

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre on SSC-I Pakistan Studies Annual Examination 2023

Introduction

This document has been produced for the teachers and candidates of the Secondary School Certificate (SSC) Part I (Class IX) subject in Pakistan 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 require 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 Comments

On average, candidates demonstrated competence in identifying ideological components within the speech and offered effective solutions for Pakistan's agricultural challenges. They adequately addressed the economic difficulties Pakistan faced during its independence and explained various irrigation techniques. However, candidates encountered difficulties in focusing on the specific reasons behind the All India Muslim League's pursuit of a separate homeland. This should be the candidates were not able to link the information from the map with their prior knowledge or experience affecting their performance in related questions. Enhancing map-reading skills would contribute to a more comprehensive understanding in these areas.

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>“I am not making any particular reference to you but now that I have had the opportunity of talking to you I must warn you not to allow your actions to be guided by ill-digested information or slogans and catch-words. Do not take them to heart or repeat them parrot-like. Take advantage of your period of training that this institution offers you, by equipping yourself to become leaders of the future generation. There is a common fault with the candidates against which I must warn you. The candidates believe that no one can tell them anything which they do not already know. That mentality is harmful and often leads to quite a lot of mischief. But if you want to learn by your own experience, and not by the experience of your elders, let me tell you that as you become older, you will be more ready to learn from your costly experiences and the knock that you shall have received during your lifetime, which will harm you more than anybody else.”</p> <p style="text-align: center;">Quaid-e-Azam’s Speech at Islamiya College, Peshawar</p> <p>Extract any THREE components from the given excerpt that you think are of utmost important to promote national integration in Pakistan.</p>
SLO No.	1.3.2
SLO Text	Extract the components of Pakistan’s ideology from above mentioned speeches.
Max Marks	3
Cognitive Level	U*
Checking Hints	Give ONE mark for each component (any THREE required).
Overall Performance	The overall performance of the entire cohort was commendable, with a majority of candidates displaying a strong grasp of the given speech’s content. They proficiently identified and interpreted the key components crucial for promoting national integration in Pakistan, showcasing a profound understanding of each component’s significance.
Description of Better Responses	The candidates who performed well demonstrated a keen understanding of the components outlined in the speech. Notably, these candidates effectively expounded on the importance of each component in promoting national integration in Pakistan. For instance, they stressed the significance of avoiding misinformation and capitalising on educational opportunities for personal development and prospects. Additionally, candidates highlighted the value of seeking guidance from experienced elders to make well-informed decisions. These insightful perspectives showcased the cohort’s strong grasp of the subject matter.

Image of Better Response	<p>• We should learn about the past experiences of our adults to avoid making the same mistakes.</p> <p>• We should first have information of things before spreading and promoting it.</p> <p>• We should take advantage of the resources provided to us and also explore by ourselves, to prepare ourselves for being a leader.</p>
Description of Weaker Responses	<p>In weaker responses, candidates were unable to identify and articulate the components crucial for promoting national integration in Pakistan, as outlined in the speech. Moreover, candidates mentioned generic aspects of Pakistan's ideology like equity, brotherhood, and sovereignty. Candidates shared Quaid-e-Azam's viewpoints in their responses rather than extracting the component from the speech.</p>
Image of Weaker Response	<p>Brotherhood: It is important for Pakistan. Because when there is brotherhood people will help each other.</p> <p>equality:- It is most important component. Because if there will be equality & equal right Pakistan will be in peace.</p> <p>Peace:- Peace is important for everyone. They will be love & care.</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"> • 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 • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

A discussion strategy can greatly enhance candidates' proficiency in reading and comprehending speeches provided in the SLO (Specific Learning Objective). Divide the students into groups and divide different parts of speeches amongst them. Let each group present their points with reference to what is being said, why and its impact? There should be a mechanism where the other students can ask questions.

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

Question No. 2

Question Text During the period of 1930s, the demand put forward by the All-India Muslim League was of forming an Indian federation with provincial autonomy. This was retracted in the Lahore Resolution 1940 when the demand of a separate homeland was put forward by the party.

a. Mention any THREE reasons that led All India Muslim League to change its stance and move towards the demand of a separate homeland.

SLO No. 3.1.4

SLO Text Analyse Pakistan Resolution 1940 with reference to the events happening before and after the resolution in the subcontinent.

Max Marks 3

Cognitive Level U

Checking Hints Give ONE mark for each reason (any THREE required).

Overall Performance Overall, candidates struggled to completely comprehend the given stimulus and were unable to focus on the specific reasons driving the demand for a separate homeland. They were unable to analyse the events that took place during 1930s to offer accurate and relevant information. Candidates mostly focused on the period of Congress rule and their policies for the Muslims with no reference to the other events that took place during 1930s. OR they mentioned reasons for the initial formation of the Muslim League rather than change in their stance.

Description of Better Responses Better responses encompassed all the essential points and provided comprehensive reasons for the demand of a separate homeland during the 1930s. Candidates mentioned that following the elections of 1936-37, the Indian National Congress declined the notion of forming a coalition government with the All-India Muslim League. Moreover, they properly highlighted that the Congress Rule from 1937 to 1939 led Muslims to recognise their limited influence in shaping policies as part of the Indian federation. Some candidates also acknowledged the challenges faced by Muslim leaders during the Round Table Conferences (1930-32) in advocating for minority rights. A few others mentioned the considerable support from Muslim masses during the celebration of the Day of Deliverance on December 22, 1939, which encouraged the All-India Muslim League to take the initiative.

Image of Better Response

1) After the Congress Tyranny 1937-39, the Muslims of India understood that Hindus or Congress had no intention of giving them their rights or treat them as equals.

2) Due to differences in outlook and ideology, the benefit of one nation was the disadvantage of the other. It was proved in Round Table Conferences.

3) Muslims realised that should the British leave, the Hindus will be ready to dominate them and treat them as inferiors; not as brothers but as slaves.

Description of Weaker Responses	In weaker responses, candidates were unable to highlight the reasons for the Muslims to change their stance and did not refer to the events of the given time. They only focused on Hindu domination and their policies during their rule from 1937 and 1939. Some such responses discussed the rights of the Muslims that were neglected before the 1930s or the reasons to propose Two Nation Theory in the subcontinent, which was not required. Some candidates also elaborated the single reason of 'atrocities of Congress rule during 1937 to 1939' in three different points, hence missing out on two other reasons.
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Image of Weaker Response	
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Suggestions for Improvement (Highlighted part)

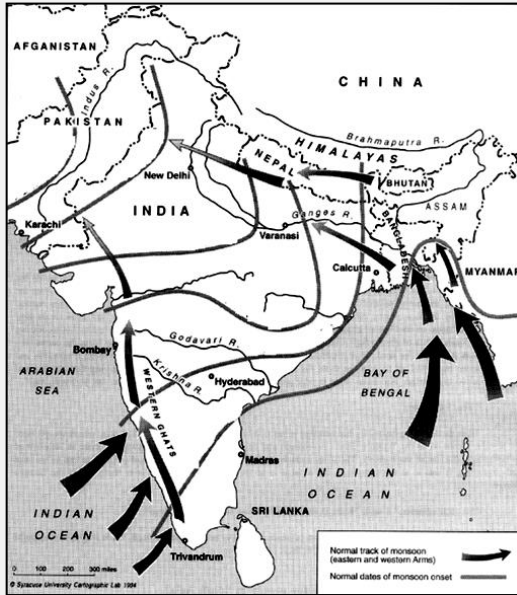
How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills 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 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p>

Any Additional Suggestion:

Teachers should create a worksheet where on one side all the demands put forward by the Muslim League should be written and on the other side different eras or timeline should be mentioned and ask students to place them accordingly. Further to this another worksheet can be given where the students will point out the reasons for each demand for that particular time period.

Question No. 3

Question Text Study the given map and answer the following questions:



- a. Where do the main monsoon winds blow from?
- b. In which month(s) do the given winds start blowing?
- c. In which month(s) do the given winds cause heavy rainfall?
- d. Mention any ONE area of Pakistan that is affected due to this rainfall?

SLO No. 4.3.1

SLO Text Discuss the factors that influence the climate of Pakistan (precipitation, Western Depressions, Monsoon, Topographic relief, latitude);

Max Marks 4

Cognitive Level U

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

Overall Performance In this question, candidates were required to use the information provided in the given map to answer the questions. However, most candidates demonstrated limited map reading skills and, instead, answered the questions based on their prior knowledge about monsoon.

Description of Better Responses Better responses showcased the expertise in interpreting the map accurately and demonstrating a thorough understanding of the generation of monsoon winds in Pakistan. Candidates successfully identified the regions in Pakistan where monsoon is most likely to occur and provided the corresponding months. . Also, the candidates were able to link the information on the map with their prior knowledge and experience of Monsoon in Pakistan.

Image of Better Response

- a. Where do the main monsoon winds blow from? (1 Mark)
Main monsoon winds blow from Indian ocean.
- b. In which month(s) do the given winds start blowing? (1 Mark)
June to August
- c. In which month(s) do the given winds cause heavy rainfall? (1 Mark)
July and August
- d. Mention any ONE area of Pakistan that is affected due to this rainfall? (1 Mark)
Punjab is affected by this monsoon.


Description of Weaker Responses

In weaker responses, candidates were unable to interpret the map and answer the given questions correctly. They mentioned that monsoon winds blow from Iran and Afghanistan. They also stated that monsoon winds blow in Pakistan in the month of December confusing this with western depression. They were unable to mention the places affected by monsoon winds and were not even able to recognise the correct months for heavy rainfall.

Image of Weaker Response

- a. Where do the main monsoon winds blow from? (1 Mark)
from the Sea to the land.
- b. In which month(s) do the given winds start blowing? (1 Mark)
from december
- c. In which month(s) do the given winds cause heavy rainfall? (1 Mark)
In cold months, like November, december.
- d. Mention any ONE area of Pakistan that is affected due to this rainfall? (1 Mark)
Northern areas and farming areas

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"> • Past paper questions • Discussion on E-Marking Notes • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

It is advised to teachers to encourage the habit of practicing map reading skills through the utilisation of worksheets. Multiple types of maps should be shown to the students such as country map, South Asian region map and Asian continent map and the candidates should be able to relate the information from the country map to that of the other kinds of map.

Question No. 4

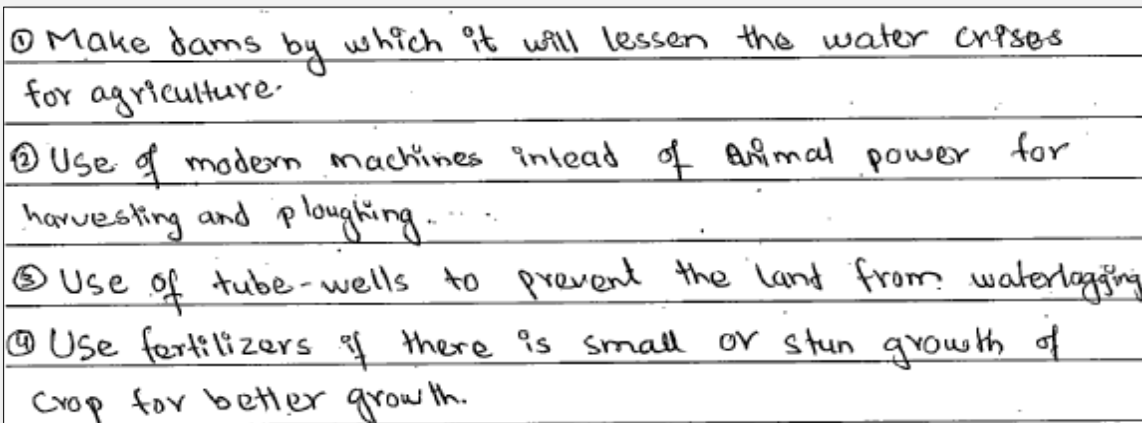

Question Text	Suggest any FOUR solutions for the prevailing agricultural problems in Pakistan.
SLO No.	5.3.7
SLO Text	suggest remedies for the problems faced by agricultural sector of Pakistan;
Max Marks	4
Cognitive Level	A
Checking Hints:	Give ONE mark for each solution. (FOUR required).
Overall Performance	Most of the candidates demonstrated commendable performance in this question. However, a few candidates lacked conceptual understanding and deviated from the required approach. Instead of providing suggestions as instructed, they focused solely on discussing the issues of salinity and waterlogging. To further excel, candidates should ensure to adhere closely to the command word and offer constructive suggestions to address salinity and waterlogging problems which is one of the problems faced by the agricultural sector of Pakistan
Description of Better Responses	Better responses were evident as candidates comprehensively addressed the agricultural problems that require attention in Pakistan. They gave relevant suggestions like abolition of feudalism and the allocation of lands to support needy farmers. Additionally, they proposed levying taxes on agricultural income and providing modern machinery to enhance per-acre yield. Candidates also emphasised the importance of adopting advanced irrigation techniques to resolve irrigation issues. Furthermore, they highlighted the importance of building additional dams to increase water storage capacity, which would lead to decreased costs per acre for all types of crops. Candidates also mentioned that installation of tube wells will help to resolve the problem of water logging in the area and if farmers use fertilisers then they will be able to grow better crops. These insightful and well-reasoned solutions showcase a commendable grasp of the subject matter, contributing to a more comprehensive understanding of agricultural challenges in Pakistan.
Image of Better Response	 <p>① Make dams by which it will lessen the water crises for agriculture.</p> <p>② Use of modern machines instead of animal power for harvesting and ploughing.</p> <p>③ Use of tube-wells to prevent the land from waterlogging.</p> <p>④ Use fertilizers if there is small or stun growth of crop for better growth.</p>
Description of Weaker Responses	In weaker responses, candidates did not adhere to the command word and instead of giving suggestions, they focused on the agricultural problems. Many of them had inadequate conceptual understanding about the topic as they mentioned the impact of global warming and problems and the issues of pollution and climate change on the agricultural land, which was not the demand of the question. Some candidates mentioned solutions for resolving energy crises in Pakistan.

Image of Weaker Response

* There will be more ~~trees~~ and seeds for plants.
 * Through broadcast aware people that agriculture can harm our life.
 * Don't cut trees and didn't do any harm to forest.
 * Deforestation, Sinking into river, Industrialization -
 Overcome to put garbage into river
 * For populated country grow more crops which can give them food.

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"> • Past paper questions • Discussion on E-Marking Notes • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Teachers can classify different problems with reference to cause-and-effect strategy. Hold a brainstorming session where students can suggest solutions to different problem. Here it is imperative to see that all answers should be welcomed, encouraging students to speak up and share ideas. Once done then conclude the entire discussion with practical and doable solutions with valid reasons.

Extended Response Question (ERQ)

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

Question No. 5a

Question Text	Discuss any THREE economic difficulties that Pakistan faced right after its independence.
SLO No.	3.4.1
SLO Text	Discuss the immediate problems faced by Pakistan in the establishment of an independent nation\; <input type="checkbox"/> Division of financial and military assets, <input type="checkbox"/> Refugee problems, <input type="checkbox"/> Administrative problems, <input type="checkbox"/> Problem of national language, <input type="checkbox"/> Canal water dispute, <input type="checkbox"/> Princely states (Hyderabad, Junagarh, Kashmir);
Max Marks	6
Cognitive Level	U
Checking Hints	Give ONE mark for mentioning each difficulty (any THREE required). Give an additional mark for discussing each difficulty (THREE required).
Overall Performance 4a	In response to the choice question, approximately half of the candidates attempted it. Many candidates effectively addressed Pakistan's economic difficulties after independence, providing detailed explanations and earned good marks. However, a subset of candidates combined economic, political, and social challenges in their responses. To improve further, candidates should maintain a clear and focused approach, adhering to the specific aspect asked in the question.
Description of Better Responses	In better responses, candidates provided comprehensive explanations of Pakistan's economic problems, effectively highlighting their impact on the country's economy with relevant outcomes. Notably, candidates articulated how the absence of industries resulted in minimal foreign exchange due to raw material exports. The loss of Ferozepur district to India led to water scarcity, necessitating water purchase for agricultural activities, leaving limited funds for development. Additionally, candidates astutely pointed out the absence of banks and financial institutions, leading to expenditure on printing and dispatching money from India. The influx of refugees also incurred costs on rehabilitation, further reducing funds for developmental projects. Such well-reasoned and comprehensive insights underscore the candidates' exemplary grasp of the subject matter.

**Image of
Better
Responses**

In terms of economy, some of the problems Pakistan had to face are:

① FINANCIAL ASSETS:

- 1) Pakistan was to receive Rs. 75 million out of Rs. 4 billion from the Reserve Bank.
- 2) Upon independence, only an amount of Rs. 200 million was paid and the rest was refused unless Pakistan accepted India's right over Kashmir, by Sardar Vallabhbhai Patel.
- 3) This caused serious problems for refugees and administration. Gandhi's hunger strike threat forced them to pay Rs. 500 million, but Rs. 50 million is yet to be paid.

② AGRICULTURE AND FEROPUR ISSUE:

- 1) 6 months after independence, India closed the canal headworks from Ferozpur, blocking water to West Punjab (and temporarily opened them in May 1948).
- 2) As Pakistan's economy is based on agriculture, the droughts that followed caused severe economic losses of Pakistan.
- 3) This continued in 1952-1956 until the Indus Water Treaty 1960 was signed.

③ CALCUTTA AND ECONOMY:

- 1) All factories were based in Calcutta, which was awarded to India. It was also a port.
- 2) All 16 ordinance factories were given to India too.
- 3) As a result, East Pakistan had to sell the raw material to India.
- 4) In a few years, India paid Rs. 60 million in lieu of ordinance factories.
[At independence, we also had to buy power and electricity from India until 1952]

**Description of
Weaker
Responses**

In weaker responses, candidates did not focus on economic problems and, instead, discussed all the initial problems faced by Pakistan at the time of independence in a generalised way. Candidates were unable to categorise the problems as economic, political or social and thus were not able to explain the economic problems specifically. Many irrelevant points were also mentioned by some candidates, including discussion on current problems faced by the country, especially, the political situation, and suggestions to overcome energy crises in Pakistan.

Image of Weaker Responses


1) Pakistan faced lack of crop after the independence

2) Pakistan face the lack on money right after the independence which cause many people to die hungry

3) Pakistan face lack of weapons, ~~which~~ from which they could fight to other countries

4) Pakistan face lack of army officers because the people were coming from india to pakistan

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"> • Past paper questions • Discussion on E-Marking Notes • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

Students should divide into distinctive groups and each group should be provided with social, economic, military, political etc. Then each group is assigned a role of the First Governor General of Pakistan Special Cabinet and they not only have to unpack the problem but also its solution. This should be presented in front of the entire class as parliament, and they can ask questions and accept or reject their solutions.

Question No. 5b

Question Text	Explain any THREE modes of irrigation in terms of their importance in Pakistan.
SLO No.	5.4.2
SLO Text	explain the importance of irrigation in Pakistan\;
Max Marks	6
Cognitive Level	U
Checking Hints	Give ONE mark for naming each method (any THREE required). Give an additional mark if each method is explained
Overall Performance	In response to the choice question, a smaller proportion, approximately less than half of the candidates attempted it. However, those who engaged with the question provided outstanding answers. They elaborated on various methods of irrigation, explaining their significance in the context of Pakistan's agriculture system. The detailed discussion and relevant examples showcased a clear and profound conceptual understanding. By emphasising the importance of irrigation methods, candidates demonstrated a commendable grasp of the subject matter. These well-structured and informative responses reflect the candidates' comprehensive understanding of irrigation practices in the context of Pakistan.
Description of Better Responses	In better responses, candidates demonstrated a clear understanding of the concept, effectively explaining various methods of irrigation and their significance for Pakistan's agriculture. They skilfully highlighted the benefits farmers and the country can derive from adopting advanced irrigation techniques. Notably, mentioning the installation of tube wells as a reliable method during droughts when surface water is scarce showcased deeper understanding. Candidates also elaborated on traditional methods like karez and Persian Wheel. Moreover, they showcased awareness of modern techniques such as drip and sprinkler irrigation, emphasising their importance in enhancing agricultural practices. These well-informed responses illustrate the candidates' insightful grasp of irrigation practices and their relevance in Pakistan.

**Image of
Better
Response**

1. Tubewells:- Tubewells are electrically operated pumps that are used to take out underground water by using electricity which is a renewable energy resource. Tubewells help in lowering the water table (present underground) by pumping out water through pipes or pumps. These are set up underground. Tubewells can be used to solve problem of water logging and salinity as they lower the water table so water will rise and come to the surface. This problem mainly occurs in agricultural areas because of which crops get affected.

2. Karez:- It is an underground system that brings water to the surface which is then evaporated in air. It is used for agriculture purposes also in those areas where water is less. These are horizontal pipes which bring up the water and vertical shafts prevent the blockage of pipes, cleaning of pipes and repairing can be done. This system is used in Balochistan where water is scarce and rate of evapo-transpiration is high. It can help to grow crops, so they can have food.

3. Perennial Canals:- These are linked to dams and barrages and provide water for irrigation. They irrigate a vast area and help the plants to grow better. These supply water throughout the year because of which it is easy for people to live. They can collect water for drinking, cooking, irrigating fields and growing plants properly.

**Description of
Weaker
Responses**

Some of the weaker responses mentioned the types of farming that occur in Pakistan and ignored to mention the methods of irrigation used in Pakistan. Few of them did not understand the question and generally discussed the rain system in Pakistan without specifically mentioning the methods of irrigation and their importance for Pakistan. Moreover, some of the candidates discussed types of farming instead of discussing irrigation methods. Overall, such responses demonstrated limited understanding of the demands of the question.

Image of
Weaker
Response

SMALL SCALE SUBSISTENCE FARMING:

The small scale subsistence farming is small scale farming on small lands. It is usually done for growing crops for self use. It is not for selling to generate any surplus. Sometimes little surplus is generated. It is important. It is important to those people who can't afford the expenses of large scale farming.


LARGE SCALE COMMERCIAL FARMING:

The large scale farming refers to farming on large acres of land for generating especially surplus by selling and exporting it. It is used to ease the food demand of the population. It involves using technology. It also provides employment and foreign exchange from other countries.

LIVESTOCK FARMING:

The livestock farming refers to grazing the animals like sheeps, goats, cows and chickens. They are also used to overcome the population need of milk, meat and eggs. The Pakistan also earn foreign foreign exchange by providing the meat to the gulf countries as the largest meat supplier.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
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Any Additional Suggestion:

Use of pictures is essential to teach this topic as visual clarity helps the candidates to retain the information which is provided to them. Either Videos can be shown, or its pictures can be displayed for a longer period of time in their classroom for the brain to register it. Also, utilisation of subject specific vocabulary such as irrigation, precipitation, etc. should be used for the candidates to connect with them.

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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