

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre SSC-I Ethics Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Secondary School Certificate (SSC) Part I (Class IX) Ethics. 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

The overall performance of the entire cohort in the examination indicates that candidates performed well in questions involving real-life examples. In general, the candidates exhibited their capacity to integrate theoretical concepts with real, everyday circumstances. However, there is a need for improvement in differentiating terminologies within the same category, for example, some candidates found it challenging to recall the differences between Meta-ethics and Normative Ethics, as well as predestined and non-predestined concepts.

To improve students' comprehension and performance, teachers should emphasise the importance of careful consideration of question requirements. They can do this by giving students exercises that involve reading passages or scenarios with questions and making sure students understand the context and relevant information before answering. This exercise will help students avoid misinterpreting questions due to lack of context clarity.

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	Read the given questions: a. Why is it not allowed to murder anyone? b. Is it wrong to murder one person to save many lives? In which categories, Normative ethics and Meta-ethics, are these questions studied? Give reasons for your choice of category for each question.
SLO No.	1.1.2
SLO Text	Describe the three major branches of Ethics: Applied Ethics, Normative Ethics and Meta-ethics.
Max Marks	4
Cognitive Level	U*
Checking Hints	Give ONE mark for each correct identification (TWO required). Give an additional mark for the correct reason of each identification.
Overall Performance	Overall, candidates did not meet the expected performance for this question. Many were confused between Meta-ethics and Normative Ethics, failing to distinguish that Meta-ethics deals with the objectivity of good and bad, while Normative Ethics defines good and bad personality characteristics. Some responses correctly categorised and justified the given questions, but others only categorised without providing acceptable justifications.
Description of Better Responses	The better responses were seen to correctly categorise both of the given situations i.e. Meta-ethics or Normative Ethics and then provided their correct justification or reasoning for their categorisations. These responses clearly demonstrated that Meta-ethics is concerned with the nature and foundations of ethical beliefs or concepts, whereas Normative Ethics is concerned with providing standards for determining whether actions are right or wrong in certain situations.
Image of Better Response	<p>(a) "Why is it not allowed to murder anyone?" This question is studied in meta ethics. because the examiners want to know the foundation and roots of the issue. its about origin of matter.</p> <p>(b) " Is it wrong to murder one person to save many lives" This question studied in normative ethics. because it is studies of about rightness and wrongness. it determine wether an action is right or wrong.</p>
Description of Weaker Responses	The weaker responses were unable to accurately classify each situation according to the different types of ethics. However, some candidates correctly categorised the situations, but they lacked proper justifications. These responses primarily relied on general moral principles and legal considerations such as one should not be allowed to murder anyone because it is universally illegal and one can face serious consequences against it. Some weaker responses represented general point of view of the candidates i.e., murdering one person is considered morally unacceptable.

Image of Weaker Response

a. It is not allowed to murder anyone because according to normative ethics, it is a unethical work, which causes you to go jail and punishment. It would be considered as a bad deed on the day of judgement

b. In my opinion, we should not kill or murder anyone who is killing others because according to meta-ethics, we can give him/her moral and make that person understand to don't kill anyone and we should be save too

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

Any Additional Suggestion:

Teachers can discuss different case studies during classroom teaching in order to build the concept and highlight the differences among Applied Ethics, Normative Ethics and Meta-ethics. Make acronyms for the candidates such as ME (Meta Ethics), MR (Moral Reasoning) and NE (Normative Ethics) = WAR (Wrong and right Actions). This would enable them to connect and retain the knowledge to connect with the real-life situations.

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

Question No. 2

Question Text Albert is a 15-year-old boy who studies in Grade X. He participates in football classes due to his interest in extracurricular activities.
With reference to the given scenario, fill in the given table by categorising TWO aspects of Albert's life which are predestined and TWO which are not predestined.

SLO No. 2.6.2

SLO Text Describe what aspects of human life are predestined and what are subject to change.

Max Marks 4

Cognitive Level U

Checking Hints Give ONE mark for each correct categorisation (FOUR required).

Overall Performance Overall, candidates' responses to this question, falls within an average range. Some candidates demonstrated a satisfactory understanding of the topic while there were certain responses where the difference between predestined and not-predestined concepts were not accurately identified.

Description of Better Responses In better responses, candidates correctly categorised two aspects i.e., "15 years old" and "boy" are examples of predestined factors. These are conditions that are predetermined and cannot be altered. Conversely, factors such as "participation in football classes" and "interest in extracurricular activities" fall under the not-predestined category. These are aspects that can be influenced by personal choices and individual inclinations.

Image of Better Response

S.No	Predestined	Not Predestined
1	• 15 year old	• Participates in Football classes
2	• Gender: Male (Boy)	• Studies in Grade X

Description of Weaker Responses Most of the weaker responses displayed a misunderstanding of the concepts predestined and not predestined, leading to the incorrect categorisation of two aspects. Some responses indicated conceptual inaccuracies and they exhibited general comments and assumptions related to the given scenario. While a few responses were conceptually correct, however, they had highlighted the aspects which were not aligned with the given scenario, e.g., family background and financial conditions etc.

Image of Weaker Response

S.No	Predestined	Not Predestined
1	He is passionate towards football.	His own mind can be diverted from studies.
2	He can become the best player if he plays with interest.	He can leave his passion due to some reasons.

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

Any Additional Suggestion:

Teachers should encourage students to express their thoughts and opinions on the concepts. Lead discussions on questions like: Do you believe in fate? Can individuals change their fate through their choices? What part of their life they can change? How do culture and upbringing influence our perspectives on predestination? Use of subject related vocabulary in class to get the students acquainted with it and use them accordingly.

Question No. 3

Question Text	Write any THREE actions through which one can protect the environment.
SLO No.	3.2.3
SLO Text	Exemplify acts and behaviour which reflect sense of responsibility towards life and property of others.
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for writing each action (THREE required). Examples from both physical and social environment such as beliefs, customs, practices and behaviours are acceptable.
Overall Performance	Most of the candidates were able to provide diversified examples of the required action. However, some candidates focused on the actions which can be taken to protect the physical environment such as recycling, less use of plastics and plantation etc. On the other hand, we also had responses focusing on the protection of the social environment by promoting positive values such as caring, equality, social justice, integrity, honesty and empathy.
Description of Better Responses	Better responses demonstrated a clear understanding of protecting the environment through three distinct and specific methods. Many candidates highlighted three impactful measures primarily aimed at preserving the natural environment, such as opting for public transportation instead of private cars, adhering to the 3 R principle (reduce, reuse, and recycle), and conserving natural resources like water and electricity etc. In addition, some responses showcased a broader perspective by addressing the protection of both the physical and social environments. For instance, they mentioned about sympathy with other creatures, promoting positive societal values, and fostering peace and harmony.

Images of Better Responses

Image (i)

1) By using the public transport and avoid the ~~private~~ ^{individual} transport (cars, bikes etc) which will save the petrol and pollute less pollution as c. individuals. 2) Stop throwing e garbage on floor, use or recycle it. ~~to~~ and stop burning it which affect the ozone layer. 3) Uses of organic fertilizers instead of the artificial or the chemicals which affect the land.

Image (ii)

- By planting more trees.
- By not harming any creatures like plant, animals, birds and etc.
- By promoting positive values in society such as Honesty, Respect and many other.
- By creating peace and harmony in society to reduce the crime.

Description of Weaker Responses

Weaker responses were characterised by a limited focus on a single action and an explanation of its effects. These responses emphasised one action in all three points, for example, the value of cleanliness was discussed in three different ways. Furthermore, some weaker responses also indicated the candidates' limited understanding of the question as they discussed the outcomes of potential actions rather than delving into the specific actions themselves. These responses discussed the negative impacts of not protecting the environment and the actions which contributes to the deterioration of the environment such as use of disposable material and deforestation etc.

Image of Weaker Response

1) the clean the places clean the road and the environment is the protect the clay
 2) the environment is see working and protect the environment.
 3) clean environment and people are safe clean

Suggestions for Improvement (Highlighted part)

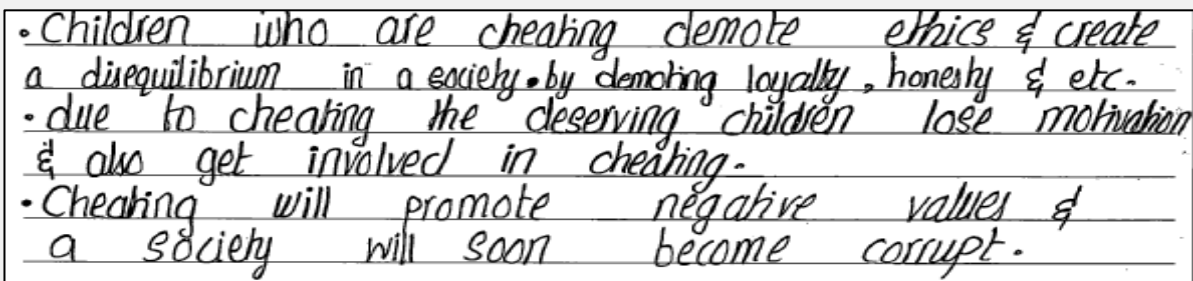
How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectations of the command words. • Look at the cognitive level. • Identify the content that is required to answer that question (both in terms of 	<ul style="list-style-type: none"> • Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share 	<ul style="list-style-type: none"> • Past paper questions • Discussion on E-Marking Notes

<p>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"> Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	
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Any Additional Suggestion:

Teachers can hold show and tell kind of an activity where the students should be encouraged to share their views how they can take small initiatives on individual basis to protect their social and physical environment.

Question No. 4

Question Text	Describe any THREE negative impacts of cheating during examination on a society.
SLO No.	3.1.5
SLO Text	Analyse the impact of negative values, i.e., prejudice, backbiting, cheating, bribery and materialism, on deterioration of a society.
Max Marks	3
Cognitive Level	A
Checking Hints	Give ONE mark for each valid point of discussion (THREE required) Answers may vary Note: Accept all relevant answers.
Overall Performance	The responses received for this question were below expectations. Most of the candidates focused on the consequences of cheating on individuals rather than its impact on society. In contrast, some responses demonstrated a clear understanding of the question and highlighted the diverse impacts of cheating on society. These responses presented the bigger picture that how cheating can affect our society.
Description of Better Responses	The better responses were able to provide three diverse negative impacts of cheating on society. These impacts also catered to different aspects and showed a larger influence on society e.g., cheating contributes to a decline in societal moral values. When people who cheat move up in their jobs and become leaders, they might continue a pattern of dishonesty and unethical behaviour in different places and organisations. Some better responses efficiently connect the impacts of cheating with the whole society, for instance, when cheating becomes prevalent in academic settings, it can foster a culture of corruption within the society. This shows that these candidates clearly understood the requirement of the question.
Image of Better Response	

Description of Weaker Responses	In weaker responses, candidates displayed a partial understanding of the question, overlooking the aspect related to 'society'. These responses mainly focused on how cheating affects one person, but they did not explain about how it affects the whole society. Some candidates mentioned the consequences of cheating in exams, for example, "disqualification", "being caught red-handed and "damaging reputation" etc. Some weaker responses presented the suggestions to avoid cheating in exams rather than explaining its impacts.
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Image of Weaker Response	<p>① Cheating in examination may lead to your disqualification from examination & session.</p> <p>② If we do cheating in examination then we will not be honest with ourselves.</p> <p>③ If we do do cheating in examination we are called cheater and no one can believe us if we cheat.</p>
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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

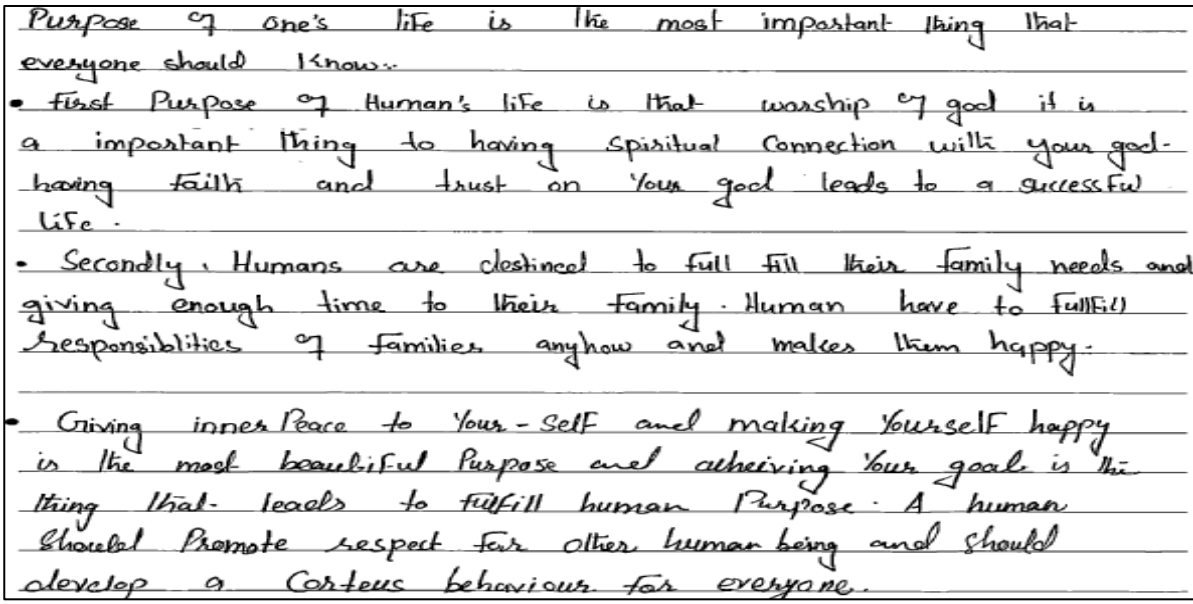
Any Additional Suggestion:

Teachers should categorise the impact in terms of individualised approach and with respect to society. This will help students to segregate between the two. Also, practice with students in breaking the questions into its key points and enabling them to interpret the question in terms of its demand.

Extended Response Questions (ERQs)

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

Question No. 5a

Question Text	Explain any THREE points of importance of having a purpose in one's life.
SLO No.	2.3.1
SLO Text	Discuss the purpose of human life on Earth.
Max Marks	6
Cognitive Level	U
Checking Hints:	Give ONE mark for writing each importance (any THREE required). Give an additional mark for explaining each importance.
Overall Performance	This was a choice question and was attempted by a smaller number of candidates, indicating that the question was perceived as challenging by many candidates. Those who attempted this question focused on defining the purpose of life in general rather than emphasising the significance of having a sense of purpose in an individual's life. However, few individuals could relate to the idea of having a purpose in life, as it is deeply related to their own experiences and aspirations. This personal connection motivated them to engage thoughtfully with the question.
Description of Better Responses	There were no better responses gathered for this question; however, the accepted average responses provided the details on the general importance of having a purpose in one's life such as it provides a sense of motivation towards achieving goals and making a person disciplined.
Description of Weaker Responses	Candidates with weaker responses did not understand the question properly. They explained about what an individual's purpose should be, rather than discussing the significance of having a purpose. Their misunderstanding led them to write about the meaning of a person's existence, like their values, interests, and reasons for being, such as worshiping God, fulfilling responsibilities, or finding happiness. Because of this confusion, their answers did not meet the expected standards for the question.
Image of Weaker Response	 <p>Purpose of one's life is the most important thing that everyone should know.</p> <ul style="list-style-type: none">• First Purpose of Human's life is that worship of god it is a important thing to having spiritual connection with your god. having faith and trust on your god leads to a successful life.• Secondly, Humans are destined to full fill their family needs and giving enough time to their family. Human have to fulfill responsibilities of families anyhow and makes them happy.• Giving inner Peace to your-self and making yourself happy is the most beautiful Purpose and achieving your goal is the thing that leads to fulfill human Purpose. A human should promote respect for other human being and should develop a courteous behaviour for everyone.

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

Any Additional Suggestion:

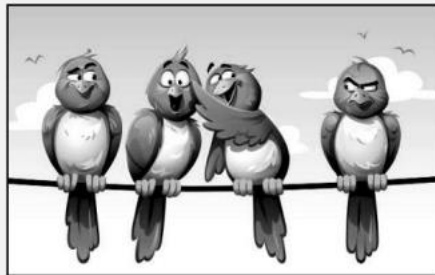
The teacher can start a conversation as what one wants to become when they grow up and then link it with the reason they are in this world and how does knowing the reason help them.

This could be further linked with a survey where they collect the data from people around them (at least 10 people) and bring the data to the classroom and discuss the purpose that the people think and its impact of it on them.

Question No. 5b

Question Text

The given picture illustrates one of the negative values which is widely practiced in societies.



- i. Identify the value depicted in the given picture.
- ii. Write any FIVE societal impacts of the identified value in part i.

SLO No.

3.1.5

SLO Text

Analyse the impact of negative values, i.e., prejudice, backbiting, cheating, bribery and materialism, on deterioration on a society.

Max Marks

6

Cognitive Level

A

Checking Hints

Checking Hint: Give ONE mark for identification of the value. Give ONE mark for writing each impact (FIVE required).

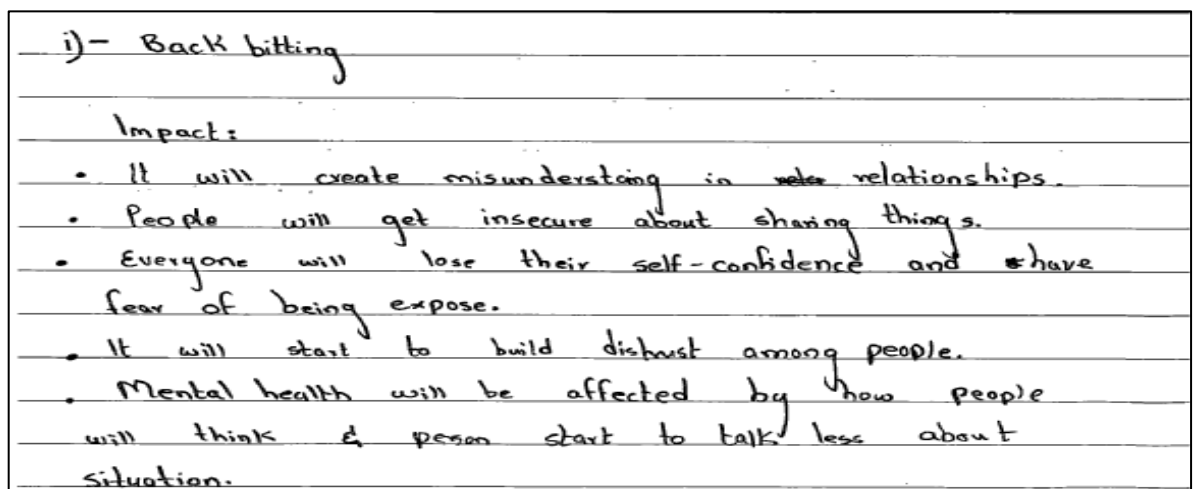
Overall Performance

The majority of the candidates opted for this question and performed well. They provided relevant details in the context of the image provided. However, a small group of candidates only described what they saw in the picture without really thinking deeply about it. They did not analyse the image or connect it to bigger ideas like societal values and how it can affect them.

Description of Better Responses

The candidates with better responses were able to identify the negative values such as backbiting, prejudice and gossiping. They also provided diversified social impacts of these negative values. For instance, these negative values would destroy relationships, reputations, and trust. It also breeds conflict and tension.

Image of Better Response



Description of Weaker Responses

The weaker responses did not correctly identify the negative values, such as “backbiting” or “gossiping” etc. Although some candidates identified it correctly, their explanations of the impacts were unclear and unrelated to the negative value they mentioned. Their responses lacked coherence and failed to establish a meaningful connection between the negative value and its effects on society. These responses provided superficial descriptions of the given image and often missed the opportunity to explain how it can weaken relationships, damage reputations, or create a toxic atmosphere.

Images of Weaker Responses

Image (i)

The given picture shows negative impact "Jealousy", two birds love with each other and others being jealous from them.

- ① People jealous with each other for good marks and good grades in school.
- ② People hate each other.
- ③ No one can share their happiness with others.
- ④ People break their relationship, friendship ~~and~~ for being jealous.
- ⑤ No one care about others, like poor people who doing hardwork to get success.

Image (ii)

i) Backbiting

ii) In this picture four friends are sitting in the wire. Three friends are backbiting on one friend that's not good thing because these things can break the friendship and never can back make friendship. If we all are backbite doing start anyone, so, world had very bad and can break friendships of all friend people's are fighting with each other and many things like: misbehave, illmanarred with all people's like: mother, father, siblings, relatives and those children in go anxiety.

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 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

Any Additional Suggestion:

Teachers can initiate a project where they ask the students to share the values (positive and negative) from their surrounding such as from advertisements, movies, and social media posts, then collectively in the class they categorise the deeds with respect to negative and positive and later a debate activity to showcase why a certain value is classified as positive and negative.

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

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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.

These contributors include:

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