ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Class: XII
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 main contribution of Ibn e Khaldun to sociological thought?
   A. He developed the concept of social contract
   B. He developed the concept of social evolution
   C. He developed the concept of social solidarity
   D. He developed the concept of asabiyah (social cohesion)

2. How can sociological imagination be applied to understand religion?
   A. By studying the role of religion in society
   B. By analyzing the impact of religion on individuals
   C. By examining the historical development of religion
   D. By understanding the cultural significance of religion

3. What did Karl Marx focus on in his sociological theories?
   A. The role of social institutions
   B. The impact of technology on society
   C. Class struggle and conflict
   D. The importance of cultural norms

4. What did Emile Durkheim study in his work "Suicide"?
   A. The relationship between social integration and suicide rates.
   B. The impact of economic factors on mental health.
   C. The role of individual psychology in suicidal behaviour
   D. The influence of family dynamics on suicidal tendencies

5. Which method is commonly used in qualitative research?
   A. Surveys
   B. Experiments
   C. Content analysis of texts
   D. Statistical analysis of large data sets

6. What is the main advantage of quantitative research?
   A. It provides rich, detailed insights into social phenomena
   B. It emphasises understanding social meanings
   C. It is flexible and adaptable to changing research contexts
   D. It allows for generalizability of findings to larger populations

7. What does the Looking Glass Self Theory by C. H. Cooley suggest?
   A. Our self-concept is shaped by our genetic make up
   B. Our self-concept is influenced by how others perceive us
   C. Our self-concept is determined by our social status
   D. Our self-concept is fixed at birth

8. According to G. H. Mead, what is role-taking?
   A. Assuming a specific social role in society
   B. Developing a fixed personality trait
   C. Rejecting societal norms and expectations
   D. Understanding and adopting others' perspectives

9. How do cultural factors impact personality?
   A. By shaping our values, norms, and behaviors.
   B. By determining our genetic make up
   C. By influencing our physical environment.
   D. By fixing our personality traits at birth

10. What type of family is headed by a male?
    A. Matriarchal family   B. Patriarchal family   C. Symmetrical family.   D. Reconstituted family

11. What type of family is formed when a parent remarries?
    A. Nuclear family   B. Extended family   C. Reconstituted or step family   D. Lone-parent family

12. What is the characteristic of Post-Industrial societies?
    A. They are primarily based on manufacturing
    B. They focus on service-oriented economies
    C. They rely heavily on agriculture
    D. They have limited technological advancement

13. What is the consequence of rapid technological change on mental health?
    A. Improved mental health outcomes
    B. Increased sense of community
    C. Decreased reliance on technology
    D. Increased stress and anxiety due to adaptation challenges

14. What do biological theories of deviation suggest?
    A. Deviance is caused by the social environment
    B. Deviance is a result of genetic factors
    C. Deviance is learned through socialization
    D. Deviance is a result of economic inequality

15. What type of crime involves the use of technology to commit illegal activities?
    A. Violent crime   B. White-collar crime   C. Cybercrime   D. Organized crime

16. What is terrorism?
    A. A type of organized crime
    B. A type of white-collar crime
    C. A form of cyber-crime
    D. A type of political violence

17. What determines social status in a caste system?
    A. Wealth and income.
    B. Occupation and education
    C. Birth and family background.
    D. Personal achievements

18. What is a characteristic of an estate system?
    A. Social mobility is based on individual merit
    B. Land ownership determines social status
    C. Social status is determined by occupation
    D. Everyone has equal rights and opportunities

19. How does social stratification affect human rights?
    A. It promotes equal human rights
    B. It reinforces unequal human rights
    C. It has no impact on human rights
    D. It promotes economic growth

20. What is the main reason for the high population growth rate in Pakistan?
    A. Improved healthcare facilities
    B. Increased access to education
    C. High fertility rates
    D. Low mortality rates

END OF SECTION A

ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

Total Time 3 hours
Total Marks: 100

Class: XII
Time: 2 hours 35 minutes

MODEL PAPER 2026
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 Identify Auguste Comte's key ideas on positivism and its relevance to Sociology.

Q.3 State Karl Marx's theory of class conflict and its significance in Sociology.

Q.4 Describe the limitations of in-depth interviews and focus group discussions on studying social phenomena in Pakistan.

Q.5 Describe ways in which schools act as agents of socialization.

Q.6 Explain the importance of socialization in human development.

Q.7 Describe different forms of gender abuse prevalent in Pakistani society.

Q.8 Describe the impact of corruption on the economic development of Pakistan.

Q.9 Identify the potential preventive measures against cybercrime.

Q.10 Describe the potential causes of juvenile delinquency in Pakistani society.

Q.11 Explain the implications of the Estate system for social inequality and mobility.

Q.12 Mention the role of socio-economic factors in the high population growth rate in Pakistan.

Q.13 Explain the role of education and family planning in addressing population growth issues in Pakistan.

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

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

Q.14 (a) Evaluate the role of biological factors in shaping human culture in Pakistan.

Q.14 (b) Discuss the significance of Karl Marx's and Emile Durkheim's theories in understanding social inequality and social solidarity.

Q.15 (a) Compare and contrast G.H. Mead's theory of role-taking with J. Piaget's theory of Cognitive Development.
Q.15 (b) Discuss the potential applications of L. Kohlberg's theory of moral development in promoting moral education and social responsibility.

Q.16 (a) Analyze the impact of technological advancements on social relationships within families and communities.

Q.16 (b) Examine the relationship between population growth and environmental degradation in Pakistan

END OF PAPER

Answer Key- Sec A
Sociology XII Model Examination Paper 2026

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

Rubric

Model Examination Paper 2026

Class: XII   Subject: Sociology   Section: B

Q.2 Identify Auguste Comte's key ideas on positivism and its relevance to Sociology.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Attempts to identify Comte's ideas but vague or incorrect - Shows limited understanding of positivism - Lacks specific examples of relevance to Sociology - Fails to address the question	- Identifies some key ideas (scientific method, social physics) - Shows some understanding of positivism's relevance - Provides limited examples of Comte's influence - Addresses most parts of the question	- Correctly identifies key ideas (law of three stages, hierarchy of sciences) - Shows clear understanding of positivism's impact on Sociology - Provides specific examples of Comte's contributions - Addresses all parts of the question effectively

Q.3 State Karl Marx's theory of class conflict and its significance in Sociology.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Attempts to state Marx's theory but vague or incorrect - Shows limited understanding of class conflict - Lacks specific examples of significance in Sociology - Fails to address the question	- States some aspects of class conflict (bourgeoisie vs proletariat) - Shows some understanding of Marx's theory significance - Provides limited examples of influence on Sociology - Addresses most parts of the question	- Correctly states key aspects (exploitation, revolution, class struggle) - Shows clear understanding of theory's significance in Sociology - Provides specific examples of Marx's influence on social thought - Addresses all parts of the question effectively

Q.4 Describe the limitations of in-depth interviews and focus group discussions on studying social phenomena in Pakistan.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to identify limitations. - Does not explain relevance to Pakistan. - Lacks clarity.	- Identifies common limitations (e.g., sampling bias, social desirability bias). - Explains challenges in Pakistan (e.g., cultural sensitivities, access issues). - Provides basic examples.	- Thoroughly explains multiple limitations (e.g., researcher bias, participant reluctance). - Provides nuanced analysis of challenges in Pakistan (e.g., power dynamics, cultural norms). - Accurately highlights implications for data quality and research validity. - Offers specific suggestions for mitigating limitations.

Q.5 Describe ways in which schools act as agents of socialization, influencing development of personality in children.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to identify role of schools. - Does not explain socialization. - Lacks clarity.	- Identifies ways schools socialize (e.g., teaching norms, values). - Explains influence on personality development (e.g., shaping attitudes, behaviors). - Provides basic examples (e.g., classroom interactions, extracurricular activities).	- Thoroughly explains multiple ways schools socialize (e.g., formal curriculum, hidden curriculum, peer interactions). - Provides nuanced analysis of influence on personality development (e.g., self-concept, social skills). - Accurately highlights significance of schools in shaping children's identities. - Offers specific examples or case studies to illustrate socialization processes.

Q.6 Explain the importance of socialization in human development.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to define socialization. - Does not explain importance. - Lacks clarity.	- Defines socialization (learning norms, values). - Explains importance (e.g., shapes identity, enables social interaction). - Provides basic examples (e.g., language, social skills).	- Thoroughly explains socialization's role in human development (e.g., cultural transmission, self-concept formation). - Provides nuanced analysis of importance (e.g., influences behavior, attitudes, relationships). - Accurately highlights lifelong impact of socialization. - Offers specific examples or illustrations to demonstrate significance.

Q.7 Describe different forms of gender abuse prevalent in Pakistani society.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to identify forms of gender abuse. - Does not explain prevalence in Pakistani society. - Lacks clarity.	- Identifies common forms (e.g., domestic violence, harassment). - Explains prevalence in Pakistan (e.g., cultural norms, lack of protection). - Provides basic examples (e.g., acid throwing, forced marriages).	- Thoroughly describes multiple forms (e.g., physical, emotional, economic abuse). - Provides nuanced analysis of Pakistani context (e.g., patriarchal norms, socioeconomic factors). - Accurately highlights impact on women's lives (e.g., physical harm, psychological trauma). - Offers specific statistics or case studies to illustrate prevalence.

Q.8 Describe the impact of corruption on the economic development of Pakistan.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to define corruption. - Does not explain impact on economic development. - Lacks clarity.	- Defines corruption (e.g., misuse of power). - Explains negative impact (e.g., reduced investment, inefficient resource allocation). - Provides basic examples (e.g., bribery, embezzlement).	- Thoroughly explains corruption's impact on Pakistan's economy (e.g., reduced economic growth, increased poverty). - Provides nuanced analysis of consequences (e.g., loss of public trust, distorted markets). - Accurately highlights significance for development (e.g., hinders foreign investment, undermines institutions). - Offers specific examples or statistics to illustrate impact.

Q.9 Describe the potential preventive measures against cybercrime.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to identify preventive measures. - Does not explain relevance to cybercrime. - Lacks clarity.	- Identifies basic measures (e.g., strong passwords, antivirus software). - Explains importance of awareness (e.g., phishing, online safety). - Provides limited examples.	- Thoroughly describes multiple measures (e.g., encryption, firewalls, regular updates). - Provides nuanced analysis of effectiveness (e.g., reducing risk, protecting data). - Accurately highlights significance of individual and collective responsibility. - Offers specific tips or best practices for prevention.

Q.10 Describe the potential causes of juvenile delinquency in Pakistani society.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to identify causes. - Does not explain relevance to Pakistani society. - Lacks clarity.	- Identifies common causes (e.g., family issues, poverty). - Explains influence of social factors (e.g., peer pressure, lack of education). - Provides basic examples.	- Thoroughly describes multiple causes (e.g., socioeconomic factors, family dynamics, media influence). - Provides nuanced analysis of Pakistani context (e.g., impact of poverty, lack of opportunities). - Accurately highlights complexity of issue (e.g., interplay of factors). - Offers specific examples or statistics to illustrate causes.

Q.11 Explain the implications of the Estate system for social inequality and mobility.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to define Estate system. - Does not explain implications. - Lacks clarity.	- Defines Estate system (e.g., feudal system). - Explains impact on social inequality (e.g., rigid class divisions). - Identifies limited mobility.	- Thoroughly explains Estate system's implications (e.g., perpetuates inequality, restricts mobility). - Provides nuanced analysis of social stratification (e.g., birth determines status). - Accurately highlights consequences (e.g., social injustice, limited opportunities). - Offers specific historical or contemporary examples.

Q.12 Mention the role of socio-economic factors in the high population growth rate in Pakistan.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Fails to identify socio-economic factors. - Does not explain link to population growth rate. - Lacks clarity.	- Identifies common factors (e.g., poverty, lack of education). - Explains impact on population growth (e.g., high birth rates). - Provides basic examples.	- Thoroughly explains multiple factors (e.g., limited access to family planning, rural-urban disparities). - Provides nuanced analysis of Pakistani context (e.g., cultural norms, economic constraints). - Accurately highlights significance for development (e.g., strain on resources, healthcare). - Offers specific statistics or data to illustrate impact.

Q.13 Explain the role of education and family planning in addressing population growth issues in Pakistan.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	- Attempts to explain role but vague or incorrect - Shows limited understanding of population issues - Lacks specific examples of education or family planning impact - Fails to address the question	- Explains some roles (awareness, access to services, women's empowerment) - Shows some understanding of addressing population growth - Provides limited examples of initiatives or outcomes - Addresses most parts of the question	- Correctly explains key roles (reducing fertility rates, improving health) - Shows clear understanding of Pakistan's population challenges - Provides specific examples of effective strategies - Addresses all parts of the question effectively

Rubric

Class: XII   **Subject: Sociology**   **Section: C**

Q.14 (a) Evaluate the role of biological factors in shaping human culture in Pakistan.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	- Attempts to evaluate role but vague or incorrect - Shows little understanding of biological factors - Lacks specific examples of culture links - Fails to address the question	- Evaluates some biological factors (genetics, environment) - Shows some understanding of culture shaping - Provides limited examples of biological influences - Addresses some parts of the question	- Evaluates multiple factors (biology, environment, social norms) - Shows clear understanding of complex interactions - Provides some examples of biological impacts on culture - Addresses most parts of the question	- Correctly evaluates key biological factors in Pakistan's context - Shows in-depth understanding of culture shaping - Provides specific, relevant examples of interactions - Addresses all parts of the question effectively

Q.14 (b) Discuss the significance of Karl Marx's and Emile Durkheim's theories in understanding social inequality and social solidarity.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	- Fails to describe theories. - Does not discuss significance. - Lacks clarity.	- Briefly describes theories (e.g., Marx's class struggle, Durkheim's social solidarity). - Discusses basic significance (e.g., understanding social inequality, social cohesion). - Identifies some key points.	- Thoroughly describes theories (e.g., Marx's dialectical materialism, Durkheim's mechanical and organic solidarity). - Discusses significance in understanding social inequality (e.g., Marx's emphasis on class conflict, Durkheim's emphasis on social norms). - Accurately highlights importance for social solidarity (e.g., Marx's focus on class consciousness, Durkheim's focus on collective conscience).	- Provides nuanced and detailed discussion of theories (e.g., Marx's critique of capitalism, Durkheim's concept of anomie). - Analyzes significance in depth (e.g., Marx's relevance to understanding power dynamics, Durkheim's relevance to understanding social integration). - Offers specific examples or applications to illustrate significance. - Demonstrates deep understanding of both theorists' contributions to sociology.

Q.15 (a) Compare and contrast G.H. Mead's theory of role-taking with J. Piaget's theory of Cognitive Development.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	**0**	**1-3**	**4-5**	**6-7**	**8-10**
Description	Provides no response or provides irrelevant response	- Fails to describe theories. - Does not compare or contrast views. - Lacks clarity.	- Briefly describes theories (e.g., Mead's role-taking, Piaget's stages of development). - Compares views on social development (e.g., both emphasize importance of social interaction). - Identifies some differences.	- Thoroughly describes theories (e.g., Mead's stages of role-taking, Piaget's cognitive stages). - Compares and contrasts views on development (e.g., Mead's focus on social roles, Piaget's focus on cognitive processes). - Accurately highlights key similarities and differences.	- Provides nuanced and detailed comparison of theories (e.g., Mead's emphasis on social context, Piaget's emphasis on individual discovery). - Analyzes implications of their views on human development (e.g., Mead's relevance to understanding social behavior, Piaget's relevance to understanding cognitive growth). - Offers specific examples or research findings to illustrate comparisons. - Demonstrates deep understanding of both theorists' contributions to social and cognitive development.

Q.15 (b) Discuss the potential applications of L. Kohlberg's theory of moral development in promoting moral education and social responsibility.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	**0**	**1-3**	**4-5**	**6-7**	**8-10**
Description	Provides no response or provides irrelevant response	- Fails to describe theory. - Does not discuss applications. - Lacks clarity.	- Briefly describes theory (e.g., Kohlberg's stages of moral development). - Discusses basic applications (e.g., promoting moral reasoning, encouraging social responsibility). - Identifies some potential benefits.	- Thoroughly describes theory (e.g., Kohlberg's six stages, focus on justice and morality). - Discusses applications in promoting moral education (e.g., using dilemmas to stimulate moral reasoning). - Accurately highlights potential for promoting social responsibility (e.g., encouraging civic engagement).	- Provides nuanced and detailed discussion of theory (e.g., Kohlberg's emphasis on cognitive development, moral philosophy). - Analyzes potential applications in depth (e.g., developing curriculum, promoting moral leadership). - Offers specific examples or case studies to illustrate applications. - Demonstrates deep understanding of Kohlberg's theory and its relevance to moral education and social responsibility.

Q.16 (a) Analyze the impact of technological advancements on social relationships within families and communities.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	**0**	**1-3**	**4-5**	**6-7**	**8-10**
Description	Provides no response or provides irrelevant response	- Fails to identify impacts. - Does not analyze effects. - Lacks clarity.	- Identifies basic impacts (e.g., increased connectivity, decreased face-to-face interaction). - Analyzes some effects on families (e.g., changed communication patterns). - Recognizes potential benefits.	- Thoroughly analyzes impacts on families (e.g., increased accessibility, potential for isolation). - Examines effects on communities (e.g., online communities, social networks). - Accurately highlights complexities (e.g., both positive and negative effects).	- Provides nuanced and detailed analysis of impacts (e.g., effects on intergenerational relationships, social capital). - Analyzes implications for social relationships (e.g., changes in intimacy, social support). - Offers specific examples or research findings to illustrate impacts. - Demonstrates deep understanding of technological advancements' role in shaping social relationships.

Q.16 (b) Examine the relationship between population growth and environmental degradation in Pakistan

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	**0**	**1-3**	**4-5**	**6-7**	**8-10**
Description	Provides no response or provides irrelevant response	- Attempts to examine relationship but vague or incorrect - Shows little understanding of population-environment link - Lacks specific examples of degradation impacts - Fails to address the question	- Examines some impacts (resource depletion, pollution) - Shows some understanding of population-environment connection - Provides limited examples of environmental issues - Addresses some parts of the question	- Examines multiple impacts (deforestation, water scarcity, urban issues) - Shows clear understanding of relationship complexity - Provides some examples of environmental challenges - Addresses most parts of the question	- Correctly examines key relationships in Pakistan's context - Shows in-depth understanding of environmental impacts - Provides specific, relevant examples of degradation links - Addresses all parts of the question effectively