



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Higher Secondary School Certificate
Examination**

**SOCIOLOGY
CLASSES XI-XII**

(based on National Curriculum 2002)

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**Higher Secondary School Certificate
Examination Syllabus**

**SOCIOLOGY
CLASSES XI-XII**

**This subject is examined in the
May Examination session only**

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PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education has begun a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium Candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or higher secondary school. Needless to say this is not an exclusive offer. Private Candidates and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB Candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- It is in large part a reproduction, with some elaboration, of the Class XI and XII National Curriculum of the subject.
- It makes the National Curriculum freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of higher secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academicians, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed textbook which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study which have been implemented since September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current HSSC syllabuses have been revised to ensure conformity with the National Curriculum.

We stand committed to all students who have embarked upon the HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Aims/Objectives of the National Curriculum (2002)¹

1. Emphasise learning of general sociological themes in a way that it encourages understanding, observation, application, evaluation and other higher order skills.
2. Develop an understanding of the subject of Sociology with respect to its nature, significance, scope, subject matter and key concepts and the distinctive nature of sociological explanation.
3. Develop comprehension of the contribution of some other social disciplines to social understanding.
4. Promote understanding of things in the context of their own culture, social and Islamic heritage reflected in the code of personal and social life.
5. Develop an understanding of sociological interpretation of the relationship between the individual, culture, community and society and the nature of institutional structure within a society.
6. Inculcate among students a strong sense of gratitude to Almighty Allah for His blessings bestowed upon us and also feelings of national integrity and self-reliance and the behaviour patterns of national character.
7. Develop an understanding about social research and its application in the context of emerging social problems in Pakistan.
8. Promote awareness about the nature and processes of social control and social structural changes in the analytically separable elements of society.
9. Promote a positive attitude towards sociology as an intellectual satisfying discipline relevant to everyday life.

¹ Government of Pakistan (2002), *National Curriculum; Sociology Classes XI-XII, Islamabad*, Ministry of Education (Curriculum Wing)

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes XI and XII. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its HSSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class XI and in Class XII;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

2.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking [skills]” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.

2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.

2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.

2.1.5 The AKU-EB has classified SLOs under the three cognitive levels, Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.

2.2 Specific Rationale of the AKU-EB Sociology Examination Syllabus

2.2.1 The subject of Sociology has been offered to students as an elective by AKU-EB. The syllabus for Sociology as prescribed by the Curriculum Wing in National curriculum (2000) is maintained in its entirety except for a few changes which are made to keep the subject in line with global trends in the subject education by making the syllabus more useful and interesting for students.

2.2.2 The National Curriculum is based on the objective to create interest among students for Sociology as a profession.

2.2.3 *We are living in an ever changing environment where in order to develop a global perspective a systematic study of human society and social interaction is necessary. The curriculum of sociology is designed to help students develop Sociological Imagination i.e. to look in a different way at what is familiar.*

2.2.4 The student learning outcomes as outlined in the syllabus will facilitate both teachers and students to apply the knowledge and skills in the real life situations *as Sociology enables us to move beyond established ways of thinking, thus allowing us to gain new insights into ourselves and to develop a greater awareness of the connection between our own “world” and that of other people.*

2.2.5 *Field trips, school visits and internet search would provide students with additional learning opportunities and a chance to get actively involved in the learning process.*

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part I (Class XI)

| Topic | Student Learning Outcomes | | Cognitive Level ² | | |
|-------------------------------------|--------------------------------------|--|------------------------------|---|---|
| | | | K | U | A |
| 1. Introduction of Sociology | Candidates should be able to: | | | | |
| 1.1 Understanding Sociology | 1.1.1 | define Sociology; | * | | |
| | 1.1.2 | evaluate the role of the mentioned thinkers in the development of Sociology; <ul style="list-style-type: none"> • <i>Auguste Comte</i> • <i>Harriet Martineau</i> • <i>Herbert Spencer</i> • <i>Emile Durkheim</i> • <i>Max Weber</i> • <i>John Stuart Mills</i> • <i>Karl Marx.</i> | | | * |
| 1.2 Sociology as a Science | 1.2.1 | discuss what is Science; | | * | |
| | 1.2.2 | explain Sociology as a science; | | * | |
| | 1.2.3 | <i>illustrate the significance of Sociology as a science.</i> | | | * |
| 1.3 Sociology; A study of Society | 1.3.1 | <i>explain the importance of Sociology as the study of society;</i> | | * | |
| | 1.3.2 | <i>explain the relationship of individual and society in the context of Sociology;</i> | | * | |
| | 1.3.3 | <i>discuss the focus of Sociology as the study of social relationship.</i> | | * | |

² K = Knowledge, U = Understanding, A= Application (for explanation see Section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions).

NOTES

| | | | K | U | A |
|---|----------------|--|----------|----------|----------|
| 1.4 Fields of Sociology | 1.4.1 | <p>discuss the various fields of Sociology;</p> <ul style="list-style-type: none"> • Sociology of Family • Sociology of Rural Community • Sociology of Urban Community • Sociology of Education • Sociology of Law • Sociology of Politics • Sociology of Religion • Social Psychology • Social Psychiatry • Industrial Sociology • Military Sociology. | | * | |
| 1.5 Sociology and other Social Sciences | 1.5.1 | <p>discuss the relationship of Sociology with other fields of Social Sciences mainly:</p> <ul style="list-style-type: none"> • History • Civics • Psychology • Economics • Social work. | | * | |
| 1.6 Role of Sociologist in Society | 1.6.1 1.6.2 | <p>list the fields that use Sociological Research;</p> <p>illustrate how a Sociologist can contribute to the development of a society.</p> | * | | * |

NOTES

| 2. Social Action and Social Interaction | Candidates should be able to: | | | | |
|---|-------------------------------|---|---|---|--|
| 2.1 Social Action | 2.1.1 | define social action; | * | | |
| | 2.1.2 | discuss the importance of social action; | | * | |
| | 2.1.3 | explain the essential elements of social action. | | * | |
| 2.2 Social Interaction | 2.2.1 | define social interaction; | * | | |
| | 2.2.2 | discuss the importance of social interaction; | | * | |
| | 2.2.3 | explain the essential elements of social interaction; | | * | |
| | 2.2.4 | differentiate between social action and social interaction. | | * | |
| 3. Social Group and Social Processes | Candidates should be able to: | | | | |
| 3.1 Social Groups | 3.1.1 | define 'social groups'; | * | | |
| | 3.1.2 | <i>explain the importance of social groups in a society;</i> | | * | |
| | 3.1.3 | describe how social groups are classified; | | * | |
| | 3.1.4 | <i>differentiate between groups, aggregates and categories.</i> | | * | |
| 3.2 Types of Social Groups | 3.2.1 | identify the various types of groups with a special focus on: <ul style="list-style-type: none"> • Primary Groups • Secondary Groups • In Groups • Out Groups • Formal Groups • Informal Groups • Reference Groups • Networks | | * | |

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| | | | K | U | A |
|----------------------|-------|--|---|---|---|
| | 3.2.2 | differentiate between: <ul style="list-style-type: none"> • Primary and Secondary Groups • In and Out Groups • Formal and Informal Groups • Reference Groups and Networks | | * | |
| | 3.2.3 | explain the characteristics of: <ul style="list-style-type: none"> • Primary and Secondary Groups • In and Out Groups • Formal and Informal Groups • Reference Groups and Networks | | * | |
| | 3.2.4 | illustrate the relevance of various types of groups being discussed; | | | * |
| | 3.2.5 | demonstrate the ability to groupthink. | | | * |
| 3.3 Social Processes | 3.3.1 | define Social Process; | * | | |
| | 3.3.2 | discuss varying forms of Social Processes: <ul style="list-style-type: none"> • Cooperation • Competition • Conflict • Accommodation • Assimilation | | * | |
| | 3.3.3 | illustrate how social processes effect interactions amongst: <ul style="list-style-type: none"> • Individuals • Groups | | | * |

NOTES

| 4. Social Stratification | Candidates should be able to: | | | | |
|--|--------------------------------------|---|---|---|--|
| 4.1 Nature and Patterns of Social Stratification | 4.1.1 | define ' stratification'; | * | | |
| | 4.1.2 | explain the global systems of stratification: <ul style="list-style-type: none"> • Slavery • Caste System • Class System | | * | |
| | 4.1.3 | <i>enlist the forms of social stratification that exists in Pakistan;</i> | * | | |
| | 4.1.4 | discuss the impact of stratification on our society; | | * | |
| 4.2 Understanding Caste and Class | 4.2.1 | explain social class; | | * | |
| | 4.2.2 | discuss the functions of classes; | | * | |
| | 4.2.3 | identify the basis of class classification; | | * | |
| | 4.2.4 | discuss how the economic distribution creates classes in a society and affects the whole social system; | | * | |
| | 4.2.5 | explain the role of class consciousness; | | * | |
| | 4.2.6 | describe the conditions of class consciousness; | | * | |
| | 4.2.7 | define the term 'caste'; | * | | |
| | 4.2.8 | explain the characteristics of caste system; | | * | |
| | 4.2.9 | differentiate between caste and class; | | * | |
| | 4.2.10 | compare the advantages and disadvantages of caste system; | | * | |
| | 4.2.11 | discuss the role of caste in social relationships keeping in view its merits and demerits. | | * | |

NOTES

| | | | K | U | A |
|--|---|---|---|---|---|
| 4.3 Social Mobility | 4.3.1 4.3.2 4.3.3 4.3.4 | explain social mobility; list the types of social mobility; explain the importance of social mobility; differentiate the advantages and disadvantages of social mobility. | * | * | |
| 5. Social Norms Status and Role | Candidates should be able to: | | | | |
| 5.1 Introducing Social Norms | 5.1.1 5.1.2 5.1.3 | define social norms; enlist different aspects of social norms; explain the various aspects of social norms; <ul style="list-style-type: none"> • Cultural norms • Social norms • Learning of norms | * | * | |
| 5.2 Types of Social Norms | 5.2.1 5.2.2 5.2.3 5.2.4 5.2.5 5.2.6 5.2.7 | enlist various types of social norms; define folkways; explain the nature and characteristics of folkways; define mores; explain the nature and characteristics of mores; define law; analyse the important functions of social norms. | * | * | * |
| 5.3 Social Sanctions | 5.3.1 5.3.2 5.3.3 5.3.4 5.3.5 | discuss the concept of social sanctions; define the types of sanctions .i.e. formal and informal; explain formal and informal sanctions; <i>analyse the importance of sanction in a society;</i> <i>exemplify some of the sanctions practiced in our Pakistani society.</i> | * | * | * |

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| | | | K | U | A |
|---------------------------------------|--------------------------------------|--|---|---|---|
| 5.4 Status and Role | 5.4.1 | define status; | * | | |
| | 5.4.2 | explain types of status achieved and ascribed; | | * | |
| | 5.4.3 | explain the determinants of achieved status; | | * | |
| | 5.4.4 | explain the determinants of ascribed status; | | * | |
| | 5.4.5 | define role; | * | | |
| | 5.4.6 | clarify the interrelationship of status and role; | | * | |
| | 5.4.7 | state the definition of role conflict; | * | | |
| | 5.4.8 | explain the causes of role conflict; | | * | |
| | 5.4.9 | analyse the consequences of role conflict; | | | * |
| | 5.4.10 | suggest solutions for role conflict. | | | * |
| 6. Values and Belief | Candidates should be able to: | | | | |
| 6.1 Introduction of Values and Belief | 6.1.1 | define values; | * | | |
| | 6.1.2 | explain the importance of value; | | * | |
| | 6.1.3 | discuss the functions of value; | | * | |
| | 6.1.4 | explain how values are interrelated with norms; | | * | |
| | 6.1.5 | explain the type of values; <ul style="list-style-type: none"> • Cultural • Social | | * | |
| | 6.1.6 | exemplify cultural and social values in the context of society; | | | * |
| | 6.1.7 | define belief; | * | | |
| | 6.1.8 | compare the relation between belief and religion; | | * | |
| | 6.1.9 | explain the belief system; | | * | |
| | 6.1.10 | analyse the role of Islamic values and beliefs in a social life. | | | * |

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| | | | K | U | A |
|--|--------------------------------------|--|---|---|---|
| 7. Society | Candidates should be able to: | | | | |
| 7.1 Understanding Society | 7.1.1 | define society; | * | | |
| | 7.1.2 | explain the importance of society; | | * | |
| | 7.1.3 | list the elements of society. | * | | |
| 7.2 Types of Society | 7.2.1 | discuss the various types of society; <ul style="list-style-type: none"> • Rural • Urban • Sedentary • Nomadic • Traditional • Modern | | * | |
| | 7.2.2 | explain the characteristics of rural society; | | * | |
| | 7.2.3 | explain the characteristics of urban society; | | * | |
| | 7.2.4 | explain the characteristics of nomadic society; | | * | |
| | 7.2.5 | explain the characteristics of sedentary society; | | * | |
| | 7.2.6 | explain the characteristics of traditional society; | | * | |
| | 7.2.7 | explain the characteristics of modern society. | | * | |
| 7.3 Society Related Concerns | 7.3.1 | discuss some of the major society related concerns faced by the people of Pakistan; | | * | |
| | 7.3.2 | suggest some ways in which one caters to these concerns. | | | * |
| 7.4 Characteristics of Islamic Society | 7.4.1 | explain the concept of society in Islam; | | * | |
| | 7.4.2 | discuss the salient features of Islamic society. | | * | |

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| | | | K | U | A |
|--|--------------------------------------|--|---|---|---|
| 8. Culture and Civilisation | Candidates should be able to: | | | | |
| 8.1 Meaning and Components of Culture | 8.1.1 | define culture; | * | | |
| | 8.1.2 | explain the key components of a culture, such as knowledge, language, and communication, customs, values, norms, and physical objects. | | * | |
| 8.2 Relationship of Culture and Civilisation | 8.2.1 | define civilisation; | * | | |
| | 8.2.2 | explain the relationship between culture and civilisation. | | * | |
| 8.3 Uniformity and Variability of Culture | 8.3.1 | explain the concept of cultural uniformity; | | * | |
| | 8.3.2 | clarify the concept of cultural uniformity with the help of examples; | | * | |
| | 8.3.3 | explain the causes of cultural uniformity and variability. | | * | |
| | 8.3.4 | discuss the term 'cultural shock' | | * | |
| | 8.3.5 | explain the ways by which cultural shock can be dealt with | | * | |
| 8.4 Role of Information Technology and Cultural Change | 8.4.1 | define cultural change; | * | | |
| | 8.4.2 | explain the process of cultural change. | | * | |
| 9. Social Institution | Candidates should be able to: | | | | |
| 9.1 Nature and Significance of Social Institutions | 9.1.1 | define an institution; | * | | |
| | 9.1.2 | explain the nature of institution; | | * | |
| | 9.1.3 | enlist the major elements of social institution; | * | | |
| | 9.1.4 | explain the functions of social institution. | | * | |
| 9.2 Types of Social Institutions | 9.2.1 | list the various types of social institutions; | * | | |
| | 9.2.2 | explain the role played by the social institutions in maintaining the balance of the society. | | * | |

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|----------------|-------|---|---|---|---|
| 9.3 Family | 9.3.1 | explain the importance of family; | | * | |
| | 9.3.2 | state the types of family; | * | | |
| | 9.3.3 | analyse the functions of a family. | | | * |
| 9.4 Education | 9.4.1 | discuss the importance of education; | | * | |
| | 9.4.2 | enlist the aims of education; | * | | |
| | 9.4.3 | state the types of education; | * | | |
| | 9.4.4 | analyse the functions of education. | | | * |
| 9.5 Religion | 9.5.1 | explain the importance of religion; | | * | |
| | 9.5.2 | discuss the basic components of religion; | | * | |
| | 9.5.3 | analyse the functions of religious education. | | | * |
| 9.6 Politics | 9.6.1 | explain the importance of political institution in a society; | | * | |
| | 9.6.2 | analyse the functions of political institution. | | | * |
| 9.7 Economy | 9.7.1 | explain the importance of economic institutions; | | * | |
| | 9.7.2 | list the major economic institutions; | * | | |
| | 9.7.3 | explain the economic structure; | | * | |
| | 9.7.4 | analyse the functions of economic institutions. | | | * |
| 9.8 Recreation | 9.8.1 | explain the importance of recreation; | | * | |
| | 9.8.2 | differentiate between rural and urban recreations; | | * | |
| | 9.8.3 | analyse the functions of recreational institutions. | | | * |

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Part II (Class XII)

| Topic | Student Learning Outcomes | | Cognitive Level | | |
|---|--------------------------------------|--|-----------------|---|---|
| | | | K | U | A |
| 10. Social Control | Candidates should be able to: | | | | |
| 10.1 Meaning and Significance of Social Control | 10.1.1 | define social control; | * | | |
| | 10.1.2 | explain the importance of social control in a society; | | * | |
| | 10.1.3 | demonstrate the importance of social control for developing organised societies; | | * | |
| | 10.1.4 | discuss and confer the scope of social control in modern welfare society | | * | |
| 10.2 Agencies of Social Control | 10.2.1 | discuss the agencies of social control; | | * | |
| | 10.2.2 | establish the role played by the agencies of social control in developing organised societies; | | * | |
| | 10.2.3 | explain the steps to attain social control using its various agencies; | | * | |
| 10.3 Good Governance and Social Control | 10.3.1 | explain the link between good governance and social control | | * | |
| | 10.3.2 | establish the importance of good governance in modern welfare society | | * | |
| 10.4 Role of Islamic Values in social control | 10.4.1 | suggest how Islamic values helps in managing social control. | | | * |
| 10.5 Social control in the Modern Welfare Society | 10.5.1 | exemplify how social control is applied in the modern welfare society. | | | * |

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| | | K | U | A |
|---|--------------------------------------|--|---|---|
| 11. Environmental and Social Life | Candidates should be able to: | | | |
| 11.1 Nature and Significance of Environment | 11.1.1 | define environment; | * | |
| | 11.1.2 | define various types of environment and their elements; • Physical or geographical • Non-physical or man made | * | |
| | 11.1.3 | discuss the importance of environment. | | * |
| 11.2 Social Life and Environment | 11.2.1 | analyse the impacts of physical environment on social life including: • Food • Dresses • Body structure • Attitudes • Race and color • Economic activities • Communication • Recreational activities | | * |
| | 11.2.2 | explain the consequences of misusing and human interference on the physical environment; | | * |
| | 11.2.3 | discuss the importance of establishing harmony between the physical environment and mankind; | | * |
| | 11.2.4 | demonstrate sensitivity to the physical environment based benefits enjoyed by the society. | | * |
| 11.3 Impact of Environmental on Individuals | 11.3.1 | describe the effects on environment on individuals; | | * |
| | 11.3.2 | describe the structural and social origins of environmental movements; | | * |
| | 11.3.3 | discuss the impact of industrialism in generating environmental degradation; | | * |
| | 11.3.4 | discuss the environmental implications of urbanization and globalization. | | * |
| | 11.3.5 | analyse various ways in which environment can impact individuals; | | * |

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| | | | K | U | A |
|------------------------------------|--------------------------------------|--|---|---|---|
| 12. Social Research | Candidates should be able to: | | | | |
| 12.1 Introduction | 12.1.1 | define social research; | * | | |
| | 12.1.2 | explain the importance of social research; | | * | |
| | 12.1.3 | exemplify the utility of social research. | | | * |
| 12.2 Types of Research | 12.2.1 | discuss the various types of social research and their significance: <ul style="list-style-type: none"> • Formulative or exploratory • Descriptive or diagnostic • Experimental • Basic or pure • Applied or action | | * | |
| | 12.2.2 | illustrate the benefits of developing a research culture; | | * | |
| | 12.2.3 | suggest ways to develop a research culture in Pakistan. | | | * |
| 12.3 Functions and Uses | 12.3.1 | explain the functions of research; | | * | |
| | 12.3.2 | analyse the importance of information technology in social research; | | | * |
| | 12.3.3 | suggest how improved infrastructure of information technology enhances productivity in social research; | | | * |
| | 12.3.4 | suggest ways in which social research and information technology can benefit the development of a country; | | | * |
| | 12.3.5 | differentiate between sociological research and common sense knowledge. | | * | |
| 12.4 Scope of Research in Pakistan | 12.4.1 | analyse the major barriers to research in Pakistan; | | | * |
| | 12.4.2 | suggest ways to overcome these barriers to social research in Pakistan; | | | * |
| | 12.4.3 | discuss the dynamics and scope of social research in Pakistan. | | * | |

NOTES

| | | | | K | U | A |
|--|--------------------------------------|---|--|---|---|---|
| 13. Social Change | Candidates should be able to: | | | | | |
| 13.1 Introduction | 13.1.1 | explain the concept of social change; | | * | | |
| | 13.1.2 | discuss the causes of social change; | | * | | |
| | 13.1.3 | explain the factors that resist social change. | | * | | |
| 13.2 Social Change in Pakistan | 13.2.1 | explain the factors promoting social change in Pakistani society; | | * | | |
| • Family | 13.2.2 | summarise the social changes in various Pakistani institutions with respect to their nature and effects on behaviour; | | | | * |
| • Education | 13.2.3 | evaluate the nature of resistance hindering social change in Pakistan. | | | | * |
| • Religion | | | | | | |
| • polity | | | | | | |
| • recreation | | | | | | |
| 13.3 Role of Information Technology in Social Change | 13.3.1 | explain the effects of information technology on different institutions; | | * | | |
| | 13.3.2 | describe the role of information technology with respect to social change; | | * | | |
| | 13.3.3 | discuss the social changes undergone by the Pakistani society due to the introduction of information technology; | | * | | |
| | 13.3.4 | discuss the reasons of resistance by the Pakistani society to information technology oriented social changes. | | * | | |

NOTES

| | | | K | U | A |
|--|--------------------------------------|---|---|---|---|
| 14. Culture and society | Candidates should be able to: | | | | |
| 14.1 Understanding Pakistani Culture and Society | 14.1.1 | explain the cultural heritage and ideological foundations of Pakistan; | | * | |
| | 14.1.2 | identify the uniformities and variabilities among the subcultures; | | * | |
| | 14.1.3 | elaborate the values of Islamic Culture. | | * | |
| 14.2 National Integration | 14.2.1 | explain the nature of national integration and cohesion in Pakistan with special reference to debacle of East Pakistan; | | * | |
| | 14.2.2 | discuss the steps needed to strengthen the national integration in relation to the Islamic Ideological Foundations of Pakistan; | | * | |
| | 14.2.3 | define the various processes and agencies of socialisation; | * | | |
| | 14.2.4 | discuss the role of Islamic values and beliefs in the socialisation process with reference to development of personality. | | * | |
| 14.3 National Character | 14.3.1 | define the national character; | * | | |
| | 14.3.2 | discuss ways to strengthen the characteristics of national character. | | * | |
| 15. Social Problems | Candidates should be able to: | | | | |
| 15.1 Introduction | 15.1.1 | describe the nature of social problems; | | * | |
| | 15.1.2 | explain the conditions of social problems; | | * | |
| | 15.1.3 | classify social problems; | | * | |
| | 15.1.4 | compute the various problems faced by people in various areas. | | | * |

NOTES

| | | | | K | U | A | |
|--------|--|---|---|--|---|---|---|
| 15.2 | Social Problems in Pakistan | <ul style="list-style-type: none"> • Overpopulation • Illiteracy • Poverty • Social Disorganization | 15.2.1 | recognise the various social problems that exist in the Pakistani society; | * | | |
| | | | 15.2.2 | define over population; its implications and remedies; | * | | |
| | | | 15.2.3 | discuss the implication of overpopulation for society; | | * | |
| | | | 15.2.4 | suggest remedies to control over population in Pakistan; | | | * |
| | | | 15.2.5 | define illiteracy; | * | | |
| | | | 15.2.6 | discuss the causes of illiteracy; | | * | |
| | | | 15.2.7 | suggest remedies to counter the problem of illiteracy in Pakistan; | | | * |
| | | | 15.2.8 | define poverty; | * | | |
| | | | 15.2.9 | discuss the causes of poverty and its implications; | | * | |
| | | | 15.2.10 | suggest ways to eliminate poverty from Pakistan; | | | * |
| | | | 15.2.11 | define social disorganisation; | * | | |
| | | | 15.2.12 | discuss the causes of social disorganisation and consequences; | | * | |
| | | | 15.2.13 | explain the possible consequences of social disorganisation; | | * | |
| | | | 15.2.14 | suggest ways to counter social disorganisation; | | | * |
| 15.2.6 | suggest solutions to the various problems arising due to social disorganisation. | | | * | | | |
| 15.3 | National Character | 15.3.1 | define the necessary qualities of national character; | * | | | |
| | | 15.3.2 | recommend steps to improve national character. | | | * | |

NOTES

| | | K | U | A |
|------------------------|--------------------------------------|--|---|---|
| 16. Communities | Candidates should be able to: | | | |
| 16.1 Introduction | 16.1.1 | define community; | * | |
| | 16.1.2 | discuss the importance of community in a society; | | * |
| | 16.1.3 | distinguish between community and society. | | * |
| 16.2 Rural Community | 16.2.1 | explain the characteristics of a rural community; | | * |
| | 16.2.2 | discuss the problems of a rural community; | | * |
| | 16.2.3 | analyse the importance of a rural community; | | * |
| | 16.2.4 | evaluate the causes behind rural problems; | | * |
| | 16.2.5 | suggest the remedies to eliminate the rural problems; | | * |
| | 16.2.6 | discuss the consequences and reasons for rural to urban migration. | | * |
| 16.3 Urban Community | 16.3.1 | explain the characteristics of an urban community; | | * |
| | 16.3.2 | discuss the problems of an urban community; | | * |
| | 16.3.3 | analyse the importance of an urban community; | | * |
| | 16.3.4 | evaluate the causes behind the urban problems; | | * |
| | 16.3.5 | suggest the remedies to eliminate urban problems. | | * |

NOTES

4. Scheme of Assessment

Table 1: Number of Student Learning Outcomes by Cognitive level

| Topics No. | Topics | No of Sub-Topics | SLOs | | | Total |
|------------|--------------------------------------|------------------|-----------|-----------|-----------|------------|
| | | | K | U | A | |
| 1. | Introduction of Sociology | 6 | 2 | 7 | 3 | 12 |
| 2. | Social Action and Social Interaction | 2 | 2 | 5 | 0 | 7 |
| 3. | Social Group and Social Processes | 2 | 3 | 6 | 3 | 12 |
| 4. | Social Stratification | 3 | 5 | 14 | 0 | 19 |
| 5. | Social Norms Status and Role | 4 | 10 | 10 | 5 | 25 |
| 6. | Values and Belief | 1 | 2 | 6 | 2 | 10 |
| 7. | Society | 4 | 2 | 11 | 1 | 14 |
| 8. | Culture and Civilisation | 4 | 3 | 5 | 0 | 8 |
| 9. | Social Institution | 8 | 7 | 12 | 6 | 25 |
| | Total | 34 | 36 | 76 | 20 | 132 |
| | Percentage | | 28 | 57 | 15 | 100 |

Table 2: Allocation of Marks for the Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

| Topic No. | Topics | No of Sub-Topics | Marks | | | Total |
|-----------|--------------------------------------|------------------|---------------------------|--------------------------------|-----------------------------|------------|
| | | | Multiple Choice Questions | Constructed Response Questions | Extended Response Questions | |
| 1. | Introduction of Sociology | 6 | 3 | 3 | 10 | 37 |
| 2. | Social Action and Social Interaction | 2 | 1 | 3 | | |
| 3. | Social Group and Social Processes | 2 | 3 | 3 | | |
| 4. | Social Stratification | 3 | 5 | 6 | | |
| 5. | Social Norms Status and Role | 4 | 5 | 10 | 10 | 63 |
| 6. | Values and Belief | 1 | 2 | 6 | | |
| 7. | Society | 4 | 4 | 6 | | |
| 8. | Culture and Civilisation | 4 | 2 | 4 | | |
| 9. | Social Institution | 8 | 5 | 9 | | |
| | Total | 34 | 30 | 50 | 20 | 100 |

Table 3: Paper Specifications

| Topic No. | Topics | Marks Distribution | | Total Marks | |
|------------------|--------------------------------------|-------------------------------------|---|--------------------|------------|
| 1. | Introduction of Sociology | MCQs 3 @ 1 Mark CRQ 1 @ 3 Marks | *ERQs @ 10 Marks (Choose any ONE from TWO) | 37 | |
| 2. | Social Action and Social Interaction | MCQ 1 @ 1 Mark CRQ 1 @ 3 Marks | | | |
| 3. | Social Group and Social Processes | MCQs 3 @ 1 Mark CRQs 1 @ 3 Marks | | | |
| 4. | Social Stratification | MCQs 5 @ 1 Mark CRQs 2 @ 3 Marks | | | |
| 5. | Social Norms Status and Role | MCQs 5 @ 1 Mark CRQs 2 @ 5 Marks | ERQs @ 10 Marks (Choose any ONE from TWO) | 63 | |
| 6. | Values and Belief | MCQs 2 @ 1 Mark CRQs 2 @ 3 Marks | | | |
| 7. | Society | MCQs 4 @ 1 Mark CRQ 2 @ 3 Mark | | | |
| 8. | Culture and Civilisation | MCQs 2 @ 1 Mark CRQ 1 @ 4 Marks | | | |
| 9. | Social Institution | MCQs 5 @ 1 Mark CRQs 3 @ 3 Marks | | | |
| | Total Marks | MCQs 30 | CRQs 50 | ERQs 20 | 100 |

* *Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph rather than a word or a single sentence.*

* *There will be TWO questions and the candidates will be required to attempt any ONE by making a choice out of the TWO.*

Class XII

Table 4: Number of Student Learning Outcomes by Cognitive Level

| Topic No. | Topics | No. of Sub-topics | SLOs | | | Total |
|-----------|-------------------------------|-------------------|-----------|-----------|-----------|------------|
| | | | K | U | A | |
| 10. | Social Control | 5 | 1 | 8 | 2 | 11 |
| 11. | Environmental and Social Life | 3 | 4 | 6 | 2 | 12 |
| 12. | Social Research | 4 | 1 | 6 | 7 | 14 |
| 13. | Social Change | 3 | 1 | 7 | 2 | 10 |
| 14. | Culture and Society | 3 | 1 | 8 | 0 | 9 |
| 15. | Social Problems | 3 | 7 | 6 | 7 | 20 |
| 16. | Communities | 3 | 1 | 7 | 6 | 14 |
| | Total | 24 | 16 | 48 | 26 | 90 |
| | Percentage | | 18 | 53 | 29 | 100 |

Table 5: Allocation of Marks for the Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

| Topic No. | Topics | No. of Sub-topics | Marks | | | Total |
|-----------|-------------------------------|-------------------|---------------------------|--------------------------------|-----------------------------|------------|
| | | | Multiple Choice Questions | Constructed Response Questions | Extended Response Questions | |
| 10. | Social Control | 5 | 4 | 6 | 10 | 29 |
| 11. | Environmental and Social Life | 3 | 3 | 6 | | |
| 12. | Social Research | 4 | 6 | 8 | | |
| 13. | Social Change | 3 | 4 | 6 | 10 | 58 |
| 14. | Culture and Society | 3 | 3 | 6 | | |
| 15. | Social Problems | 3 | 5 | 8 | | |
| 16. | Communities | 3 | 5 | 10 | | |
| | Total | 24 | 30 | 50 | 20 | 100 |

Table 6: Paper Specifications for Examination

| Topic No. | Topics | Marks Distribution | | | Total Marks |
|------------------|-------------------------------|---------------------------|--------------------|--|--------------------|
| 10. | Social Control | MCQs 4 @ 1 Mark | CRQs 2 @ 3 Marks | ERQs @ 10 Marks (Choose any ONE from TWO) | 43 |
| 11. | Environmental and Social Life | MCQs 3 @ 1 Mark | CRQs 2 @ 3 Marks | | |
| 12. | Social Research | MCQs 6 @ 1 Mark | CRQs 2 @ 4 Marks | | |
| 13. | Social Change | MCQs 4 @ 1 Mark | CRQs 2 @ 3 Marks | ERQs @ 10 Marks (Choose any ONE from TWO) | 57 |
| 14. | Culture and Society | MCQs 3 @ 1 Mark | CRQs 2 @ 3 Marks | | |
| 15. | Social Problems | MCQs 5 @ 1 Mark | CRQs 2 @ 4 Marks | | |
| 16. | Communities | MCQs 5 @ 1 Mark | CRQs 2 @ 5 Marks | | |
| | Total Marks | MCQs 30 | CRQs 50 | ERQs 20 | 100 |

* *Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph rather than a word or a single sentence.*

* *There will be TWO questions and the candidates will be required to attempt any ONE by making a choice out of the TWO.*

4.1 Tables 1 and 4 summarise the number and nature of SLOs in each topic in classes XI and XII. In Sociology the emphasis is on building a sound knowledge base of the students. There are more SLOs for Understanding (57% and 53%) in both the classes XI and XII so that students are able to describe and identify the relevance of the subject with their personal lives and national development.

4.1 There will be two examinations, one at the end of Class XI and one at the end of Class XII.

4.2 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administered within 3 hours.

4.3 Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.

4.4 Paper II theory will carry 70 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.

4.5 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching–Learning Approaches and Classroom Activities

- 5.1 Teaching and learning approaches should foster a sense of understanding and respect, and sensitise students with emotions and feelings of tolerance towards others.
- 5.2 Students should be taught through moral stories, dramas, skits and role play activities. They can also discuss and debate upon the moral issues derived from these activities with expected consequences and impact on individual life and on society as a whole.
- 5.3 Teachers may also engage students in project work, group discussions on images and pictures from the newspapers and magazines that depict moral issues and problems. Experiential learning should be encouraged through community service and field work.
- 5.4 Customs and traditions of various communities to which the students belong can be celebrated to create a sense of awareness, respect and understanding of diversity and cultural pluralism
- 5.5 Teaching approaches be geared towards fostering creativity, intellectual curiosity, generating activity-based feelings of cohesion, unity, discipline, love and respect for others and for maintaining a good civic sense
- 5.6 Students should be encouraged to engage in the following activities to stimulate their interest in the topics being studied and to develop a better understanding of the syllabus content:
 - (a) Make charts, graphs, tables:
 - Make charts depicting cultural and social values of Pakistan.
 - Prepare organizational charts of education in the country.
 - Make chart showing essential characteristics of a welfare state.
 - (b) Visit and write reports or make presentations on places visited:
 - Historical places.
 - Assembly sessions
 - Rivers, mountains, fields, forests, mines, canal headwork.
 - Cultural festivals
 - Shrines of well known saints.
 - Urban areas where development is taking place.
 - Museums, industries, factories, cultural centres and meals.

6. Recommended Texts, Reference Materials and Websites

Recommended Books

1. Taga, Abdul A. (2010). *Sociology: An Introduction (Intermediate Part I)*. Lahore: Abdul Hameed Taga and Sons Publishers.
2. Taga, Abdul A. (2010). *Sociology: An Introduction (Intermediate Part II)*. Lahore: Abdul Hameed Taga and Sons Publishers.
3. Taga, Abdul A. (2010). *Jadeed Imranyat, Urdu Medium (Intermediate Part I)*. Lahore: Abdul Hameed Taga and Sons Publishers.
4. Taga, Abdul A. (2010). *Imranyat-e-Pakistan, Urdu Medium (Intermediate Part II)*. Lahore: Abdul Hameed Taga and Sons Publishers.

Reference Books

1. Macionis J. John and Plummer Ken. (2005). *Sociology: A Global Introduction Pearson Education*. New York: Pearson Prentice Hall.
2. Kendall Diana. (2001). *Sociology in Our Times (Third Edition)*. USA: Wadsworth Thomson Learning.
3. Schaefer Richard T. (2005). *Sociology: A Brief Introduction (Fourth Edition)*. New York: DePaul University, McGraw Hill Publication.

Websites

1. http://highered.mcgraw-hill.com/sites/0072435569/student_view0/glossary.html
2. <http://www.sociologyonline.co.uk/>
3. <http://www.sociology.org/>
4. <http://www.webref.org/sociology/sociology.htm>
5. <http://socserv.mcmaster.ca/w3/virtsoclib/>
6. <http://www.sociology.org.uk/>
7. <http://www.intute.ac.uk/sociology/>
8. <http://www.answers.com/topic/sociology>
9. http://books.google.com.pk/books?id=qYkqRytTmEMC&printsec=frontcover&dq=sociology&source=bl&ots=qjPwa27pCR&sig=Mv1SDXXfTdMXUSKKEarImO1dnVU&hl=en&ei=Y2LKTM6-C42gvQPknIgC&sa=X&oi=book_result&ct=result&resnum=9&ved=0CD8Q6AEwCA#v=onepage&q&f=false

7. Definition of Cognitive Levels and Command Words in the Student Learning Outcomes and in Examination Papers

7.1 Definition of Cognitive Levels (Knowledge, Understanding and Application)

Knowledge:

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

Understanding:

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarise, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

Application:

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: distinguish, analyse, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, re-arrange, reconstruct/recreate, re-organize, predict consequences etc.

7.2 Definition of Command Words:

Knowledge

| | |
|-----------------|--|
| Define | To describe meaning of words or terms with respect to their properties or qualities. |
| List | Precise information such as dates, characteristics, places, names. |
| Enlist | Preparing a content list or naming the objects with reference to a sequence or order. |
| Identify | Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the candidate justifies the choice unless specifically asked to do so. |

State Invites a concise answer with little or no supporting argument.

Recognise Involves looking at a given example and stating what it is.

Understanding

Discuss Requires candidates to give a critical account of the issue raised, considering the possible outcomes and where possible offering support to your descriptions or to share the information or to give a critical account of the points involved in the topic.

Explain Clarify or enrich given statements or definitions, by providing relevant details or examples.

Describe Attempt to capture the distinguishing features of a scene, object or event. The connotation as well as the denotation of words will usually be important and these connotative meanings should be consistent with each other.

Differentiate Identify and describe those characteristics which always or usually help us to tell two categories apart. To be able to recognise and understand the difference between two categories.

Compare List the main characteristics of two entities clearly identifying similarities (and differences).

Clarify Implies further explanation of any given information that elaborates the key components.

Establish To make relationship or coherence among two phenomena

Comprehend To be able to demonstrate the understanding of meaning or nature of some phenomenon.

Distinguish / Classify Put things or actions together in groups on the basis of stated features which they have in common. To categorise, order or organize.

Evaluate: To formulate opinion of the quality of something after assessing it.

Application

Illustrate Normally an outline shape is all that is required. There are no marks for the artistry but where relevant some indications of scale or a key will be rewarded.

| | |
|--------------------|--|
| Demonstrate | To show or identify a relationship between some factors, or any other information. |
| Analyse | Suggest separating or distinguishing the component parts of something so as to discover its true nature. |
| Exemplify | To give example about a topic or concept. |
| Suggest | To put forward an opinion or plan by association of ideas. |
| Summarise | To express the most important facts and ideas in a short and clear form. |
| Distinguish | To be able to recognise and understand the difference between two categories. |

HSSC Scheme of Studies³

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised HSSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. The marks allocated to subjects in the revised National Scheme of Studies have been followed.

HSSC I-II (Classes XI-XII) subjects on offer for examination

HSSC Part-I (Class XI) Science Group (Pre-Medical)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | - | 100 | Urdu English |
| Physics-I | 85 | 15 | 100 | English |
| Chemistry-I | 85 | 15 | 100 | English |
| Biology-I | 85 | 15 | 100 | English |
| Total: | 455 | 45 | 500 | |

HSSC Part-II (Class XII) Science Group (Pre-Medical)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | - | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Physics-II | 85 | 15 | 100 | English |
| Chemistry-II | 85 | 15 | 100 | English |
| Biology-II | 85 | 15 | 100 | English |
| Total: | 555 | 45 | 600 | |

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

³ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

HSSC Part-I (Class XI) Science Group (Pre-Engineering)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | - | 100 | Urdu English |
| Physics-I | 85 | 15 | 100 | English |
| Chemistry-I | 85 | 15 | 100 | English |
| Mathematics-I | 100 | - | 100 | English |
| Total: | 470 | 30 | 500 | |

HSSC Part-II (Class XII) Science Group (Pre-Engineering)

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | - | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Physics-II | 85 | 15 | 100 | English |
| Chemistry-II | 85 | 15 | 100 | English |
| Mathematics –II | 100 | - | 100 | English |
| Total: | 570 | 30 | 600 | |

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

HSSC Part-I (Class XI) Science Group (Science General)

| Subjects | Marks | | | Medium |
|---|--------|-----------|------------|----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I | 100 | - | 100 | Urdu |
| Pakistan Culture-I ^a | | | | English |
| Any one subject combinations of the following: | | | | |
| Physics-I | 85 | 15 | 300 | English |
| Mathematics-I | 100 | - | | English |
| *Statistics-I | 85 | 15 | | English |
| Economics-I | 100 | - | 300 | English / Urdu |
| Mathematics-I | 100 | - | | English |
| *Statistics-I | 85 | 15 | | English |
| Economics-I | 100 | - | 300 | English / Urdu |
| Mathematics-I | 100 | - | | English |
| Computer Science-I | 75 | 25 | | English |
| Physics-I | 85 | 15 | 300 | English |
| Mathematics-I | 100 | - | | English |
| Computer Science-I | 75 | 25 | | English |
| Mathematics-I | 100 | - | 300 | English |
| *Statistics-I | 85 | 15 | | English |
| Computer Science-I | 75 | 25 | | English |
| Total: | | | 500 | |

HSSC Part-II (Class XII) Science Group (Science General)

| Subjects | Marks | | | Medium |
|---|--------|-----------|------------|----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR | 100 | - | 100 | Urdu |
| Pakistan Culture-II ^a | | | | English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Any one subject combinations of the following: | | | | |
| Physics-II | 85 | 15 | 300 | English |
| Mathematics-II | 100 | - | | English |
| *Statistics-II | 85 | 15 | | English |
| Economics-II | 100 | - | 300 | English / Urdu |
| Mathematics-II | 100 | - | | English |
| *Statistics-II | 85 | 15 | | English |
| Economics-II | 100 | - | 300 | English / Urdu |
| Mathematics-II | 100 | - | | English |
| Computer Science-II | 75 | 25 | | English |
| Physics-II | 85 | 15 | 300 | English |
| Mathematics-II | 100 | - | | English |
| Computer Science-II | 75 | 25 | | English |
| Mathematics-II | 100 | - | 300 | English |
| *Statistics-II | 85 | 15 | | English |
| Computer Science-II | 75 | 25 | | English |
| Total: | | | 600 | |

a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.

b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subject is offered ONLY in the May examination.**

HSSC Part-I (Class XI) Commerce Group

| Subjects | Marks | | | Medium |
|--|------------|-----------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-I | 100 | - | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | - | 100 | Urdu English |
| Principles of Accounting-I | 100 | - | 100 | English |
| Principles of Economics | 75 | - | 75 | English |
| Principles of Commerce | 75 | - | 75 | English |
| Business Mathematics | 50 | - | 50 | English |
| Total: | 500 | - | 500 | |

HSSC Part-II (Class XII) Commerce Group

| Subjects | Marks | | | Medium |
|--|-----------------------|-------------|------------|-----------------|
| | Theory | Practical | Total | |
| English Compulsory-II | 100 | - | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | - | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | - | 50 | English / Urdu |
| Pakistan Studies | 50 | - | 50 | English / Urdu |
| Principles of Accounting-II | 100 | - | 100 | English |
| Commercial Geography | 75 | - | 75 | English |
| *Computer Studies OR Banking | 60 OR 75 | 15 - | 75 | English |
| Business Statistics | 50 | - | 50 | English |
| Total: | 600 | | 600 | |

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***This subjects are offered ONLY in the May examination.**

HSSC Part-I (Class XI) Humanities Group

| Subjects | Marks | Medium |
|--|------------|-----------------|
| English Compulsory-I | 100 | English |
| Urdu Compulsory-I OR Pakistan Culture-I ^a | 100 | Urdu English |
| Any three of the following Elective Subjects | 300 | |
| 1. Civics-I | (100 | English / Urdu |
| 2. Computer Science-I (75+25 practical) | each) | English |
| 3. Economics-I | | English / Urdu |
| 4. *Education-I | | English / Urdu |
| 5. *Geography-I (85+15 practical) | | English / Urdu |
| 6. *Islamic Studies-I | | English / Urdu |
| 7. *Islamic History-I | | English / Urdu |
| 8. Literature in English-I | | English |
| 9. Mathematics-I | | English |
| 10. *Psychology-I (85+15 practical) | | English / Urdu |
| 11. *Statistics-I (85+15 practical) | | English |
| 12. *Sociology-I | | English / Urdu |
| 13. Urdu Literature-I | | Urdu |
| 14. *Fine Arts-I | | English |
| Total: | 500 | |

HSSC Part-II (Class XII) Humanities Group

| Subjects | Marks | Medium |
|--|------------|-----------------|
| English Compulsory-II | 100 | English |
| Urdu Compulsory-II OR Pakistan Culture-II ^a | 100 | Urdu English |
| Islamiyat OR Ethics ^b | 50 | English / Urdu |
| Pakistan Studies | 50 | English / Urdu |
| Any three of the following Elective Subjects | 300 | |
| 1. Civics-II | (100 | English / Urdu |
| 2. Computer Science-II (75+25 practical) | each) | English |
| 3. Economics-II | | English / Urdu |
| 4. *Education-II | | English / Urdu |
| 5. *Geography-II (85+15 practical) | | English / Urdu |
| 6. *Islamic Studies-II | | English / Urdu |
| 7. *Islamic History-II | | English / Urdu |
| 8. Literature in English-II | | English |
| 9. Mathematics-II | | English |
| 10. *Psychology-II (85+15 practical) | | English / Urdu |
| 11. *Statistics-II (85+15 practical) | | English |
| 12. *Sociology-II | | English / Urdu |
| 13. Urdu Literature-II | | Urdu |
| 14. *Fine Arts-II | | English |
| Total: | 600 | |

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subjects are offered ONLY in the May examination.**