

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre on HSSC-II Pakistan Studies Annual Examination 2023

Introduction

This document has been produced for the teachers and candidates of the Higher Secondary School Certificate (HSSC) Part II (Class XII) subject in Pakistan Studies. 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 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.

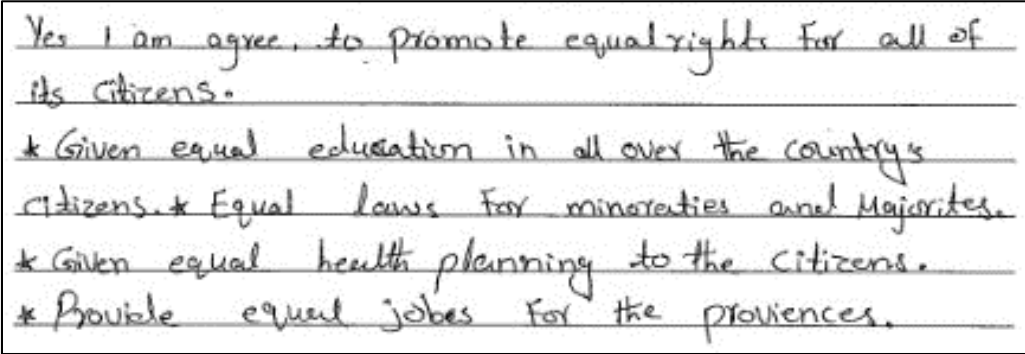
General Comments

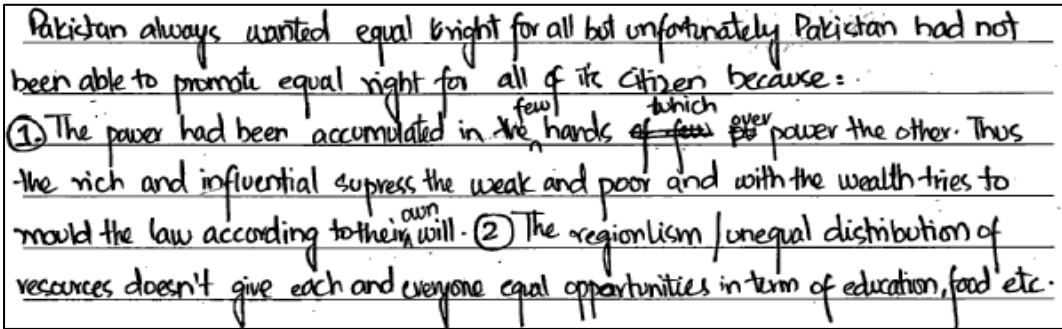
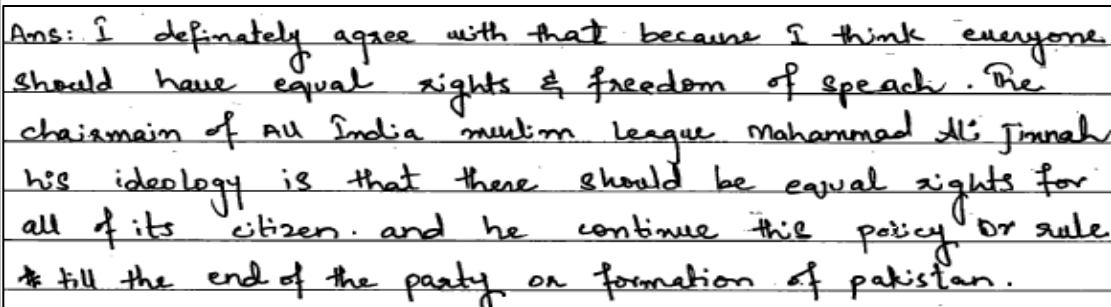
On an average, candidates performed well. They effectively explained why equal rights matter in Pakistan and highlighted the significance of the 1949 Objectives Resolution for the country's constitution. They also correctly mentioned features of Musharraf's local government system and shared logical reasons about education rights enjoyed by the citizens of Pakistan. However, they found it tough to discuss Pakistan's role in making the Organisation of Islamic Conference active. Similarly, candidates struggled to talk about how the relationship between the USA and Pakistan during the Afghan war impacted Pakistan.

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	Pakistan has been able to promote equal rights for all of its citizens. Do you agree or disagree with the given statement? Justify your answer with the help of TWO reasons.
SLO No.	1.2.3
SLO Text	Analyse how Pakistan has been successful in implementing the basic components of its ideology;
Max Marks	3
Cognitive Level	A*
Checking Hints	Give ONE mark for taking a stance. Give ONE mark for each example (TWO required).
Overall Performance	The performance of the entire cohort was up to the mark as the candidates demonstrated a solid grasp of the topic. The question's clarity contributed to their success. The overall performance reflected that the candidates' ability of critical thinking is effectively developed.
Description of Better Responses	The majority of candidates exhibited a thoughtful approach in disagreeing with the statement, providing well-reasoned justifications. They highlighted that while Pakistan acknowledges rights on paper, there are challenges in their practical implementation. Candidates identified concerns related to religious freedom for minorities, gender biasness affecting women's employment and mobility, safety issues for women, and the need for equal rights in disputed regions. Candidates who agreed with the given statements were able to explain their viewpoint by referring to the right to basic needs like food, clothes, shelter, education, and fair treatment in the constitution. Other candidates said that people can go anywhere in Pakistan unless there's a problem with law and order, regardless of their background. Even though Pakistan is Islamic, its constitution gives rights to minorities and treats women equally in jobs and movement. This demonstrates a sound understanding of complex citizenship issues.
Images of Better Response	<p>Image (i):</p>  <p>Yes I am agree, to promote equal rights for all of its citizens.</p> <ul style="list-style-type: none"> * Given equal education in all over the country's citizens. * Equal laws for minorities and Majorities. * Given equal health planning to the citizens. * Provide equal jobs for the provinces.

	<p>Image (ii):</p> 
<p>Description of Weaker Responses</p>	<p>In the majority of weaker responses, candidates referred to Quaid-e- Azam's historic speech during Pakistan's inception, specifically addressing the first Constituent Assembly. By referring to the Quaid's speech, candidates highlighted the significance of the rights that every citizen of Pakistan should enjoy rather than whether the rights are being enjoyed by the citizen or not. However, they were unable to discuss the current situation regarding rights of Pakistani citizens.</p>
<p>Image of Weaker Response</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: Teacher should arrange debate competitions in the respective classrooms. The class should be divided in terms of for and against so that students can present their viewpoints. This not only develops critical thinking but also embeds the value of listening and accepting others' point of opinions.

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

Question No. 2

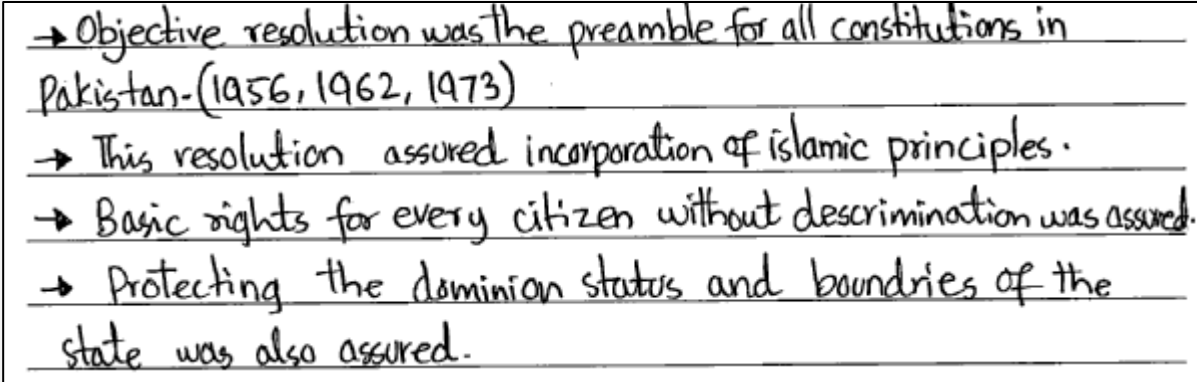

Question Text	Mention in THREE points the importance of the Objectives Resolution 1949 in the constitutional history of Pakistan.
SLO No.	2.2.3
SLO Text	Discuss the significance of Objectives Resolution 1949 in the constitutional development of Pakistan;
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for mentioning each point (THREE required). No mark will be awarded for mentioning the clauses of the Objectives Resolution.
Overall Performance	The overall performance of the entire cohort was praiseworthy. The majority of candidates responded proficiently to the question by mentioning the relevant points of significance of the Objective Resolution 1949 in the constitutional development of Pakistan. However, some candidates encountered difficulty in distinguishing between the features and significance of the Objectives Resolution, choosing to focus on features rather than significances.
Description of Better Responses	Candidates demonstrated a strong understanding of the significance of the Objectives Resolution in shaping Pakistan's constitution. They appropriately highlighted its role as a vital mechanism for achieving national goals and improving the citizens' quality of life. Moreover, the cohort showed a sound grasp of the Resolution's emphasis on Islam's centrality to the nation's polity, acknowledging its link with the freedom movement. Additionally, candidates expressively pointed out the Resolution's promotion of democratic principles, freedom, equality, tolerance, and social justice.
Image of Better Response	
Description of Weaker Responses	Several candidates seemed to have either misunderstood the question or not prepared adequately, as they discussed the features of the Objectives Resolution instead of highlighting its significance in influencing the future constitution of Pakistan.

Image of Weaker Response

•) Sovereignty belongs to Almighty Allah ~~and~~/or the divine Power. (•) Pakistan name should be "Islamic republic of Pakistan".
 •) Pakistan will be a place where democratic leadership will be followed or will do rule.
 •) The President of the state or Pakistan will always be a Muslim.

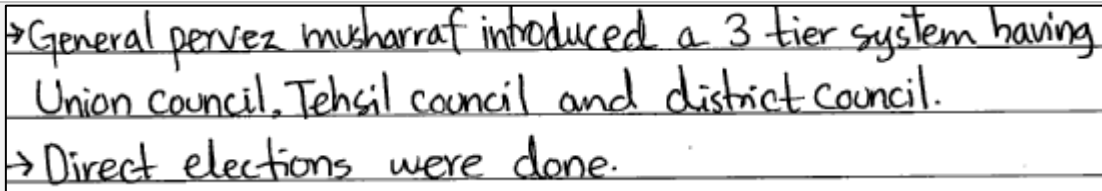
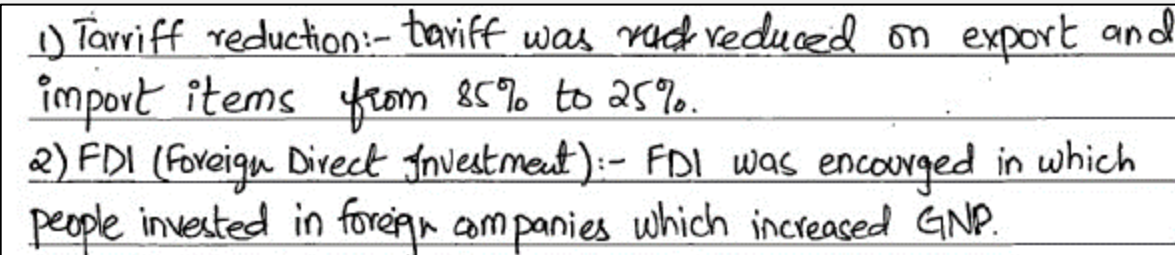
Suggestions for Improvement (Highlighted part)

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 are recommended to encourage candidates to pay attention to keywords like 'features' or 'significance' can help them to approach the question with greater precision. Providing additional practice in question comprehension using past papers and model papers and offering guidance on how to structure responses effectively can improve candidates' ability to demonstrate a thorough understanding of the topic and address the specific requirements of the question.

Question No. 3

Question Text	Mention any TWO features of the local government system introduced by General Pervez Musharraf's government in 2001.
SLO No.	3.2.2
SLO Text	Critique the local government systems introduced by the military rulers Ayub Khan, Zia-ul-Haq and Pervez Musharraf;
Max Marks	2
Cognitive Level	U
Checking Hints	Give ONE mark for mentioning each feature (TWO required).
Overall Performance	The overall performance of the entire cohort was very well. A large number of candidates fulfilled the demand of the question by providing correct features of Musharraf's Local Body System. However, a common error observed was mentioning the number of tiers as 4 instead of 3, which was a feature of Ayub Khan's system.
Description of Better Responses	Candidates displayed a comprehensive understanding of General Pervez Musharraf's local government system introduced in 2001. Their answers pointed out important changes, like getting rid of the district administration system and creating three levels of government: districts, tehsils, and union councils. This change made local elected leaders more powerful and made sure that women and marginalized groups had seats reserved for them. The candidates also said that municipalities had to take care of important things like water, cleaning, and parks. They also understood how money gets shared based on a formula and how taxes are managed better at the local level.
Image of Better Response	 <p>→ General pervez musharraf introduced a 3 tier system having Union council, Tehsil council and district council. → Direct elections were done.</p>
Description of Weaker Responses	A large number of weaker responses deviated from the intended topic by describing General Pervez Musharraf's economic policies instead of the required Local Government features. These responses indicated careless reading of the question.
Image of Weaker Response	 <p>1) Tarriff reduction:- tariff was rad reduced on export and import items from 85% to 25%. 2) FDI (Foreign Direct Investment):- FDI was encouraged in which people invested in foreign companies which increased GNP.</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 	<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 create different forms of local government structures within class and divide responsibilities accordingly. Once that is done, provide them with an opportunity to work on managing small tasks at college. Ask them to then share how the power division affected their work. What should be done to improve it.

Question No. 4

Question Text	Zulfiqar Ali Bhutto (1971-1977) introduced the policy of banning brand names on pharmaceutical products. i. State the TWO reasons for this step. ii. Describe the impact of this decision on the economy of Pakistan?
SLO No.	5.2.3
SLO Text	Analyse these policies in terms of their merits and demerits;
Max Marks	3
Cognitive Level	U
Checking Hints:	Give ONE mark for each valid point (TWO required). Give an additional mark on describing the impact of the decision on the economy.
Overall Performance	Majority of the cohort demonstrated proficiency in addressing the first part of the question. However, some candidates faced challenges while addressing the impact in the second part.
Description of Better Responses	A significant number of candidates provided well-formulated responses, accurately mentioning the reasons behind banning the use of brand names on the pharmaceutical products. They recognised the intent to raise public awareness and address price increases based on brand names while also aiming to stop pharmaceutical monopolies. Likewise in part ii, candidates demonstrated a strong grasp of the economic impact, including the closure of local pharmaceutical companies, resulting in job losses. They also highlighted the consequences of multinational companies limiting their operations, leading to challenges in foreign investments.
Image of Better Response	<p>The image shows a handwritten student response. The first part addresses the reasons for banning brand names, stating that Bhutto nationalized every sector and that brand names depicted ownership of private companies, which was abolished. It also notes that brand names helped in the publicity of private companies, which was against Bhutto's nationalization policy. The second part describes the economic impact, stating that the decision caused an economic crisis as investors stopped investing because their brand names were banned.</p>
Description of Weaker Responses	Weaker responses indicated that candidates misunderstood the question and candidates generally wrote that nationalisation was done to bring everything under government's rule and hence candidates were unable to write the correct reason in part i. In part ii, candidates wrote in general that economy of Pakistan was decreased or increased but they did not write as how it was decreased or increased.


Image of Weaker Response

ii) Firstly the other communities impose tax on those pharmaceutical products, ~~that's why~~ secondly they were ~~are~~ doing misuse of those products, ~~that's why~~ the Zulfikar Ali Bhutto introduced policy of banning brand names.

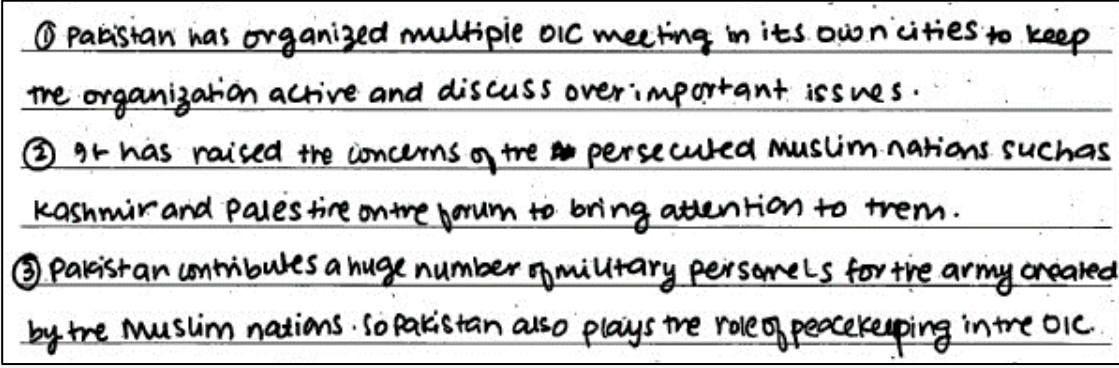
ii. Describe the impact of this decision on the economy of Pakistan? (1 Mark)

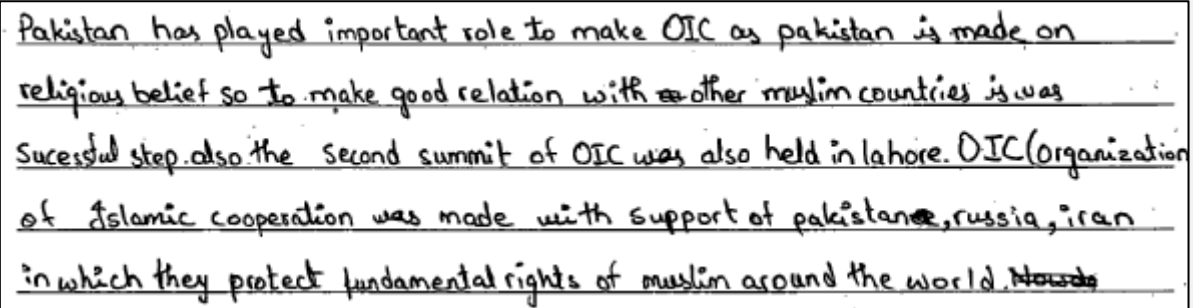
On impact of this decision the economy of Pakistan was decreased day by day.

Suggestions for Improvement (Highlighted part)


How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
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<p>Any Additional Suggestion:</p>		

Question No. 5

Question Text	Mention any THREE roles that Pakistan has played to make the Organisation of Islamic Cooperation (OIC) an active organisation.
SLO No.	7.2.1
SLO Text	Discuss the foreign policy of Pakistan in the given time periods; • 1947-52: Exploration and Friendship with all (Political attitude of Pakistan towards Afghanistan, Iran, China, India, USA and USSR); • 1953-62: Alignment with the West (Military agreements, SEATO, CENTO, Mutual Defence Assistance Agreement 1954); • 1963-71: Pakistan in search of new friends (Separation from the Western block, inclination towards USSR and China, China-Pakistan Border Agreement 1963, Tashkent Agreement 1965, Pakistan joined the RCD (later came to be known as ECO) in 1964); • 1972-79: Bilateralism and non-alignment (withdrawal from Commonwealth, SEATO and CENTO, Pakistan joined the Non-aligned Movement, Islamic solidarity and OIC); • 1980-90: Pakistan as a front line ally of the USA in Afghan War, Pressler Amendment; • 1991-2001: Post-Cold War Era and Pakistan's Dilemmas (rift between Pakistan and the US relations, Disintegration of the USSR and emergence of unipolar world, Brown Amendment 1995)
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for mentioning each role of Pakistan (THREE required).
Overall Performance	The overall performance of the cohort was average. A significant number of candidates predominantly focused on Pakistan's internal matters, particularly Islamisation through incorporation of Islamic laws in 1973 constitution.
Description of Better Responses	Better responses demonstrated a thorough knowledge of candidates about Pakistan's role in OIC. These responses accurately highlighted Pakistan's role as a founding member of the Organisation of the Islamic Cooperation, showcasing its vital contributions to establishing the organisation and its subsidiary organs. Additionally, candidates recognised Pakistan's efforts in hosting numerous conferences and meetings, facilitating institutional infrastructure growth. Moreover, some better responses also focused on Pakistan's support for the Palestinian issue from the platform of OIC, uniting Muslim countries. Furthermore, the role of Pakistan's proposal for the formation of the Commonwealth of Muslim Countries reflected thoughtful consideration of its international engagement.
Image of Better Responses	 <p>① Pakistan has organized multiple OIC meeting in its own cities to keep the organization active and discuss over important issues.</p> <p>② It has raised the concerns of the persecuted Muslim nations such as Kashmir and Palestine on the forum to bring attention to them.</p> <p>③ Pakistan contributes a huge number of military personnels for the army created by the Muslim nations. So Pakistan also plays the role of peacekeeping in the OIC.</p>

Description of Weaker Responses	The candidates' weaker responses indicated that they focused on the Islamic provisions of Pakistan rather than addressing the broader role of the country in the Organisation of the Islamic Cooperation. However, some of them did mention that this organisation has brought unity among the Muslim states, but it was just one point.
Image of Weaker Responses	 <p>Pakistan has played important role to make OIC as pakistan is made on religious belief so to make good relation with other muslim countries is was successful step. also the second summit of OIC was also held in lahore. OIC (organization of Islamic cooperation was made with support of pakistane, russia, iran in which they protect fundamental rights of muslim around the world. Hows</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 	<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 can be divided into groups and asked to present role of Pakistan in different international agencies. While presentation each group would get a set of questions prepared by the teacher regarding the role of Pakistan to be asked by other students. This will lead students towards research element and also create awareness regarding role of Pakistan in multiple internal organisations.

Extended Response Questions (ERQs)

Extended response questions offered a choice between part ‘a’ and ‘b’

Question No. 6a

Question Text	In 2010, the 18th amendment in the constitution of Pakistan gave the right of education to the masses. Do you think this right is being enjoyed by all the citizens of Pakistan thirteen years later? Justify your answer by giving FIVE valid reasons.
SLO No.	2.2.13
SLO Text	Evaluate the practical implementation of these rights in Pakistan.
Max Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for taking the stance. Give ONE mark for each reason (FIVE required).
Overall Performance	More than half of the population attempted this part of the question. A large number of candidates demonstrated their ability to analyse and evaluate the subject matter thoughtfully, offering well-reasoned arguments and insights. However, some candidates explained the importance of education in an individual’s life, which was not the requirement of the question.
Description of Better Responses	Better responses demonstrated strong analytical skills by providing logical justifications for their stances. Candidates correctly highlighted the persisting issue of 22.8 million children being out of school and the lack of increased access due to insufficient developmental investments in education. Additionally, they recognised the adverse effects of increased inflation on child labour and educational opportunities. They also showed a keen understanding of the impact of low-quality education on student motivation.

NO! The right of education has not being enjoyed by all the citizens of Pakistan even after thirteen years dates, this is due to some factor. firstly poverty :- people can't ^{able to} pay fees of their kids which was biggest obstacle in the way of getting education. Secondly not enough funds for building schools by government so lack of school become another issue. The third issue is lack of awareness in backward areas where people are unaware of importance of education fourth is child labouring is where there was poverty and hunger in country so people ~~and~~ engage their children in earning due to this issue still million of children are out of school. Fifth is the banne of women's education in some areas of Pakistan where people are against of girls education whom report of citizens ~~and~~ which ultimately ^{school} me ~~out~~ of


Description of Weaker Responses

Weaker responses revealed ambiguity and lack of clarity in their justifications. Majority of these candidates focused on the importance of education in an individual's life, deviating from the specific demands of the question.

Image of Weaker Response

- * Education is important to all citizens for a live a good life.
- * Education is most important for women because they changed our mind for oldest thought.
- * About Education & changes comes in your language
- * Education is good for manners, advocates and body language.
- * Education getting positive thought.
- * Education is help we live a independent citizen.
- * We teach a Islam.
- * Both parent are not afford the schools fee if schools help the parents and give a ~~star~~ they child free of cost education.
- * Education is best god gift we thankful to Allah I have.

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 are advised to arrange debates or podcast where the students can talk about these issues in front of the college/ class. Also, provide opportunity to other grades' students to raise questions. This approach fosters an inclusive learning environment that values diverse perspectives and empowers candidates to express their opinions constructively.

Question No. 6b

Question Text	During 1980-90, Pakistan became a front-line ally of the USA in the Afghan War. Describe any THREE positive and THREE negative impacts of the given action on Pakistan.
SLO No.	7.2.3
SLO Text	Analyse how the changes in the foreign policy in different time periods impacted Pakistan.
Max Marks	6
Cognitive Level	U
Checking Hints	Give ONE mark for each implication (SIX required). Three points of analysis for positive impact Three points of analysis for negative impact
Overall Performance	The overall performance of this question was weak, as candidates mixed and confused information related to two distinct incidents: the Soviet occupation of Afghanistan and the reaction of Pakistan and the USA from 1979 onwards and American War on Terror after the 9/11 incident in 2001.
Description of Better Responses	In better responses, candidates demonstrated good analytical skills by providing well structured positive and negative impacts of stance taken by Pakistan. They appropriately highlighted the positive implications, including increased funds and economic activity, job opportunities in mainly middle eastern countries leading to higher remittances, and enhanced international prominence for Pakistan. Moreover, candidates recognised the negative impacts in the following points: 1. The significant burden of Afghan refugees on Pakistan's resources. 2. Pakistan encountered challenges in maintaining law and order due to the unchecked movement of weapons. 3. Increase in smuggling and drug trafficking during this period. 4. Rise in the promotion of the Kalashnikov culture. 5. Rise in sectarianism.
Image of Better Response	<p>→ during 1980-90 Pakistan become a front line ally of USA in Afghan war. it has some positive and some ^{negative} impacts</p> <p><u>Positive impacts</u></p> <ol style="list-style-type: none"> 1- Pakistan received a huge military aid. 2- USA removed Sanctions from Pakistan. 3- USA provide Pakistan's military aircrafts and weapons. due to which Pakistan defence become Strong. and more powerful. <p><u>Negative impacts</u></p> <p>→ There are more negative impacts of this war than positive impacts firstly the terrorist organizations which Pakistan and USA combinely made to fight against USSR they now fight against Pakistan due to which Pakistan becomes economically unstable ① relationship b/w other countries (Islamic especially) & get worse. ② after war USA Stopped giving aids to Pakistan due to which Pakistan economy gets becomes unstable which badly effected Pakistan.</p> <p align="center">END OF PAPER</p>

Description of Weaker Responses Weaker responses primarily focused on Pakistan’s relationship with the USA and described the positive and negative impacts of this relationship on both Pakistan and the world. To enhance their performance, candidates can be guided to carefully read and analyse the question to better understand the demand of the question.

Image of Weaker Response

During 1980-1990 Pakistan become a front line ally of USA in the Ag Afghan war. Due to that war Pakistan has positive and negative impacts occur.


positive Impact: The positive impact are following.

1. Our relationship ~~and further~~ become good with USA.
2. If Pakistan need financial support then the USA help us.
3. Start trade system with UK.

Negative Impact: The negative impact are following.

1. Our connection with Afg is break.
2. Due to these ~~to~~ war Pakistan has danger.
3. All the activities ~~with~~ and relationship with Afghan is break.

Suggestions for Improvement (Highlighted part)

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

Teachers are advised to use the following class activity to enhance analytical skills in students: Divide the class into two groups—one focusing on positive impacts and the other on negative impacts. Instruct students to research about the subject content. Guide students to actively participate in discussions by presenting their opinions supported by facts and data. Encourage students to take notes of their discussion points.

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 Pakistan Studies SSC-I E-Marking Notes.

We extend our sincere appreciation to Ms Anita Saleem, Mr Noor Akber, Ms Irfana Imran, Specialists in Humanities at AKU-EB, for taking subject lead during the entire process of e-marking.

We particularly thank to Ms Sandal Imran, Senior Marker, Bai Virbaiji Soparivala Parsi High School and Mr Muqem Ahmed, Senior Marker, Aga Khan Higher Secondary School Karimabad, Karachi, 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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