

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre SSC-I Business Studies Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Secondary School Certificate (SSC) Part I (Class IX) Business Studies. It contains comments on candidates' responses to the 2023 SSC-I Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses which support the mentioned comments. Please note that the descriptive comments represent an overall perception of the better and weaker responses as gathered from the e-marking session. However, the candidates' responses shared in this document represent some specific example(s) of the mentioned comments.

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that requires candidates to respond by integrating knowledge, understanding and application skills they have developed during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfil the demand of the question.

Candidates need to be aware that the marks allocated to the questions are related to the answer space provided on the examination paper as a guide to the length of the required response. A longer response will not in itself lead to higher marks. Candidates need to be familiar with the command words in the SLOs which contain terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the command words. Words such as 'how', 'why' or 'what' may also be used.

General Observations

It was observed that the candidates demonstrated proficiency in comprehending command words and question requirements. However, in Extended Response Questions (ERQs), the candidates were challenged in the alignment of the required responses with scenarios, indicating a need for understanding practical concept of Business Studies. While questions about human resource management and business organisation garnered strong responses, those related to accounting and finance proved challenging. Improvement is also needed in business communication, emphasising precision and conciseness in addressing given scenarios.

Note: Candidates' responses shown in this report have not been corrected for grammar, spelling, format or factual information.

DETAILED COMMENTS
Constructed Response Questions (CRQs)

| Question No. 1 | |
|--|--|
| Question Text | <p>After completing his BBA, Arman is planning to establish a business. He is reflecting on various parameters to establish his business as a sole proprietorship or a partnership business.</p> <p>In order to help Arman, explain any TWO major merits of either one of the following.</p> <ul style="list-style-type: none"> • Sole proprietorship • Partnership business |
| SLO No. | 1.2.8 |
| SLO Text | Explain the merits and demerits of different forms of businesses. |
| Max Marks | 4 |
| Cognitive Level | U* |
| Checking Hints | <p>Give ONE mark for each merit of Sole proprietorship (Two required).</p> <p>Give ONE mark for each merit of partnership (Two required).</p> |
| Overall Performance | Mostly candidates performed well on this question and scored good marks. This question revolves around a given scenario where candidates are tasked with choosing a specific form of business. They are expected to provide a rationale that substantiates and justifies their decision. |
| Description of Better Responses | The better responses displayed a comprehensive understanding of the concept of proprietorship and partnership business. They not only provided their recommendation for a specific course of action but also supported their choice with merits that aligned them with the appropriate context. The candidate has skilfully highlighted two distinct advantages and adeptly linked these advantages to the scenario being discussed. The most commonly mentioned merits for sole proprietorship were ease to form and no legal formalities and for partnership they mentioned more options of capital and more than one head to think ahead. |
| Image of Better Response | <p><u>Sole proprietorship:</u></p> <p>1) In this form of business there are very few legal regulations for him to worry about before starting a business.</p> <p>2) In this form of business as it is own by one person and he can employ others so there is a freedom of choosing when to be holiday, whom to be employ, and what prices should be set.</p> <p>3) A sole owner does not need to disclose the information or he dont need to ask to anyone before making any decisions.</p> |
| Description of Weaker Responses | The weaker responses struggled to exhibit a coherent grasp of the underlying concepts and its relevance to the scenario, whether it pertained to sole proprietorship or partnership. Despite some candidates including merits in their responses, they encountered difficulties in establishing a meaningful connection between these merits and the specific context. |

| | |
|---------------------------------|---------------------------------------|
| Image of Weaker Response | <u>Sole proprietorship:-</u> |
| | 1) They are gaining more profit |
| | 2) They are single owner. |
| | |
| | <u>Partnership:-</u> |
| | 1) Less <u>Less Burden</u> |
| | 2) <u>Faster work.</u> |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy** Used for that SLO | Assessment Strategies |
|---|---|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept. Refer to the resource guide for extra resources. | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual resources Think, pair and share Questioning Technique (Socratic approach) Practical Demonstration <p>**For description of each pedagogy, refer to Annexure A</p> | <ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes Knowledge Platform videos |

Any Additional Suggestion:

Providing students with bullet points can be a beneficial strategy. These concise points can serve as guidelines, helping students structure their answers more effectively and ensuring they address key elements of the concept.

*K = Knowledge U = Understanding A = Application and other higher-order cognitive skills

Question No. 2

| Question Text | Identify each of the given scenarios with reference to the methods of business integration (external growth). | |
|----------------------|--|-----------------|
| | S.No | Scenario |
| | Methods of Business Integration | |
| 1 | Imperial Cars, a distributor of cars and vehicles, has also taken over a housing project called Al-Falah Homes. The business will be managing the housing project along with the car selling business. | |

| | | | |
|--|---|---|--|
| | 2 | Alpha Steel, a manufacturer of steel bars takes over Bravo Steel and now the product will be marketed under the trade name of Alpha & Bravo Brothers. | |
| | 3 | Toys & Toys is a manufacturer of different board games. Toys & Toys has taken over Bits Town, a manufacture of dices and beats, and will now manufacture dices and beats too. | |

| SLO No. | 1.4.6 | | | | | | | | | | | | |
|--|---|---------------------------------|----------|---------------------------------|---|--|---------------------------|---|---|-------------------------|---|--|-----------------------|
| SLO Text | Explain the different methods of integration (external growth) (i.e., vertical, horizontal, conglomerate) | | | | | | | | | | | | |
| Max Marks | 3 | | | | | | | | | | | | |
| Cognitive Level | U | | | | | | | | | | | | |
| Checking Hints | Give ONE mark for each correct identification of integration. | | | | | | | | | | | | |
| Overall Performance | Mostly candidates perform well and scored good marks. This question tested the understanding of methods of business integration through comprehending the given scenarios. | | | | | | | | | | | | |
| Description of Better Responses | Better responses demonstrated a deep comprehension of the subject matter, accurately connecting it to the provided scenarios. This adept understanding has led to a thorough response, ultimately resulting in a perfect score. The candidates mostly correctly identified the business integration forms, i.e., conglomerate, vertical and horizontal forms. | | | | | | | | | | | | |
| Image of Better Response | <table border="1"> <thead> <tr> <th>S.No</th> <th>Scenario</th> <th>Methods of Business Integration</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Imperial Cars, a distributor of cars and vehicles, has also taken over a housing project called Al-Falah Homes. The business will be managing the housing project along with the car selling business.</td> <td>conglomerate integration.</td> </tr> <tr> <td>2</td> <td>Alpha Steel, a manufacturer of steel bars takes over Bravo Steel and now the product will be marketed under the trade name of Alpha & Bravo Brothers.</td> <td>Horizontal integration.</td> </tr> <tr> <td>3</td> <td>Toys & Toys is a manufacturer of different board games. Toys & Toys have taken over Bits Town, a manufacture of dices and beats, and will now manufacture dices and beats too.</td> <td>Vertical integration.</td> </tr> </tbody> </table> | S.No | Scenario | Methods of Business Integration | 1 | Imperial Cars, a distributor of cars and vehicles, has also taken over a housing project called Al-Falah Homes. The business will be managing the housing project along with the car selling business. | conglomerate integration. | 2 | Alpha Steel, a manufacturer of steel bars takes over Bravo Steel and now the product will be marketed under the trade name of Alpha & Bravo Brothers. | Horizontal integration. | 3 | Toys & Toys is a manufacturer of different board games. Toys & Toys have taken over Bits Town, a manufacture of dices and beats, and will now manufacture dices and beats too. | Vertical integration. |
| S.No | Scenario | Methods of Business Integration | | | | | | | | | | | |
| 1 | Imperial Cars, a distributor of cars and vehicles, has also taken over a housing project called Al-Falah Homes. The business will be managing the housing project along with the car selling business. | conglomerate integration. | | | | | | | | | | | |
| 2 | Alpha Steel, a manufacturer of steel bars takes over Bravo Steel and now the product will be marketed under the trade name of Alpha & Bravo Brothers. | Horizontal integration. | | | | | | | | | | | |
| 3 | Toys & Toys is a manufacturer of different board games. Toys & Toys have taken over Bits Town, a manufacture of dices and beats, and will now manufacture dices and beats too. | Vertical integration. | | | | | | | | | | | |
| Description of Weaker Responses | Weaker responses lacked substantial content knowledge of types of integration and demonstrated a misunderstanding of the scenarios. Consequently, their misinterpretation about the business integration of the given situations has led to a lower score as most of them were unable to identify the correct method of business integration with reference to given scenarios. | | | | | | | | | | | | |

| Image of Weaker Response | S.No | Scenario | Methods of Business Integration |
|--------------------------|------|--|---------------------------------|
| | 1 | Imperial Cars, a distributor of cars and vehicles, has also taken over a housing project called Al-Falah Homes. The business will be managing the housing project along with the car selling business. | Lean production |
| | 2 | Alpha Steel, a manufacturer of steel bars takes over Bravo Steel and now the product will be marketed under the trade name of Alpha & Bravo Brothers. | Batch production |
| | 3 | Toys & Toys is a manufacturer of different board games. Toys & Toys have taken over Bits Town, a manufacture of dices and beats, and will now manufacture dices and beats too. | Flow production |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|--|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Questioning Technique (Socratic approach) Practical Demonstration | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |

Any Additional Suggestion:

Real-Life Examples: Share current news articles or historical examples that illustrate the integration and its various types and their impacts on business from different aspects.

Question No. 3

| | |
|----------------------|--|
| Question Text | Explain any TWO functions of management given by Henri Fayol in his book, 'Industrial and General Administration'. |
| SLO No. | 2.2.2 |

| | |
|--|---|
| SLO Text | Explain functions of management given by Henri Fayol (i.e., planning, organising, controlling and commanding). |
| Max Marks | 4 |
| Cognitive Level | U |
| Checking Hints | Give ONE mark for mentioning each function (TWO required). Give ONE mark for elaborating each function (TWO required). |
| Overall Performance | Majority of the candidates were able to attempt this question due to their conceptualised understanding of the functions of management. |
| Description of Better Responses | In better responses the candidates' responses highlighted a strong grasp of the subject matter. Their explanations of the management functions planning, leading, controlling and coordinating as outlined by Henry Fayol demonstrated their understanding of the concept. In most of the better responses candidates also gave some good examples along the explanation to support their answer which depicted their in-depth knowledge. |
| Image of Better Response | <p>administration.</p> <p>Two function of management are organising and ^{commanding} controlling. Managers according to the need allocate resources, organise tasks and motivate labours. Management according to the orders given by the leader make decision and then organise them in a effective way. Management has a function of ^{command} controlling too. Manager control command the labours to work in a way that the goal is achieved. They bring labours together give all of them a mindset to work on and then command by distributing tasks between them.</p> |
| Description of Weaker Responses | Weaker responses lacked specificity which reflects a misinterpretation of the command word "explain." As most of them explained the functions (i.e., planning, organising, controlling and commanding) in its general meaning rather than explaining with reference to the given theory. Another common observation was that the examples they mentioned were inadequate. Their inadequate content knowledge further contributed to their weak response, resulting in a low or possibly even zero score. |
| Image of Weaker Response | <p>manager should be understandable and should know how to big manage his team respectfully.</p> <p>management should be done by a smart the intelligent person who its could manage everything very smartly.</p> |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|--|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resource. | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Questioning Technique (Socratic approach) Practical Demonstration | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |

Any Additional Suggestion:

Review and Recap: Regularly review the topic, revisit key points, and summarise the function of management by Henri Fayol and its merits and demerits. Use quizzes or small assignments to reinforce learning.

Question No. 4

| Question Text | Chain of command and span of control are two ways of business management. a. Give ONE difference between the two ways. | | | | | | |
|--|--|------------------|-----------------|--|--|--|--|
| | <table border="1"> <thead> <tr> <th>Chain of command</th> <th>Span of control</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> | Chain of command | Span of control | | | | |
| | Chain of command | Span of control | | | | | |
| | | | | | | | |
| | | | | | | | |
| b. Mention how the chain of command impacts the span of control of a business. | | | | | | | |
| SLO No. | 2.1.7 | | | | | | |
| SLO Text | Analyse the impacts of short or long chain of command and wide and narrow span of control on a business organisation. | | | | | | |
| Max Marks | 2 | | | | | | |
| Cognitive Level | U | | | | | | |
| Checking Hints | a. Give ONE mark for the drawing the difference b. Give ONE mark of mentioning the impact | | | | | | |
| Overall Performance | The question was well attempted. The question was drawn to distinguish between Span of control and chain of command. These two are very fundamental concepts of structure and working of a business organisation and have a very fine distinguished feature. | | | | | | |

Description of Better Response

Better responses demonstrated strong content knowledge, effectively distinguishing between span of control and chain of command, with a clear reflection on their interplay.

As main chain of command is based on which how a command will be transfer while span means that who will be coordinating with whom under the umbrella of a business organisation. It was heartening to see that most of the candidates were aware of this fundamental concept of a business organisation structure and operations.

Image of Better Response

| Chain of command | Span of control |
|---|--|
| chain of command is the process of passing down instructions from the top to lower levels of management. | span of control is the number of subordinates working directly under a manager. |
| The chain of command can be long or short. Long - when the process of passing down instructions is time taking. Short - when it is not. | Span of control can be wide or narrow. wide - wider number of subordinates, and narrow when the number is small. |

b. Mention how the chain of command impacts the span of control of a business. (1 Mark)

when a chain of command is short the span of control is wider. when the chain of command is short, span of control is narrow.

Description of Weaker Response

The weaker responses struggled to exhibit a coherent grasp of the two concepts and their interrelationship. Mostly the weaker responses interchanged the concepts which shows that they were confused between these two features of business operations or structure.

Image of Weaker Response

| Chain of command | Span of control |
|--|--|
| 1) chain of command are very long route. | 1) span of control are very short route. |
| 2) chain of command are effective communication. | 2) span of control are very Powerfull communication. |

b. Mention how the chain of command impacts the span of control of a business. (1 Mark)

chain of command impact the span of control because of control are very short to communicate with employees and chain of command are very long to communicate.

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|--|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |

| | | |
|---|---|--|
| <p>question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating)</p> <ul style="list-style-type: none"> • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources | <ul style="list-style-type: none"> • Knowledge Platform videos • Questioning Technique (Socratic approach) • Practical Demonstration | |
|---|---|--|

Any Additional Suggestion:

Comparative Analysis: Compare the chain of command and span of control, use the business structure to elaborate and understand that concept more accurately.

| Question No. 5 | |
|--|--|
| Question Text | Define any THREE of the following heads of accounts: <ul style="list-style-type: none"> • Assets • Liabilities • Expenses • Revenues • Capital |
| SLO No. | 4.2.4 |
| SLO Text | Define the following heads of accounts (i.e. assets, liabilities, expenses, revenues and capital). |
| Max Marks | 3 |
| Cognitive Level | K |
| Checking Hints | Give ONE mark for each correct definition (THREE required). |
| Overall Performance: | This is known as basic and fundamental concepts of accounts and mostly responses were correct. The question aimed to assess the ability to remember and recall the definitions of fundamental heads of accounts. |
| Description of Better Responses | The better responses accurately provided definitions for the three specified heads of accounts, employing the relevant key terms for each definition. Even more some of them also gave relevant examples for assets, liabilities, expenses and capital from the business scenario. |

| | |
|---------------------------------------|---|
| Image of Better Response | <p>Assets <u>Assets are the resources owned by the business.</u></p> <p>Liabilities <u>liabilities are the debts of the business which are paid by money or service.</u></p> <p>Expenses _____</p> <p>Revenues _____</p> <p>Capital <u>Capital are the investment of business from their owner.</u></p> |
| Description of Weaker Response | <p>The weaker responses struggled to showcase a coherent grasp of the terms and often utilised vague statements. Furthermore, their choice of vocabulary was not subject relevant. In several responses, candidates even listed random business-related items and objects (i.e., goods, merchandise and non-current assets), indicating a lack of a thorough understanding of the subject matter.</p> |
| Image of Weaker Response | <p>Assets <u>are all that assets, like current assets, fixed assets they use in firms.</u></p> <p>Liabilities _____</p> <p>Expenses _____</p> <p>Revenues <u>is the day to day expenses, they maintain the expenses.</u></p> <p>Capital <u>It inquire to acquire the money which use in business.</u></p> |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|--|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts) | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |

| | | |
|--|---|--|
| <p>and any skills that may be required like analysing or evaluating)</p> <ul style="list-style-type: none"> Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration | |
|--|---|--|

Any Additional Suggestion:

Clear Definitions and Examples: Begin by providing a clear definition of heads of accounts and distinguishing it from other related heads. Offer business examples to help students grasp the concept better.

Question No. 6

| Question Text: | <p>With reference to the accounting equation, compute the missing figure in the following table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #cccccc;">Assets</th> <th style="background-color: #cccccc;">Liability</th> <th style="background-color: #cccccc;">Capital</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">?</td> <td style="text-align: center;">10,000</td> <td style="text-align: center;">15,000</td> </tr> <tr> <td style="text-align: center;">60,000</td> <td style="text-align: center;">20,000</td> <td style="text-align: center;">?</td> </tr> </tbody> </table> | | | Assets | Liability | Capital | ? | 10,000 | 15,000 | 60,000 | 20,000 | ? |
|---------------------------------------|---|---------|--|--------|-----------|---------|---|--------|--------|--------|--------|---|
| Assets | Liability | Capital | | | | | | | | | | |
| ? | 10,000 | 15,000 | | | | | | | | | | |
| 60,000 | 20,000 | ? | | | | | | | | | | |
| SLO No. | 4.2.7 | | | | | | | | | | | |
| SLO Text | Apply the accounting equation in different business scenarios. | | | | | | | | | | | |
| Max Marks | 2 | | | | | | | | | | | |
| Cognitive Level | A | | | | | | | | | | | |
| Checking Hints | Give ONE marks for correct value of each asset and capital amount. | | | | | | | | | | | |
| Overall Performance | The question proved little challenging as it is an application of the concept learned. The question revolves around the application of the accounting equation to diverse business transactions. It is one of the fundamental concepts of accounting and statement of financial position of a business is drawn on this equation. | | | | | | | | | | | |
| Description of Better Response | In better responses, the candidates demonstrated a strong understanding of assets, liabilities, and capitals, as well as a solid grasp of the accounting equation. This also showed the candidates' ability to understand financial health of business. Mostly students scored good marks and were able to find a balance between the equity and assets. | | | | | | | | | | | |
| Image of Better Response | <p>1. $Assets = Liabilities + Capital$ $Assets = 10,000 + 15,000 = 25,000$</p> <p>2. $Capital = Assets - Liabilities$ $Capital = 60,000 - 20,000 = 40,000$</p> | | | | | | | | | | | |
| Description of Weaker Response | The weaker responses struggled with the accounting equation and its related concepts, leading to a misunderstanding of the values and ultimately resulting in lower marks. The accounting equation ($Assets = Liabilities + Equity$) is a | | | | | | | | | | | |

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|---------------------------------|--|
| | fundamental principle in accounting that forms the basis for understanding the financial position of a business. Misinterpreting this equation can lead to errors in financial analysis and calculations. In most of the weaker responses, candidates were unable to identify or classify the amount of account heads correctly. |
| Image of Weaker Response | $= \text{Liability} + \text{Capital} = \text{Assets} + \text{Liability}$ $= 10000 + 15000 = 6000 + 20000$ $= 5000 \text{ Assets} = 80000$ |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|---|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |
| Any Additional Suggestion: | | |

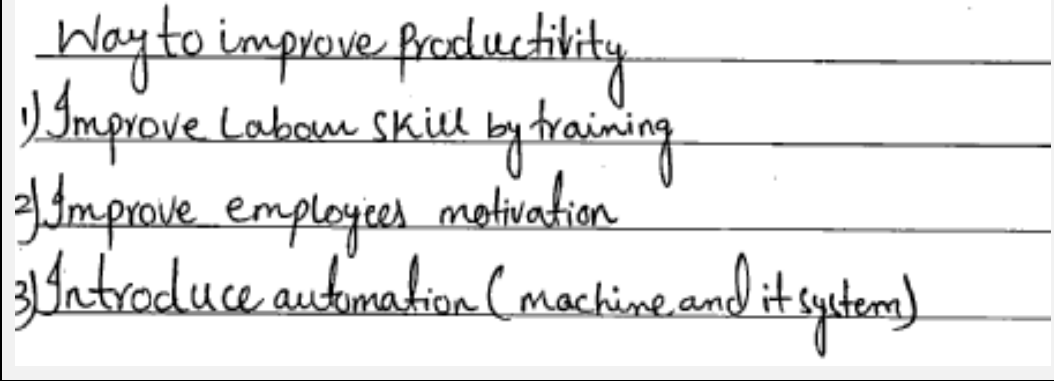
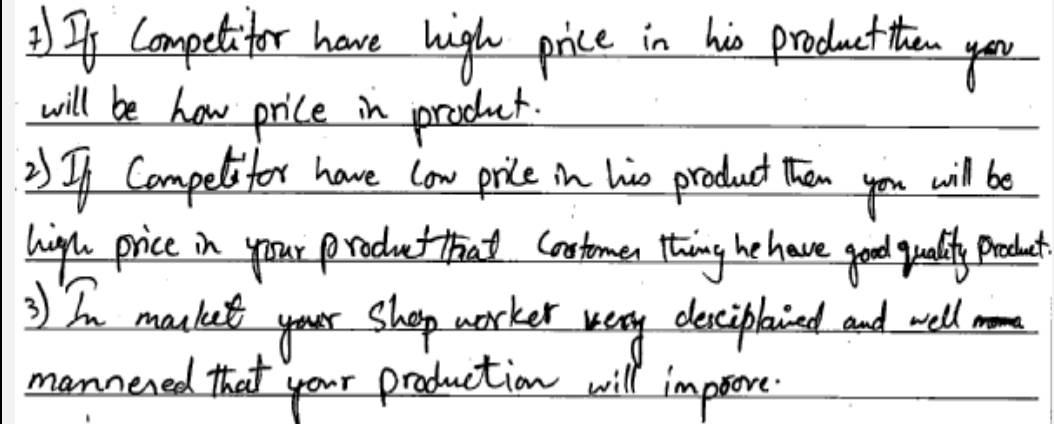
| Question No. 7 | |
|----------------------------|---|
| Question Text | A bake house bakes 150 cakes per day with 7 workers working 8 hours a day. Calculate the time and labour productivity of the business with reference to the given information. |
| SLO No. | 3.1.3 |
| SLO Text | Calculate the productivity of a business. |
| Max Marks | 2 |
| Cognitive Level | A |
| Checking Hints | Give ONE mark for calculating the productivity by each input (i.e. labour and time) |
| Overall Performance | The question proved challenging as this was testing the deeper understanding of the concept and its implications. The question requires calculating the time and labour productivity for a business based on a given scenario or context. |

| | |
|---------------------------------------|---|
| Description of Better Response | In better responses, candidates demonstrated a strong understanding of the productivity calculation. They adeptly tackled the concept of calculating time and labour productivity. |
| Image of Better Response | $\text{labour} = \frac{\text{Output}}{\text{Input}} = \frac{150}{7} = 21.428/\text{Labour}$ $\text{Time} = \frac{\text{Output}}{\text{Input}} = \frac{150}{8} = 18.75/\text{hour}$ |
| Description of Weaker Response | Weaker responses lacked familiarity with the productivity formulas and use incorrect formula. This lack of formula awareness directly impacted their ability to provide accurate answers. |
| Image of Weaker Response | $7 + 8 = 15$ $\text{Productivity} = \frac{\text{output}}{\text{input}}$ $\text{Productivity} = \frac{150}{15} = 10 \quad \text{labour} \wedge$ |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|--|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Questioning Technique (Socratic approach) Practical Demonstration | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |
| Any Additional Suggestion: | | |

Question No. 8

| | |
|--|--|
| Question Text | Explain any THREE ways through which the business can improve its productivity. |
| SLO No. | 3.1.4 |
| SLO Text | Explain ways to improve productivity. |
| Max Marks | 3 |
| Cognitive Level | U |
| Checking Hints | Give one mark for each way (THREE required) |
| Overall Performance | Candidates were not performed well in this question. The question requires recommendations for enhancing productivity. The question requires a deeper understanding of the concepts of productivity. |
| Description of Better Responses | The better responses were observed to provide suggestions to elevate productivity. These responses encompassed ideas such as enhancing human resource capabilities, advocating for automation and mechanisation, ensuring consistent support and training for employees, and amplifying financial incentives in relation to improved work efficiency. These responses depicts that the candidates who scored good marks, had the in-depth understanding of the concepts. |
| Image of Better Response |  <p>Way to improve productivity</p> <ol style="list-style-type: none">1) Improve Labour skill by training2) Improve employees motivation3) Introduce automation (machine and it system) |
| Description of Weaker Responses | The weaker responses mentioned ambiguous statements or proposed strategies that fall within the realm of forced labour or unconventional methods. In many cases, these responses struggled to offer more than one or two suggestions, leading to subpar scores. Mostly suggested the motivating factors which were more a social and emotional aspects which was not related to production side. |
| Image of Weaker Response |  <ol style="list-style-type: none">1) If Competitor have high price in his product then you will be low price in product.2) If Competitor have low price in his product then you will be high price in your product that customer thing he have good quality product.3) In market your Shop worker very disciplined and well manna mannered that your production will improve. |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|---|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |
| Any Additional Suggestion: | | |

Question No. 9

| Question Text | Identify the pricing strategy applied in the given scenarios (Attempt any THREE). | | |
|------------------------|---|---|--------------------------|
| | S. No. | Business Scenario | Type of Pricing Strategy |
| | 1 | Karachi Fast Foods followed a fixed 15% profit rate on all its menu items. | |
| | 2 | Faysal Bank declared 9.99% interest rate on its car financing scheme to keep the interest in single digits and market the scheme. | |
| | 3 | Lux Beauty Soap has introduced a new range of liquid beauty soaps with extracts from flowers. The company launched the product range with low prices with a 'buy one get one free' offer. | |
| | 4 | Desi Galli has set the lowest price rate and deals on their menu in a mall's food court as compared to other outlets in the court. | |
| SLO No. | 5.2.9 | | |
| SLO Text | Explain different pricing strategies: • cost-plus price • penetration price • skimming price • competitive price • promotional price • psychological price • dynamic/ price discrimination. | | |
| Max Marks | 3 | | |
| Cognitive Level | U | | |

| | | |
|---------------------------------------|--|---|
| Checking Hints | ONE mark for each correct identification (THREE required). | |
| Overall Performance | The question was about the identification of different pricing strategies and the question was well performed by the candidates. | |
| Description of Better Response | The better responses showed a solid grasp of the scenario presented. They successfully recognised the context and aptly pinpointed the applicable pricing strategy, which encompassed various approaches such as cost-based pricing, psychological pricing, promotional pricing and penetration pricing. | |
| Image of Better Response | 1 | Karachi Fast Foods followed a fixed 15% profit rate on all its menu items. <i>Cost-plus pricing</i> |
| | 2 | Faysal Bank declared 9.99% interest rate on its car financing scheme to keep the interest in single digits and market the scheme. <i>Psychological pricing</i> |
| | 3 | Lux Beauty Soap has introduced a new range of liquid beauty soaps with extracts from flowers. The company launched the product range with low prices with a 'buy one get one free' offer. <i>Promotional pricing</i> |
| | 4 | Desi Galli has set the lowest price rate and deals on their menu in a mall's food court as compared to other outlets in the court. <i>Penetration pricing</i> |
| Description of Weaker Response | In weaker responses, candidates struggled to fully understand the scenarios, often misidentifying the types of promotional activities, or including unrelated terminology such as job production and flow production. | |
| Image of Weaker Response | 1 | Karachi Fast Foods followed a fixed 15% profit rate on all its menu items. |
| | 2 | Faysal Bank declared 9.99% interest rate on its car financing scheme to keep the interest in single digits and market the scheme. <i>Price skimming</i> |
| | 3 | Lux Beauty Soap has introduced a new range of liquid beauty soaps with extracts from flowers. The company launched the product range with low prices with a 'buy one get one free' offer. <i>Price Skimming</i> |
| | 4 | Desi Galli has set the lowest price rate and deals on their menu in a mall's food court as compared to other outlets in the court. <i>Price skimming</i> |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|---|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Audio Visual resources Think, pair and share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration | |
|--|--|--|

Any Additional Suggestion:

Critical Thinking Exercises: Pose thought-provoking questions that encourage students to critically analyse the pricing strategies. Encourage them to consider potential consequences and effects on business.

| Question No. 10 | |
|---------------------------------------|---|
| Question Text | Market segmentation is a strategy adopted by a business that allows it to convey its content to its target audience at the right time. Describe any TWO merits of the given business strategy. |
| SLO No. | 5.1.5 |
| SLO Text | Discuss the merits of market segmentation. |
| Max Marks | 2 |
| Cognitive Level | U |
| Checking Hints | Give one mark for discussing each merit (any TWO required). |
| Overall Performance | This question was about the merits of market segmentation and majority of candidates struggled to answer this question. |
| Description of Better Response | The better responses described the market segmentation and explained its merits. They described market segmentation as a process of dividing a broader target market into smaller, more manageable segments based on specific characteristics, needs, behaviours, or demographics. The responses also mentioned that each segment represents a group of customers who share similar traits and are likely to respond to marketing strategies in a similar way. Generally, the merits mentioned by the candidates were better targeting, increased ROI, enhanced consumer understanding, among others. |
| Image of Better Response | <p>The business knows their target audience so they don't waste time and money trying to attract other markets to buy their products. Keeping the audience in mind the businesses can also highlight advantages of a product that appeal to the particular audience.</p> |

| | |
|---------------------------------------|--|
| Description of Weaker Response | In weaker responses, candidates are unable to give merits of market segmentation which reflect their weak understanding of market segmentation and connect them from real market scenario. |
| Image of Weaker Response | |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|---|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |
| Any Additional Suggestion: | | |

Extended Response Questions (ERQs)

Extended response questions offered a choice between part 'a' and 'b'

| Question No. 11a | |
|----------------------|--|
| Question Text | <p>Aman Associates would like to purchase a plastic manufacturing plant from Alpha Corporation.</p> <p>The following information is required by Arman Associates from the plant manufacturer:</p> <p>Estimate life of the plant Yearly estimated maintenance cost Average fuel and energy charges Taxation and discount (trade and cash) Delivery charges of installation of plant and test run along with time required for delivery.</p> <p>Considering the given information, draft a product inquiry e-mail.</p> |
| SLO No. | 2.3.9 |

| | |
|---------------------------------------|---|
| SLO Text | Draft a business e-mail for the following: • business promotion and market • business enquiry product and business. |
| Max Marks | 7 |
| Cognitive Level | A |
| Checking Hints | Give ONE mark for mentioning the correct receiver's name or address (whatever given) Give ONE mark for mentioning the subject line of the email. Give ONE mark for introductory para. Give ONE mark for email objective or covering the major objective. Give ONE mark for body of e-mail. Give ONE mark for complementary close. Give ONE mark for signature of sender. |
| Overall Performance | Majority of candidates opt this question and perform well and this question assessed the aptitude for business correspondence. Candidates were tasked with composing a business email based on the provided scenario, taking into consideration the given facts, and making appropriate assumptions. |
| Description of Better Response | Better responses successfully adhered to the correct email format, including essential components such as the recipient's email address, subject line, salutation, and a proper closing with a complementary close and signatures. Furthermore, their email bodies were well-structured, incorporating appropriate bullet points and content, along with a suitable conclusion. |
| Image of Better Response | <p>a)</p> <p>From: Sam Brown @ gmail.com</p> <p>Sent: 22nd May 2023 11:03:20</p> <p>To: Mr. Joe @ gmail.com</p> <p>Subject: - an inquiry about plastic manufacturing plant</p> <p>Dear ABC</p> <p>we want to have some inquiry about plastic manufacturing plant. we are the dealers of buying and selling of plastic manufacturing plants we are left with some limited numbers of plastic manufacturing plants. we need like you to tell some information about it. like Estimate the life of plant, the quality available, what are the average fuel energy charges and what are yearly estimated maintenance cost. will you manage 50 products in a month If yes so please mention the taxation and discount and also mention the delivery charges of installation of plant and test run along with time required for delivery.</p> <p>please write to us with details of these queries so we can build strong business relationship in future.</p> <p>Thankyou.</p> |

| | |
|---------------------------------------|---|
| Description of Weaker Response | Weaker responses opted for an email format that resembled a letter; however, a significant portion of them failed to incorporate the specified bullet points provided in the scenario. Some candidates neglected to actively pursue customers regarding the mentioned deals. Additionally, certain emails solely contained the body of the message, while other responses solely comprised the description. |
| Image of Weaker Response | <p>To: arman.associates@gmail.com</p> <p>From: alpha.corporation@gmail.com</p> <p>Subject: Inquiry of the product.</p> <p>CC</p> <p>bcc</p> <p>Dear Sir,</p> <p>I am extremely honoured to tell you about our widely recognised product "Plastic manufacture plant". Our product is widely known and these are the reasons why.</p> <p>It has a very high estimating life compare to others, the highest is 15 years. The major advantage of buying our product is that how it can easily be managed and maintained, if its for heavy projects then its only \$ Rs. 20,000 per month. including the cost of average fuel. The main quality about our product is that its easy to control the machine if its it needs to be shifted or keep it to the other side of the room. The average cost of installing and teshing the plant is Rs. 60,000. As you guys were really sincere with the offer and are buying our product in a huge bulk we would love to offer 30% discount. \$</p> |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|---|---|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources | <ul style="list-style-type: none"> Audio Visual resources Think, pair and share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration | |
|--|--|--|

Any Additional Suggestion:

Teachers can show e-mail samples to the students pointing out the basic features and then practicing with students to write e-mail for multiple purposes.

Teachers can use the given link for accessing sample emails <https://blog.appsumo.com/business-email-examples/>.

Question No. 11b

| | |
|---------------------------------------|---|
| Question Text | <p>Yasir Private Limited has purchased a plant machinery for Rs 1 million. The following expenditures occurred while purchasing or installing the plant:</p> <ul style="list-style-type: none"> Transportation charges Rs 135,000 Plant Insurance premium Rs 350,000 Loading and unloading charges Rs 80,000 Fixation and trail run charges Rs 75,000 Lubrication of machine Rs 25,000 Extra components installation to improve efficiency Rs 50,000 <p>Compute the capital and revenue expenditure in the given situation.</p> |
| SLO No | 4.2.10 |
| SLO Text | Calculate the total amount of capital and revenue expenditure on any asset |
| Max Marks | 7 |
| Cognitive Level | A |
| Checking Hints | <p>Give ONE mark for classification of revenue (FOUR headings required). Give ONE mark for classification of income (TWO headings required). Give ONE mark the calculation.</p> |
| Overall Performance | This question was about computing the capital and revenue expenditure from the given data and majority of candidate struggled in calculating these expenditures. |
| Description of Better Response | In better responses the candidates demonstrated a solid understanding by accurately differentiating between capital and revenue expenditures based on the provided information. Their ability to compute these expenditures reflected a clear grasp of the concepts and an aptitude for distinguishing between the two types of expenses. |

| | | | | | | | | | | | | | |
|--|---|--|---------------------|--------------------------------------|---|--|--|---|--------------------------------|--------------------|--------------------------------------|--|--------------------|
| Image of Better Response | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Capital Expenditure</td> <td style="width: 50%; border-bottom: 1px solid black;">Revenue Expenditure</td> </tr> <tr> <td>• Transportation charge = Rs 135,000</td> <td>• Plant Insurance premium = Rs 350,000</td> </tr> <tr> <td>• Loading and unloading charge = Rs 80,000</td> <td>• Extra components installation to</td> </tr> <tr> <td>• Fixation and trial run charge = Rs 75,000</td> <td>improve efficiency = Rs 80,000</td> </tr> <tr> <td style="border-top: 1px solid black;">Total = Rs 290,000</td> <td>• Lubrication of machine = Rs 25,000</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">Total = Rs 425,000</td> </tr> </table> | Capital Expenditure | Revenue Expenditure | • Transportation charge = Rs 135,000 | • Plant Insurance premium = Rs 350,000 | • Loading and unloading charge = Rs 80,000 | • Extra components installation to | • Fixation and trial run charge = Rs 75,000 | improve efficiency = Rs 80,000 | Total = Rs 290,000 | • Lubrication of machine = Rs 25,000 | | Total = Rs 425,000 |
| Capital Expenditure | Revenue Expenditure | | | | | | | | | | | | |
| • Transportation charge = Rs 135,000 | • Plant Insurance premium = Rs 350,000 | | | | | | | | | | | | |
| • Loading and unloading charge = Rs 80,000 | • Extra components installation to | | | | | | | | | | | | |
| • Fixation and trial run charge = Rs 75,000 | improve efficiency = Rs 80,000 | | | | | | | | | | | | |
| Total = Rs 290,000 | • Lubrication of machine = Rs 25,000 | | | | | | | | | | | | |
| | Total = Rs 425,000 | | | | | | | | | | | | |
| Description of Weaker Response | <p>In weaker responses, it was evident that candidates had difficulty comprehending the distinction between capital and revenue expenditures. Instead of performing calculations, some candidates provided descriptive explanations of the two expenditure types. Additionally, there were instances where candidates attempted calculations, but their classification of the expenditures was inaccurate. This lack of understanding resulted in incorrect interpretations and misclassification of expenses.</p> | | | | | | | | | | | | |
| Image of Weaker Response | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">→ Revenue Expenditure = Sales x Average cost of sales.</td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">= 2,000,000 x 357,500</td> <td rowspan="2" style="vertical-align: middle;">(Average cost of sales) Cost: 50,000 + 25,000 + 75,000 + 50,000 + 350,000 + 135,000 = 715,000 Average: $\frac{715,000}{2}$ = 357,500 Rs.)</td> </tr> <tr> <td style="border-bottom: 1px solid black;">= Rs 357,500,000,000</td> </tr> <tr> <td style="border-bottom: 1px solid black;">→ Capital Expenditure = Current period - Previous period - Expenses.</td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">= 1,000,000 - 715,000</td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">= Rs 285,000</td> <td></td> </tr> </table> | → Revenue Expenditure = Sales x Average cost of sales. | | = 2,000,000 x 357,500 | (Average cost of sales) Cost: 50,000 + 25,000 + 75,000 + 50,000 + 350,000 + 135,000 = 715,000 Average: $\frac{715,000}{2}$ = 357,500 Rs.) | = Rs 357,500,000,000 | → Capital Expenditure = Current period - Previous period - Expenses. | | = 1,000,000 - 715,000 | | = Rs 285,000 | | |
| → Revenue Expenditure = Sales x Average cost of sales. | | | | | | | | | | | | | |
| = 2,000,000 x 357,500 | (Average cost of sales) Cost: 50,000 + 25,000 + 75,000 + 50,000 + 350,000 + 135,000 = 715,000 Average: $\frac{715,000}{2}$ = 357,500 Rs.) | | | | | | | | | | | | |
| = Rs 357,500,000,000 | | | | | | | | | | | | | |
| → Capital Expenditure = Current period - Previous period - Expenses. | | | | | | | | | | | | | |
| = 1,000,000 - 715,000 | | | | | | | | | | | | | |
| = Rs 285,000 | | | | | | | | | | | | | |

Suggestions for Improvement (Highlighted part)

| How to Approach SLO | Pedagogy Used for that SLO | Assessment Strategies |
|--|--|--|
| <ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) | <ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, pair and share Knowledge Platform videos Questioning Technique (Socratic approach) | <ul style="list-style-type: none"> Knowledge Platform real time assessment Past paper questions Discussion on E-Marking Notes |

- Go through the past paper questions on that particular concept
- Refer to the resource guide for extra resources

- Practical Demonstration

Any Additional Suggestion:

Annexure A: Pedagogies Used for Teaching the SLOs

Pedagogy: Storyboard

Description: A visual pedagogy that uses a series of illustrated panels to present a narrative, encouraging creativity and critical thinking. It helps learners organise ideas, sequence events, and comprehend complex concepts through storytelling.

Example: In a Literature class, students are tasked with creating storyboards to visually retell a novel. They draw key scenes, write captions, and present their stories to the class, enhancing their reading comprehension and fostering their imagination.

Pedagogy: Cause and Effect

Description: This pedagogy explores the relationships between actions and consequences. By analysing cause-and-effect relationships, learners develop a deeper understanding of how events are interconnected and how one action can lead to various outcomes.

Example: In a History class, students study the causes and effects of the Industrial Revolution. They research and discuss how technological advancements in manufacturing led to significant societal changes, such as urbanisation and labour reform movements.

Pedagogy: Fish and Bone

Description: A method that breaks down complex topics into main ideas (the fish) and supporting details (the bones). This visual approach enhances comprehension by highlighting essential concepts and their relevant explanations.

Example: During a Biology class on human anatomy, the teacher uses the fish and bone technique to teach about the human skeletal system. Teacher presents the main components of the human skeleton (fish) and elaborates on each bone's structure and function (bones).

Pedagogy: Concept Mapping

Description: An effective way to visually represent relationships between ideas. Learners create diagrams connecting key concepts, aiding in understanding the overall structure of a subject and fostering retention.

Example: In a Psychology assignment, students use concept mapping to explore the various theories of personality. They interlink different theories, such as Freud's psychoanalysis, Jung's analytical psychology, and Bandura's social-cognitive theory, to see how they relate to each other.

Pedagogy: Audio Visual Resources

Description: Incorporating multimedia elements like videos, images, and audio into lessons. This approach caters to different learning styles, making educational content more engaging and memorable.

Example: In a General Science class, the teacher uses a documentary-style video to teach about the solar system. The video includes stunning visual animations of the planets, interviews with astronomers, and background music, enhancing students' interest and understanding of space.

Pedagogy: Think, Pair, and Share

Description: A collaborative learning technique where students ponder a question or problem individually, then discuss their thoughts in pairs or small groups before sharing with the entire class. It fosters active participation, communication skills, and diverse perspectives.

Example: In a Literature in English class, the teacher poses a thought-provoking question about a novel's moral dilemma. Students first reflect individually, then pair up to exchange their opinions, and finally participate in a lively class discussion to explore different viewpoints.

Pedagogy: Questioning Technique (Socratic Approach)

Description: Based on Socratic dialogue, this method stimulates critical thinking by posing thought-provoking questions. It encourages learners to explore ideas, justify their reasoning, and discover knowledge through a process of inquiry.

Example: In an Ethics class, the instructor uses the Socratic approach to lead a discussion on the meaning of justice. By asking a series of probing questions, the students engage in a deeper exploration of ethical principles and societal values.

Pedagogy: Practical Demonstration

Description: A hands-on approach where learners observe real-life applications of theories or skills. Practical demonstrations enhance comprehension, skill acquisition, and problem-solving abilities by bridging theoretical concepts with real-world scenarios.

Example: In a Food and Nutrition class, the instructor demonstrates the proper technique for filleting a fish. Students observe and then practice the skill themselves, learning the practical application of knife skills and culinary precision.

(Note: The examples provided in this annexure serve as illustrations of various pedagogies. It is important to understand that these pedagogies are versatile and can be applied across subjects in numerous ways. Feel free to adapt and explore these techniques creatively to enhance learning outcomes in your specific context.)

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These contributors include:

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