



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate  
Examination Syllabus

# Sociology

Grades XI - XII

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**Higher Secondary School Certificate  
Examination Syllabus**

**SOCIOLOGY**  
**GRADES XI-XII**

**This syllabus will be examined in  
Annual Examination session from  
Annual Examinations 2023**

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## Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.



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FOR ANNUAL EXAMINATION 2023 AND ONWARDS

## Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
5. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
6. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
7. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

## Subject Rationale of AKU-EB Sociology

### What will you learn in AKU-EB Sociology?

Students of Sociology investigate the structure of groups, organisations and interactions of people within societies. Since all human behaviour is social, the subject matter of Sociology has a multidisciplinary approach with strong interdependency with other subjects due to which taking this discipline as an optional subject at HSSC level develops interest in students to look for more diversified options in social sciences and provides them an opportunity to study and opt for a vast range of subjects in the field. Further, it attracts people that are interested in exploring the society in exploring society through many different viewpoints and because of this, Sociology has always been a subject which welcomes students that are interested in various fields. This subject prepares all of its learners for many different life experiences and introduces them to different ways of thinking. This is because Sociology, after all, is about looking at the world through different lenses. Sociology makes students capable enough to see distinctive perspectives present in the world, which motivates them to evaluate the old ideas and develop new ones. Students will also be able to enhance their ability of being an informed and active citizen, which enables them to examine the human society within larger social, political and economic contexts.

### Where will it take you?<sup>1</sup>

Due to its analytical and research skills, Sociology provides ideal choices which include careers in

- Business (management, marketing, advertising and human relations);
- Criminal justice (law enforcement, courts and justice);
- Social Services (social work, counselling, drug rehabilitation, health and family services);
- Social Policy (legal investigator, legal assistant, advocacy, policy analysis, rural/ urban planning, philanthropy, public administration and social research);
- Education (teaching and administration).

### How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. The exam specifications guide regarding what will be expected in the examination.

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<sup>1</sup> Students may be required to study others subject alongside in order to qualify for graduate studies in these fields.



# Student Learning Outcomes of AKU-EB HSSC Sociology

## Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level <sup>2</sup>		
		K	U	A
<b>1. Introduction to Sociology</b>	Students should be able to:			
1.1 Definition	1.1.1 define the term 'sociology'; 1.1.2 describe the nature of sociology; 1.1.3 discuss the difference between commonsense knowledge and sociological knowledge; 1.1.4 explain the major theoretical perspective of sociology i.e. functionalist, conflict, evolutionary and interactionist perspective;	*	*	
1.2 Role of Sociologists <ul style="list-style-type: none"> <li>• Augustus Comte</li> <li>• Herbert Spencer</li> <li>• Karl Marx</li> <li>• Emile Durkheim</li> <li>• Max Weber</li> <li>• Ibn-e-Khaldun</li> </ul>	1.2.1 discuss the contribution of the sociologists given in sub-topic 1.2 in the understanding of the society with respect to sociological perspectives; 1.2.2 discuss the role of the sociologists given in sub-topic 1.2 in the development of sociology as a discipline;		*	
1.3 Scope and Importance	1.3.1 discuss the scope of sociology as a professional discipline; 1.3.2 discuss the relationship between individual and society; 1.3.3 analyse the impact of studying sociology as a subject in the modern complex society;		*	*

<sup>2</sup> K = Knowledge, U = Understanding, A = Application and other higher-order cognitive skills

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
1.4	Branches of Sociology	1.4.1	describe the various branches of sociology (historical sociology, sociology of knowledge, sociology of law, sociology of education, political sociology, economic sociology, sociology of religion, rural and urban sociology, industrial sociology, medical sociology, demography, collective behaviour and criminology);		*	
1.5	Sociology and other Social Sciences	1.5.1	discuss the relationship of sociology with other social sciences;		*	
	<ul style="list-style-type: none"> <li>Economics</li> <li>History</li> <li>Political Science</li> <li>Psychology</li> <li>Anthropology</li> </ul>	1.5.2	discuss the point of difference between sociology and other social sciences.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>2. Society, Culture and Civilisation</b>	Students should be able to:				
2.1 Introduction	2.1.1	define the terms, 'society', 'culture' and 'civilisation';	*		
	2.1.2	define the elements that constitute a society, culture and civilisation;	*		
	2.1.3	analyse the relationship between society, culture and civilisation;			*
	2.1.4	explain the functions of society and culture;		*	
	2.1.5	analyse the importance of society and culture with reference to the modern complex social setup;			*
2.2 Concept of Society in Islam	2.2.1	explain the concept of society in Islam;		*	
	2.2.2	discuss the features of society in Islam;		*	
	2.2.3	evaluate the characteristics of Pakistani society with reference to society in Islam;			*
2.3 Types of Society and Culture	2.3.1	discuss the different types of societies in terms of their major characteristics i.e. hunting and gathering, horticulture/pastoral, agriculture, industrial, postindustrial;		*	
	2.3.2	discuss types of culture (material, non-material, counter, dominant, sub-culture, popular and high culture);		*	
	2.3.3	explain the concept of cultural uniformity and variability;		*	
	2.3.4	explain the causes of cultural uniformity and variability;		*	
	2.3.5	suggest ways that initiate a cultural tolerance in a society;			*
	2.3.6	describe the term 'cultural shock' and 'cultural lag';		*	
	2.3.7	explain the causes of 'cultural shock' and 'cultural lag';		*	
	2.3.8	exemplify the ways in which cultural shock can be dealt with;		*	
	2.3.9	discuss the concept of ethnocentrism and xenocentrism;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
2.4 Concept of Cultural Change	2.4.1	define the term 'cultural change';	*		
	2.4.2	discuss the factors that initiate cultural change in a society (invention, discovery and diffusion);		*	
	2.4.3	exemplify human behavior due to cultural change;		*	
	2.4.4	analyse the impact of cultural change on an individual.			*
<b>3. Social Groups, Processes and Social Stratification</b>	Students should be able to:				
3.1 Introduction	3.1.1	describe 'social interaction';		*	
	3.1.2	describe the term 'social action' with reference to Max Weber;		*	
	3.1.3	evaluate the elements that facilitate social action;			*
3.2 Social Process	3.2.1	describe the concept of 'social process';		*	
	3.2.2	discuss the kinds of social processes i.e. co-operation, competition, conflict, accommodation, assimilation and acculturation;		*	
	3.2.3	analyse the effect of social processes on society;			*
3.3 Social Groups	3.3.1	describe 'social groups';		*	
	3.3.2	discuss the characteristics of social groups;		*	
	3.3.3	discuss types of social groups i.e. in-group and out-group, primary and secondary groups, organised and unorganised groups, formal and informal groups and reference groups;		*	
	3.3.4	discuss the role of social groups in society;		*	
	3.3.5	differentiate the given groups in terms of their functions;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
3.4 Social Stratification	3.4.1	describe the term ‘social stratification’;		*	
	3.4.2	analyse the causes of social stratification;			*
	3.4.3	explain the functions of social stratification;		*	
	3.4.4	explain the global systems of stratification: • slavery • caste system • class system		*	
	3.4.5	evaluate the existing social structures of stratification in Pakistan;			*
3.5 Class and Caste systems	3.5.1	discuss the functions of class and caste;		*	
	3.5.2	discuss the impact of class and caste on the society;		*	
	3.5.3	differentiate between caste and class;		*	
	3.5.4	compare the merits and demerits of class and caste system;		*	
	3.5.5	discuss the contribution of Karl Marx in relation to class system;		*	
	3.5.6	discuss the contribution of Karl Marx in relation to class consciousness;		*	
	3.5.7	discuss Egalitarianism in terms of class and caste;			CA <sup>3</sup>
3.6 Social Mobility	3.6.1	define the term ‘social mobility’;	*		
	3.6.2	describe different types of mobility (vertical and horizontal);		*	
	3.6.3	define the term ‘status’ and ‘role’;	*		
	3.6.4	describe different types of statuses (achieved and ascribed);		*	
	3.6.5	explain the determinants of achieved and ascribed status;		*	
	3.6.6	discuss relationship between statuses and social mobility;		*	
	3.6.7	explain the interrelationship of status and role;		*	
	3.6.8	define the terms ‘role conflict’ and ‘role strain’;	*		
	3.6.9	explain the causes of role conflict and role strain;		*	

<sup>3</sup> CA = Classroom Activity, not to be assessed under examination conditions

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	3.6.10 3.6.11	analyse the consequences of role conflict and role strain; suggest ways to deal with role conflict and role strain.			* *
<b>4. Social Norms, Values and Belief</b>	Students should be able to:				
4.1 Social Norms	4.1.1 4.1.2 4.1.3 4.1.4 4.1.5	describe the terms 'social norms', 'social values' and 'beliefs'; discuss various types of social norms and their characteristics i.e. folkways, mores and laws; exemplify folkways and mores with reference to Pakistani society; discuss the relationship between formal and informal norms; analyse the importance of law in a Pakistani society;		* * * *	   *
4.2 Social Values	4.2.1 4.2.2 4.2.3	explain the relationship between social values and social norms; explain different types of values; exemplify values in the context of Pakistani society;		* * *	
4.3 Beliefs	4.3.1 4.3.2 4.3.3 4.3.4 4.3.5	define the term 'belief system'; explain the characteristics of belief system; differentiate between belief system and religion; analyse the role of Islamic values and beliefs in a social life; analyse the importance of social norms, social values and beliefs with reference to Pakistani society.	*	* *	* *

## Part II (Grade XII)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level <sup>2</sup>		
				K	U	A
5. Social Institutions		Students should be able to:				
5.1	Introduction	5.1.1	describe the term ‘social institution’;		*	
		5.1.2	explain the nature of social institution;		*	
5.2	Roles and functions of social institutions	5.2.1	discuss the functions of social institutions given in the sub-topic 5.2;		*	
	• Family	5.2.2	explain the role played by the social institutions in maintaining the balance of the society (functionalist perspectives);		*	
	• Education	5.2.3	discuss the importance of social institutions in the Pakistani society;		*	
	• Religion	5.2.4	describe the different types of families (by kinship, residence, marriage, decent), education, economic, religion and political institutions;		*	
	• Politics					
	• Economy	5.2.5	explore the impact of family in shaping society with reference to the modern world.			CA
6. Deviance and Social Control		Students should be able to:				
6.1	Deviance	6.1.1	define the term ‘deviance’;	*		
		6.1.2	describe deviance with respect to sociological perspectives;		*	
		6.1.3	discuss the causes of deviance;		*	
		6.1.4	evaluate the impact of deviance on society;			*
6.2	Social Control	6.2.1	describe the term ‘social control’;		*	
		6.2.2	discuss the importance of social control in a society;		*	
		6.2.3	analyse the ways in which social control is exercised in an Islamic society;			*
		6.2.4	discuss the agencies of social control;		*	
		6.2.5	evaluate the role played by the agencies of social control with reference to the Pakistani society;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
6.3 Social Sanctions	6.3.1	describe the concept of ‘social sanctions’;		*	
	6.3.2	describe the types of sanctions i.e. formal and informal;		*	
	6.3.3	analyse the importance of sanctions with reference to the Pakistani society;			*
6.4 Good Governance and Social Control	6.4.1	discuss the features of good governance;		*	
	6.4.2	discuss the relationship between good governance and social control.		*	



Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>7. Impact of Environment on Society and Communities</b>	Students should be able to:				
7.1 Nature and Types of Environment	7.1.1	define the term 'environment';	*		
	7.1.2	describe various types of environment and their elements: physical or geographical, non-physical or man-made;		*	
	7.1.3	discuss the relationship between physical and non-physical environment;		*	
7.2 Environment and Communities	7.2.1	define the term 'community';	*		
	7.2.2	differentiate between community and society;		*	
	7.2.3	discuss the importance of community in a society;		*	
	7.2.4	describe various types of communities;		*	
	7.2.5	analyse the impacts of environment on communities with reference to the following aspects: <ul style="list-style-type: none"> <li>• food</li> <li>• dresses</li> <li>• body structure</li> <li>• attitudes</li> <li>• race and color</li> <li>• economic activities</li> <li>• communication</li> <li>• recreational activities</li> <li>• transportation</li> <li>• building;</li> </ul>			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
7.3 Rural Communities	7.3.1	explain the characteristics of rural community;		*	
	7.3.2	discuss the role of rural communities in a society;		*	
	7.3.3	discuss the problems of rural community;		*	
	7.3.4	evaluate the causes behind problems of rural communities with reference to Pakistan;			*
	7.3.5	suggest remedies to eliminate rural problems;			*
7.4 Urban Communities	7.4.1	explain the characteristics of an urban community;		*	
	7.4.2	discuss the role of urban communities in a society;		*	
	7.4.3	discuss the problems of urban communities;		*	
	7.4.4	evaluate the causes behind the problems of urban communities with reference to Pakistan;			*
	7.4.5	suggest the remedies to eliminate urban problems;			*
7.5 Relationship between Rural and Urban Communities	7.5.1	analyse the relationship between rural and urban communities.			*

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
<b>8. Social Change</b>	Students should be able to:			
8.1 Introduction	8.1.1	explain the concept of 'social change';		
	8.1.2	discuss the causes of social change;		
8.2 Social Change in Pakistan <ul style="list-style-type: none"> <li>• Family</li> <li>• Education</li> <li>• Religion</li> <li>• Polity</li> <li>• Economy</li> </ul>	8.2.1	evaluate the effects of social change in Pakistan in the last two decades on the social institutions given in sub-topic 8.2;		
	8.2.2	analyse the factors that resist social change in Pakistan;		
	8.2.3	discuss social change with reference to Comte's Three Stages of society;		

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
9. Social Problems	Students should be able to:				
9.1 Introduction	9.1.1	describe the term ‘social problem’ with respect to its conditions;		*	
	9.1.2	describe the characteristics of social problems;		*	
9.2 Social problems with respect to Pakistani Society <ul style="list-style-type: none"><li>• Overpopulation</li><li>• Illiteracy</li><li>• Poverty</li><li>• Gender bias</li><li>• Suicide</li><li>• Child Abuse</li><li>• Child Labour</li><li>• Unemployment</li><li>• Corruption</li><li>• Drug abuse</li></ul>	9.2.1	define the social problems given in sub-topic 9.2;	*		
	9.2.2	discuss the causes behind the given social problems;		*	
	9.2.3	evaluate the impact of the given social problems on society;			*
	9.2.4	evaluate the ways in which a social problem can lead to other social problems;			*
	9.2.5	suggest ways to counter the social problems given in sub-topic 9.2;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>10 Social Research</b>	Students should be able to:				
10.1 Social Research	10.1.1	define the term ‘social research’;	*		
	10.1.2	explain the importance of social research;		*	
	10.1.3	describe the terms used in social research (hypothesis, sampling, data, literature review, variable, population, inductive, deductive, qualitative, quantitative);		*	
	10.1.4	differentiate between: <ul style="list-style-type: none"> <li>quantitative and qualitative research</li> <li>inductive and deductive research;</li> </ul>		*	
	10.1.5	explain the steps involved in social research;		*	
10.2 Types of Social Research	10.2.1	discuss the various types of social research and their significance: <ul style="list-style-type: none"> <li>formulative or exploratory</li> <li>descriptive or diagnostic</li> <li>experimental</li> <li>applied or action;</li> </ul>		*	
	10.2.2	evaluate the benefits of developing a research culture;			*
	10.2.3	discuss the hurdles in promoting research culture in Pakistan;		*	
	10.2.4	suggest ways to develop a research culture in Pakistan;			*
10.3 Components of Social Research	10.3.1	explain types of data (primary and secondary);		*	
	10.3.2	discuss different methods of data collection (interview, survey, observations, discussions and content study);		*	
	10.3.3	explain different types of sampling [Probability (simple random, stratified, systematic, cluster sampling) and Non-Probability (snowball, purposive, convenient, quota)];		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
10.4 Conduct Research	10.4.1	discuss the ethical considerations for conducting a social research;		*	CA
	10.4.2	conduct a social research with a maximum of 20 sample size on any of the given social problems highlighting its context, causes, impact and recommendation to overcome that problem.			

# Scheme of Assessment

## Grade XI

**Table 1: Number of Student Learning Outcomes by Cognitive level**

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Introduction to Sociology	05	01	10	01	12
2.	Society, Culture and Civilisation	04	03	13	05	21
3.	Social Groups, Processes and Social Stratification	06	03	24	06	33
4.	Social Norms, Values and Belief	03	01	09	03	13
<b>Total</b>		<b>18</b>	<b>8</b>	<b>56</b>	<b>15</b>	<b>79</b>
<b>Percentage</b>			<b>10</b>	<b>71</b>	<b>19</b>	<b>100</b>

**Table 2: Exam Specification**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Introduction to Sociology	14	Total 9 Marks (3 CRQs)	10 Marks Choose any ONE from TWO	50
2.	Society, Culture and Civilisation	11	Total 6 Marks (2 CRQs)		
3.	Social Groups, Processes and Social Stratification	14	Total 9 Marks (3 CRQs)	10 Marks Choose any ONE from TWO	50
4.	Social Norms, Values and Belief	11	Total 6 Marks (2 CRQs)		
<b>Total</b>		<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Grade XII

**Table 3: Number of Student Learning Outcomes by Cognitive level**

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
5.	Social Institutions	02	00	06	00	06
6.	Deviance and Social Control	04	01	09	04	14
7.	Impact of Environment on Society and Communities	05	02	11	06	19
8.	Social Change	02	00	03	02	05
9.	Social Problems	02	01	03	03	07
10.	Social Research	04	01	10	02	13
<b>Total</b>		<b>19</b>	<b>5</b>	<b>42</b>	<b>17</b>	<b>64</b>
<b>Percentage</b>			<b>8</b>	<b>66</b>	<b>26</b>	<b>100</b>

**Table 4: Exam Specification**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
5.	Social Institutions	7	Total 4 Marks (1 CRQ)		11
6.	Deviance and Social Control	7	Total 4 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	32
7.	Impact of Environment on Society and Communities	7	Total 4 Marks (1 CRQ)		
8.	Social Change	7	Total 4 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	37
9.	Social Problems	10	Total 6 Marks (2 CRQs)		
10.	Social Research	12	Total 8 Marks (2 CRQs)		20
<b>Total</b>		<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>



- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.
- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades XI and XII respectively. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the Understanding (71% in XI and 66% in XII), Application and higher order skills (19% in XI and 26% in XII) to discourage rote memorization. Tables 1 and 3, however, do not translate directly into marks.
- There will be two examinations, one at the end of Class XI and one at the end of Class XII.
- In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours.
- Paper I theory will consist of 50 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 50 marks and consist of a number of compulsory, constructed response questions and a number of extended response questions. Each extended response question will be presented in an 'either/ or' form.
- All constructed response questions will be in a booklet which will also serve as an answer script.

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