paper may still test their conceptual knowledge.

4. Teaching and Learning Strategies

This curriculum endorses a student-centred philosophy aligned with the principles of modern assessment. The primary objective is to facilitate a shift from the passive transmission of information to the active construction of knowledge, mirroring the assessment focus on deep comprehension and application over rote memorisation.

Instruction must be designed to cultivate the competencies outlined in this curriculum, preparing students to think critically, solve problems and collaborate. The teacher's role evolves from that of a knowledge dispenser to a facilitator of learning, a guide who engineers an environment where inquiry, exploration and authentic engagement thrive. Teachers and institutions are encouraged to continuously explore and build linkages with local markets, ports, industrial estates, agricultural extension offices and GIS practitioners to create avenues for students' hands-on learning and project-based learning. This approach ensures a direct connection between curriculum, instruction and assessment, rooting all learning in the rich geographic and commercial context of Sindh while preparing students for provincial, national and global challenges.

4.1 A Shift in Teaching and Learning Methods

As assessment evolves beyond conventional testing methods, teaching must also move towards more genuine and captivating learning experiences. This paradigm shift moves the classroom from a teacher-centred model focused on content delivery to a learner-centred model focused on skill development and conceptual understanding. Instead of relying solely on lectures and textbook drills that prepare students for simple recall, instruction will prioritise real-world problems, hands-on map and data work, fieldwork and collaborative tasks. In Commercial Geography this means students spend their time interpreting supplied thematic maps and atlases, working with demographic and trade datasets, walking a wholesale market or port facility with a task sheet, and building the capstone plan, rather than memorising inventories of products and places. This shift is critical for developing the advanced capabilities such as critical analysis, innovation and teamwork that are measured by the performance-based, portfolio and authentic assessments already outlined.

4.2 Core Instructional Approaches Necessary for the Assessment Shift

To achieve the aims of this curriculum, classrooms should become dynamic hubs of active learning, moving beyond simple instruction to create experiences that directly build the skills needed for modern assessment. This is accomplished through a blend of three core approaches.

1. Inquiry-Based and Problem-Based Learning (IBL and PBL)

The learning journey begins by placing a genuine problem or a compelling question at its heart: Why did this industry locate on Karachi's coast? Where should Pakistan invest its next energy rupee? What does the 2022 flood mean for agriculture in Sindh? Through IBL and PBL, students become active investigators. Teachers act as facilitators, posing authentic problems and guiding students as they identify issues, formulate hypotheses, gather map and data evidence and present evidence-based conclusions. This fosters critical thinking and problem-solving, directly preparing them to construct the arguments needed for sophisticated performance tasks and extended-response questions.

2. Collaborative and Cooperative Learning

The investigative process is rarely a solo journey. Learning becomes a vibrant, social activity through collaborative and cooperative learning. By working in pairs and groups to interpret maps, analyse datasets, conduct field studies and critique proposals, students develop essential 21st-century skills like communication, teamwork and leadership. This collaborative spirit fosters a culture where giving and receiving constructive feedback is normal, directly preparing students for peer assessment and providing teachers with rich opportunities for observation-based evaluation.

3. Fieldwork and Geospatial Integration

Ultimately, this collaborative inquiry culminates in the subject's signature practices: structured fieldwork and geospatial analysis. A local field study of a market, port facility or industrial estate turns the city and district into a laboratory, generating the primary data that classroom analysis then interprets. Where a computer laboratory exists, students extend printed-map skills into simple GIS and online mapping; where it does not, the printed atlas and supplied base maps remain the guaranteed floor. These experiences are authentic assessment in themselves: the field reports, annotated maps and analysed datasets they produce serve as ideal artefacts for portfolios and as the evidence base for the capstone project.

4.3 Instructional Strategies and Their Role in Assessment

Within these core approaches, a diverse range of strategies can be used to cater to different learning goals and prepare students for specific assessment formats.

Strategy	Description	Alignment with Assessment
Interactive Lecturing	Combines direct instruction with embedded activities like map-reading questions, quick polls and turn-and-talk discussions	Builds foundational knowledge and comprehension, preparing students for multiple-choice and constructed-response questions while providing formative feedback
Demonstrations	Teacher-led or student-led demonstrations, e.g. constructing a population pyramid, reading a supplied resource map, running a simple GIS query	Prepares students for performance assessments by modelling procedures and skills; supports observation-based assessment
Differentiated Instruction	Tailoring content, processes and products to accommodate diverse learning needs, interests and readiness levels	Ensures equity in learning; allows all students a fair opportunity to meet outcomes measured by varied assessments
Concept Mapping and Visual Tools	Students visually organise concepts and relationships, e.g. linking physical factors to industrial location or tracing a supply chain diagram	Develops the analytical skills needed for extended-response questions and performance tasks; maps can be assessed in portfolios
Use of Technology and Digital Resources	Integrating digital maps, satellite imagery, data portals and spreadsheets to analyse real spatial data and present findings	Supports the creation of diverse evidence for portfolios; develops the data and geospatial literacy required by modern performance tasks
Case Studies and Simulations	Students analyse real commercial-geographic cases (CPEC corridors, the Thar coalfield, Reko Diq, the 2022 floods) or simulate decisions such as siting a factory or routing a shipment	A powerful form of authentic assessment allowing teachers to evaluate decision-making, communication and application of knowledge in context

4.4 Enriching the Learning Environment: Resources for Authentic Instruction

While the approved textbook is a primary resource, it is not the sole tool for instruction. To implement the authentic and inquiry-based approaches described above, teachers must utilise a wide range of learning resources to create a rich and stimulating environment. These resources are not merely supplementary; they are essential for preparing students for modern assessment.

Digital and Online Resources: interactive maps, satellite imagery, national data portals and simple GIS platforms provide dynamic content for inquiry-based learning and project work, always with a defined non-digital alternative.

Reference Materials: atlases, yearbooks, economic surveys and journal articles encourage deeper research and support the development of arguments required in extended responses and reports.

Community Resources: educational tours (to a wholesale market, fish harbour, port facility, industrial estate or irrigation barrage) and guest speakers from logistics, trade, agriculture and environmental management provide the authentic, real-world context that bridges classroom learning with the skills evaluated in performance-based assessments.

5. Guidelines for Textbook and Learning Materials Development

This curriculum calls for a fundamental shift from passive information intake to the active creation of knowledge, positioning the textbook as the catalyst for this transformation. The textbook's role moves beyond delivering facts; it is meant to spark curiosity, foster critical thinking and nurture intellectual independence. To realise this vision, the textbook must serve as the foundation of a comprehensive learning package. This package must include a mandatory Teacher's Guide and a Practical/Project Manual, both enhanced with digital resources, to connect educational philosophy with practical classroom application. Altogether, this system guarantees that every student's learning experience is active, engaging, ethically grounded and deeply relevant to life in Sindh.

5.1 Prerequisites for Authors and Development Teams

The creation of learning materials according to these guidelines requires a shift from traditional content writing to modern pedagogical design. Subject matter expertise alone is insufficient. All prospective authors, illustrators and editors must complete a mandatory training by the STBB and DCAR to achieve this highly technical goal of translating these guidelines into practice, including instructional design, developing higher-order thinking questions, creating concept maps and integrating formative assessment. Only certified individuals and teams will be eligible to develop textbooks for this curriculum.

5.2 Core Principles of Content Development

The foundation of all content is strong accuracy and authenticity. All information, including facts, statistics, maps and place data, must be meticulously fact-checked to be up-to-date and free from error, reflecting recent developments such as current trade patterns, energy projects and demographic figures.

Building upon this foundation, the content must be structured with pedagogical precision. Every Student Learning Outcome (SLO) must be addressed at its prescribed cognitive level, and the bracketed teacher/author notes in the Progression Grid are binding design requirements, not suggestions. The content must flow logically from simple to complex and from concrete to abstract, demonstrating clear vertical continuity with Social Studies and Pakistan Studies and horizontal coherence with Economics, Principles of Commerce and Banking, free from unnecessary overlap: trade theory and the Balance of Payments belong to Economics, procedures to Principles of Commerce, and trade finance to Banking, while this textbook owns the spatial story.

A non-negotiable requirement of this subject: a complete world and Pakistan atlas section must be bound into the textbook, containing every thematic and base map the outcomes require (resource distributions, dams and barrages, livestock producing areas, global industry patterns, trade routes and corridors). Interpreting supplied maps is the guaranteed, equitable floor for every student; creating digital maps is an extension where a laboratory exists.

To be truly meaningful, this well-structured and accurate content must connect directly to the student's world. Authors are required to prioritise examples, applications, case studies and problems drawn from the local environment and daily life in Sindh and Pakistan: Karachi's industrial coast, the Indus water system, Thar, Reko Diq, CPEC, Ajrak and the crafts economy, the fish harbour and the blue economy. This contextual relevance is interwoven with a firm commitment to the ethical and social values outlined in this curriculum, including integrity, respect for diversity and gender equality, while strictly adhering to copyright law. To further enrich this learning experience, authors will infuse approved concepts from other key curriculum frameworks, such as DRR, LSBE and AI, as directed by the Government of Sindh; disaster risk reduction sits naturally beside the hazards, floods and climate-adaptation outcomes of this subject.

5.3 The Textbook: Structure and Features

Each chapter must be structured as an engaging and effective learning journey, incorporating modern pedagogical features. The following structure should be adapted for each chapter:

A. Chapter Opening

The opening of each chapter must immediately capture the student's interest by using compelling titles, high-quality visuals (a striking map, satellite image or local photograph) and thought-provoking trigger questions to spark curiosity. This initial engagement is immediately followed by a clear articulation of the chapter's Student Learning Outcomes (SLOs), providing a transparent roadmap for students, teachers and assessors. Finally, the learning is grounded in a concise introduction that establishes the topic's real-world relevance to commerce, society and daily life in Sindh.

B. Chapter Body

As students navigate the chapter's content, they are guided by a clear hierarchy of colour-coded headings and typographic cues, such as bolded key terms and italicised concepts. Immediate comprehension is supported by placing definitions in the margins at their first appearance. The learning experience is deepened through a variety of interactive elements such as feature boxes for key models and classifications; Tidbits / Did You Know? items for interesting geographic facts; Points to Ponder to encourage deeper, critical reflection; and a rich variety of high-quality, purposeful visuals, including maps, diagrams, charts, infographics and contextually

relevant photographs. Every map must carry a title, legend, scale and source line, modelling the standards students are assessed against.

To ensure active engagement and retention, embed Self-Test or Checkpoint questions after major sections to allow students to pause and assess their understanding before moving on. Actively link new concepts to previous learning from earlier chapters or grades through explicit call-out boxes or notes.

Integration of supplementary digital tools and resources (such as QR codes linking to interactive maps or virtual tours) is encouraged. However, these resources are considered supplementary enhancements and must not be essential for achieving the core SLOs. To ensure equity for students without digital access, for every digital resource provided, a non-digital alternative or a detailed description of its content and learning objective must be included in the Teacher's Guide.

C. Chapter Ending

The chapter's conclusion is designed to consolidate and assess learning in two distinct phases. Conclude with a bullet-point summary that reviews the main concepts, directly relating back to the chapter's SLOs, followed by a concept map that visually illustrates the relationships between the key ideas.

Following this, the assessment section provides a comprehensive evaluation of student learning, with a strict emphasis on higher-order thinking skills. The exercise must include:

- Multiple Choice Questions (MCQs), including reasoning-based and stimulus-based questions set on maps and data.
- Constructed Response Questions (CRQs): short-answer questions requiring explanations, calculations or map interpretation.
- Extended Response Questions (ERQs): longer questions requiring analysis, evaluation or a structured proposal.
- Practical problems and project ideas: application-based tasks reflecting real commercial-geographic scenarios, including fieldwork extensions where possible.

Assessment must follow a principle of progressive difficulty and be explicitly aligned with the chapter's SLOs. Finally, to support student autonomy, answers to objective and numerical tasks are required at the end of the book.

D. End-of-Textbook Reference Materials

The end of the textbook should provide comprehensive support resources for both students and teachers, ensuring the book is a complete learning package.

Component	Description and Guidelines
Bound Atlas Section	The world and Pakistan thematic and base maps required by the outcomes, printed at usable scale with legends and sources; this section is mandatory and examinable as supplied stimulus
Appendices	Supplementary information essential for the student's work, such as data tables (production, trade, demographic series), conversion tables and chart templates
Answers to Problems	Answers to all objective-type and numerical questions from the end-of-chapter exercises on a unit-wise basis, allowing students to self-assess their work

Component	Description and Guidelines
Key Terms Reference	A complete alphabetical list of all key terms used throughout the textbook with clear, concise definitions, serving as a master reference
Bibliography and Suggested Reading	A formal list of all sources cited, plus a curated list of high-quality, accessible books, atlases and verified data portals for further exploration
Comprehensive Index	An alphabetical index of key terms, concepts, places and names with page numbers for easy navigation

5.4 Guidelines for Illustrations, Layout and Design

Visual design is critical to a textbook's effectiveness, and doubly so in a subject whose core evidence is the map. Illustrators and designers must work in close collaboration with authors to ensure all visual elements serve a clear pedagogical purpose.

Purpose over Decoration: every illustration must be functional; it should clarify a concept, illustrate a process or provide essential context. Avoid generic or decorative images.

Clarity and Accuracy: maps, diagrams and charts must be clear, simple and accurately labelled, with titles, legends, scales and sources on every map. All visuals must have concise, descriptive captions.

Inclusivity and Authenticity: visuals must reflect the diversity of Pakistani society (including gender, culture and ability) and be free of stereotypes. Authentic, local imagery of Sindh's markets, ports, farms and industries is strongly preferred.

Professional Layout: the page layout must be clean, modern and readable, with ample white space. Typography must be consistent and legible.

5.5 Mandatory Supplementary Materials

A. The Teacher's Guide

To ensure the successful implementation of the curriculum, every textbook must be part of a complete learning package. The Teacher's Guide is the single most critical tool for ensuring the successful implementation of this curriculum. It is not an optional supplement but a mandatory, core component of the learning package. It must be developed concurrently with the student textbook, not as an afterthought, and will be given equal priority, timeline and resources during the development and review process. The quality of the Teacher's Guide will be a primary criterion for the approval of the entire textbook package.

Its purpose is to serve as a professional guide that empowers teachers to shift from traditional instruction to the active, inquiry-based facilitation required by this curriculum. To this end, it must include the following components for each chapter:

Chapter-wise Pedagogical Guidance: a clear mapping of the chapter's content to the specific SLOs, benchmarks and competencies; suggested, flexible lesson plans covering objectives, timings and required materials (with an emphasis on low-cost, locally available resources); detailed instructions for facilitating map work, data-response tasks, fieldwork and collaborative activities; practical tips, guiding questions to promote higher-order thinking, and strategies for addressing common misconceptions (for example, confusing weather with climate, or trade volume with trade value); and concrete strategies for supporting struggling learners and challenging advanced students within the same lesson.

Comprehensive Assessment Support: clear guidance on when and how to conduct formative assessment during lessons, including what to look for during observations and how to use Self-Test questions effectively; detailed marking schemes and scoring rubrics for all end-of-chapter constructed-response questions, extended-response questions and performance tasks; and a complete solutions key with worked answers for all objective and numerical questions.

Content and Resource Support: concise background information on complex topics (industrial location theory, demographic transition, balance between resource use and conservation) to enhance the teacher's own mastery; and, for every digital resource mentioned in the student textbook, a detailed description of its content and a viable non-digital alternative activity to ensure equity for all students.

B. Practical / Project Manual

To fully realise the curriculum's paradigm shift from passive learning to active knowledge construction, a separate Practical/Project Manual must be developed for this subject, where hands-on application is central to learning. This manual is not a traditional practical notebook of prescribed, step-by-step procedures. It is the bridge between the conceptual knowledge in the textbook and its application in authentic, real-world contexts, and it is the operational home of the Project-Based Assessment.

The manual must carry the capstone project (outcome H-06): the term-long sustainable-development plan for a specific industry in Sindh, organised around the UN Sustainable Development Goals. For the capstone it must provide the project journal, milestone templates (proposal, data plan, draft, final plan), the panel presentation format, and the full scoring rubric with its five criteria: geographic tools usage (20%), data analysis (25%), sustainability principles (25%), feasibility (20%) and presentation quality (10%). It must also provide the structured protocol for the local field study (outcome A-06): site selection, permissions and safety, observation and data-collection sheets, and the reporting format, with guidance on how a single term-long study can serve both the fieldwork outcome and the capstone evidence.

Beyond these anchors, the manual should offer, for each major domain, open-ended problems and real-world scenarios from local, national or global contexts that require students to analyse complex situations, evaluate different perspectives and propose justified courses of action, together with extended research tasks that guide students through gathering information from multiple sources, synthesising findings and presenting work formally.

To be effective, the manual must include templates and organisers (project proposal forms, data collection tables, report and reflection guides); a clear scoring rubric or checklist for each major task, enabling self and peer assessment as well as fair, consistent teacher evaluation; explicit group-work tasks with clear roles and collaborative processes; and comprehensive safety guidelines for all field activities. The Practical/Project Manual will be developed by the Sindh Textbook Board in collaboration with the Secondary Boards and subject experts; projects are either selected from it or assigned by the subject teacher in line with curriculum outcomes.

6. Continuous Professional Development (CPD)

The success of this curriculum does not depend on the quality of this document alone, but on the capacity of our teachers to bring its vision to life. The paradigm shift from passive instruction to active, inquiry-based learning requires a profound transformation in professional practice. Therefore, Continuous Professional Development (CPD) is not an optional add-on but the central engine for implementing this curriculum.

The primary purpose of this CPD framework is to bridge the gap between the curriculum’s ambitious vision and the daily realities of the classroom. It is designed to empower every teacher with the pedagogical skills, assessment literacy and confidence needed to move from a knowledge dispenser to a facilitator of learning. Many teachers assigned to Commercial Geography will come from commerce or general geography backgrounds; this framework is a commitment to investing in them as the primary agents of educational change.

6.1 Guiding Principles of the CPD Framework

All professional development activities under this curriculum will be guided by the following principles:

- Every CPD module and activity must be directly and explicitly linked to the curriculum’s core components: the Student Learning Outcomes (SLOs), the inquiry-based teaching strategies, the authentic assessment methods and the pedagogical features of the new textbooks.
- CPD will prioritise hands-on, experiential learning over theoretical lectures. Teachers will engage in the same map-interpretation, data-analysis, fieldwork and project activities they are expected to facilitate with their students.
- One-off workshops are insufficient. The CPD model is designed as a continuous, cumulative journey of learning, practice, reflection and refinement, integrated into the teacher’s professional life.
- The ultimate goal of all CPD is to build the capacity of teachers to engineer learning environments that foster critical thinking, collaboration and creativity, as outlined in the Teaching and Learning Strategies section.
- All training will be adapted to the diverse realities of Sindh’s schools, providing strategies for both high-resource and low-resource environments, including delivering the GIS extension where laboratories exist and atlas-based alternatives where they do not.
- Teachers must be trained on the concepts of geospatial thinking and data literacy, not just on how to operate one specific software package.

6.2 Core Components of the CPD Framework

The CPD program is structured around five interconnected components, ensuring a holistic approach to professional growth.

Component	Purpose	Key Activities and Strategies
1. Deconstructing the Curriculum	To ensure teachers deeply understand the philosophy, structure and expectations of the new curriculum	Interactive sessions on the paradigm shift in teaching and assessment; workshops on unpacking SLOs and aligning them with cognitive levels; collaborative mapping of vertical links (Social Studies, Pakistan Studies) and horizontal boundaries with Economics, Principles of Commerce and Banking
2. Mastering Authentic Pedagogy	To equip teachers with the practical skills to implement the core instructional approaches	Experiential workshops where teachers engage in map-interpretation, data-response, fieldwork and problem-based projects as learners; micro-teaching sessions to practice facilitating collaborative learning;

Component	Purpose	Key Activities and Strategies
		developing and sharing lesson plans that integrate the strategies from the curriculum
3. Implementing Modern Assessment	To build teacher competency in designing, administering and interpreting a variety of authentic assessments	Hands-on training to create and use scoring rubrics, checklists and rating scales; collaborative design of stimulus-based tasks and extended-response questions aligned with SLOs; workshops on managing the Project-Based Assessment, milestone feedback and panel moderation
4. Leveraging the New Textbook and Teacher's Guide	To ensure teachers can effectively use the new learning materials as catalysts for active learning	Practical training on using the textbook's pedagogical features (trigger questions, bound atlas, concept maps, tiered exercises); mandatory sessions on using the Teacher's Guide to plan lessons and differentiate instruction; guidance on supplementing the textbook with low-cost, locally available resources
5. Building a Community of Practice	To foster a sustainable culture of collaboration, peer support and continuous improvement	Establishing school-based or cluster-based Professional Learning Communities; implementing structured peer observation and feedback cycles; creating forums for teachers to share fieldwork sites, datasets, challenges and successes

6.3 Implementation Model

To ensure manageable and effective implementation, the CPD rollout will follow a phased approach:

Phase 1: Foundation and Awareness: focus on building a deep understanding of the curriculum's paradigm shift. All teachers will be trained on the core philosophies of teaching and assessment and how to navigate the new textbooks and Teacher's Guides. The goal is universal awareness and buy-in.

Phase 2: Deep Implementation and Coaching: focus on intensive, hands-on practice. This phase will involve subject-specific training (map and GIS skills, fieldwork management, project moderation), in-school coaching and peer-learning support to help teachers master the core pedagogical and assessment strategies in their own classrooms.

Phase 3: Innovation and Leadership (Ongoing): focus on sustainability. This phase will identify and train a cadre of Master Teachers and school-based instructional leaders who can provide ongoing, localised CPD support to their colleagues, ensuring the system continues to grow and adapt.

6.4 Proposed Roles and Responsibilities

The success of the entire curriculum hinges on the success of this phased approach to CPD; this framework serves as the foundation, but a detailed rollout plan with clear funding, timelines and accountability is essential.

College Education Department / School Education & Literacy Department, Government of Sindh (in collaboration with relevant attached departments): to provide strategic direction, allocate dedicated funding for CPD and establish a robust certification and monitoring system.

Teachers: to be active and committed participants in their own professional growth, willing to experiment with new strategies, reflect on their practice and collaborate with their peers.

6.5 Monitoring and Impact Evaluation

The success of the CPD program will be measured not by the number of workshops conducted, but by its observable impact on classroom practice and student learning:

- **Classroom Observation Data:** to track the shift from teacher-led lectures to student-centred, inquiry-based activities such as map work, data response and fieldwork preparation.
- **Analysis of Teacher-Developed Materials:** to evaluate the quality of lesson plans, assessment tasks and rubrics created by teachers.
- **Analysis of Student Work:** to assess the quality and depth of thinking demonstrated in student portfolios, field reports, projects and extended responses as a direct outcome of improved instruction.
- **Teacher and Student Feedback:** to gather qualitative data on the effectiveness of the training and its impact on classroom engagement and motivation.

7. Educational Resources

To fully realise the active, inquiry-based vision of this curriculum, learning must extend beyond the textbook. A dynamic blend of digital, physical and human resources is essential to create the authentic, real-world learning experiences that foster geographic and commercial proficiency and critical thinking.

Maps, Atlases and Geospatial Tools: the bound textbook atlas is the guaranteed foundation; wall maps of Pakistan and the world, a globe, and printed thematic maps support daily instruction. Where a computer laboratory exists, free tools such as QGIS and Google Earth extend map reading into map making; satellite imagery brings landforms, ports and industrial estates into the classroom.

Data Portals and Publications: the Pakistan Bureau of Statistics (census and trade data), the Pakistan Economic Survey, the State Bank of Pakistan (trade and exchange data) and FAO statistics (agriculture, livestock, fisheries) provide the authentic datasets on which analysis outcomes are assessed. Teachers should archive downloaded tables so that data work never depends on live connectivity.

Educational Tours: transform abstract theory into tangible understanding by connecting the classroom to the commercial heart of Sindh. Align each visit with a specific domain (a wholesale market or the fish harbour for economic activities and the blue economy; a port facility or dry port for trade and transport; an industrial estate for industry; a barrage or irrigation office for water resources). Secure necessary permissions and prepare students with a focused task sheet of investigative questions. The subsequent analysis and formal report become a cornerstone performance task for assessment and can seed the capstone project.

Guest Speakers: bridge the gap between classroom learning and professional practice by inviting logistics and supply-chain managers, exporters, customs and port officials, agricultural extension officers, energy-sector engineers, GIS practitioners and environmental officers, making a conscious effort to include diverse role models to inspire all students. Structure sessions as focused interactions, in person or virtual, followed by dedicated question-and-answer time.

Libraries and Reading: cultivate the analytical and critical thinking skills that underpin success in the subject. Curate a collection that includes atlases and geographic reference works, case studies of Pakistani industries and infrastructure projects, and relevant articles on trade, energy and climate from reputable sources. Integrate this material through map-based book reviews, critical analysis of trade news, or research projects into a region's commercial profile.

Provincial Review Committee (PRC) for Commerce Group Curricula

No	Name of the Expert
1	Dr. Jawed Ahmed Chandio, Professor & Dean, Faculty of Commerce & Business Administration, University of Sindh, Jamshoro.
2	Dr. Hakim Ali Mahesar, Professor and Director, Institute of Commerce, University of Sindh
3	Dr. Sadia Anwar, Associate Professor, Institute of Commerce, University of Sindh, Jamshoro.
4	Mr. Noor Ahmed Khoso, Directorate of Curriculum, Assessment and Research Sindh, Jamshoro
5	Mr. Muhammad Ismail Ansari, Assistant Professor, Government Elementary College of Education (W), Thatta
6	Dr. Huma Shahid, Professor, Iqra University Karachi
7	Mr. Muhammad Aslam, Principal, Government Degree Boys College Yousuf Goth Surjani Town
8	Mr. Faraz Siddiqui, Associate Professor, Government College of Commerce and Economics, Karachi
9	Ms. S Nudrat Ameer, Assistant Professor, Government Degree Science and Commerce College FB Area block 16 Karachi
10	Mr. Abbas Ali Shah, Lecturer, Government Degree College, Razzakabad, Karachi
11	Mr. Alexander Ismat, Deputy Principal, Ziauddin College of Intermediate and A-Levels, Karachi
12	Mr. Shahzad Saleem, Assistant Professor, APWA Govt Degree college for Women, Karimabad, Karachi.
13	Mr. Saddam Hussain, JSS, STBB Jamshoro.
14	Mr. Imtiaz Ali Kumbhar, Associate Professor, Government Elementary College of Education, Lyari, Karachi
15	Mr. Muhammad Yousif Channa, Associate Professor, Government Elementary College of Education, Badin



GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT

Karachi, dated the 24th, July, 2026.

NOTIFICATION

NO. SELD/HCW/18/2018: In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate** for approval of (a) **Business Mathematics and Statistics grade XI-XII**, (b) **Principles of Commerce-II (Banking) for grade XII** and (c) **Commercial Geography for XII**, after review by the Provincial Review Committee for Commerce Group.

(ZAHID ALI ABBASI)
SECRETARY TO GOVERNMENT OF SINDH

NO. SELD/HCW/18/2018:

Karachi, dated the 24th, July 2026.

A copy for information and necessary action to:

1. The Chairman. Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Government: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Government: of Sindh, Karachi.
5. The official website.
6. The office file.



✓ SECTION OFFICER (CURRICULUM)
For SECRETARY TO GOVERNMENT OF SINDH.