

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre HSSC-II Commercial Geography Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Higher Secondary School Certificate (HSSC) Part II (Class XII) Commercial Geography. It contains comments on candidates' responses to the 2023 HSSC-II 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

Candidates performed very well, and overall, candidates showed a better understanding of the topics assessed. However, those who did not score well mostly failed to understand the demand of the question, often misinterpreted the command word and the stimulus. The topics related to physical geography and information regarding physical features required more attention during teaching and learning as mostly students faced difficulty in addressing such the questions.

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	Differentiate between relative and absolute location. Give an example of any ONE type of location from daily life.						
SLO No.	1.2.4						
SLO Text	Describe geographical location and its types (i.e., relative and absolute).						
Maximum Marks	3						
Cognitive Level	U*						
Checking Hints	Give ONE mark for explaining relative and absolute location (two marks). Give ONE mark for the example.						
Overall Performance	Indeed, the question was straightforward, and the candidates demonstrated impressive performance. They provided descriptions for each type of location and supported their explanations with relevant examples. As a result, most of the candidates achieved a good score on this question.						
Description of Better Responses	Most of the candidates excelled in this question by effectively differentiating between relative and absolute location. Their responses clarified that relative location was defined with reference to a place, while absolute location was determined by the actual position. Furthermore, their answers were enriched with pertinent examples for both types of location.						
Images of Better Response	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;"><u>ABSOLUTE LOCATION</u></th> <th style="text-align: center; padding: 5px;"><u>RELATIVE LOCATION</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Absolute locations are those locations which are from named from their actual places</td> <td style="padding: 5px;">Relative location are those locationsⁱⁿ which we have guide the another person about the roads and routes.</td> </tr> <tr> <td style="padding: 5px;">ie: Faisalabad, Islamabad, Karachi and etc.</td> <td style="padding: 5px;">ie: A shop of cosmetics near Saddar.</td> </tr> </tbody> </table>	<u>ABSOLUTE LOCATION</u>	<u>RELATIVE LOCATION</u>	Absolute locations are those locations which are from named from their actual places	Relative location are those locations ⁱⁿ which we have guide the another person about the roads and routes.	ie: Faisalabad, Islamabad, Karachi and etc.	ie: A shop of cosmetics near Saddar.
<u>ABSOLUTE LOCATION</u>	<u>RELATIVE LOCATION</u>						
Absolute locations are those locations which are from named from their actual places	Relative location are those locations ⁱⁿ which we have guide the another person about the roads and routes.						
ie: Faisalabad, Islamabad, Karachi and etc.	ie: A shop of cosmetics near Saddar.						
Description of Weaker Responses	Among the weaker responses, there were misconceptions between relative and absolute location. Many of these weaker responses incorrectly used terms such as 'live location' or 'current location', which were irrelevant to the topic. Furthermore, some of these responses omitted mentioning relevant examples, resulting in lower scores for those candidates on this question.						
Images of Weaker Response	<p>The relative location are the location from which a passenger travel travels from one place to another on the other hand absolute location is the location where that person have the residence</p> <p>The example of relative location is: A person is travelling from one town to another town.</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 resources 	<ul style="list-style-type: none"> • Concept mapping • Knowledge Platform videos • Questioning Technique (Socratic approach) • Practical Demonstration 	<ul style="list-style-type: none"> • Knowledge platform real time assessment. Past paper questions • Past papers questions • Discussion on E-marking notes

Any Additional Suggestion:

To enhance understanding and responses regarding relative and absolute location, students can Study Definitions: Review and comprehend relative and absolute location definitions from textbooks or online sources. Use Correct Terms: Employ accurate terminology, avoiding confusion-inducing phrases like 'live location. 'Provide Examples Practice citing examples of both concepts to reinforce understanding. Develop Critical Thinking: encourage creating scenarios to discern disparities between relative and absolute location, explaining them comprehensively. Engage in Discussions: Join geographic discussions or study groups for diverse insights. Practice Questions Answer practice queries to refine responses and boost confidence.

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

Question No. 2			
Question Text	Identify the cities of Pakistan with reference to their economic and commercial activities from the description given in the table. (Attempt any THREE) (Note The first identification has been done for your assistance.)		
	S. No.	Economic and commercial activities	Cities
	1	The city is famous for its textile industry worldwide. Its old name is Montgomery. It is also known as Manchester of Pakistan. Ghanta Ghar, Katchery Bazar and Montgomery bazar are its famous markets.	Faisalabad
	2	The city is famous for its glass bangles industry. Its Rabri (a sweet dish) is famous	

			around the world. The river Indus flows from its centre.		
		3	The city is famous for its sports and footwear industry. It is the largest manufacturer of football. More than 60% of the world's footballs are manufactured in the city. Its cricket bats and balls (tennis or cricket) are famous worldwide.		
		4	The city is famous for surgical items, scissors, and cutlery items. It is situated on the banks of the Chenab River nearly 100 kilometres north of Lahore on the GT (Grand Trunk) Road.		
		5.	The city is considered as a trade centre between Central Asia, Afghanistan and South Asia. <i>Chapli Kebab</i> is a food product that is famous around the world for its unique recipe and taste. Qissa Khwani Bazar is its famous bazar.		
SLO No.	2.1.3				
SLO Text	Identify the major cities of Pakistan (with reference to their economic and commercial prospective);				
Maximum Marks	3				
Cognitive Level	U				
Checking Hints	Give THREE marks for any THREE correct attempts.				
Overall Performance	In this question, candidates were tasked with recognising distinct economic and commercial hubs of Pakistan using a provided description. Most of the candidates demonstrated better performance, successfully identifying and naming the relevant economic hubs.				
Description of Better Responses	The answers of most candidate showcased the candidates' impressive familiarity with various cities in Pakistan. Additionally, these responses highlighted their comprehension of the pivotal roles played by different cities in the economic and commercial activities of the country.				

Images of Better Response	S. No.	Economic and commercial activities	Cities
	1	The city is famous for its textile industry worldwide. Its old name is Montgomery. It is also known as Manchester of Pakistan. Ghanta Ghar, Katchery Bazar and Montgomery bazar are its famous markets.	Faisalabad
	2	The city is famous for its glass bangles industry. Its Rabri (a sweet dish) is famous around the world. The river Indus flows from its centre.	Hyderabad
	3	The city is famous for its sports and footwear industry. It is the largest manufacturer of the football. More than 60% of world's footballs are manufactured in the city. Its cricket bats and balls (tennis or cricket) are famous worldwide.	Sialkot
	4	The city is famous for surgical items, scissors, and cutlery items. It is situated on the banks of the Chenab River nearly 100 kilometres north of Lahore on the GT (Grand Trunk) Road.	
	5.	The city is considered as a trade centre between Central Asia, Afghanistan and South Asia. <i>Chapli Kebab</i> is a food product that is famous around the world for its unique recipe and taste. Qissa Khwani Bazar is its famous bazar.	Peshawar
Description of Weaker Responses	Weaker responses revealed a deficiency in general knowledge concerning Pakistan. Some candidates struggled to establish a connection with the economic features mentioned in the description. Additionally, some candidates failed to carefully read the instructions, resulting in the incorrect identification of provinces instead of cities. These shortcomings contributed to the inaccuracies in their answers.		
Images of Weaker Response	S. No.	Economic and commercial activities	Cities
	1	The city is famous for its textile industry worldwide. Its old name is Montgomery. It is also known as Manchester of Pakistan. Ghanta Ghar, Katchery Bazar and Montgomery bazar are its famous markets.	Faisalabad
	2	The city is famous for its glass bangles industry. Its Rabri (a sweet dish) is famous around the world. The river Indus flows from its centre.	Peshawar
	3	The city is famous for its sports and footwear industry. It is the largest manufacturer of the football. More than 60% of world's footballs are manufactured in the city. Its cricket bats and balls (tennis or cricket) are famous worldwide.	Quetta
	4	The city is famous for surgical items, scissors, and cutlery items. It is situated on the banks of the Chenab River nearly 100 kilometres north of Lahore on the GT (Grand Trunk) Road.	Islamabad
	5.	The city is considered as a trade centre between Central Asia, Afghanistan and South Asia. <i>Chapli Kebab</i> is a food product that is famous around the world for its unique recipe and taste. Qissa Khwani Bazar is its famous bazar.	

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"> Concept mapping Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Knowledge platform real time assessment. Past papers questions Discussion on E-marking notes

- 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

Any Additional Suggestion

To improve, teacher should work on expanding their knowledge about Pakistan's economic and commercial aspects with reference to different economic regions through providing them literature and learning resource material. Furthermore, candidate should be asked to learn about different economic.

Question No. 3

Question Text

Based on any THREE criteria in the given table, differentiate between economic growth and economic development.

(Note The first difference has been written for your assistance.)

Criteria	Economic Growth	Economic Development
Definition	Economic Growth refers to the increment in amount of goods and services produced by an economy.	Economic development refers to the reduction and elimination of poverty, unemployment and inequality in the context of growing economy.
Measures		
Focuses		
Indicators		
Time Frame (short run/long run)		
Economic Approach to the Economy		

SLO No.

3.3.2

SLO Text	Differentiate between economic development and economic growth\;														
Maximum Marks	3														
Cognitive Level	U														
Checking Hints	Give ONE mark for each correct identification (THREE required)														
Overall Performance	Despite the question being conceptually easy, the candidates' performance did not align with its perceived simplicity. This discrepancy in performance could be attributed to various reasons such as unclarity with regards to the given criteria.														
Description of Better Responses	Better responses showed a strong understanding of the two concepts. The candidate's improved responses demonstrated a robust comprehension of both concepts. Many of the responses accurately distinguished economic growth as being concerned with indicators like GDP and per capita income, while economic development was linked to the living standards and well-being of citizens. The candidates also provided relevant information regarding the time frame and specific indicators used to measure economic growth and economic development.														
Images of Better Response	<table border="1"> <tr> <td>Focuses</td> <td>Focus on real national income and per capita income.</td> <td>Focus on the standard of living of the people.</td> </tr> <tr> <td>Indicators</td> <td>Per capita or national income increases of the country or gdp increases</td> <td>Educational development, infrastructure, literacy rate increases, standard of living enhancement.</td> </tr> <tr> <td>Time Frame (short run/long run)</td> <td></td> <td></td> </tr> <tr> <td>Economic Approach to the Economy</td> <td>Trade (imports and exports) in the country. Balance of payments, foreign influence.</td> <td>Making new innovations and technologies, foreign market influence, growth of the country, tourism will increase, standard of living.</td> </tr> </table>	Focuses	Focus on real national income and per capita income.	Focus on the standard of living of the people.	Indicators	Per capita or national income increases of the country or gdp increases	Educational development, infrastructure, literacy rate increases, standard of living enhancement.	Time Frame (short run/long run)			Economic Approach to the Economy	Trade (imports and exports) in the country. Balance of payments, foreign influence.	Making new innovations and technologies, foreign market influence, growth of the country, tourism will increase, standard of living.		
Focuses	Focus on real national income and per capita income.	Focus on the standard of living of the people.													
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Economic Approach to the Economy	Trade (imports and exports) in the country. Balance of payments, foreign influence.	Making new innovations and technologies, foreign market influence, growth of the country, tourism will increase, standard of living.													
Description of Weaker Response	Weaker responses exhibited incomplete or superficial understanding of the concept. Many candidates were unable to differentiate between economic growth and economic development based on the given criteria. The points mentioned in their responses did not align with the specified format. Moreover, some responses failed to meet the requirements of the question, only addressing one side of the given table. To improve, candidates should focus on grasping the core differences between economic growth and economic development as outlined in the provided criteria and ensure their responses are comprehensive and aligned with the question's instructions.														
Example of Weaker Response	<table border="1"> <tr> <td>Measures</td> <td>To grow more & good quality of products</td> <td>To export more the product & reduce the imports</td> </tr> <tr> <td>Focuses</td> <td>In agriculture sector finishes the traditional method</td> <td>Use skilled workers or labour</td> </tr> <tr> <td>Indicators</td> <td>More care the agriculture sector & in case of any bad situation direct handle</td> <td>Care of hygiene of product. Don't export the dirty or defective product.</td> </tr> </table>	Measures	To grow more & good quality of products	To export more the product & reduce the imports	Focuses	In agriculture sector finishes the traditional method	Use skilled workers or labour	Indicators	More care the agriculture sector & in case of any bad situation direct handle	Care of hygiene of product. Don't export the dirty or defective product.					
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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"> Concept mapping Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Knowledge platform real time assessment. Past paper questions

Any Additional Suggestion

Teaching the concepts via the creation of cloud diagrams depicting pros and cons could be beneficial. Additionally, employing techniques such as drawing during brainstorming sessions or participating in forum discussions can aid candidates in quickly grasping the concepts.

Question No. 4	
Question Text	Mention any THREE ways to promote forestation at individual level.
SLO No.	4.2.5
SLO Text	Suggest ways to raise the forest growth rate;
Maximum Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for each Suggestion (THREE required).
Overall Performance	Regarding Pakistan, this question was highly pertinent in terms of addressing environmental requirements. A significant portion of the candidates performed well by offering suggestions to enhance forestation in the country. However, many of them presented their ideas in a general manner instead of adopting the specific and individualised approach that the question called for.
Description of Better Responses	Most of the better responses displayed a comprehensive understanding of addressing deforestation. They emphasised effective strategies, including creating awareness, planting trees, restricting, or banning deforestation, and promoting sustainable forest management. Candidates recognised the need to educate the public, policymakers, and industries about the environmental impact of deforestation. They also highlighted reforestation efforts as a crucial step in restoring lost forests. Many

	responses acknowledged the importance of implementing legal measures to curb deforestation and protect natural resources. Overall, these well-rounded answers showcased candidates' awareness of the complexities of environmental conservation and their readiness to propose meaningful actions to combat deforestation.
Images of Better Response	<p>1. Major way to promote forestation is to plant more trees which led to increase in forestation.</p> <p>2. Secondly advise government to impose fine on over deforestation which can also led increase in forestation.</p> <p>3. Encourage locals to plant trees which can also help increase in forestation.</p>
Description of Weaker Responses	Many weaker responses reflected confusion between farming and forestation, with candidates mentioning ways to support farmers instead of focusing on forestation. Furthermore, a significant number of candidates misunderstood the question and wrote about various reasons for deforestation instead of providing suggestions to improve forestation efforts. These misunderstandings resulted in inaccurate answers. To improve their responses, candidates should clearly differentiate between farming and forestation and fully grasp the question's requirements before offering relevant suggestions to enhance forestation initiatives.
Images of Weaker Response	<p>1. To promote forestation at individual level we can do something firstly like, lacks of labour who work for forestation ended up.</p> <p>2. Secondly we work on a good raw materials ^{which} provide from the forestation to maintained things or for the industries.</p> <p>3. thirdly we can focus on our export system if we work good ^{is increased} on forestation or give them fulltime than our product is export or our GDP.</p>

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 	<ul style="list-style-type: none"> Concept mapping Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Knowledge platform real time assessment. Past paper questions

required like analysing or evaluating)		
<ul style="list-style-type: none"> • Go through the past paper questions on that concept. • Refer to the resource guide for extra resources 		

Any Additional Suggestion

The utilisation of the discussion forum technique is recommended within the classroom to enhance student learning. Creating small groups for the purpose of discussing and elaborating on their learning can facilitate a comprehensive understanding. Subsequently, the insights gained from these discussions can be shared through presentations or broader class discussions.

Question No. 5	
Question Text	List any THREE fisheries (fishing harbour) of Pakistan.
SLO No.	5.2.1
SLO Text	Identify the main fishing areas and fisheries of Pakistan.
Maximum Marks	3
Cognitive Level	U
Checking Hints	Give one mark for each correct identification (THREE required)
Overall Performance	This question was about listing the fishing harbours of Pakistan. Most of the candidates attempt reflected that they need clarity related to the difference between ports and fishing harbours.
Description of Better Responses	This knowledge-based question received nearly accurate responses, as most candidates correctly distinguished between ports and harbours. The names mentioned in their answers indicated that they understood the differences between these two maritime terms.
Images of Better Response	<p>1. Karachi Fish Harbour.</p> <p>2. Pasni Fish Harbour.</p> <p>3. Gwadar Fish Harbour.</p>
Description of Weaker Responses	The weaker responses indicated that candidates were often confused between ports and fishing harbours. Some of these responses listed the names of ports, such as Port Qasim and Karachi Port, instead of identifying fishing harbours. Meanwhile, other weaker responses mentioned incorrect fishing harbours altogether. Additionally, a few candidates wrote names of lakes and listed different types of fish caught in Pakistan, demonstrating a misunderstanding of the question's context. It appears that these candidates did not fully grasp the question's requirements, leading to inaccurate answers.

Images of Weaker Response	1. <u>Haleji fishing harbour</u> 2. <u>Indus fishing harbour (Sukthar)</u> 3. <u>Kheeraj fishing harbour.</u>
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How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
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Any Additional Suggestion: Teaching this topic could be aided by utilising a map of Pakistan.

Question No. 6		
Question Text	Complete the given table with reference to kinds of crops.	
	Cash Crop	Food Crop
	Definition	
	Rabi Crop	Kharif Crop
	Definition	
	Cash and Rabi Crop both	Food and Kharif Crop both
	ONE Example	

SLO No.	6.2.1																			
SLO Text	Classify the different kinds of crops (i.e. cash and food, rabi and kharif).																			
Maximum Marks	3																			
Cognitive Level	U																			
Checking Hints	Give ONE mark completing each row of the given table. No Marks will be awarded for incomplete table.																			
Overall Performance	The question pertained to various crop types. Candidates were required to provide definitions, distinguishing cash crops as those grown for monetary purposes and food crops as those intended for consumption. Additionally, candidates were to identify rabi crops cultivated during summer and kharif crops grown in winter. A significant portion of the candidates performed well on this question, resulting in favourable scores.																			
Description of Better Responses	Candidates generally showed good understanding as they defined all four crops correctly. However, they struggled to provide accurate examples of crops with reference to the season.																			
Image for Better Response	<table border="1"> <tr> <td></td> <td>Cash Crop</td> <td>Food Crop</td> </tr> <tr> <td>Definition</td> <td>crops grown and harvested for the purpose to earn money</td> <td>crops grown and harvested to feed the family of the farmer</td> </tr> <tr> <td></td> <td>Rabi Crop</td> <td>Kharif Crop</td> </tr> <tr> <td>Definition</td> <td>Rabi crops are grown in April-June and harvested in Nov-Dec.</td> <td>Kharif crops are grown in Nov-Dec and harvested in April-May.</td> </tr> <tr> <td></td> <td>Cash and Rabi Crop both</td> <td>Food and Kharif Crop both</td> </tr> <tr> <td>ONE Example</td> <td>wheat</td> <td>Millets, Bajra.</td> </tr> </table>			Cash Crop	Food Crop	Definition	crops grown and harvested for the purpose to earn money	crops grown and harvested to feed the family of the farmer		Rabi Crop	Kharif Crop	Definition	Rabi crops are grown in April-June and harvested in Nov-Dec.	Kharif crops are grown in Nov-Dec and harvested in April-May.		Cash and Rabi Crop both	Food and Kharif Crop both	ONE Example	wheat	Millets, Bajra.
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Description of Weaker Responses	In most of the weaker responses' candidates struggled with this question and failed to meet the requirements. Weaker responses included examples placed before defining the types of crops and demonstrated a lack of basic understanding of crop types. Some irrelevant points were mentioned, such as stating that cash crops are sown during summer and food crops during winter. To address these issues, teachers should emphasise the correct order of information presentation, reinforce fundamental concepts of crop types, and provide clear distinctions between them.																			
Image of Weaker Response	<table border="1"> <tr> <td></td> <td>Cash Crop</td> <td>Food Crop</td> </tr> <tr> <td>Definition</td> <td>Potato.</td> <td>Reddish</td> </tr> <tr> <td></td> <td>Rabi Crop</td> <td>Kharif Crop</td> </tr> <tr> <td>Definition</td> <td>Rice</td> <td>Tea</td> </tr> <tr> <td></td> <td>Cash and Rabi Crop both</td> <td>Food and Kharif Crop both</td> </tr> <tr> <td>ONE Example</td> <td>Potato, Rice.</td> <td>Reddish, Tea</td> </tr> </table>			Cash Crop	Food Crop	Definition	Potato.	Reddish		Rabi Crop	Kharif Crop	Definition	Rice	Tea		Cash and Rabi Crop both	Food and Kharif Crop both	ONE Example	Potato, Rice.	Reddish, Tea
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Any Additional Suggestion

To improve their comprehension, teachers can use interactive discussions, visual aids, and real-life examples to reinforce the connection between crops and their growing seasons. Encouraging candidates to research local agricultural practices will also help them grasp the subject better. With continuous practice and practical applications, candidates can enhance their ability to correctly identify crops in relation to the seasons.

Creating a chart of crops with reference to harvesting and suitable conditions and seasons, involving candidates in the process, is an excellent idea. Displaying the chart in the classroom or on the notice board will serve as a visual aid, making the information easily accessible for candidates to reference throughout their studies.

Question No. 7

Question Text	<p>Farmers in Pakistan receive their share of irrigation waters on a rotational basis. In this process, a huge amount of water is wasted. Lack of modern irrigational techniques and agricultural practices also add to irrigational problems.</p> <p>Suggest any FOUR ways through which Pakistan can improve its irrigation system and maximise land utility in the agricultural sector with reference to the given problem.</p>
SLO No	7.3.7
SLO Text	Suggest ways to improve the irrigation system of Pakistan.
Maximum Marks	4
Cognitive Level	A

Checking Hints	Give ONE mark for each correct suggestion (four required)	
Overall Performance	It is evident that most of the candidates excelled in answering this question, as they provided various constructive suggestions to improve Pakistan's irrigation system. Most of the candidates scored above average marks, which indicates a strong understanding of the topic and a high level of proficiency in the subject matter.	
Description of Better Responses	Better responses highlighted key measures like plantation, constructing water reservoirs, promoting tube wells, and advanced irrigation techniques to improve Pakistan's irrigation system.	
Images of Better response	<ol style="list-style-type: none"> 1. Pakistan should produce or import modern machineries which would be helpful for irrigation. 2. Government should fund for or give interest free loans to farmers so that they introduce modern irrigation techniques. 3. Government should hire literate labours to reduce water wastage + increase new ideas ^{irrigation} both. 4. Government can provide water facilities to the farmers and increase school system in rural areas. 	
Description of Weaker Responses	Weaker responses lacked the ability to connect suggestions with the given problem statement. Candidates provided general responses that did not address the impact of water wastage on Pakistan's agricultural sector. To improve, candidates should focus on understanding the problem statement thoroughly and offer specific solutions.	
Images of Weaker Response	<ol style="list-style-type: none"> 1. Lack of modern techniques: Farmers in Pakistan are not well aware of about modern techniques and practices of irrigation. 2. Lack of skilled farmers: Farmers in Pakistan are not much skilled and uses old 90s techniques for irrigation. 3. Less use of machineries and pesticides: Farmers doesn't uses machineries and pesticides for saving time in irrigation. 4. Less utilisation of land: Farmers doesn't maximise the land's utility of land which is provided. 	

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 	<ul style="list-style-type: none"> • Concept mapping • Knowledge Platform videos • Questioning Technique (Socratic approach) 	Knowledge platform real time assessment. Past paper questions

understanding of concepts and any skills that may be required like analysing or evaluating)	<ul style="list-style-type: none"> • Practical Demonstration 	
<ul style="list-style-type: none"> • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources 		

Any Additional Suggestion

To improve candidates' performance, adopting the discussion forum method can be highly beneficial. Through constructive debates and discussions, candidates can gain a broader understanding of various viewpoints, leading to a more comprehensive grasp of the subject matter. They can learn to articulate their thoughts effectively and develop the capacity to evaluate information critically.

Teachers can guide them in comprehending how water wastage affects agriculture, crop yields, and farming practices. Encouraging critical thinking and providing real-life examples will help candidates recognise the importance of water conservation for the agricultural sector in Pakistan. By making these connections, candidates can propose more meaningful solutions to improve the irrigation system and overall agricultural productivity in the country.

By reinforcing the connection between solutions and the irrigation system, candidates will better understand the challenges and potential improvements in the agricultural sector. This will enable them to propose more effective solutions to address Pakistan's irrigation system challenges accurately.

Question No 8	
Question Text	Analyse any THREE reasons of power crisis in Pakistan.
SLO No.	8.4.2
SLO Text	Analyse the causes of power resources shortages and their effects on the economy.
Maximum Marks	3
Cognitive Level	A
Checking Hints	Give ONE mark for each point (THREE required).
Overall Performance	The question about the causes of the power crisis in Pakistan was well-answered by many candidates. The majority demonstrated a strong understanding and analytical skills in identifying various factors contributing to the crisis. This success indicates effective teaching methods and candidates' ability to evaluate complex issues, highlighting their overall comprehension of the subject matter.
Description of Better Responses	Most of the better responses correctly mentioned different reasons of power crisis in Pakistan. These responses mentioned reasons like poor economic situation, improper management and maintenance, corruption, and lack of will. Factors mentioned included energy mismanagement, reliance on fossil fuels, inadequate investment in the power sector, transmission losses, and irregular bill payments.

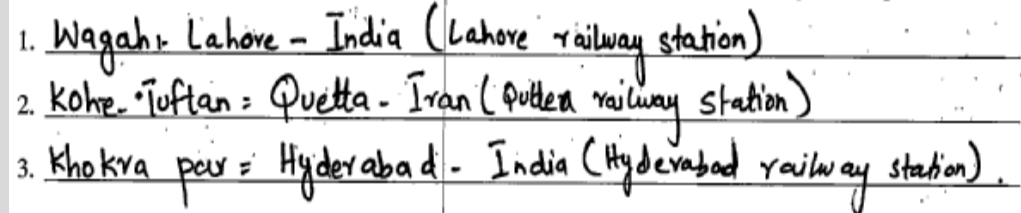
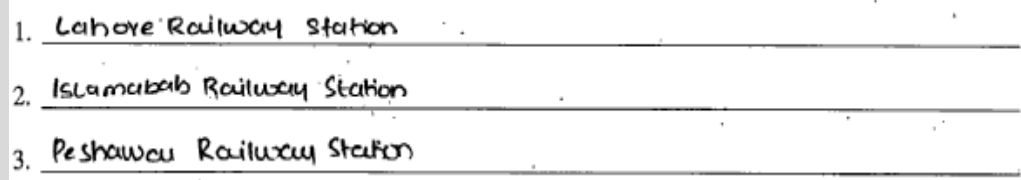
Images of Better Response	<ol style="list-style-type: none"> 1. lack of money due to economical crisis which stops pakistan to get good power generating machinery. 2. lack of skilled labours to work and produce with advanced machinery due to illitracy. 3. lack of good communication and mobility with foreign countries to work with pakistan, Because of its international state
Description of Weaker Responses	<p>Weaker responses scored only one mark in this question. Weaker answers cited irrelevant points like improper machinery, skilled workers, and power wastage. Some focused on the impact of power failure on Pakistan's economy instead of analysing the reasons behind the crisis. To improve, candidates should concentrate on relevant causes, such as energy mismanagement and inadequate infrastructure.</p>
Images of Weaker Response	<ol style="list-style-type: none"> 1. Deforestation in pakistan increase day by day which is increase in heat stroke and global warming. 2. More air pollution which damage ozone layer and increase in heat and global warming. 3. Melting of glaciers due to heat unbalanced and forest not available for stopped them.

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"> • Concept mapping • Knowledge Platform videos • Questioning Technique (Socratic approach) • Practical Demonstration 	<p>Knowledge platform real time assessment. Past paper questions</p>

Any Additional Suggestion

Teachers can enhance candidates' understanding by conducting a pros and cons activity in two groups. This approach encourages critical review of the subject matter, fostering active participation and critical thinking. Analysing the advantages and disadvantages helps candidates develop a comprehensive grasp of the topic and strengthens their analytical and communication skills. This activity promotes a deeper understanding and a well-rounded perspective on the subject.

Question No 9

Question Text	Name any THREE railway stations of Pakistan that connect Pakistan with its neighbouring countries.
SLO No.	10.3.3
SLO Text	Identify the major routes of transportation modes i.e., roadways and railways on the map of Pakistan.
Maximum Marks	3
Cognitive Level	K
Checking Hints	Give ONE mark for each name (THREE required).
Overall Performance	This was a knowledge-based question, this question was not properly addressed by most of the candidates. In this question the candidates were expected to write the name of stations along with the connecting country.
Description of Better Response	Better responses demonstrated a clear understanding of the various railways linking Pakistan with neighbouring countries. These responses not only listed the names of railway stations but also identified the connecting cities. Most of these well-constructed responses cited examples such as the Lahore-to-India railway station, Karachi to India, and the Quetta-to-Iran railway station.
Image of Better Response	
Description of Weaker Responses	Weaker responses revealed candidates' limited understanding of Pakistan's railway infrastructure. Many of these weaker responses mistakenly referred to highways instead of railways, or simply listed various railway stations without specifying the countries they connect. A minority of these responses solely mentioned city names, omitting details about the specific railway tracks.
Image of Weaker Response	

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"> Concept mapping Knowledge Platform videos Questioning Technique (Socratic approach) 	<ul style="list-style-type: none"> Knowledge platform real time assessment. Past paper questions

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

- Practical Demonstration

Any Additional Suggestion

By using the "match the column" approach, teachers can create a log sheet with station names and their connectivity to a cross-border location. Candidates would be asked to match the columns, connecting each station with its corresponding cross-border destination. This interactive activity fosters engagement and challenges candidates to apply their knowledge of geographical connections, enhancing their understanding of cross-border connectivity. It also promotes critical thinking and problem-solving skills as candidates analyse the relationships between different locations and stations, making learning more effective and enjoyable.

Extended Response Questions (ERQs)

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

Question No 10a	
Question Text	<p>Pakistan is among the most urbanised countries of South Asia. By 2030, more than half of Pakistan's projected 250 million citizens are expected to live in cities. As challenges mount, urban planning is gradually finding space in the policy discourse.</p> <p style="text-align: center;">(source https://www.theigc.org/blog/the-six-biggest-challenges-facing-pakistans-urban-future/)</p> <p>Evaluate the economic problems that will arise as a result of the given situation.</p>
SLO No	11.2.6
SLO Text	Evaluate the problems that accompanies migration and urbanisation.
Maximum Marks	7
Cognitive Level	A
Checking Hints	<p>Give one mark for highlighting the problem of urbanisation (THREE required).</p> <p>Give one mark for evaluating the problem.</p> <p>Give one mark for connecting the evaluation with reference to the given situation.</p>
Overall Performance	<p>In the extended response question, approximately most of the candidates attempted part a., which required them to highlight economic problems related to increased urbanisation. While they correctly identified problems associated with urbanisation, many candidates struggled to connect these issues with their economic implications. The expectation was for candidates to evaluate the economic problems resulting from urbanisation, such as employment opportunities, income disparities, and resource management.</p>
Description of Better Responses	<p>The majority scored above average marks, correctly identifying problems associated with urbanisation like lack of employment, security concerns, poor infrastructure, and substandard living conditions.</p>
Image of Better Response	<p><u>A</u> ⇒ <u>Lack of job facilities</u>:- No proper job available, no source of income cause people to move to urban areas.</p> <p>⇒ <u>lack of medical health facilities</u>:- No proper medical health departments, no proper sanitation cause a move to urban areas.</p> <p>⇒ <u>lack of education facilities</u>:- A person wants his/her children to be ^{inst} a well educated person cause people move urban areas bec. no educational</p> <p>⇒ <u>lack of security</u>:- No proper secure places to live cause this problem to move to a proper area.</p> <p>⇒ <u>Shortage of water</u>:- There is shortage of water and basic needs which force a person to move to urban areas.</p> <p>⇒ <u>Lack of transport facilities</u>:- No proper routes been made to travel also cause a point to move urban areas.</p> <p>⇒ <u>No proper industries/political fear</u>:- No proper production of goods in rural areas due ^{due} to less developed area. main is discrimination in males & females. These are the major problems causing the urban planning, people moving from rural to urban areas and this is causing a place urbanised.</p>

Description of Weaker Responses	A small number of candidates did not perform well in this question, with most of their responses being too general. They mentioned the shift from an agricultural economy to an industrial sector without relating it to specific economic problems. Weaker responses repeated the same points without making relevant connections, and some only listed reasons for increased urbanisation without addressing the economic problems linked to it. However, a few candidates failed to connect these issues with their economic implications.
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Image of Weaker Response	<p>Pakistan is still in developing countries we have unlimited laws on Pakistan and can't have modern and advanced technology for taking out and mining the Minerals and natural raw materials - we can't provide exp resources to whole country properly the communication and transportation problem - we have no more dash or money to build dams and water to produce electricity and give to urban people. Introduce advance technologies to urban peoples - • The big problem is political every year new P.M change rules or decision .</p>
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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"> • Concept mapping • Knowledge Platform videos • Questioning Technique (Socratic approach) • Practical Demonstration 	Knowledge platform real time assessment. Past paper questions

<p>Any Additional Suggestion Teachers can guide them to analyse how the shift from agriculture to industry impacts employment, income distribution, resource management, and public services by giving examples from the Pakistan economy.</p>
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Encouraging critical thinking and offering real-life examples can help candidates understand the economic implications of urbanisation better and meet the expectations of the question. Furthermore, to improve their responses, teachers can guide candidates in analysing how urbanisation impacts the economy both positively and negatively. Encouraging critical evaluation of the economic consequences will strengthen their responses and deepen their understanding. Real-life examples and case studies can also help candidates recognise the complex relationship between urbanisation and economic challenges.

Question No 10b	
Question Text	i. Give ONE reason for the establishment of sugar industry in the rural areas. ii. Discuss any THREE points of significance of the sugar industry in the economic development of Pakistan.
SLO No.	9.4.3
SLO Text	Describe the role of sugar industry in the development of Pakistan.
Maximum Marks	7
Cognitive Level	U
Checking Hints	Give one mark for writing the reason. Give one mark for highlighting the significance of the sugar industry (THREE required). Give one mark for elaborating how it is connected with economic development (Elaboration for each point is required). (THREE)
Overall Performance	The overall performance in part (b) was much better than in part (a). In this question, candidates were expected to connect feasible features of setting up sugar industry and were also expected to highlight the role of sugar industry in the economic development of Pakistan. In part b. most of the candidates were able to score above average marks.
Description of Better Responses	Better responses reflected that candidates were able to comprehend the question well. Most of these responses not only mentioned the correct reasons for establishing sugar industry but they also highlighted the significance of sugar industry too. Accessibility to sugar mill, availability of raw material and labour force were the key reasons mentioned by the candidates. Significance like employment opportunities, GDP growth and easy source of raw material for other industries were explained by these candidates.

Image of Better Responses

(i) Sugarcane field required some specific temperature and after harvesting the sugarcane will quickly reach to nearest sugar mill (industry) so if we established sugar industry in rural area so the time of transportation of sugarcane will save and if we established sugar mill in rural area our labour cost also decrease because of their labour of rural area and one more benefit is that the temperature of sugar cane will remain same because of sugar industry in rural area.

(ii) 1- Pakistan is agricultural country so through sugar industry after fulfil of our population requirement we will export sugar & earn foreign exchange. ~~Through sugar cane we made many product like sugar,~~ 2- Sugar Industry provide sugar as raw material to many industries through which our economic cycle smoothly run. 3- Sugar Industry require well-Infrastructure area for transportation so well-Infrastructure area attract investors to invest so it will beneficial for economic development. ~~and~~ 4- Sugar is basic necessities for our population so it ~~satisfied~~ ^{fulfill} our people ~~demand~~ ^{need} and our economy maintain stable.

Description of Weaker Responses

Most of the weaker responses were able to mention the feasible factors for setting up sugar industry, but these responses either failed to discuss significance or were not able to relate these significances to economic development. These responses mentioned the significance of sugar industry on micro level only. The impact on overall or macro level impacts were not discussed by weaker responses.

Image of Weaker Responses

i. In rural areas we can established a sugar industry so we can supplies sugar as sugar go high and rural areas population get increases.

ii- 1. There are so many significances of the sugar cane. sugar cane is an industry which give sugar to wholesalers then relaiter then consumer.

2. Sugar Industry is important because sugar uses in tea, cake, chocolate, ice cream and so on item and so many foods.

3. Sugar Cane is important because sugar cane industry make sugar so then people take sugar then they make sugar items.

4. Sugar Cane is important in economic development because in economic development are for long run time period.

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"> • Concept mapping • Knowledge Platform videos • Questioning Technique (Socratic approach) • Practical Demonstration 	<ul style="list-style-type: none"> • Knowledge platform real time assessment. • Past paper questions
<p>Any Additional Suggestion:</p>		

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.)

Acknowledgements

The Aga Khan University Examination Board (AKU-EB) acknowledges with gratitude the invaluable contributions of all the dedicated individuals who have played a pivotal role in the development of the Commercial Geography HSSC-II E-Marking Notes.

We extend our sincere appreciation to Mr Abdul Rahim Daudani Lead Specialist and Mr Muhammad Affan Siddiquie, Specialist in Commerce at AKU-EB, for taking subject lead during the entire process of e-marking.

We particularly thank to Mr Muhammad Adil Fattani, as Principal E-Marker, Mrs Mahajabeen from IISAR Academy and Mrs Tehreen Omar from AKHSS as Senior Markers for evaluating each question's performances, delineating strengths and weaknesses in candidates' responses, and highlighting instructional approaches along with recommendations for better performance.

Additionally, we express our gratitude to the esteemed team of reviewers for their constructive feedback on overall performance, better and weaker responses, and validating teaching pedagogies along with suggestions for improvement.

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- Muhammad Affan Siddiquie, Specialist in Commerce, AKU-EB
- Abdul Rahim Daudani, Lead Specialist in Commerce, AKU-EB
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- Munira Muhammad, Lead Specialist, Assessment, AKU-EB
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- Ali Aslam Bijani, Manager, Teacher Support, AKU-EB
- Dr Shehzad Jeeva, CEO, AKU-EB