

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre on HSSC-I Principle of Commerce Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Higher Secondary School Certificate (HSSC) Part I (Class XI) Principle of Commerce. It contains comments on candidates' responses to the 2023 HSSC-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 candidates performed well, and overall, they demonstrated a better understanding of the topics assessed. Most of the candidates performed well on topics related to business organisation and types of commercial organisation. However, the topics related to business organisation, marketing, advertisement, and auxiliaries to trade regarding trade documents will require more attention during teaching and learning as most of the candidates struggled in connecting their understanding in scenario-based questions.

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

DETAILED COMMENTS
Constructed Response Questions (CRQs)

Question No. 1

Question Text	Trade and commerce are considered similar terms and used interchangeably but both have different connotations and meaning. Mention any THREE differences between the given concepts.												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S.NO</th> <th style="width: 45%;">Trade</th> <th style="width: 45%;">Commerce</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>	S.NO	Trade	Commerce	1			2			3		
S.NO	Trade	Commerce											
1													
2													
3													
SLO No.	1.2.3												
SLO Text	Differentiate between a. trade and commerce b. trade and industry c. commerce and industry.												
Maximum Marks	3												
Cognitive Level	U*												
Checking Hints	Give ONE mark for mentioning each point of difference between trade and commerce.												
Overall Performance	The question asked about differentiation between the fundamental concepts of trade and commerce. Overall, most of the candidates performed well on this question, correctly differentiating between trade and commerce, which showcases their firm understanding of the concepts. However, some candidates reflected various misconceptions related to commerce and its auxiliaries to trade (i.e., marketing, warehousing or insurance).												
Description of Better Responses	Better responses included accurate difference in term of definitions, scope considerations, and recognition of commerce as an auxiliary to trade. This level of comprehension reflects their aptitude for recognising and articulating the distinct characteristics of these fundamental business concepts.												
Images of Better Responses	<p>Image (i)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 10%;">S. No.</th> <th style="width: 45%;">Trade</th> <th style="width: 45%;">Commerce</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Trade does not include Auxilleries to trade</td> <td>Commerce include Auxilleries of trade</td> </tr> <tr> <td>2.</td> <td>Trade is the exchange of goods Only</td> <td>Commerce helps in the distribution of goods and Services</td> </tr> <tr> <td>3.</td> <td>narrower scop and less investment needed</td> <td>wider scope and more investment needed</td> </tr> </tbody> </table>	S. No.	Trade	Commerce	1.	Trade does not include Auxilleries to trade	Commerce include Auxilleries of trade	2.	Trade is the exchange of goods Only	Commerce helps in the distribution of goods and Services	3.	narrower scop and less investment needed	wider scope and more investment needed
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3.	narrower scop and less investment needed	wider scope and more investment needed											

Image (ii)

S. No.	Trade	Commerce
1.	It is only concerned with the exchange of goods that is buying and selling.	It includes all the activities that are helpful from for transporting goods from the producer to consumer.
2.	It is a part of commerce and has a narrow scope	It is a part of business and has a wide scope
3.	It only helps in removing human and personal obstacles	It removes all the obstacles of time, place, finance and etc. (Aids to Trade)

Description of Weaker Responses

In weaker responses, it was observed that many candidates struggled to grasp the concept of commerce itself, confusing it with e-commerce. Furthermore, they encountered difficulties in distinguishing between trade and commerce. Additionally, some candidates incorrectly listed similar points in both columns instead of highlighting the differences between trade and commerce.

Images of Weaker Responses

Image (i)

S. No.	Trade	Commerce
1.	Trade is the foreign exchange of good and service	They are based on internet.
2.	It can be international or domestic trade.	People wants to purchase good & service from it.
3.	It is the full fitness of needs & wants.	It give the satisfaction to people E.g. daraz or kareem.

Image (ii)

S. No.	Trade	Commerce
1.	Knows as also auxilarious trade.	Buying & Selling.
2.	Trade structure having any business.	Earning with internet by Commerce.
3.	ability to do one object thing to another.	It helps us to one poor to rich.

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:

Comparative Analysis: Encourage students to compare trade and commerce. Discuss the key features, advantages and challenges associated with each form. This helps in distinguishing between them more effectively.

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

Question No. 2													
Question Text	Give an example of any TWO of the given forms of e-commerce. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Forms of e-commerce</th> <th>Example of business</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>business-to-consumer (B2C)</td> <td></td> </tr> <tr> <td>2</td> <td>consumer-to-consumer (C2C)</td> <td></td> </tr> <tr> <td>3</td> <td>government (administration)-to-citizen (G2C)</td> <td></td> </tr> </tbody> </table>		Forms of e-commerce	Example of business	1	business-to-consumer (B2C)		2	consumer-to-consumer (C2C)		3	government (administration)-to-citizen (G2C)	
	Forms of e-commerce	Example of business											
1	business-to-consumer (B2C)												
2	consumer-to-consumer (C2C)												
3	government (administration)-to-citizen (G2C)												
SLO No.	1.4.2												
SLO Text	Explain forms (module) of e-commerce: * a. business-to-business (B2B) b. business-to-consumer (B2C) c. consumer-to-consumer (C2C) d. consumer-to-business (C2B) e. government (administration)-to-business (G2B) f. business-to-government (administration) (B2G) g. government (administration)-to-citizen (G2C)\;												
Maximum Marks	2												
Cognitive Level	U												
Checking Hints	Give ONE mark for each correct response												
Overall Performance	A significant number of candidates successfully addressed this question by providing accurate examples of e-commerce. It was observed that most of candidates wrote examples of B2C and C2C models rather than G2C. This demonstrates their familiarity with these common forms of electronic commerce.												

Description of Better Responses Better responses reflected a sound understanding of different forms of e-commerce by providing relevant examples in each. It was noteworthy that few of the candidates provided examples in G2C other than typical ones, showing more diverse and comprehensive understanding of this form of e-commerce. This highlights the candidates' ability to think beyond the conventional scenario and to consider less common but equally significant aspects of e-commerce.

Images of Better Responses

Image (i)

Forms of e-commerce	Example of business organisation
Business-to-consumer (B2C)	Food Panda, MNIKE online store.
Consumer-to-consumer (C2C)	OLX, Pak wheel used cars.
Government (administration)-to-citizen (G2C)	

Image (ii)

Forms of e-commerce	Example of business organisation
Business-to-consumer (B2C)	Daraz, Foodpanda
Consumer-to-consumer (C2C)	OLX
Government (administration)-to-citizen (G2C)	

Description of Weaker Responses Weaker responses to the question revealed a lack of understanding of e-commerce business forms, as they provided irrelevant examples for each form. Some of them rather than writing examples, wrote descriptions. Additionally, some candidates mistakenly associated the question with merits and demerits or types of business organisation which was not required.

Images of Weaker Responses

Image (i)

Forms of e-commerce	Example of business organisation
Business-to-consumer (B2C)	
Consumer-to-consumer (C2C)	Merit-commerce in this consumer to another consumer has ideas and they can buy what they want.
Government (administration)-to-citizen (G2C)	Demerit e-commerce Govt. make high taxes and citizen have no choice but to obey, not satisfied.

Image (ii)

Forms of e-commerce	Example of business organisation
Business-to-consumer (B2C)	Sole proprietorship
Consumer-to-consumer (C2C)	Partnership
Government (administration)-to-citizen (G2C)	Welfare - cooperative Society

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

Any Additional Suggestion:

Addressing the challenges in teaching e-commerce business forms effectively requires a well-structured approach that combines clear explanations, practical examples, and interactive activities. Teachers are advised following some activities:

Real-life Examples: Use real-life examples that students can relate to. Showcase well-known companies that fall under each e-commerce category. This helps students visualize and understand the practical application of these concepts.

Interactive Discussion: Engage students in interactive discussions. Encourage them to brainstorm and share their understanding of various e-commerce forms. Correct any misconceptions and clarify doubts.

Use of Visuals: Incorporate diagrams, charts, and infographics to visually represent different e-commerce forms. Visual aids can make complex concepts more accessible and memorable.

Technology Integration: Leverage technology to showcase virtual tours or interactive simulations of different e-commerce platforms. This helps students engage with the concepts in a dynamic way.

By incorporating these strategies, you can create a comprehensive learning experience that addresses the challenges faced by students and helps them develop a clear understanding of different e-commerce business forms.

Question No. 3

Question Text	With reference to joint stock company, elaborate the PRIMARY objective for calling up the following meetings. i. Statutory meeting ii. Annual general body meeting (AGM) iii. Extra-ordinary general meetings (EoGM);
SLO No.	2.12.2
SLO Text	Discuss the following types of shareholder's meetings with reference to their objectives and characteristics: * a. statutory meeting b. annual general body meeting (AGM) c. extra-ordinary general meetings (EoGM)
Maximum Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for each correct objective of the company (THREE required).
Overall Performance	The overall responses to this question yielded an average performance overall. While a few candidates successfully identified the primary objectives of each mentioned meeting type, there appeared to be a general lack of clarity among most candidates. Candidates are required to note that statutory meetings typically occur at the company's inception, and annual general body meetings are routine annual events for discussing company matters. These distinctions might have contributed to some confusion among candidates when describing the primary objectives of each type of meeting.
Description of Better Responses	Most of the better responses were able to describe the types of meetings with reference to their purposes to be called. These responses were clearly able to distinguish them and explain the respective purposes. Candidates mentioned that statutory is call upon the inception while AGM is a routine annual meeting to brief the operational activities and progress with stakeholders. Few candidates were able to write about the EoGM which call on special purposes or discussing any extra ordinary business matter.
Images of Better responses	<p>Image (i)</p> <p>i. Statutory Meeting: <i>It is called up to get all the shareholders together and discuss the objectives of the company. It is compulsory and is held only once.</i></p> <p>ii. Annual General Body Meeting (AGM): <i>It is held annually to get all the shareholders together to discuss the financial reports of the company.</i></p> <p>iii. Extra-ordinary General Meetings (EoGM): <i>It is called by minimum two members with 1/10 of the capital to discuss any pressing matter which requires quick action.</i></p> <p>Image (ii)</p> <p>i. Statutory Meeting: <i>This meeting is the first meeting called to settle companies affairs and take advices from expert.</i></p> <p>ii. Annual General Body Meeting (AGM): <i>It is called once in a year to elect directors, appoint auditors and to review financial report</i></p> <p>iii. Extra-ordinary General Meetings (EoGM): <i>These meeting are held for special events. like to pass resolution or to make changes in memorandum.</i></p>

Description of Weaker Responses	<p>Weaker responses indicated that candidates faced challenges in accurately elaborating the primary objectives of different types of meetings. Many of these responses included objectives that were not central to the purpose of the specific meetings mentioned. Additionally, some candidates focused on the timing of meetings rather than addressing their main goals. Moreover, certain responses contained irrelevant information that did not align with the question's requirements.</p>
Images of Weaker Responses	<p>Image (i)</p> <p>i. Statutory Meeting: <u>When the director gets retired</u> <u>Statutory Meeting is called</u></p> <p>ii. Annual General Body Meeting (AGM): <u>When a director died</u> <u>annual general body meeting is called</u></p> <p>iii. Extra-ordinary General Meetings (EoGM); <u>When director is leaves</u> <u>the partnership Extra ordinary General Meeting is called</u></p> <p>Image (ii)</p> <p>i. Statutory Meeting: <u>It is called first meeting after registration of the company.</u> <u>Before dissolving company 6 months before statutory meeting called.</u></p> <p>ii. Annual General Body Meeting (AGM): <u>It is the meeting which is called under 1</u> <u>year and maximum time for arranging this meeting is 15 months.</u></p> <p>iii. Extra-ordinary General Meetings (EoGM); <u>In this meeting at least 5 people can</u> <u>call the meeting and these 5 shareholders should have 1/10th share at least.</u></p>

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts 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

Additional Suggestion:

Case Studies: Present case studies involving different joint stock company meetings. Analyse how they operate, their target objectives and their strategies. This provides a deeper insight into the practical aspects of these meetings.

Question No. 4	
Question Text	What THREE key features are required to draw a partnership deed?
SLO No.	2.4.1
SLO Text	Describe partnership agreement deed.
Maximum Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark describing each feature (THREE required). All relevant features are acceptable.
Overall Performance	This question was about the partnership deed. Overall, most of the candidates demonstrated their familiarity with the legal and operational aspects of partnerships by identifying and describing features of a partnership deed.
Description of Better Responses	Better responses reflected a solid understanding of the topic by addressing various elements that characterise different forms of partnership. These responses encompassed key aspects related to partnership forms and operations, such as capital investment, profit and loss distribution, admission, and retirement procedures.
Images of Better Responses	<p>Image (i)</p> <ul style="list-style-type: none"> • <u>The Amount of Capital invest by each Partner.</u> • <u>How long the Partnership will last.</u> • <u>Arrangement for absence, retirement of Partners or new Partners</u> • <u>How Profit will be Distributed in each other.</u> • <u>The Partnership Deed Sign two Partners.</u> <p>Image (ii)</p> <p>(1) <u>Amount of capital invested by each partner. (profit sharing ratio)</u></p> <p>(2) <u>rights & duties of partners.</u></p> <p>(3) <u>if any partnership limited to certain period.</u></p> <p>(4) <u>Name of your firm</u></p>
Description of Weaker Responses	Weaker responses reflected a lack of content knowledge regarding partnership deeds. In these responses, candidates misunderstood the nature of a partnership deed and its purpose. Instead of accurately describing its features, some candidates mentioned the types of partnership deeds or even confused the concept with other legal documents.

Images of Weaker Responses

Image (i)

1) equal profit
 2) all have some allowance
 3) and all partner is agreement and loyal partners.

Image (ii)

• If Every Partner is agree to draw a Partnership deed.
 • when few Partners is withdraw in business and that ^{why} draw a Partnership deed.
 • when Partners fight Each other that why also draw a Partnership deed.

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

Any Additional Suggestion:

It is important to clarify the purpose of a partnership deed and ensure candidates understand its role in formalizing the arrangement between partners. Do the activity in the class to make partnership deed by the student for their imaginary business.

Question No. 5

Question Text	<p>Complete the given format of full block style letter by labelling its parts (P, Q, R, S, T, U)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p align="center">P</p> <p align="center">Q</p> <p align="center">R</p> <p align="center">S</p> <p align="center">S</p> <p align="center">S</p> <p align="center">T</p> <p align="center">U</p> </div> <p>P: _____</p> <p>Q: _____</p> <p>R: _____</p> <p>S: _____</p> <p>T: _____</p> <p>U: _____</p>
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SLO No.	7.3.2
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SLO Text	Describe the format (style) of a business letter, i.e.: * a. modified block style b. full block style c. semi-indented style d. Administrative Management Style (AMS) style e. Hanging paragraph (traditional style)
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Maximum Marks	3
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Cognitive Level	U
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Checking Hints	<p>Give ONE mark for the heading and inside address.</p> <p>Give ONE mark for salutation and subject.</p> <p>Give ONE mark for mentioning main body and complimentary closing</p>
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Overall Performance	A significant number of candidates performed well in addressing this question, accurately identifying, and naming the major components or sections of a commercial or business letter. Their responses indicated a clear understanding of the structure and elements typically present in such letters.
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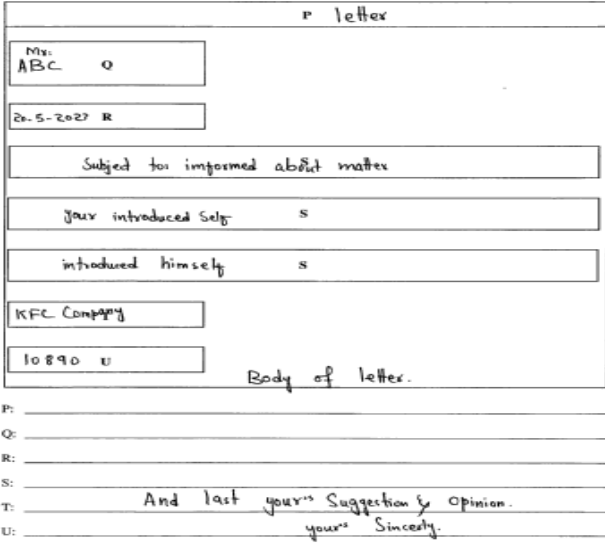
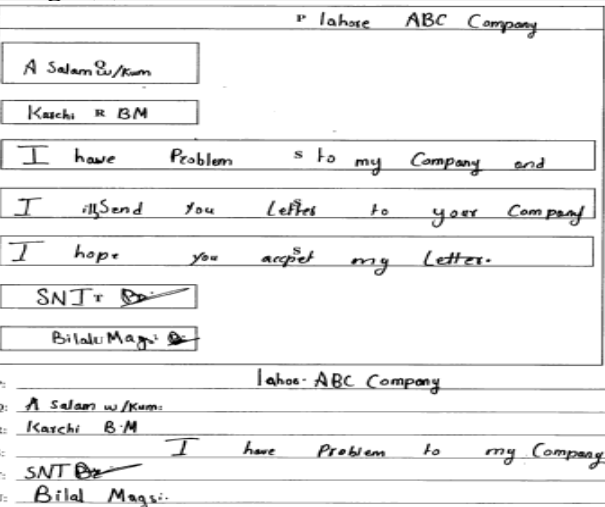
Description of Better Responses	In better responses, candidates accurately labelled all six parts of the letter: heading, inside address, salutation, body, complimentary closing, and signature. This demonstrates their solid grasp of the components that constitute a well-structured letter.
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Images of Better Responses	<p>Image (i)</p> <p>P: <u>Heading / Letter head</u></p> <p>Q: <u>Inside address</u></p> <p>R: <u>Salutation</u></p> <p>S: <u>Body / Paragraph</u></p> <p>T: <u>Complimentary close</u></p> <p>U: <u>Typist initial</u></p>
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	<p>Image (ii)</p> <p>P: <u>Heading</u></p> <p>Q: <u>Inside Address</u></p> <p>R: <u>Salutation</u></p> <p>S: <u>Body Text</u></p> <p>T: <u>Complementary close</u></p> <p>U: <u>Typist's Initial</u></p>
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Description of Weaker Responses

In weaker responses, candidates either misplaced labels or provided descriptions instead of the specific labels required. Candidates wrote "sender address" or "receiver address" instead of accurately labelling them as "heading" or "inside address." This kind of confusion led to marks being deducted from their responses. Another observation was that the candidates were writing irrelevant things which are evident in the given images which means that they did not have any sort of understanding of components of a business letter.

Images of Weaker Responses	<p>Image (i)</p>  <p>P: _____</p> <p>Q: _____</p> <p>R: _____</p> <p>S: _____</p> <p>T: _____</p> <p>U: _____</p> <p>And last your^s Suggestion & opinion. your^s Sincerely.</p> <p>Image (ii)</p>  <p>P: _____</p> <p>Q: _____</p> <p>R: _____</p> <p>S: _____</p> <p>T: _____</p> <p>U: _____</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 	<ul style="list-style-type: none"> • Past paper questions • Discussion on E-Marking Notes

Any Additional Suggestion: Teacher should provide some of the sample letters to the students and ask them to label each component of the letter. For sample letters you can use this link as well <https://templatelab.com/formal-business-letter-format/>

Question No. 6

Question Text	<p>Unique Departmental Store has different sections that deal in different consumer goods. The management has assigned managers to each section. They will work independently, i.e., running their own departments and have various decision-making authorities.</p> <p>i. Identify the office organisational system referred in the above scenario.</p> <p>_____</p> <p>ii. Mention any ONE merit and demerit of the identified system in part i.</p> <p>Merit: _____</p> <p>_____</p> <p>Demerit: _____</p> <p>_____</p>
SLO No.	3.1.8
SLO Text	Compare merits and demerits of centralisation and decentralisation
Maximum Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for identification.

	Give ONE mark for merit. Give ONE mark for demerit.
Overall Performance	The question was about identifying the office organisation system and writing its merits and demerits. Candidates correctly identified the appropriate office organisational system from the provided scenario and demonstrated their understanding by mentioning the relevant merits and demerits of that system. Their responses showcased an application of theoretical knowledge to practical scenarios and exhibited their comprehension of the topic.
Description of Better Responses	In better responses, candidates correctly identified the office organisational system, i.e., decentralised system and provided pertinent merits and demerits of the identified system like efficient management, specialisation etc.
Image of Better responses	<p>i. Identify the office organisational system referred in the above scenario. (1 Mark)</p> <p><u>Decentralized organisational system.</u></p> <p>ii. Mention any ONE merit and demerit of the identified system in part i. (2 Marks)</p> <p>Merit: <u>This method is efficient as it is less timestaking and documents can be found quickly.</u></p> <p>Demerit: <u>There could be an error of duplication and there may be less specialization of staff.</u></p>
Description of Weaker Responses	Weaker responses revealed a lack of comprehension of the provided scenario, resulting in the incorrect identification of the organisational system. The most frequently appearing incorrect responses included 'chain of command' and 'span of command'. Furthermore, this error also led to the inclusion of inaccurate merits and demerits.
Images of Weaker Responses	<p>i. Identify the office organisational system referred in the above scenario. (1 Mark)</p> <p><u>Sole proprietorship.</u></p> <p>ii. Mention any ONE merit and demerit of the identified system in part i. (2 Marks)</p> <p>Merit: <u>Freedom of decision making.</u></p> <p>Demerit: <u>Limited Liabilities.</u></p>

Suggestions for Improvement (Highlighted part)

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

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

Any Additional Suggestion: Teacher can provide different situations pertaining to different organisations and ask the students to identify the system appropriate for that organisation and also to provide reasoning for their choice.

Question No. 7

Question Text	Mention TWO differences between consular invoice and performa invoice.											
	S. No.	Consular Invoice	Performa Invoice									
	1.											
	2.											
SLO No.	4.4.2											
SLO Text	Explain kinds of invoices with reference to its objectives i.e.: * a. proforma invoice b. credit invoice c. debit invoice d. consular invoice											
Maximum Marks	4											
Cognitive Level	U											
Checking Hints	Give TWO marks for each correct difference											
Overall Performance	The question was about the differentiation of Consular and Performa invoice. Generally, most of the candidates correctly differentiated between Consular and Performa invoices. However, few candidates provided incorrect information about the given types.											
Description of Better Response	In better responses, candidates clearly highlighted key differences between the two types of invoices primarily based on their purposes, issuance time and legal status.											
Images of Better Responses	<p>Image (i)</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Consular Invoice</th> <th>Performa Invoice</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>The consular invoice that contain the information of shipment of product and features of product</td> <td>The invoice that contain quantity, name and type of product</td> </tr> <tr> <td>2.</td> <td>It is not an rough invoice. It is permanent</td> <td>It is basically a rough invoice</td> </tr> </tbody> </table> <p>Image (ii)</p>			S. No.	Consular Invoice	Performa Invoice	1.	The consular invoice that contain the information of shipment of product and features of product	The invoice that contain quantity, name and type of product	2.	It is not an rough invoice. It is permanent	It is basically a rough invoice
S. No.	Consular Invoice	Performa Invoice										
1.	The consular invoice that contain the information of shipment of product and features of product	The invoice that contain quantity, name and type of product										
2.	It is not an rough invoice. It is permanent	It is basically a rough invoice										

S. No.	Consular Invoice	Performa Invoice
1.	This invoice is sent by exporter to custom officers of importer, so that according to the details and value of goods mentioned, tax, custom duty and import duty can be charged on importer.	This invoice is sent by seller to buyer before delivery of goods to demand advance payment for the goods to be delivered.
2.	It is required in foreign trade.	It is required in both home and foreign trade.

Description of Weaker Responses

In weaker responses, most of the candidates, provided incorrect information regarding the Consular invoice and Performa invoice and unable to differentiate them correctly.

Images of Weaker Response

Image (i)

S. No.	Consular Invoice	Performa Invoice
1.	Demanded from the exporting country consulate	Permitted from exporter gives this to importer
2.	It is used to check the authenticity of the invoice of the imported good	It is used to check the quantity, price and type of the product imported.

Image (ii)

S. No.	Consular Invoice	Performa Invoice
1.	when you buy good to - Consues to Consues is known as a consular invoice	when you buy good from business like btoc is known as performing invoice
2.	seaiteal	Maxt

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

Any Additional Suggestion:**Question No. 8**

Question Text	<p>Gul has introduced a new product 'flavoured honey' with three different variants but has a limited production capacity and budget constraints. To cater the limitation, she would like to target the niche market segment to be financially secure and gain high returns.</p> <p>With reference to the given situation,</p> <ol style="list-style-type: none">Select a suitable marketing strategy. (Justify your selection with a reason to support).Identify a suitable mode of advertisement. (Justify your selection with a reason to support).
SLO No.	5.4.5
SLO Text	Recommend a suitable marketing strategy and mode of advertisement that will be adopted by a producer for selling a particular product considering the following steps: a. Select marketing strategy b. Identify the mode of advertisement for sales promotion
Maximum Marks	4
Cognitive Level	A
Checking Hints	<ol style="list-style-type: none">Give ONE mark for selecting the marketing strategy and give an additional mark for the reason mentioned for the choice.Give ONE mark for selecting the mode of advertisement and give an additional mark for the reason mentioned for the choice. <p>Note: marketing strategy and mode of advertisement may vary candidate wise, but reason mentioned should defend the choice logically.</p>
Overall Performance	The question was about selecting the suitable marketing strategy and mode of advertisement. Candidates demonstrated a good grasp of the question's requirements by suggesting appropriate marketing strategies along with suitable modes of advertisement based on the given scenario. This indicates that they were able to apply their theoretical knowledge to practical situations effectively.
Description of Better Responses	In better responses, candidates were able to give suitable marketing strategy and provide justifications for that as well. Similarly, their ability to identify an appropriate mode of advertisement and justification to their choice indicates a practical understanding of applying marketing concepts to real-world scenarios. This level of comprehension and application indicates strong grasp of the subject matter.

Images of Better Responses

Image (i)

i. Select a suitable marketing strategy. (2 Marks)

(Justify your selection with a reason to support).

Price Skimming would be most suitable marketing strategy in which product is priced high because consumer will be attracted to product for buying due to its new feature and they'll not care ^{for} prices of other products for a long time. It will help her to recoup investment with high profits.

ii. Identify a suitable mode of advertisement. (2 Marks)

(Justify your selection with a reason to support).

Advertisement through internet would be most suitable for her because it does not cost much, keeping in view her budget constraints. An addition, it will target the market and ~~interest~~ interested consumers by itself in a very short period of time.

Image (ii)

i. Select a suitable marketing strategy. (2 Marks)

(Justify your selection with a reason to support).

Skimming or Discounting Market strategy: She should offer many discounts to consumers that may boost sale of her product that automatically leads to solution or limited production.

ii. Identify a suitable mode of advertisement. (2 Marks)

(Justify your selection with a reason to support).

Perks: as she don't have enough Budget she should use perks that should be effective way to advertise.

Description of Weaker Responses

In weaker responses, candidates struggled to identify the suitable marketing strategy and justify that on the basis of given scenario. Additionally, suggesting modes of advertisement that are not cost-friendly or effective for targeting niche markets reflected a misunderstanding of practical marketing considerations.

Images of Weaker Responses

Image (i)

i. Select a suitable marketing strategy. (2 Marks)

(Justify your selection with a reason to support).

Gul will use price penetration strategy because she is offering a new ~~Bev~~ innovative product that is not different from her competitors so she will charge a high price to ~~cover~~ cost and gain high profit as she only has limited production capacity.

ii. Identify a suitable mode of advertisement. (2 Marks)

(Justify your selection with a reason to support).

Gul will use direct mail advertising as this is cost effective and she has budget constraints. She can send emails to her ~~own~~ customers and by to ~~increase~~ convince them to buy her product.

Image (ii)

i. Select a suitable marketing strategy. (2 Marks)

(Justify your selection with a reason to support).

product marketing is in the situation because in the given situation the new product is been introduced as the name "flavoured Honey" and it is sole proprietorship because one person is the owner of the product of the product and have limited budget.

ii. Identify a suitable mode of advertisement. (2 Marks)

(Justify your selection with a reason to support).

Ads are the suitable mode of advertisement because by the ads all people will be aware of the product all the benefits will be told by the ads and television ads are seen by every people. everyone watches ads and it be helpful for awareing people for the new product.

Suggestions for Improvement (Highlighted part)

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

<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"> Practical Demonstration 	
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Any Additional Suggestion:

To enhance candidates' abilities in such scenarios, it might be beneficial to focus on more examples, case studies (<https://www.activecampaign.com/blog/marketing-case-study-examples>) and discussion in the classroom that help them connect theoretical concepts with real world applications.

Question No. 9

Question Text	With reference to mode of finance, identify the mode of Islamic finance in the given scenario.		
	S.No	Scenario	Mode of Business Finance
	1	Amin is teacher in a private school. He has established a mutual fund group with the help of his colleagues who have contributed equally in it. The fund will provide compensation to the members in terms of any health emergency or family support.	
	2	Babar and Jahangir agreed on setting up a general store. Babar will bear all the investment and Jahangir will be responsible for operating the store. The profit and loss distribution will be based upon equal shares.	
	3	Asma and Karima have recently completed their graduation in software development. They mutually agreed to form a software house on their own, manage the business and arrange capital.	
SLO No.	6.5.9		
SLO Text	Recommend a suitable mode of Islamic finance that will be adopted by a business under any scenario.		
Max Marks	3		
Cognitive Level	U		
Checking Hints	Give ONE mark for each correct mode of finance.		
Overall Performance	The success rate of this question indicates that many candidates encountered difficulties in relating their understanding to real-life contexts, resulting in suboptimal scores.		
Description of Better Response	In better responses, candidates correctly identified all three modes of Islamic finance, i.e., <i>Takaful</i> , <i>Modarabas</i> and <i>Musharka</i> in each scenario 1, 2 and 3 respectively. This demonstrates their ability to connect their knowledge of Islamic finance with the corresponding real-life scenarios.		

Image of Better Response	S.No	Scenario	Mode of Business Finance
	1	Amin is teacher in a private school. He has established a mutual fund group with the help of his colleagues who have contributed equally in it. The fund will provide compensation to the members in terms of any health emergency or family support.	Takaful.
	2	Babar and Jahangir agreed on setting up a general store. Babar will bear all the investment and Jahangir will be responsible for operating the store. The profit and loss distribution will be based upon equal shares.	Mudharabah
	3	Asma and Karima have recently completed their graduation in software development. They mutually agreed to form a software house on their own, manage the business and arrange capital.	Musharakah

Description of Weaker Response Weaker responses exhibited confusion by interchanging their responses to the elements, revealing their inadequate grasp of the provided finance models. Their challenges either stemmed from misconceptions or an inability to establish connections and fully comprehend the scenarios. Consequently, these issues led to answers that were either unrelated or lacked specificity.

Images of Weaker Responses	Image (i)		
	S.No	Scenario	Mode of Business Finance
	1	Amin is teacher in a private school. He has established a mutual fund group with the help of his colleagues who have contributed equally in it. The fund will provide compensation to the members in terms of any health emergency or family support.	loan from government.
	2	Babar and Jahangir agreed on setting up a general store. Babar will bear all the investment and Jahangir will be responsible for operating the store. The profit and loss distribution will be based upon equal shares.	loan from bank.
3	Asma and Karima have recently completed their graduation in software development. They mutually agreed to form a software house on their own, manage the business and arrange capital.	loan from family	
Image (ii)			
S.No	Scenario	Mode of Business Finance	
1	Amin is teacher in a private school. He has established a mutual fund group with the help of his colleagues who have contributed equally in it. The fund will provide compensation to the members in terms of any health emergency or family support.	Self insurance	
2	Babar and Jahangir agreed on setting up a general store. Babar will bear all the investment and Jahangir will be responsible for operating the store. The profit and loss distribution will be based upon equal shares.	Partnership	
3	Asma and Karima have recently completed their graduation in software development. They mutually agreed to form a software house on their own, manage the business and arrange capital.	Partnership	

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
<p>Additional Suggestion: Islamic financing concepts can be explained by listing all features of islamic banking on one side and then highlight the features for each different type. This way they will be able to not only understand as well as differentiate between them.</p>		

Extended Response Questions (ERQs)

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

Question No. 10a	
Question Text	<p>Multinational Companies (MNCs) bring business in developing countries and provide them with multiple financial opportunities, but it also has its own consequences.</p> <p>With reference to the given statement, discuss any THREE potential benefits OR THREE drawbacks of MNCs.</p>
SLO No.	2.14.2
	Discuss potential benefits (i.e. jobs, exports, increased choice, investment) and potential drawbacks (i.e. reduced sales of local businesses, repatriation of profits) to a business of becoming a multi-national\;
Maximum Marks	7
Cognitive Level	U
Checking Hints	<p>Give ONE mark for mentioning ONE potential benefits OR drawbacks of MNC (THREE required).</p> <p>Give ONE mark for justifying each benefit or drawback (THREE required).</p> <p>Give ONE mark for overall connecting it to the statement and connecting to the lens of a developing economy. Answer may vary candidate to candidate.</p>
Overall Performance	Majority of candidate attempt this question, the question addressed the role of Multinational companies (MNCs) in the economy and allowed candidates the flexibility to discuss either their potential benefits or drawbacks. It was evident that most of the candidates chose to focus on highlighting the potential benefits of MNCs to an economy, rather than discussing their drawbacks.
Description of Better Response	<p>The better responses in this question demonstrated a deep understanding of multi-national companies and its implications, mentioned well-justified reasoning for each point discussed. These responses reflected strong analytical skills and the ability to bridge theoretical knowledge with practical applications.</p> <p>Most notably, better responses emphasised potential benefits such as increased investment and capital inflow, technological transfer, innovation, increased exports, and the transfer of skills from developed to underdeveloped regions due to globalisation. Furthermore, some candidates delved into the drawbacks, particularly highlighting resource exploitation and the growing dependency and dominance of developed countries.</p> <p>Some of the candidates went even further, touching upon the cultural and social impacts of MNCs, showcasing an in-depth understanding of the subject matter. Notably, a few outstanding responses also stressed the importance of balancing these benefits and drawbacks in the overall assessment of MNCs' impact on an economy.</p>

<p>Image of Better Response</p>	<p>Multi-National Companies play a very important Role in the development of a developing country. MNCs can be beneficial in a lot of different way. For example: Multi National companies</p> <ol style="list-style-type: none"> ① Creates employment opportunities for a lot of people living unemployed in the country this can lead to decrease in poverty. It can also ② Increase living standards of the people living in the country, people will get employed and they will pay people more which will increase the living standards, this also leads to increase/ growth in the Gross Domestic product of a developing country. ③ Lastly, It also benefits the society by providing them with the best quality products, The production of the MNCs is very high which leads to better product quality and cheap prices of the good. These were the benefits of the Multi-National companies in a developing country.
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Description of Weaker Responses In weaker responses, candidates mistakenly focused all three points either benefits or drawbacks ignoring the perspective of developing countries. Conversely, a few candidates attempted to cover both benefits and drawbacks, but failed to provide in-depth elaboration on any specific point, resulting in incomplete responses.

<p>Image of Weaker Response</p>	<p>Three Potential business.</p> <ol style="list-style-type: none"> 1) It has good for others. 2) People catching and making the name. 3) People give and receive dua for those. 3) The others will able to do some work. <p>Three Drawbacks of MNCs.</p> <ol style="list-style-type: none"> 1) Some difficulties. 2) Supportress 3) Issue of poor people's feedback with bad res. like someone give bad feedback.
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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 	<ul style="list-style-type: none"> • Story Board • Cause and Effect • Fish and Bone 	<ul style="list-style-type: none"> • Past paper questions • Discussion on E-Marking Notes

<ul style="list-style-type: none"> Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Concept Mapping Audio Visual resources Think, Pair and Share Questioning Technique (Socratic approach) Practical Demonstration 	
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Any Additional Suggestion: Teacher can use Venn Diagram approach to illustrate the functions of MNC and then connect it with developing countries and developed countries, there will be functions that will come under same area and there will be function which will come under different areas. Similarly, this can be done for impacts as well.

Question No. 10b

Question Text	<p>KK departmental store is extending their product range and is launching its readymade garments section.</p> <p>The store management finalised the following promotional deals for perspective costumers:</p> <ul style="list-style-type: none"> 15% overall discount of each purchase value of more than Rs 10,000 15% flat discount on all items of knitwear section Complementary tie pin on purchase of ties <p>Draft a promotional e-mail to all users (consumers) to inform them about the new section.</p>
SLO No.	7.4.24
SLO Text	Draft 'business e-mail' with the necessary details for different business scenarios
Maximum Marks	7
Cognitive Level	A
Checking Hints	<p>Give ONE mark for the subject line.</p> <p>Give ONE mark for the introduction.</p> <p>Give ONE mark for correct use of tenses (at least 3 errors)</p> <p>Give ONE mark for correct use of spelling (at least 3 errors)</p> <p>Give ONE mark for correct use of subject-verb agreement (at least 3 errors)</p> <p>Give ONE mark for mentioning the packaging changes.</p> <p>Give ONE mark for concluding remarks.</p> <p>Note: Ignore at least 3 errors in tenses, spelling and subject-verb agreement.</p>
Overall Performance	A significant number of candidates exhibited their aptitude for business correspondence by composing a business e-mail based on the provided scenario, considering the given facts, and making appropriate assumptions.
Description of Better Responses	In better responses, candidates successfully adhered to the correct email format, including essential components such as the recipient's email address, CC field, subject line, salutation, and a proper closing with a complementary close and signatures. Furthermore, their email

	bodies were well-structured, incorporating appropriate bullet points and content, along with a suitable conclusion.
Image of Better Response	<p>From: KK departmental store@xyz.com BCC: abc@xyz.com, ysl@xyz.com, hrs@xyz.com, nbu@xyz.com</p> <p>Date: November 19, 2020</p> <p>Subject: New Exciting Offers</p> <p>Dear Customers,</p> <p>On our 10th anniversary, we are delighted to announce the launch of our new "Ready made Garment Section". which include both infants and adults clothing. To make your winters warm and fashionable you can come and avail multiple discounts offers. Like Some of which are: 15% discount on purchase value of 10,000, 15% flat discount on footwear and complimentary pin on purchase of pin. We will be delis happy to see you come and enjoy these offers. Regards, KK departmental store END OF PAPER</p>
Description of Weaker Responses	In weaker responses, most candidates opted for an e-mail format resembling a letter; however, a significant portion of them failed to incorporate the specified bullet points provided in the scenario. Some candidates neglected to actively pursue customers regarding the mentioned deals. Additionally, certain e-mails solely contained the body of the message, while other responses solely comprised the description.
Images of Weaker response	<p>• If new section start then all users send email & sms to all consumers and inform a new section is started and also give • Item wise discount of each value and also advertisement in local newspaper, social media account and billing board • If all consumers know their product they will get many of users as consumers. • and I see this paragraph and my concept are clear.</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 	<ul style="list-style-type: none"> Story Board Cause and Effect 	<ul style="list-style-type: none"> Past paper questions

<ul style="list-style-type: none"> • 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"> • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration 	<ul style="list-style-type: none"> • Discussion on E-Marking Notes
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Any Additional Suggestion:

Teachers can show e-mail samples to the students pointing out the basic features and then practicing with students to write e-mail for multiple purposes. Teachers can use the given link for accessing sample emails <https://blog.appsumo.com/business-email-examples/>.

Annexure A: Pedagogies Used for Teaching the SLOs

Pedagogy: Storyboard

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

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

Pedagogy: Cause and Effect

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

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

Pedagogy: Fish and Bone

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

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

Pedagogy: Concept Mapping

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

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

Pedagogy: Audio Visual Resources

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

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

Pedagogy: Think, Pair, and Share

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

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

Pedagogy: Questioning Technique (Socratic Approach)

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

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

Pedagogy: Practical Demonstration

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

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

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

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