



Class: XI

Time Allowed: 25 minutes

Q1:

MODEL PAPER 2026

SUBJECT: SOCIOLOGY

SECTION "A" (MULTIPLE CHOICE QUESTIONS)

Marks: 20

**Note:** Attempt **ALL** MCQs from Section 'A'. Each MCQ carries **ONE** mark.

1. What is the social science that studies human mental processes and behavior?  
 A. Psychology                      B. Sociology                      C. Sociology                      D. Economics
2. Which social science is most concerned with understanding social inequality?  
 A. Sociology                      B. Economics                      C. Political science                      D. Psychology
3. In which system of social stratification are individuals owned by others?  
 A. Class system                      B. Estate system                      C. Slavery system                      D. Caste system
4. What is the term for the norms and values that govern behaviour in a society?  
 A. Culture                      B. Society                      C. Institution                      D. Socialization
5. Which of the following is an example of a folkway?  
 A. Shaking hands when greeting    B. Paying taxes                      C. Respecting elders                      D. Voting in elections
6. What is the relationship between Sociology and Psychology?  
 A. Sociology focuses on individual behavior, while Psychology focuses on group behavior  
 B. Sociology focuses on group behavior, while Psychology focuses on individual behavior  
 C. Sociology and Psychology are unrelated                      D. Sociology and Psychology are the same
7. What is a key characteristic of the scientific approach in sociology?  
 A. Subjectivity                      B. Bias                      C. Objectivity                      D. Emotional involvement
8. What is the key advantage of qualitative research?  
 A. Large sample size                      B. In-depth understanding of social phenomena  
 C. Statistical analysis                      D. Experimental control
9. Which research method is best suited for exploring complex social issues?  
 A. Qualitative research                      B. Quantitative research.                      C. Mixed research.                      D. Survey research
10. What is the process by which individuals learn and internalize social norms and values?  
 A. Social control.                      B. Socialization.                      C. Cultural transmission.                      D. Personality development.
11. Which agency of socialization plays a crucial role in teaching children about social norms and values?  
 A. Family                      B. School                      C. Peer group                      D. Media
12. What is the primary function of the economic institution in a society?  
 A. To provide education.                      B. To promote health.  
 C. To produce and distribute goods and services.                      D. To enforce laws.
13. What is the term for children raised in orphanages?  
 A. Feral children                      B. Deprived children                      C. Isolated children                      D. Institutionalized children
14. Which type of society is characterized by the use of advanced technology and service-based economy?  
 A. Agricultural society                      B. Industrial society                      C. Post-industrial society                      D. Hunting and gathering society
15. What is the term for behavior that violates social norms and expectations?  
 A. Conformity                      B. Deviance                      C. Social control                      D. Crime
16. Which system of social stratification is based on ownership of land and power?  
 A. Caste system                      B. Class system                      C. Estate system                      D. Slavery system
17. What is demography?  
 A. The study of social institutions                      B. The study of culture  
 C. The study of social change                      D. The study of the human population
18. Which of the following is a component of social development?  
 A. Economic growth                      B. Industrialization  
 C. Education and healthcare                      D. Technological advancement
19. What is population in the context of sociology?  
 A. The number of people living in a city                      B. The number of people living in a country  
 C. The total number of people living in a specific area                      D. The number of people living in a household
20. What is fertility in the context of population studies?  
 A. The number of births in a population                      B. The number of deaths in a population  
 C. The number of people moving into a population                      D. The number of people moving out of a population

**END OF SECTION A**



Class: XI

MODEL PAPER 2026

Time: 2 hours 35 minutes

**SUBJECT: SOCIOLOGY (SECTION "B" AND SECTION "C")**  
**SECTION "B" (SHORT ANSWER QUESTIONS)**
**Total Marks 80**  
**40 Marks**

**Note:** Attempt any **EIGHT** questions from Section 'B'. Each question carries **FIVE** marks.

Q.2 Explain how Sociology and Psychology complement each other in understanding human behavior.

Q.3 Identify the key features of industrial societies.

Q.4 Explain the role of institutions in shaping social norms and values.

Q.5 Explain the strengths of the mixed research model in addressing complex research questions.

Q.6 Identify the types of research questions that are best suited for qualitative research methods.

Q.7 Describe the differences between Feral Children and Isolated Children in terms of their social development.

Q.8 Explain how socialization processes contribute to the construction of gender roles in society.

Q.9 Identify the main differences between Hunting and Pastoral Societies in terms of their social structures.

Q.10 Identify the key differences between deviance and crime, providing examples of each.

Q.11 Explain how the caste system differs from the class system.

Q.12 Describe the impact of fertility rates on population growth in Pakistan.

Q.13 Describe the importance of investing in human capital for social development.

**SECTION "C" (DETAILED ANSWER QUESTIONS)**
**40 Marks**

**Note:** Attempt any **TWO** questions from Section 'C'. Each question carries **TWENTY** marks.

Q.14 (a) Analyze the impact of migration on population growth and economic development in Pakistan.

Q.14 (b) Evaluate the significance of socialization agents in promoting social cohesion and cultural continuity in traditional societies.

Q.15 (a) Compare and contrast the socialization experiences of Feral Children and Institutionalized Children.

Q.15 (b) Assess the role of family and school in transmitting cultural values and norms to children.

Q.16 (a) Evaluate the impact of the mass media on societal values and norms.

Q.16 (b) Contrast the approaches of economic development and social development in promoting human well-being.

**END OF PAPER**



# ZIAUDDIN UNIVERSITY

## EXAMINATION BOARD

**Answer Key- Sec A**  
**Sociology XI Model Examination Paper 2026**

S #	Option
1	A
2	A
3	C
4	A
5	A
6	B
7	C
8	B
9	A
10	B
11	A
12	C
13	D
14	C
15	B
16	C
17	D
18	C
19	C
20	A



# ZIAUDDIN UNIVERSITY

## EXAMINATION BOARD

### Rubric

#### Model Examination Paper 2026

Class: XI

Subject: Sociology

Section: B

Q.2 Explain how Sociology and Psychology complement each other in understanding human behavior.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"><li>- Attempts to explain complementarity but vague or incorrect</li><li>- Shows limited understanding of both fields</li><li>- Lacks specific examples of combined insights</li><li>- Fails to address the question</li></ul>	<ul style="list-style-type: none"><li>- Explains some ways Sociology and Psychology complement (social context, individual mind)</li><li>- Shows some understanding of interdisciplinary approach</li><li>- Provides limited examples of combined applications</li><li>- Addresses most parts of the question</li></ul>	<ul style="list-style-type: none"><li>- Correctly explains key ways fields complement (social structures, individual behavior)</li><li>- Shows clear understanding of holistic approach</li><li>- Provides specific examples of combined insights</li><li>- Addresses all parts of the question effectively</li></ul>

**Q.3** Identify the key features of industrial societies.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Attempts to identify features but incomplete or wrong</li> <li>- Shows limited understanding of industrial societies</li> <li>- Lacks specific examples of characteristics</li> <li>- Fails to address the question</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies some features (urbanization, technology, division of labor)</li> <li>- Shows some understanding of industrial society traits</li> <li>- Provides limited examples of features</li> <li>- Addresses most parts of the question</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly identifies key features (mass production, capitalism, social change)</li> <li>- Shows clear understanding of industrial society characteristics</li> <li>- Provides specific examples of features</li> <li>- Addresses all parts of the question effectively</li> </ul>

**Q.4** Explain the role of institutions in shaping social norms and values.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to identify key institutions.</li> <li>- Does not explain role in shaping norms and values.</li> <li>- Lacks examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies key institutions (family, education, media).</li> <li>- Explains how institutions influence social norms and values.</li> <li>- Provides basic examples (e.g., family teaches moral values).</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explains role of institutions in shaping norms and values.</li> <li>- Provides specific examples (e.g., education system promotes socialization, media influences cultural norms).</li> <li>- Accurately discusses how institutions interact to shape social norms and values.</li> <li>- Highlights significance of institutions in maintaining social order.</li> </ul>

**Q.5** Explain the strengths of the mixed research model in addressing complex research questions.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to identify strengths.</li> <li>- Does not explain mixed research model.</li> <li>- Lacks clarity on complex research questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies strengths (combines qualitative and quantitative methods).</li> <li>- Explains how mixed model addresses complex research questions.</li> <li>- Provides basic examples (e.g., surveys and interviews).</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explains strengths (triangulation, comprehensive understanding, flexibility).</li> <li>- Accurately discusses how mixed model addresses complex research questions (e.g., contextualizing data, validating findings).</li> <li>- Provides specific examples (e.g., combining statistical analysis with case studies).</li> <li>- Highlights significance of mixed model in enhancing research validity and reliability.</li> </ul>

**Q.6** Identify the types of research questions that are best suited for Qualitative research methods.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to identify types of research questions.</li> <li>- Does not explain qualitative research methods.</li> <li>- Lacks clarity on suitability.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies types of research questions (exploratory, meaning-based).</li> <li>- Explains qualitative research methods (e.g., interviews, focus groups).</li> <li>- Provides basic examples (e.g., studying experiences).</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly identifies types of research questions (exploratory, interpretive, contextual).</li> <li>- Accurately explains qualitative research methods (e.g., phenomenology, grounded theory).</li> <li>- Provides specific examples (e.g., studying lived experiences, social processes).</li> <li>- Highlights significance of qualitative research in understanding complex phenomena.</li> </ul>

**Q.7** Describe the differences between Feral Children and Isolated Children in terms of their social development.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to define Feral and Isolated Children.</li> <li>- Does not explain social development differences.</li> <li>- Lacks clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines Feral Children (abandoned, minimal human contact) and Isolated Children (confined, limited human contact).</li> <li>- Explains differences in social development (e.g., Feral: severe deficits; Isolated: delayed development).</li> <li>- Provides basic examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly defines Feral and Isolated Children.</li> <li>- Accurately describes differences in social development (e.g., Feral: lack of language, social skills; Isolated: delayed social skills, potential for recovery).</li> <li>- Provides specific examples (e.g., Genie, Victor of Aveyron).</li> <li>- Highlights significance of early social interaction in development.</li> </ul>

**Q.8** Explain how socialization processes contribute to the construction of gender roles in society.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to explain socialization processes.</li> <li>- Does not discuss gender role construction.</li> <li>- Lacks examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains socialization processes (family, peers, media).</li> <li>- Discusses how socialization influences gender roles.</li> <li>- Provides basic examples (e.g., toy marketing).</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explains socialization processes (family, education, media, culture).</li> <li>- Accurately discusses how socialization constructs gender roles (e.g., norms, expectations, stereotypes).</li> <li>- Provides specific examples (e.g., parental expectations, media representation).</li> <li>- Highlights significance of socialization in shaping gender identity and roles.</li> </ul>

**Q.9** Identify the main differences between Hunting and Pastoral Societies in terms of their social structures.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to identify key differences.</li> <li>- Does not explain social structures.</li> <li>- Lacks clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies differences (Hunting: nomadic, small groups; Pastoral: herding, larger groups).</li> <li>- Explains social structure differences (e.g., Hunting: egalitarian; Pastoral: emerging social hierarchies).</li> <li>- Provides basic examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly identifies key differences (subsistence strategies, mobility, social organization).</li> <li>- Accurately explains social structure differences (e.g., Hunting: kin-based; Pastoral: property-based).</li> <li>- Provides specific examples (e.g., Inuit vs. Maasai).</li> <li>- Highlights significance of economic systems in shaping social structures.</li> </ul>

**Q.10** Identify the key differences between deviance and crime, providing examples of each.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to define deviance and crime.</li> <li>- Does not provide examples.</li> <li>- Lacks clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines deviance (behavior violating norms) and crime (behavior violating laws).</li> <li>- Provides basic examples (e.g., deviance: wearing unusual clothing; crime: theft).</li> <li>- Identifies key differences (norms vs. laws).</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly defines deviance and crime.</li> <li>- Accurately provides specific examples (e.g., deviance: tattoos in some cultures; crime: assault).</li> <li>- Highlights key differences (social norms, legal consequences).</li> <li>- Discusses how deviance can become crime or vice versa.</li> </ul>

**Q.11** Explain how the caste system differs from the class system.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to define caste and class systems.</li> <li>- Does not explain key differences.</li> <li>- Lacks clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines caste (hereditary, rigid) and class (achieved, mobility possible) systems.</li> <li>- Explains differences (e.g., mobility, social status).</li> <li>- Provides basic examples (e.g., India vs. Western societies).</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly defines caste and class systems.</li> <li>- Accurately explains key differences (e.g., ascribed vs. achieved status, social mobility).</li> <li>- Provides specific examples (e.g., caste-based occupations vs. class-based economic mobility).</li> <li>- Highlights significance of social stratification in shaping opportunities and outcomes.</li> </ul>

**Q.12** Describe the impact of fertility rates on population growth in Pakistan.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to define fertility rates.</li> <li>- Does not explain impact on population growth.</li> <li>- Lacks specific data.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines fertility rates (average children per woman).</li> <li>- Explains impact on population growth (high fertility = rapid growth).</li> <li>- Provides basic examples (e.g., strain on resources).</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly defines fertility rates and explains measurement (Total Fertility Rate).</li> <li>- Accurately describes impact on population growth (e.g., high fertility rates lead to rapid population growth, strain on resources, and economic challenges).</li> <li>- Provides specific data (e.g., Pakistan's TFR and population growth rate).</li> <li>- Highlights significance of fertility rates in shaping demographic trends and policy implications.</li> </ul>

**Q.13** Describe the importance of investing in human capital for social development.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Attempts to describe importance but vague or incorrect</li> <li>- Shows limited understanding of human capital</li> <li>- Lacks specific examples of social development</li> <li>- Fails to address the question</li> </ul>	<ul style="list-style-type: none"> <li>- Describes some importance (education, health, productivity)</li> <li>- Shows some understanding of human capital role</li> <li>- Provides limited examples of social benefits</li> <li>- Addresses most parts of the question</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly describes key importance (economic growth, reduced poverty, innovation)</li> <li>- Shows clear understanding of social development link</li> <li>- Provides specific examples of human capital impact</li> <li>- Addresses all parts of the question effectively</li> </ul>

**Rubric**

**Class: XI**

**Subject: Sociology**

**Section: C**

**Q.14 (a)** Analyze the impact of migration on population growth and economic development in Pakistan.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-10</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Attempts to analyze impact but vague or incorrect</li> <li>- Shows little understanding of migration effects</li> <li>- Lacks specific examples of population or economic impact</li> <li>- Fails to address the question</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzes some impacts (labor market, remittances)</li> <li>- Shows some understanding of migration effects</li> <li>- Provides limited examples of population or economic changes</li> <li>- Addresses some parts of the question</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzes multiple impacts (urbanization, skills transfer, economic growth)</li> <li>- Shows clear understanding of migration effects on Pakistan</li> <li>- Provides some examples of population and economic changes</li> <li>- Addresses most parts of the question</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly analyzes key impacts of migration on Pakistan</li> <li>- Shows in-depth understanding of population and economic links</li> <li>- Provides specific, relevant examples of impacts</li> <li>- Addresses all parts of the question effectively</li> </ul>

**Q.14 (b)** Evaluate the significance of socialization agents, such as family and religion, in promoting social cohesion and cultural continuity in traditional societies.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-10</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to define socialization agents.</li> <li>- Doesn't relate family and religion to social cohesion.</li> <li>- Lacks relevant examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines socialization agents (family, religion, etc.).</li> <li>- Identifies role of family and religion in social cohesion (transmit values, norms).</li> <li>- Provides limited examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explains role of family and religion in social cohesion (socialize individuals, promote shared values).</li> <li>- Provides relevant examples (family values, religious rituals).</li> <li>- Discusses significance in traditional societies.</li> </ul>	<ul style="list-style-type: none"> <li>- Thoroughly evaluates significance of family and religion in promoting social cohesion and cultural continuity.</li> <li>- Provides detailed examples (family traditions, religious ceremonies).</li> <li>- Demonstrates clear understanding of complex relationships between socialization agents and societal stability.</li> <li>- Offers nuanced insights into role of family and religion in traditional societies.</li> </ul>

**Q.15 (a)** Compare and contrast the socialization experiences of Feral Children and Institutionalized Children.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-10</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to define Feral Children and Institutionalized Children.</li> <li>- Does not compare experiences.</li> <li>- Lacks clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines Feral Children (raised in wilderness) and Institutionalized Children (raised in institutions).</li> <li>- Identifies basic differences (e.g., environment, care).</li> <li>- Provides limited comparison.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explains socialization experiences of Feral Children (lack human interaction, feral behavior) and Institutionalized Children (limited interaction, institutional routine).</li> <li>- Compares social skills development (e.g., language, relationships).</li> <li>- Contrasts outcomes (e.g., behavioral issues, developmental delays).</li> </ul>	<ul style="list-style-type: none"> <li>- Thoroughly explains socialization experiences of both groups with nuanced understanding.</li> <li>- Provides detailed comparisons (e.g., impact of isolation, lack of nurturing).</li> <li>- Accurately contrasts long-term effects (e.g., rehabilitation challenges, developmental outcomes).</li> <li>- Highlights significance for understanding human development and socialization.</li> </ul>

**Q.15 (b)** Assess the role of family and school in transmitting cultural values and norms to children.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-10</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to identify role of family and school.</li> <li>- Does not explain cultural transmission.</li> <li>- Lacks clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies role of family (teaching values, norms) and school (socialization, education).</li> <li>- Explains basic cultural transmission (e.g., values, traditions).</li> <li>- Provides limited examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explains role of family (primary socialization, values transmission) and school (formal education, socialization).</li> <li>- Describes cultural transmission processes (e.g., modeling, teaching).</li> <li>- Provides relevant examples (e.g., family traditions, school curricula).</li> </ul>	<ul style="list-style-type: none"> <li>- Thoroughly assesses role of family and school in cultural transmission with nuanced understanding.</li> <li>- Provides detailed explanations of transmission processes (e.g., explicit and implicit teaching).</li> <li>- Accurately highlights significance of both family and school in shaping children's cultural identity.</li> <li>- Discusses potential challenges and implications for cultural transmission.</li> </ul>

**Q.16 (a)** Evaluate the impact of the Mass Media on societal values and norms.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-10</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Fails to identify role of Mass Media.</li> <li>- Does not explain impact on values and norms.</li> <li>- Lacks clarity.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies role of Mass Media (influences society).</li> <li>- Explains basic impact (e.g., shapes opinions, attitudes).</li> <li>- Provides limited examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explains impact of Mass Media (shapes values, norms, and behaviors).</li> <li>- Describes mechanisms (e.g., advertising, news, entertainment).</li> <li>- Provides relevant examples (e.g., influence on body image, social issues).</li> </ul>	<ul style="list-style-type: none"> <li>- Thoroughly evaluates impact of Mass Media with nuanced understanding.</li> <li>- Provides detailed analysis of both positive (e.g., awareness, education) and negative (e.g., stereotypes, desensitization) effects.</li> <li>- Accurately highlights significance of Mass Media in shaping societal values and norms.</li> <li>- Discusses implications for individuals and society</li> </ul>

**Q.16 (b)** Contrast the approaches of economic development and social development in promoting human well-being.

<b>Level</b>	<b>Unsatisfactory</b>	<b>Marginal</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Exemplary</b>
<b>Max. Marks</b>	<b>0</b>	<b>1-3</b>	<b>4-5</b>	<b>6-7</b>	<b>8-10</b>
<b>Description</b>	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> <li>- Attempts to contrast approaches but vague or incorrect</li> <li>- Shows little understanding of development types</li> <li>- Lacks specific examples of human well-being links</li> <li>- Fails to address the question</li> </ul>	<ul style="list-style-type: none"> <li>- Contrasts some aspects (growth vs equity, income vs capabilities)</li> <li>- Shows some understanding of development approaches</li> <li>- Provides limited examples of well-being impacts</li> <li>- Addresses some parts of the question</li> </ul>	<ul style="list-style-type: none"> <li>- Contrasts multiple aspects (economic vs social priorities, outcomes)</li> <li>- Shows clear understanding of development approaches</li> <li>- Provides some examples of well-being differences</li> <li>- Addresses most parts of the question</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly contrasts key approaches to human well-being</li> <li>- Shows in-depth understanding of development links</li> <li>- Provides specific, relevant examples of impacts</li> <li>- Addresses all parts of the question effectively</li> </ul>