



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Higher Secondary School Certificate
Examination Syllabus**

**PSYCHOLOGY
CLASSES XI-XII**

(based on National Curriculum 2000)

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PSYCHOLOGY
CLASSES XI-XII

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

Sr. No.	Table of Contents	Page No.
	Preface	5
1.	Aims/Objectives of the National Curriculum (2000)	7
2.	Rationale of the AKU-EB Examination Syllabuses	8
3.	Topics and Student Learning Outcomes of the Examination Syllabus	10
4.	Scheme of Assessment	44
5.	Teaching-Learning Approaches and Classroom Activities	48
6.	Recommended Texts and Reference Materials	48
7.	Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers	49
	Annex A: HSSC Scheme of Studies	52
	Annex B: List of Practical	57

For queries and feedback

Address: The Aga Khan University Examination Board
 Bungalow No. 233/ E.I. Lines, Daudpota Road, Karachi-Pakistan.
Phone: (92-21) 35224702-10
Fax: (92-21) 35224711
E-mail: examination.board@aku.edu
Website: <http://examinationboard.aku.edu>
<http://learningsupport.akueb.edu.pk>
Facebook: www.facebook.com/akueb

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 to take effect in 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 new National Curriculum 2006.

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 (2000) ¹

Aims

1. To enable the learner to analyze their personal, social, emotional and educational problems rationally, hence suggest their solutions.
2. To make student realize that the discipline of psychology can help understand, their environment and society
3. To develop scientific ways of doing and thinking
4. To build relationship with their families and fellow citizens
5. To appreciate the role of Muslim scholars in developing different areas of psychology.

Objectives

1. To impart elementary knowledge of psychology as a scientific discipline.
2. To relate psychology with the problems of Pakistani society
3. To develop understanding of psychological research methods
4. To inculcate in students the habit of systematic and objective observation.
5. To acquaint the students with Islamic concepts related to psychological problems.
6. To highlight the contribution of Muslim Scholars in the discipline of psychology

¹ Government of Pakistan (2000), *National Curriculum; Psychology 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. 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 A) 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, but not necessarily the same content, to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 8. 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.
- 2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

2.2 Specific Rationale of the AKU-EB Psychology Examination Syllabus

- 2.2.1 The syllabus for Psychology 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 psychology 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 psychology as a profession.
- 2.2.3 Psychology is a practical subject, but the curriculum is more conceptual than practical. However, concepts must be observed in real situation. Institutes must ensure that facilities provided are adequate for the students to be able to learn as required by the syllabus.
- 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 real life situations.
- 2.2.5 The field trips and visits can enhance students learning about different behaviours and collect data and manipulate them using the techniques of statistics.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part-I (Class XI)

Topics		Student Learning Outcomes		Cognitive Levels ²		
				K	U	A
1. Introduction to Psychology		Candidates should be able to:				
1.1 Introduction to Psychology	1.1.1	define ‘ psychology’;		*		
	1.1.2	describe psychology as a science of soul;			*	
1.2 Schools of Psychology • Structuralism • Functionalism • Psychoanalysis • Behaviourism • Cognitive • Humanistic Schools of Thought	1.2.1	explain the basic ideas of structuralism, functionalism, psychoanalysis, behaviourism, schools of thought and mention pioneers of each;			*	
	1.2.2	describe the rationale that gave rise to the different schools of thought (structuralism, functionalism, psychoanalysis, behaviourism);			*	
	1.2.3	discuss the theories associated with structuralism, functionalism, psychoanalysis, behaviourism, cognitive and humanistic schools of thought;			*	
	1.2.4	explain the modern perspective of the schools of psychology with reference to cognitive and humanistic perspective;			*	
1.3 Science of Behaviour	1.3.1	describe some characteristics of human and animal behaviour;			*	
	1.3.2	identify ways of behaviour study in psychology;		*		
	1.3.3	describe the way psychology helps study human and animal behaviour;			*	
	1.3.4	explain the relationship between behaviour and environment;			*	

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

NOTES

				K	U	A
1.4	Areas of Specialization	1.4.1	explain few areas of specialization in psychology (child psychology, abnormal psychology, clinical psychology, educational psychology, experimental psychology, social psychology);		*	
		1.4.2	explain the meaning of adjustment problems from perspective of clinical psychology;		*	
		1.4.3	describe psychological process with reference to the experimental psychology;		*	
		1.4.4	explain educational psychology;		*	
		1.4.5	discuss environmental psychology that focus relation between behaviour and environment;		*	
		1.4.6	describe psychology of criminal behaviour;		*	
		1.4.7	explain the use psychology in business.		*	
2. Methods of Research		Candidates should be able to:				
2.1	Research	2.1.1	describe the term ‘research’ ;		*	
		2.1.2	discuss the importance of research in psychology;		*	
2.2	Descriptive Methods of Research	2.2.1	describe various methods of research (experimental, observational);		*	
		2.2.2	describe the study of behaviour with the help of observation method;		*	
		2.2.3	explain the experimental method;		*	
		2.2.4	explain the terms ‘hypothesis’, ‘variable’, ‘experimental’, and ‘control group’;		*	
		2.2.5	discuss the use of the research method in particular circumstances;		*	
		2.2.6	explain the limitations of the above method;		*	
		2.2.7	describe study of personality through survey method;		*	
		2.2.8	analyse maladjustment through a case study.			*

NOTES

				K	U	A
3. Nervous System and Behaviour		Candidate should be able to:				
3.1 Structure of Nervous System <ul style="list-style-type: none">HindbrainMidbrainForebrain	3.1.1	identify the elements of a nervous system;	*			
	3.1.2	explain the functions of hindbrain;		*		
	3.1.3	discuss the importance of cerebellum in the hindbrain;		*		
	3.1.4	identify the parts of midbrain;	*			
	3.1.5	discuss the functions of midbrain;		*		
	3.1.6	identify the main parts of forebrain;	*			
	3.1.7	illustrate the role of forebrain;		*		
	3.1.8	explain the effect of forebrain’s disorder on human behaviour;		*		
3.2 Factors of Nervous System Affecting Behaviour	3.2.1	describe the behaviour of people of different ages;		*		
	3.2.2	discuss the reasons of different behaviour of people;		*		
	3.2.3	discuss the effects of nervous system on behaviour.		*		
4. Sensation and Perception		Candidates should be able to:				
4.1 Sensation	4.1.1	explain ‘sensation’ and ‘the concept of threshold’;		*		
	4.1.2	explain the relationship between nervous system and sensation and threshold;		*		
4.2 Science of Seeing	4.2.1	discuss psychological aspects of light i.e. colour, brightness and saturation;		*		
	4.2.2	describe the structure of an eye;		*		
	4.2.3	explain the functions of different parts of eye to form an image;		*		
	4.2.4	describe and interpret the colour deficiency vision (dichromatic, monochromatic);		*		
	4.2.5	explain the concept of Blind Spot;		*		
	4.2.6	arrange a practical to measure the area of blind spot of the subject.			P	

NOTES

			K	U	A
4.3	Auditory Function	4.3.1 4.3.2 4.3.3 4.3.4	describe auditory function; identify the characteristics of sound i.e. wave length, amplitude purity; describe the structure of ear (outer ear, middle ear and inner ear); discuss the types of hearing impairment (conduction hearing impairment and nerve hearing impairment);	*	*
4.4	Perception	4.4.1 4.4.2 4.4.3 4.4.4 4.4.5 4.4.6 4.4.7	define perception; differentiate between sensation and perception; explain how illusions are formed; demonstrate through Muller Lyer experiment that illusions are examples of perceptual processes; define the term 'Negative After Image'; arrange a practical to study the phenomenon of Negative After Image; investigate the effect of group suggestion on a person's perception ability.	*	*
4.5	Attention	4.5.1 4.5.2 4.5.3 4.5.4 4.5.5	explain the meaning of attention; analyse the role of attention as an important element of perception; elaborate the environmental and personal factors that affect effect attention; describe fluctuation and distraction from the psychological view point; discuss the causes of fluctuation and distraction;	*	*
4.6	Perception Organization	4.6.1 4.6.2 4.6.3 4.6.4	explain that perceptual organization is a product of the nervous system; identify the main idea of Gestalt psychology of perception; discuss stimuli in accordance with the four Gestalt laws of perceptual organization; discuss the laws of Gestalt perception separately i.e. similarity, proximity, closure and continuity;	*	*

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			K	U	A
4.7	Types of Perception	4.7.1 define types of perception (depth, distance and movement); 4.7.2 describe visual perception as the ability to perceive depth and distance; 4.7.3 explain the major monocular and binocular depth distance cues; 4.7.4 explain perception of movement.	*	*	
5.	Learning and Remembering	Candidates should be able to:			
5.1	Learning	5.1.1 define learning; 5.1.2 interpret the definition of learning by various experts; 5.1.3 describe basic principles of learning (law of readiness, law of effect and law of exercise);	*	*	
5.2	Ways of Learning	5.2.1 describe different ways of learning (classical and operant conditioning) through experiments; 5.2.2 discuss different ways of learning through experiments; 5.2.3 explain the main idea of Pavlov's theory; 5.2.4 discuss the law of association from the perspective of classical conditioning; 5.2.5 arrange a practical showing different types of conditioning and its reasons (classical and operant conditioning); 5.2.6 interpret the concept of operant conditioning; 5.2.7 discuss that animals also learn with the help of different experiments; 5.2.8 differentiate between classical and operant conditioning;		*	*
5.3	Memory Process	5.3.1 define memory; 5.3.2 explain that the mind is a processing system;	*	*	
5.4	Three-Stage Model of Memory	5.4.1 define the three-stage model of memory; 5.4.2 identify information with sensory organs; 5.4.3 explain temporary information; 5.4.4 discuss life long information;	*	*	

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			K	U	A
5.5	Measuring Memory	5.5.1 5.5.2 5.5.3 5.5.4	explain memory measurement; elaborate different ways of measuring memory; investigate 'recall method' of memory; interpret recognition as reproduction of past experiences;	* * *	*P
5.6	Forgetting	5.6.1 5.6.2	describe forgetting in the perspective of memory loss; mention briefly various diseases of forgetting.	* *	
6.	Motivational Behaviour	Candidates should be able to:			
6.1	Motivational Behaviour	6.1.1 6.1.2	describe motivation; describe motivation as a movement of organism due to stimulus;	* *	
6.2	Characteristics of Motivation	6.2.1 6.2.2 6.2.3 6.2.4 6.2.5 6.2.6 6.2.7 6.2.8 6.2.9 6.2.10	explain the relationship between motivation and behaviour; identify the approaches towards motivation; discuss few instinct approaches; explain the basic needs of organism; explain the importance of drives; describe types of drives; discuss primary motives / drives (hunger and thirst); discuss the secondary motives / drives that are learned through experiences and conditioning; differentiate between need and drive; explain the internal balance of a body in the sense of homeostasis;	* * * * * * * *	
6.3	Types of Motives	6.3.1 6.3.2 6.3.3 6.3.4 6.3.5	describe different kinds of motives; define achievement motive as a challenging need; discuss power need; discuss evolutionary and psychological views of affiliation; analyse factors that influence the desire to affiliate.	* * *	*

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				K	U	A
7. Personality		Candidates should be able to:				
7.1	Personality	7.1.1	discuss the term 'personality';		*	
7.2	Types and Traits of Personality	7.2.1	differentiate among the kinds of personality;		*	
		7.2.2	interpret kinds of personality according to somatotype;		*	
		7.2.3	compare kinds of somato type with each other i.e. ectomaphic, endomorphic and geomorphic;		*	
		7.2.4	describe Jung's division of personality traits;		*	
		7.2.5	explain the traits of personality with reference to attitude;		*	
		7.2.6	illustrate personality traits (introvert, extrovert and ambivert);			*
7.3	Theories of Personality	7.3.1	identify three levels of mind;	*		
		7.3.2	explain Trend's view of the conscious mind;		*	
		7.3.3	illustrate the division of mind (conscious, preconscious and unconscious);			*
		7.3.4	differentiate three parts of the personality with reference to the id, ego, and super ego;		*	
		7.3.5	describe the development of personality from simple drives to complex;		*	
		7.3.6	discuss two types of basic faculties (reflexes and innate hierarchies);		*	

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				K	U	A
7.4	Personality Assessment	7.4.1	differentiate among the several types of objective tests of personality assessment;		*	
		7.4.2	elaborate the process of test construction;		*	
		7.4.3	explain the concepts of 'test reliability', test validity' and 'norms' with respect to test construction;		*	
		7.4.4	describe internal feelings and thoughts through a questionnaire;		*	
		(i) Objective Type	7.4.4	design a questionnaire in a variety of situations;		CA
		(ii) Interview	7.4.5	interpret interview from a psychological perspective;		CA
		(iii) MMPI	7.4.6	discuss information for current and part condition of behaviour	*	
		(iv) Projective Tests	7.4.7	explain personality scale;	*	
			7.4.8	illustrate the MMPI scales for psychiatric diagnosis or abnormal personality;		*
		(v) Rorschach	7.4.9	describe 'projective tests';	*	
		Inkblot Test	7.4.10	discuss different techniques of projective tests;	*	
		(vi) TAT	7.4.11	describe the use of projective tests in personality assessment;	*	
			7.4.12	arrange a practical showing Rorschach Inkblot Tests;		P
			7.4.13	analyse different aspects of personality with the help of Rorschach Inkblot Test;		P
			7.4.14	describe the purpose of TAT;	*	
			7.4.15	compare TAT and Rorschach Inkblot Test.	*	
			7.4.16	arrange a practical showing TAT		P
7.5	Personal Grooming	7.5.1	explain the term personal grooming with respect to Psychology;		*	
		7.5.2	explain the process of personality grooming;		*	
		7.5.3	describe how an individual can identify its own strength and weakness;		*	
		7.5.4	justify that strength of an individual can compensate for a weakness in an individual;			*
		7.5.5	discuss ways by which weaknesses can be minimized and strengths can be maximized;		*	
		7.5.6	determine through class activity the concept of personal grooming with respect to the strengths and weaknesses.			CA

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				K	U	A
8. Emotional Behaviour		Candidates should be able to:				
8.1 Emotional Behaviour	8.1.1	describe the meaning of emotion;	*	*	*	
	8.1.2	interpret emotion from the psychological perspective;				
	8.1.3	discuss the nature of emotion;				
	8.1.4	define components of emotion (physical behaviour and subjective);				
8.2 Theories of Emotion	8.2.1	interpret different theoretical perspective of emotion;		*	*	*
	8.2.2	explain the physically aroused feelings in view of James Lange;				
	8.2.3	illustrate Cannon - Bard's theory as an activity of the brain;				
	8.2.4	compare the explanations put forth by James- Lange and Cannon Bard for emotional responses.				
9. Higher Cognitive Process		Candidates should be able to:				
9.1 Cognition	9.1.1	define cognition;	*	*		
	9.1.2	explain the process of cognition;				
9.2 Intelligence	9.2.1	define intelligence;	*	*		
	9.2.2	explain definitions of intelligence with reference to the experts (Stern, Jean Piaget, Woodworth and Marquis);				
9.3 Cognitive Components of Intelligence	9.3.1	identify the mental abilities of human mind;	*	*	*	*
	9.3.2	discuss the division of mental ability;				
	9.3.3	illustrate 'g' factor as a common factor;				
	9.3.4	elaborate 's' factor as specific factor;				

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				K	U	A
9.4	Models of Intelligence	9.4.1	interpret different models of intelligence;		*	
		9.4.2	define Spearman's two- factor model;			*
		9.4.3	describe the intellect structure of Guilford's model;		*	
		9.4.4	describe the use of army alpha and beta intelligence tests;		*	
		(i) Spearman's Model				
		(ii) Guilford's Model	9.4.5		*	
		(iii) Stanford-Binet Intelligence Scale	9.4.6		*	
	(iv) Wechsler Scale	9.4.7	identify Wechsler scale of intelligence as (WISC) and (WAIS);	*		
9.5	Measurement of Intelligence	9.5.1	discuss different tests of intelligence measurement;		*	
		9.5.2	explain Wechsler's intelligence tests for children and adults;		*	
9.6	Problem Solving	9.6.1	define the concept of problem solving;	*		
		9.6.2	discuss steps in effective problem solving -awareness, understanding, and organising;		*	
		9.6.3	find ways to overcome problems in a given situation.			P
9.7	Problem Solving Strategies	9.7.1	illustrate strategies for problem solving i.e. algorithms, heuristics;			*
		9.7.2	identify the problem and their solution with the help of algorithm;	*		
		9.7.3	discuss the use of heuristics as problem solving strategy;		*	
9.8	Language	9.8.1	define 'language';	*		
		9.8.2	describe language as a source of communication;		*	

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				K	U	A
9.9	The Structure of Language	9.9.1	discuss the elements of language: sentences, phrases, words, morphemes and phonemes;		*	
		9.9.2	analyse the use of sentences in structure;			*
		9.9.3	illustrate morphemes as a smallest unit of meaning;			*
		9.9.4	identify phonemes in a sentence;	*		
9.10	Language Acquisition	9.10.1	discuss language acquisition of an individual.		*	

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Class XII

Topics	Student Learning Outcomes		Cognitive Levels		
			K	U	A
10. Developmental Psychology	Candidates should be able to:				
10.1 Developmental Psychology	10.1.1	define growth;	*		
	10.1.2	interpret the concept of growth in terms of weight and height;		*	
	10.1.3	explain 'development' with reference to various views of experts;		*	
	10.1.4	explain that development is a life long process;		*	
	10.1.5	explain maturation in the psychological sense;		*	
	10.1.6	differentiate among growth, development and maturation;		*	
	10.1.7	compare development and maturation;		*	
	10.1.8	define cognition in psychology;	*		
	10.1.9	explain cognitive development;		*	
	10.1.10	interpret the concept of cognitive development;		*	
	10.1.11	describe the main ideas of social development;		*	
10.2 Cognitive Development	10.2.1	describe cognitive developmental stages according to Piaget;		*	
	10.2.2	describe briefly each stage of Piaget's cognitive developmental approach;		*	
10.3 Psychosocial Development	10.3.1	describe the theoretical concept of Erikson's psycho-social development;		*	
	10.3.2	identify at least four major psycho-social developmental crisis in Erikson's views;	*		
	10.3.3	differentiate among major psycho-social developmental crisis in life;		*	
10.4 Moral Development	10.4.1	summarize the main idea of Kohlberg on moral development;			*
	10.4.2	identify the three main levels of moral development of Kohlberg's theory;	*		

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				K	U	A
10.5	Developmental Psychology in the Light of Quran and Hadith	10.5.1 10.5.2	describe the Islamic concept of the development of a person; explain the developmental psychology in the light of the Quran and Hadith.		* *	
11. Psychology of Health		Candidates should be able to:				
11.1	Psychology of Health and Adjustment	11.1.1 11.1.2 11.1.3 11.1.4 11.1.5 11.1.6	describe the definition of health with reference to behaviour; explain the term 'adjustment'; explain 'adjustment' from the behavioural perspective; discuss biological basic requirements of good health exercise, healthy dietary habits and regular medical checkups; explain the causes of abnormality and psychological maladjustment; discuss the impact of good health on behaviour;		* * * * * *	
11.2	Concept of Mental Health	11.2.1 11.2.2	interpret the definitions of mental health with reference to the experts; explain the concept of mental health;		* *	
11.3	Islamic Concept of Mental Health	11.3.1	state Imam Ghazali & Maulana Ashraf Ali Thanvi's point of views on mental health;	*		
11.4	Abnormal Behaviour	11.4.1 11.4.2 11.4.3	describe abnormal behaviour from the perspective of psychological disorders; design a psychological model of abnormality (psychoanalytic, behavioural, cognitive); differentiate between normal and abnormal behaviour;		* *	*
11.5	Stress and its Influence on Behaviour	11.5.1 11.5.2 11.5.3	describe 'stress'; discuss different sources of stress pressure, uncontrollability, environment conditional frustration; interpret influence of sources of stress on behaviour;		* * *	

NOTES

			K	U	A
11.6 Behavioural Disorder	11.6.1	define 'anxiety';	*		
	11.6.2	describe anxiety disorder;		*	
	11.6.3	explain few causes of anxiety disorders;		*	
	11.6.4	describe briefly the symptoms of anxiety with reference to cognition, emotion, physiology and behaviour;		*	
11.7 Eating Disorder	11.7.1	describe eating disorders;		*	CA
	11.7.2	explain the causes of eating disorder;		*	
	11.7.3	discuss the basic problems of eating disorders (obesity, anorexia and bulimia);		*	
	11.7.4	arrange a visit to a doctor or a nutritionist and seek some suggestions for improving eating habits;			
11.8 Schizophrenia	11.8.1	explain schizophrenia as a feature of abnormality;		*	CA
	11.8.2	describe the main symptoms of schizophrenia		*	
	11.8.3	explain the possible causes of schizophrenic disorders: psychoanalytic, cognitive, behaviour and biological;		*	
	11.8.4	explain the kinds of schizophrenia (disorganized, catatonic and paranoid);		*	
	11.8.5	visit a psychiatric hospital or watch a video to observe behaviour of schizophrenic patients.			

NOTES

			K	U	A
12. Social Psychology	Candidates should be able to:				
12.1 Socialization	12.1.1	explain the term ‘socialization’;	*	*	
	12.1.2	identify elements that influence socialization in the young generation within cultural values;			
	12.1.3	explain the importance of socialization;		*	
	12.1.4	explain the relationship among elements of socialization;		*	
12.2 Social Problems and their Solutions	12.2.1	identify some social problems;	*	*	
	12.2.2	explain the cognitive problems and their solution;		*	
	12.2.3	describe the physical disability and its causes;	*	*	
	12.2.4	identify causes of mental diseases and their remedy;			
	12.2.5	elaborate the effect of economical conditions (poor and affluent) on social behaviour;		*	
12.3 Attitude	12.3.1	describe the nature of attitude in the light of social psychology;		*	*
	12.3.2	observe antisocial behaviour during a visit to a psychiatric hospital;			
	12.3.3	describe antisocial personality disorder;		*	
	12.3.4	discuss social causes of smoking;		*	
	12.3.5	explain behaviour of a drug-addict and suggest its treatment;		*	
	12.3.6	explain the causes of violence ;		*	
	12.3.7	explain the reasons behind prejudice;		*	
	12.3.8	explain causes of gender harassment (discrimination) and its effects;		*	
12.4 Changes in Attitude	12.4.1	explain the concept of attitude formation;		*	
	12.4.2	describe attitude change;		*	
	12.4.3	explain attitude change in sense of persuasion;		*	
	12.4.4	discuss the factors of persuasion -source of the message, message itself, and target audience.		*	

NOTES

				K	U	A
13. Guidance and Counselling		Candidates should be able to:				
13.1	Guidance and Counselling	13.1.1	explain the meaning of guidance from the psychological perspective;		*	
		13.1.2	explain the meaning of counselling on psychology;		*	
		13.1.3	differentiate between guidance and counselling;		*	
13.2	Importance of Guidance and Counseling in Islam	13.2.1	explain the importance of guidance with reference to Islam;	*		
		13.2.2	explain the importance of counselling in Islam;		*	
13.3	Principles of Guidance	13.3.1	explain and discuss the principles of guidance;		*	
13.4	Different Kinds of Counselling	13.4.1	discuss the kinds of counselling (I.R.E.T and behavioural counselling);		*	
		13.4.2	analyze the problems of students of secondary and higher secondary level;			*
		13.4.3	explain the necessity of guidance with support of Quranic verses and Hadith.		*	
14. Introduction to Statistics		Candidates should be able to:				
14.1	Statistics	14.1.1	define statistics;	*		
		14.1.2	describe the importance of statistics in psychology;		*	
		14.1.3	explain the role of statistics in psychology;		*	
14.2	Terms Used in Statistics	14.2.2	explain the basic terms used in statistics i.e. data, raw scores, ungrouped data, grouped data, range, class interval;		*	

NOTES

				K	U	A
14.3	Frequency Distribution	14.3.1	arrange data according to frequencies;			*P
		14.3.2	count numbers using tally marks;			*P
		14.3.3	construct a frequency distribution table;			*P
		14.3.4	represent a data pattern in histograms and polygons;			*P
14.4	Central Tendency	14.4.1	analyze a chart to find out a central tendency;			*P
	(i) Mean	14.4.2	describe kinds of central tendency;	*		
		14.4.3	calculate arithmetic mean of grouped and ungrouped data;			*P
	(ii) Median	14.4.4	identify different symbols of mean i.e. (Σ , \bar{x} and n);	*		
		14.4.5	calculate median of a grouped and ungrouped data;			*P
	(ii) Mode	14.4.6	calculate the mode of a grouped and ungrouped data;			*P

NOTES

4. Scheme of Assessment

Class XI

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of sub-Topics	SLOs			Total
			K	U	A	
1.	Introduction to Psychology	3	2	15	0	17
2.	Methods of Research	2	0	9	1	10
3.	Nervous System and Behaviour	2	3	8	0	11
4.	Sensation and Perception	7	4	20	3	27
5.	Learning and Remembering	6	5	16	2	23
6.	Motivational Behaviour	3	2	14	1	17
7.	Personality	5	1	25	9	35
8.	Emotional Behaviour	2	1	6	1	8
9.	Higher Cognitive Process	10	8	16	5	29
	Total	40	26	129	22	177
	Percentage		15	73	12	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			
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	Total
1.	Introduction to Psychology	3	5	10	0	15
2.	Methods of Research	2				
3.	Nervous System and Behaviour	3	5	5	6	16
4.	Sensation and Perception	7				
5.	Learning and Remembering	6	7	6	7	20
6.	Motivational Behaviour	3				
7.	Personality	4	7	6	7	20
8.	Emotional Behaviour	2				
9.	Higher Cognitive Process	10	6	8	0	14
	Total	40	30	35	20	85
	Practical					15
	Total					100

Table 3: Paper Specifications

Topic No.	Topics	Marks Distributions			Total Marks
1.	Introduction to Psychology	MCQs 5 @ 1 Mark CRQs 2 @ 5 Marks each			15
2.	Methods of Research				
3.	Nervous system and Behaviour	MCQs 5 @ 1 Mark CRQ 1 @ 5 Marks *ERQ 1 @ 6 Marks Choose any ONE from TWO			16
4.	Sensation and Perception				
5.	Learning and Remembering	MCQs 7 @ 1 Mark CRQ 1 @ 6 Marks ERQ 1 @ 7 Marks Choose any ONE from TWO			20
6.	Motivational Behaviour				
7.	Personality	MCQs 7 @ 1 Mark CRQ 1 @ 6 Marks ERQ 1 @ 7 Marks Choose any ONE from TWO			20
8.	Emotional Behaviour				
9.	Higher Cognitive Process	MCQs 6 @ 1 Mark CRQ 1 @ 8 Marks			14
	Total	MCQs 30	CRQs 35	ERQs 20	85
	Practical				15
	Total				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.

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.	Developmental Psychology	5	4	15	1	20
11.	Psychology of Health	8	2	23	3	28
12.	Social Psychology	4	3	17	1	21
13.	Guidance and Counselling	4	1	7	1	9
14.	Introduction to Statistics	4	3	3	9	15
	Total	25	13	65	15	93
	Percentage		14	70	16	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			
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	Total
10.	Developmental Psychology	5	6	10	0	16
11.	Psychology of Mental Health	8	8	6	6	20
12.	Social Psychology	4	5	5	6	16
13.	Guidance and Counselling	4	5	7	8	20
14.	Introduction to Statistics	4	6	7	0	13
	Total	25	30	35	20	85
	Practical					15
	Total					100

Table 6: Paper Specifications

Topic No.	Topics	Marks Distributions			Total Marks
10.	Development of Psychology	MCQs 6 @ 1 Mark CRQs 2 @ 5 Marks each			16
11.	Psychology of Health	MCQs 8 @ 1 Mark CRQ 1 @ 6 Marks *ERQ 1 @ 6 Marks Choose any ONE from TWO			20
12.	Social Psychology	MCQs 5 @ 1 Mark CRQ 1 @ 5 Marks ERQ 1 @ 6 marks Choose any ONE from TWO			16
13.	Guidance and Counselling	MCQs 5 @ 1 Mark CRQ 1 @ 7 Marks ERQ 1 @ 8 Marks Choose any ONE from TWO			20
14.	Statistics	MCQs 6 @ 1 Mark CRQ 1 @ 7 Marks			13
	Total	MCQs 30	CRQs 35	ERQs 20	85
	Practical				15
	Total				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.

- 4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes XI and XII. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (73% and 70%), Application and higher order skills (12% and 16%) to discourage rote memorization. Tables 1 and 4 however do not translate directly into marks.
- 4.2 There will be two examinations, one at the end of Class XI and one at the end of Class XII.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administered within 3 hours.
- 4.4 Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 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.
- 4.6 Practical examination will be conducted separate from the theory paper. It will be based on the list of practical activities listed in the syllabus.

- 4.7 All constructed response questions will be in a booklet which will also serve as an answer script.
- 4.8 Practical exams to assess performance skills will carry 15 marks in class XI and 15 marks in class XII.
- 4.9 The practicals identified in the SLOs by a “P” should be carried out throughout the academic year. It is essential for each school to equip its laboratories with instruments, apparatus, specimens etc. according to the requirements of the practicals marked in the syllabus as “P”. Each school will be responsible to make sure that each student is provided the opportunity to do the practicals.

5. Teaching-Learning Approaches and Classroom Activities

- Group discussion on different theories and concepts
- Home assignment for the identification of developmental task at different stages of development
- Visit to mental hospital/ visit to psychiatry department of government hospital
- Data collection on my immediate problem of classroom by using survey as a tool
- Preparation of flow charts
- Visit to counselling center or relevant videos
- Field work
 - Measurement of Attitude / opinion
 - Data collection
 - Report writing

6. Recommended Text and Reference Materials

Recommended Books

1. Morgan T. Clifford (2005). *Introduction to Psychology*, McGraw Hill Publishing Company Limited.
2. Mangal K.S. (2011). *Advanced Educational Psychology*. PHI Learning Private Limited.

Reference Books

1. Hill, Grahame (1998). *AS and A level Psychology, Oxford Revision Guide*. Oxford University press
2. Choudry, I. Y. (1995). *Areas of Applied Psychology for Intermediate Students*. Lahore: imperial Book Depot
3. Sehraie, Asim (2009). *Understanding Psycholgy*. Lahore: A-One publishers
4. Hussain, Karamt (1973). *Mubadiat Nafsiat*. Lahore: M. R. Brothers.
5. Faiq, M. (2004). *Practical Psychology for XII*. Lahore: Ghazanfar Academy Pakistan.
6. Riaz, M. N (2005), *Psychology for Intermediate Classes*. (English Medium). Karachi: Oxford University Press.
7. Yousef, T. & Yousef A (1998). *General Psychology*. (Urdu Medium) Lahore: Ilmy Kutab Khana.

Web sites

<http://dictionary-psychology.com/>

http://www.sntp.net/psychology_definition.htm

<http://psychology.about.com/od/developmentalpsychology/a/sociallearning.htm>

http://psychology.about.com/library/quiz/bl_dev_quiz.htm

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, organising parts, making links, summarising, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, 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: differentiate, analyse, show relationship, propose an alternative, prioritise, give reasons for, categorise, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganise, predict consequences, etc.

7.2 Definition of Command Words:

Knowledge

Define	A formal statement about a term or function without any examples.
State	Implies a concise answer with little or no supporting argument.
List	Write the names of required persons terms, functions or principles.
Identify	Select, choose and write the required names, functions and laws.
Give	Mention the commonly used words for the object.
Point out	Identification of the characteristics principles or rules.
Write	Simply state the names, principles or rules.

Understanding

Compare	List the main characteristics of two entities clearly identifying similarities and differences
Discuss	Express views in a logical and lucid way considering all aspects of a matter under discussion and drawing a conclusion.
Differentiate	Identify those characteristics which always are helpful to tell two categories apart.
Explain	Reason or use some reference to theory, depending on the context.
Illustrate	Explain with the help of examples a phenomenon or a concept.
Describe	State in words the main points of the topic. It is often used with reference to a particular phenomenon or concept.
Elaborate	Give details of plans, processes with details and exactness.
Interpret	To be able to use given data and examples to come to a conclusion.
Relate	Show a connection between two persons or organizations.

Application

Justify	To give examples and supporting statements in order to convince it to be correct.
Analyse:	Use information to relate different features of the components of specified material so as to draw conclusions about common characteristics.
Calculate:	To find out the values with the help of given information.
Represent	To be able to use the given data and draw a graph or chart.

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 (100 each)	English / Urdu
1. Civics-I		English
2. Computer Science-I (75+25 practical)		English / Urdu
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 (100 each)	English / Urdu
1. Civics-II		English
2. Computer Science-II (75+25 practical)		English / Urdu
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.**

List of Practical and Apparatus

Class XI

S. No.	SLO No.	Objective	Equipment
		Topic : Sensation and Perception	
1.	4.2.6	To measure the area of blind spot of the subject.	Perimeter Paper and pencil Meter rod Perimeter arm
2.	4.4.4	To measure the degree of illusion of the subject in Muller Lyer illusion.	Muller Lyer cards Paper and pencil scale
3.	4.4.5	To experimentally study the phenomenon of Negative After Image.	Bulb (200 Watts) Projective lantern Slides of basic colours (red, green, blue, yellow) Slide of picture in black and white Stop watch Paper and pencil
4.	4.4.7	To investigate the extent to which a social pressure from a majority of group could affect the person to conform.	Asch cards Paper and pencil Meter rod

S. No.	SLO No.	Objective	Equipment
		Topic : Learning and Remembering	
5.	5.5.3	To be able to measure the memory by recall method	List of NSS Memory drum Stop watch Paper and pencil Meter rod
6.	5.5.4	To make experimental study of Retro-Active Inhibition	Memory Drum metronome Stop watch Paper and pencil
		Topic : Personality	
7.	7.4.15	To conduct a personality test through TAT method.	T.A.T. Murray's Cards (Two Pictures) Stop Watch Paper and pencil
8.	7.4.11	To conduct a personality test through Rorschach Inkblot Test.	10 cards : 5 black and white 5 multi colours Stopwatch Paper and pencil
		Topic : Higher Cognitive Process	
9	9.6.3	To be able to find ways to overcome problems in a given situation.	Paper and pencil Meter rod

Class XII

S. No.	SLO No.	Objective	Equipment
		Topic: Introduction to Statistics	
1.	14.3.3	To tabulate the given data	Paper and pencil
2.	14.3.4	To represent the data using graphs a. frequency histogram b. frequency polygon c. frequency curve	Paper and pencil Compass
3.	14.4.3	To measures of central tendency of grouped and ungrouped Data a. arithmetic mean b. median c. mode	Paper and pencil