



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

**Higher Secondary School
Certificate
(HSSC)**

**Examination Syllabus
2025**

**Sociology
XII**

**Based on Provincial Revised
Curriculum
(Sindh)**



PREFACE

The Ziauddin University Examination Board (ZUEB) was established under **Sindh ACT XLI 2018**, with the primary objective of enhancing the quality of education in Sindh. ZUEB is responsible for administering examinations for the **Secondary School Certificate (SSC)** and **Higher Secondary School Certificate (HSSC)** in alignment with the most recent revisions to the **National Curriculum**, as outlined by the **Directorate of Curriculum Assessment and Research (DCAR), Sindh**. Through its ordinance, ZUEB is mandated to provide examination services for both English, Urdu, and Sindhi medium candidates from private schools across Sindh. This examination syllabus reflects ZUEB's dedication to achieving the educational goals set by the provincial authorities.

In collaboration with subject professors, ZUEB has developed a comprehensive syllabus for each subject. It is important to distinguish between the syllabus and the curriculum. The syllabus serves as a guide for both teachers and students, outlining the key areas of focus within the subject. It provides students with a clear understanding of what is expected of them in their studies and helps them prepare effectively for their exams. This examination syllabus incorporates all cognitive outcomes derived from the **Provincial Curriculum Statement**, ensuring that assessments are both valid and reliable. While the focus is primarily on the cognitive domain, significant emphasis is placed on the application of knowledge and understanding.

The syllabus is made available to all stakeholders via the ZUEB website to assist affiliated schools in planning their teaching. It is crucial to note that the syllabus, rather than the prescribed textbook, forms the foundation of ZUEB examinations. Additionally, this syllabus supports the development of learning materials for both students and teachers. ZUEB remains committed to supporting students undertaking the SSC and HSSC courses by facilitating their learning outcomes through this detailed syllabus document.

To further assist in the learning process, ZUEB provides a dedicated **e-resource tab** on its website, offering both text-based and video content on various subjects. These 15–20-minute instructional videos, created around key subject concepts, allow students to learn at their own pace and convenience. The videos can be used as a reinforcement tool to revisit lessons already taught or as pre-lesson material. This initiative is an ongoing effort, and new videos will continue to be uploaded. We encourage all students and educators to make the most of these resources for a more enriched and flexible learning experience.

Sincerely,

Saleem Ahmed

Manager Social Sciences

Ziauddin University Examination Board

INTRODUCTION

Sociology education is a transformative discipline that empowers students to analyze the intricate web of relationships, institutions, and cultural forces that shape human behavior. In the context of Pakistan's richly diverse and dynamic society, Sociology offers a critical lens to understand how social structures influence daily life. It encourages learners to engage with questions of identity, culture, and collective experience, developing a nuanced awareness of the forces that bind and divide communities.

At its core, Sociology is the scientific study of human behavior in a societal framework. Through the study of sociological theories, concepts, and research methods, students acquire essential skills such as critical thinking, effective communication, and data analysis. As Peter Berger aptly stated, *"The first wisdom of sociology is this: things are not what they seem."* This perspective enables students to go beyond surface-level assumptions and explore the deeper meanings and patterns that shape social interactions, norms, and values.

Sociology education also plays a pivotal role in challenging stereotypes and promoting empathy, tolerance, and respect for diversity. Students examine the social forces that shape personality—such as family, media, education, and peer groups—and how these influence individual and group identity. Through the study of institutions like family, religion, and government, students gain insight into the roles these structures play in organizing societies, maintaining order, and fostering social cohesion.

Moreover, the study of Sociology prepares students to address real-world challenges such as inequality, deviance, crime, and high population growth, issues particularly relevant in Pakistan's socio-economic context. It fosters social responsibility by encouraging students to think critically about poverty, development, and the role of civic participation. With applications in social work, policy-making, and community development, Sociology equips learners to contribute meaningfully to the betterment of society.

Ultimately, integrating Sociology into the curriculum builds not just intellectual understanding, but character. It cultivates reflective and socially conscious individuals who are capable of engaging constructively with their communities. As Zygmunt Bauman observed, *"Sociology is a science of freedom... about understanding the choices we make."* In doing so, Sociology education fosters a generation that is both informed and empowered, ready to navigate, question, and transform the complex world around them.

Standards of Sociology Subject Grade XII

Following standards have been framed for Grade XII Sociology Education. These standards are followed by bench marks. These bench marks further divided into student learning outcomes for each learning area.

These are the details of each standard:

Standard 1: Students will be able to identify sociological insight into the scientific study of human behavior, explaining the influence of human societies in shaping human behavior.

Standard 2: Students will be able to identify various approaches & methods applied to researching human behavior

Standard 3: Students will be able to classify the role of various social factors/forces involved in the development of human personality. It is important to understand that human personality is an outcome of the multiple social/environmental forces external to humans that we encounter after our births. Students will be able to identify these forces responsible for making the self and the mind

Standard 4: Students will be able to recognize the organization/make-up of the Human Societies from the perspective of Social Institutions.

Standard 5: Students will be able to describe the various forms of Human Societies and Social Groups that humans have experienced since the beginning of the human race.

Standard 6: Students will be able to examine the importance of Deviance and Crime which are the most common phenomena all across cultures.

Standard 7: Students will be able to examine the concept of Inequality which is ubiquitous.

Standard 8: Students will be able to explain the importance and severity of the global problem of a high population growth rate specifically affecting poor and underdeveloped countries. These poor or underdeveloped countries on the one hand face increasing poverty and on the other hand, are facing an alarming high population growth rate.

Key

K = Knowledge

U = Understanding

A = Application and other higher order cognitive skills

CRQs = Constructed Response Questions

ERQs = Extended Response Questions

CA = Classroom Activity

ECA = Extended Classroom Activity

(ECAs are not to be assessed under examination condition)

Syllabus Sociology XII

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ¹		
A: Sociological Perspective	Student will be able to:	K	U	A
Social Life	A-1 Discuss social life around them in a broader context by using “Sociological Imagination” presented by C. Wright Mills (1959).			*
	A-2 Analyze how phenomena like families, poverty, religion, or mass media may be studied in the light of various social sciences.			*
Social Scientists	A-3 Enlist the contributions of the following social scientists in the development of Sociological thought, a) Ibn e Khaldun (1332-1406) b) Auguste Comte (178-1857), c) Herbert Spencer (1820-1903), d) Karl Marx (1818-1883), e) Emile Durkheim (1858-1917), f) Max Weber (1864-1920	*		
Industrial Revolution in European Societies	A-4 Assess the impact of the Industrial Revolution in European Societies and its impact on the development of Scientific thinking.			*
Sociological Perspectives to Social Problems	A-5 Apply their knowledge of Sociological Perspectives to various social problems facing Pakistan such as a) Family Violence, b) Poverty c) Corruption by taking help from at least three major Sociological perspectives.			*
Factors involved in Shaping Human Culture	A-6 Identify the role of a) Biological factors, b) Environmental factors, c) Geographical factors in shaping Human Culture		*	
Structure of Culture	A-7 Categorize the Structure of Culture which includes a) Cultural traits and Complexes b) Sub-cultures & Counter cultures c) Cultural Relativism d) Ethnocentrism		*	
Globalization and Pakistani Culture	A-8 Analyze the process of Globalization influencing Pakistani culture.			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ²		
B: Doing Social Research	Student will be able to:	K	U	A
Research Methods	B-1 Define (a) Quantitative and (b) Qualitative research	*		
Mini-Survey Research	B-2 Differentiate various methods used in (a) Quantitative and (b) Qualitative research B-3 Conduct a mini-Survey Research on any social problem that (they) being a member of the society feel irritated or troubled & write its results quantitatively (in numbers & percentages) Present their data in a meaningful way			* ECA
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
C: Socialization	Student will be able to:	K	U	A
Role of Different Factors on Behaviour/Personality	C-1 Demonstrate the role of a] Biological, b] Physical Environmental & c] Cultural factors that have created an impact on your behavior/personality.			*
Differences in the Personality of Children	C-2 Identify the differences in the personality of children growing up in different households such as feral children, isolated children, institutionalized children and deprived children		*	
Theories	C-3 Explain various theories developed by scientists to analyze various causes in the development of self & mind, these include a] C. H. Cooley & the Looking Glass Self, b] G. H Mead & Role Taking, c] J. Piaget & the Development of Reasoning d] S. Freud & Psychoanalysis, e] L. Kohlberg & the Development of Mortality		*	
Type of Gender	C-4 List reasons for the construction of the type of gender that appears in their minds after reading the following words (discuss by providing at least three reasons for naming the gender) a] Muscular b] Clever c] Weak d] Cute e] caring f] powerful g] pretty h] easy	*		
Agent of Socialization	C-5 Analyze the role of each agent of Socialization in the development of personality.			*

Topics & Sub-topics	Student Learning Outcome	Cognitive Level ³		
D: Social Institutions	Student will be able to:	K	U	A
Forms of Families	D-1 Classify various forms of families, such as a] Nuclear family b] Extended family c] Classic Extended family d] Patriarchal family e] Matriarchal family f] Symmetrical family g] Reconstituted or stepfamily h] Lone parent family		*	
Forms of Marriages in the Western Culture	D-2 Identify the reasons and impact various forms of marriages in the western culture.		*	
Impact of Institutions on Crime	D-3 Analyze the impact of (any three institutions) on crimes such as a] Child abuse b] Gender abuse c] Terrorism d] Corruption in Pakistani society.			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
E: Human Societies & Social Groups	Student will be able to:	K	U	A
Evolution of Societies	E-1 Examine the role of (technology) in the evolution of societies from Hunting Gathering to the Post Industrial in changing the social relations within the families & communities			*
Factors Causing Mental Disorders	E-2 Examine the factors causing the rise of mental disorders in Industrial and post			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
F: Deviance and Social Control	Student will be able to:	K	U	A
Theories of Deviation	F-1 Analyze various theories of Deviation which include a] Biological theories, b] Psychological Theories c] Socialization Theory & d] Anomie Theory e] Conflict theory.			*
Types of Crimes affecting Pakistani Society	F-2 Examine various types of crimes affecting Pakistani society such as a] Cyber Crimes b] Terrorism c] Public Corruption d] Organized Crimes e] White Collar Crimes f] Violent Crimes against people & property.			*

Causes of Juvenile Delinquency	F-3 Examine the causes of Juvenile Delinquency in Pakistani Society.			*
Topics & Sub-topics	Student Learning Outcome	Cognitive Level⁴		
G: Global Social Stratification	Student will be able to:	K	U	A
Determinants of Stratification	G-1 Recognize determinants of various Stratification systems which include a] Slavery b] Cast c] Estate d] Class		*	
Impact of Stratification	G-2 Identify impacts of a] Cast (as in India) b] Estate (as in Pakistan) and c] Class (as in USA / Europe).		*	
Topics & Sub-topics	Student Learning Outcome	Cognitive Level		
H: Population Change	Student will be able to:	K	U	A
Reasons for the High Population Growth	H-1 Analyze the reasons for the high population growth rate in poor or Least Developed Countries (LDC) like Pakistan			*
Population Theories	H-2 Discuss a] Malthusian Theory of Population Change and b] Anti Malthusian Theories like Demographic Transition Theory.			*
Impacts of High Population Growth	H-3 Explain the impacts of the high population growth rate on the development of Pakistan.		*	

Scheme of Assessment

Subject: Sociology

Grade: XII

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs ⁵			Total
			K	U	A	
1	A: Sociological Perspective	7	1	2	5	8
2	B: Doing Social Research	2	1	--	2	3
3	C: Socialization	5	1	2	2	5
4	D: Social Institutions	3	--	2	1	3
5	E: Human Societies & Social Groups	2	--	--	2	2
6	F: Deviance and Social Control	3	--	--	3	3
7	G: Global Social Stratification	2	--	2	--	2
8	H: Population Change	3	--	1	2	3
	Total	27	3	9	17	29
	Percentage		10%	31%	59%	100%

Table 2: Exam Specification

Topic No.	Topics	Assessment Items Distribution		
		MCQs	CRQs	ERQs
1	A: Sociological Perspective	4	2	1 (a & b)
2	B: Doing Social Research	2	1	--
3	C: Socialization	3	2	1 (a & b)
4	D: Social Institutions	2	2	--
5	E: Human Societies & Social Groups	2	--	1 (a & b)
6	F: Deviance and Social Control	3	2	--
7	G: Global Social Stratification	2	1	--
8	H: Population Change	2	2	--
	Total	20	12	3 (a & b)

Table 3: Marks Distribution Section-wise

Sections in Exam Paper⁶	A	B	C	Total
Types of Assessment Items in each Section	MCQs	CRQs	ERQs	
Total number of Items given in each Section	20	12	3 (a & b)	
Number of Items to be attempted in each Section	20	8	2 (a & b)	
Maximum Marks for each Item	1	5	20	
(Marks for each item x No. of items)	1 x 20=	5 x 8=	20 x 2=	
Maximum Marks for each Section	20	40	40	100
Percentage	20%	40%	40%	100%