

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre SSC-II Pakistan Studies Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Secondary School Certificate (SSC) Part II (Class X) Pakistan Studies. It contains comments on candidates' responses to the 2023 SSC-II Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses which support the mentioned comments. Please note that the descriptive comments represent an overall perception of the better and weaker responses as gathered from the e-marking session. However, the candidates' responses shared in this document represent some specific example(s) of the mentioned comments.

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that requires candidates to respond by integrating knowledge, understanding and application skills they have developed during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfil the demand of the question.

Candidates need to be aware that the marks allocated to the questions are related to the answer space provided on the examination paper as a guide to the length of the required response. A longer response will not in itself lead to higher marks. Candidates need to be familiar with the command words in the SLOs which contain terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the command words. Words such as 'how', 'why' or 'what' may also be used.

General Observation

On an average, the cohort in SSC-II Pakistan Studies Annual Examinations 2023 revealed candidates performed well in opinion-based questions, such as the one on Gwadar Port's development in Balochistan, and excelled in discussing historical government policies, like Zia-ul-Haq's reforms. They demonstrated a strong understanding of key initiatives like denationalisation, land reforms, Zakat and Ushr introduction. On the other hand, many candidates faced challenges in interpreting graphs, particularly in question 2, which involved estimating Pakistan's 2099 population and assessing its nutritional impact. They deviated from the task, discussing general population growth reasons and effects, neglecting the nutrition aspect. Some even mentioned unrelated consequences like reduced child labour, early marriages, and inflation rates.

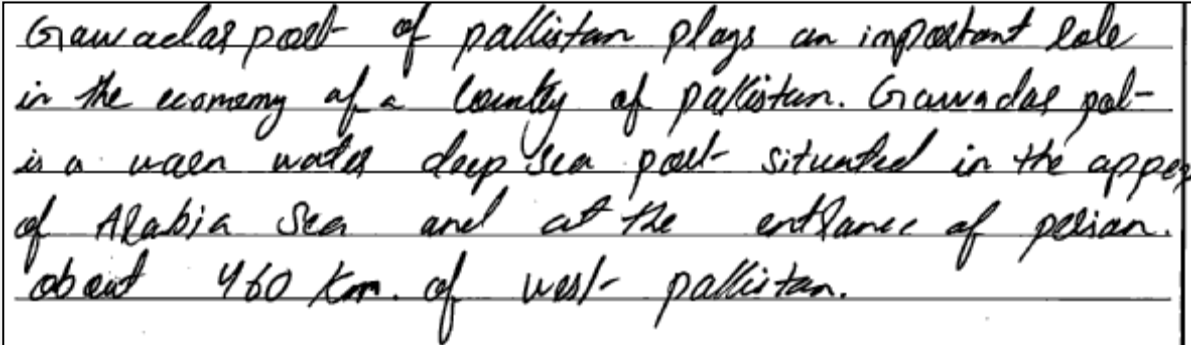
Note: Candidates' responses reproduced in this report have not been corrected for grammar, spelling, format, or information.

DETAILED COMMENTS
Constructed Response Questions (CRQs)


Question No. 1	
Question Text	Do you think Gwadar port will bring economic development to Balochistan? Justify your answer with two reasons.
SLO No.	6.3.4
SLO Text	Assess the feasibility of development of Gwadar port and its importance in the economic development of Pakistan.
Max Marks	3
Cognitive Level	A*
Checking Hints	Give ONE mark for taking a stance. Give One mark for justification (TWO required). Award ONE mark for stance even if the justification is not correct.
Overall Performance	The overall performance of the cohort in this question was good. Most candidates focused on the topic and provided well-structured arguments with relevant examples to support their viewpoints. By clearly stating their agreement or disagreement with the given statement, they avoided ambiguity and showcased a more cohesive understanding of the subject matter. However, it is essential for future candidates to adhere to the instructions provided, emphasising the impact on Balochistan's economy while avoiding discussions of Pakistan or China. This would ensure a more comprehensive and targeted approach to the question, leading to improved performance in their responses.
Description of Better Responses	Majority of the candidates showing better performance adopted a stance expressing their agreement with the given statement. They have expressed their viewpoints on the impact of Gwadar Port on the economic development of Balochistan. Common among these views included promotion of industrialisation, creation of employment opportunities, development of infrastructure, promotion of tourism, skill development, etc. Their responses showcased well-structured arguments, each accompanied by relevant examples illustrating the port's potential benefits
Image of Better Response	<p>• Gwadar port has the potential to become a hub for commercial activities in Asia. It will attract local and foreign investors to set up industries and hence an industrial zone which will offer several job and self-employment opportunities to the people.</p> <p>• The development of the port will lead to the government of Balochistan earning transit revenue and will result in the development of roads, buildings, educational institutions etc and so a better standard of living for the people of Balochistan.</p>

Description of Weaker Responses In weaker responses, candidates often centered their arguments on the impact of Gwadar Port on the economies of Pakistan and China. However, it was crucial for all candidates to primarily focus on the impact on Balochistan's economy, rather than discussing Pakistan or China. Additionally, some candidates emphasised the physical features of Gwadar Port rather than discussing its economic significance, missing the key requirement of the question.

Image of Weaker Response



Suggestions for Improvement (Highlighted part)

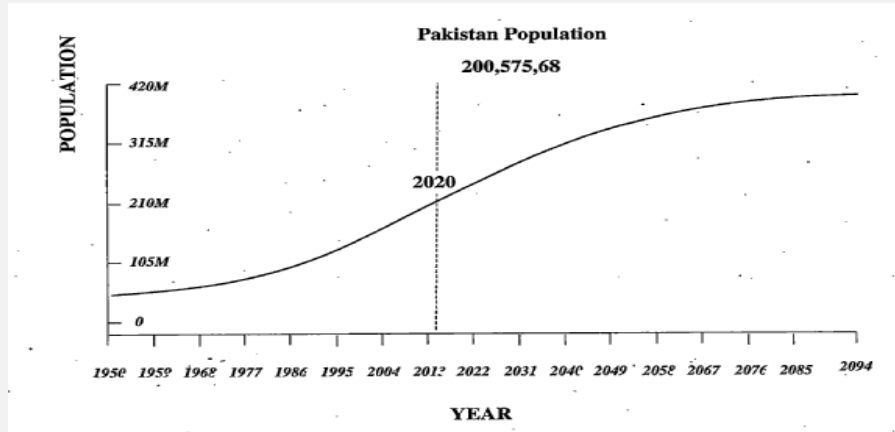
How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
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Additional suggestion:
Engage students in role play in which they take on the roles of policymakers and economists tasked with evaluating the pros and cons of investing in Gwadar Port. Provide data and resources for them to analyse, such as information on the port's location, potential trade routes, economic impact studies, and infrastructure requirements. Involve students work in groups to create a comprehensive report or presentation that outlines the feasibility of the project and its potential significance for development of Balochistan, Pakistan and China.

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

Question No. 2

Question Text Study the given graph



With the help of the given graph

- i. Deduce the estimated population of Pakistan for the year 2099.
- ii. Evaluate how the nutritional level of the people be affected with the expected population of Pakistan in 2099.

SLO No. 7.1.2, 7.2.1

- SLO Text**
- Interpret graphs and statistics illustrating birth rates, death rates and the rates of natural increase in population in Pakistan as well as areas within Pakistan;
 - Analyse the impact of population growth on education, health, and nutrition levels of the people of Pakistan;

Max Marks 3

Cognitive Level A

- Checking Hints**
- i. Give ONE mark for writing correct estimated population.
 - ii. Give ONE mark for writing each impact (TWO required)
- All relevant answers are acceptable.

Overall Performance Overall, the candidates demonstrated a varied performance in this question. Most candidates interpreted the given graph with rightly predicting Pakistan’s population in 2099. They deduced the expected estimated population and analysed its impact on nutritional well-being of the people. Contrary to it, the weaker responses reflected the challenges the candidates faced while interpreting the graph. Their discussion on population growth deviated from the requirements of the question.

Description of Better Responses The candidates who performed well on this question read the given graph and correctly deduced the 420 million people as estimated population of Pakistan in 2099. Moreover, the candidates specifically discussed the potential consequences such as insecurity of food, nutrient deficiency, imbalance in diet, lack of access to clean drinking water, etc. caused by high population on the nutritional status/ nutritional value of the people in 2099.

Image of Better Response

Part (i).

The population will be double of what it's today, and will reach approximately 420 Million.

Part (ii).

• There will be a shortage of food and so the required nutritional values for an individual won't be fulfilled. This will result in malnutrition or low nutritional level, and hence weak immune systems.

Description of Weaker Responses

The candidates who did not perform well struggled to interpret the graph correctly. They wrote about reasons behind population growth and its effects on the country which was not a requirement. They also overlooked the specific impact on nutritional levels/ values/ status. Some responses erroneously cited reduction in child labour, early marriages, and inflation rates as consequences of population growth, which are, in fact, unrelated effects.

Image of Weaker Response


Part (i).

⇒ Estimated Population of Pakistan for the Year 2099 is 315m bcz from 2094 population Ratio is decreasing.

Part (ii).

The Nutritional level of the people be affected with the expected population of the Pakistan in 2099 is the Child Labour will decrease, Early marriages will stop, Inflation Rate decrease in 2099.

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> 

Additional suggestion:

Incorporate hands-on activities where students analyse real-world data through graphs and statistics. Provide graphs illustrating birth rates, death rates, and natural increase for Pakistan and its regions. Then, guide students in drawing conclusions about population trends. Following this, delve into case studies to explore the direct consequences of population growth on education, health, and nutrition in Pakistan. Encourage critical thinking by discussing how increased population affects school capacity, healthcare services, and food resources. This practical approach empowers students to comprehend population dynamics and its multifaceted impact on society. Teachers can take help for graphs from the following link: <https://www.pbs.gov.pk/>


Question No. 3

Question Text	Describe any THREE economic reforms initiated by General Zia-ul-Haq 1977-88.
SLO No.	8.5.2
SLO Text	Discuss the reforms introduced by General Zia-ul-Haq (privatisation, Islamisation) and their impact on Pakistan;
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for mentioning each step (THREE required).
Overall Performance	The cohort's overall performance displayed a range of understanding regarding General Zia ul Haq's economic reforms. While some candidates covered all three key initiatives, including reversing nationalisation, implementing land reforms, and introducing Zakat and Ushr, others focused solely on the process of Islamisation, without mentioning important elements such as Zakat, Ushr, privatization, and the reversal of land reforms.
Description of Better Responses	The candidates who performed well, demonstrated an understanding of General Zia ul Haq's economic reforms, notably highlighting two key initiatives such as the reversal of nationalisation, land reforms, and the introduction of Zakat and Ushr. However, it was noted that major part of the cohort only mentioned two reforms and struggled to mention the third part.
Image of Better Response	
Description of Weaker Responses	The weaker responses across the cohort lacked adequate descriptions of General Zia ul Haq's economic reforms. Many candidates focused on the process of Islamisation without mentioning crucial aspects like Zakat, Usher, privatisation, and reversal of land reforms. Additionally, some attributed economic reforms to General Ayub Khan. To improve, the candidates should elaborate on General Zia ul Haq's specific economic policies, incorporating all relevant reforms and ensuring accuracy in historical references.

Image of Weaker Response

General Zia-ul-Haq initiated many reforms some of them included, farmers would be allowed to have 500 acres as irrigated land and 1000 acres as unirrigated land, the Inflation rate decreased from 6% to 2.5%. Moreover, 22 rich families were taking part to increase the economic structure of Pakistan.

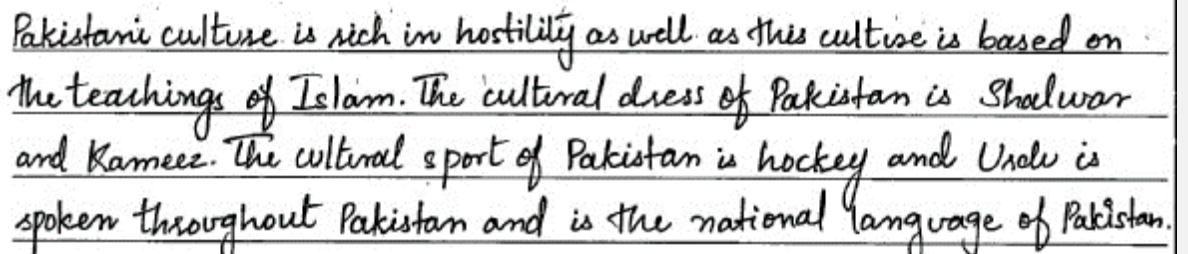
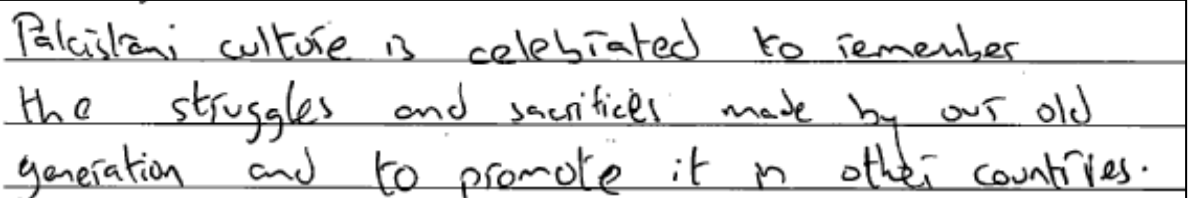
Suggestions for Improvement (Highlighted part)

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

To teach the content about General Zia-ul-Haq's reforms (privatisation and Islamisation) and their impact on Pakistan, the teachers can conduct a role-playing activity. Divide the class into groups, assigning each group a specific reform to research and represent. Encourage them prepare arguments, both in favor and against, for the assigned reform. Then, organise a debate where each group presents their findings and arguments to the class, simulating the historical context and controversies surrounding these reforms.

Question No. 4

Question Text	Describe any TWO characteristics of Pakistani culture.
SLO No.	9.1.2
SLO Text	2
Max Marks	U
Cognitive Level	Identify the major features of Pakistani culture and society;
Checking Hints	Give ONE mark for describing each feature (TWO required)
Overall Performance	The overall performance of the cohort in addressing the specific features of Pakistani culture was good. Majority of the candidates effectively described two distinct cultural features of Pakistan, either through headings followed by detailed descriptions or directly mentioning them. They demonstrated a clear understanding of the question's requirements and provided relevant content to support their responses. On the other hand, weaker responses did not mention or show any description of any specific cultural features, with some candidates deviating into discussions on cultural celebrations and promotion, which were not relevant to the question. To improve performance, future candidates should focus on providing precise and relevant characteristics of Pakistan's culture as specified in the question.
Description of Better Responses	In the overall better performance, a significant portion of the cohort effectively addressed the question by describing two specific characteristics of Pakistan's culture such as Islam as dominant religion, lingual diversity, Shalwar Kameez as dominant dress code, etc., thereby achieving full marks. While some students provided headings of the characteristics followed by detailed descriptions, others just listed the characteristics.
Image of Better Response	 <p>Pakistani culture is rich in hostility as well as this culture is based on the teachings of Islam. The cultural dress of Pakistan is Shalwar and Kameez. The cultural sport of Pakistan is hockey and Urdu is spoken throughout Pakistan and is the national language of Pakistan.</p>
Description of Weaker Responses	In weaker responses, the candidates did not describe any specific cultural features of Pakistan. Many mentioned the importance of cultural celebrations and promotion which were not a requirement of the question.
Image of Weaker Response	 <p>Pakistani culture is celebrated to remember the struggles and sacrifices made by our old generation and to promote it in other countries.</p>

Suggestions for Improvement (Highlighted part)

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

To better teach the major features of Pakistani culture and society, instructors can use a structured approach. Begin with an overview of key aspects such as religion (Islam), linguistic diversity, traditional attire (shalwar kameez), and cuisine (e.g., biryani). Teachers can enhance the learning experience by incorporating multimedia resources, inviting guest speakers, and organising cultural events to immerse students in the study of Pakistani culture and society.

Encourage critical thinking by discussing the historical, regional, and social factors that have shaped these features.

Question No. 5

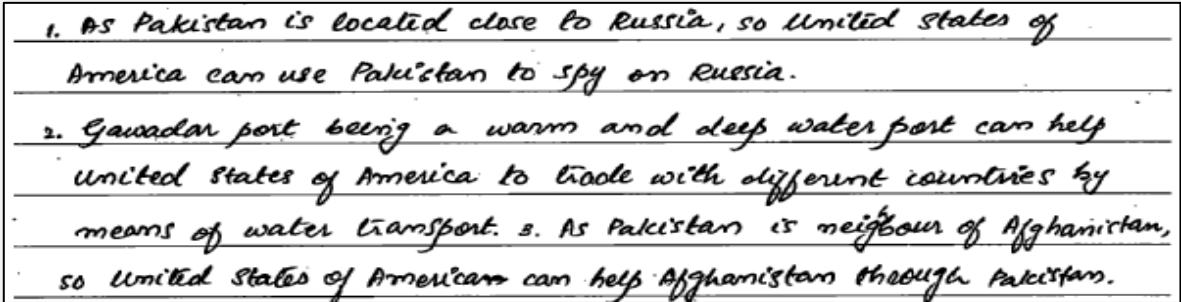

Question Text	Describe any THREE benefits that the United States of America can reap from its friendship with Pakistan
SLO No.	10.2.1
SLO Text	3
Max Marks	Describe Pakistan's relationship with China, USA, Saudi Arabia, Iran, and India with reference to strengths and issues;
Cognitive Level	U
Checking Hints	Give ONE mark for describing each point (THREE required).
Overall Performance	The overall performance of the cohort displayed a noticeable variation. Candidates who performed well, demonstrated a clear grasp of the benefits reaped by the USA from its relations with Pakistan. Their responses reflected an awareness of geopolitical dynamics by recognising the leverage the USA holds over Iran and China through its positive ties with Pakistan. Additionally, their acknowledgment of the significance of USA's textile imports from Pakistan reflected an understanding of the demand for Pakistani garments in the USA market. On the contrary, many responses of candidates also indicated a limited understanding of the relationship, focusing solely on Pakistan's benefits without considering the potential advantages for the USA. The lack of understanding of the question's content was evident in their responses.
Description of Better Responses	Those performing well in the question demonstrated a clear understanding of the benefits the USA can gain from its relations with Pakistan. Common merits mentioned by the candidates included support from Pakistan to keep an eye on China, Russia, Iran etc., using Pakistani ports for trade with landlocked countries, Surveillance on Afghanistan, etc. The recognition of the potential leverage the USA holds over Iran and China among others through its positive association with Pakistan indicates an awareness of geopolitical dynamics.
Image of Better Response	
Description of Weaker Responses	The weaker responses within the cohort demonstrated limited understanding of the USA-Pakistan relationship, focusing solely on the benefits reaped by Pakistan such as having good relationship with a superpower, taking loans, export of textile products, etc. The candidates overlooked the potential advantages the USA could obtain from its relations with Pakistan. The lack of analysis regarding the USA's interests and gains from the bilateral ties signifies a lack of understanding the content. The candidates also seem to have responded without an understanding of the question.

Image of Weaker Response

The three benefits that the United States of America can reap from its friendship with Pakistan because America is a so powerfull ^{country} and Pakistan is not much powerfull Pakistan have alot of pending loan from America and also other countries. and also many other reason of America can reap from its friendship with Pakistan.

Suggestions for Improvement (Highlighted part)

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

Additional suggestion:

To teach Pakistan's relationships with China, USA, Saudi Arabia, Iran, and India in terms of strengths and issues, employ a comparative analysis approach. Begin with an overview of each relationship, highlighting strengths such as economic cooperation, strategic alliances, or cultural ties. Then discuss the associated issues, like political disagreements, regional conflicts, or economic imbalances. Engage students in role-playing exercises and debates to foster critical thinking and an understanding. Encourage students to examine the geopolitical context and historical factors that shape these relationships. This technique promotes a comprehensive grasp of Pakistan's intricate foreign relations.

Extended Response Questions (ERQs)

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

Question No. 6a	
Question Text	Ahad exports life-saving drugs. He has to export these drugs in a short span of time from Pakistan to Sudan, Africa In your opinion, which mode of transportation should he prefer? Support your answers with FIVE merits of transportation.
SLO No.	6.3.2
SLO Text	Assess the advantages and disadvantages of road, rail, air, and water transport within or outside Pakistan for both goods and people;
Max Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for identifying the correct mode of transportation. Give ONE mark for appraising each advantage (5 required).
Overall Performance	This question was part of a choice question. Almost half of the candidates attempted it. The overall performance of the candidates in this question showcased a varied level of understanding regarding Ahad's preferred mode of transport. Some candidates demonstrated complete grasp by correctly identifying air transport and providing well-reasoned justifications for its suitability in Ahad's case. However, a section of the cohort struggled to identify the appropriate mode. This indicates a need for improvement in their analytical skills and comprehension of the context. For future assessments, it is essential for all candidates to thoroughly analyse the given information and draw informed conclusions, ensuring a more consistent and comprehensive performance across the board.
Description of Better Responses	The candidates showing better performance exhibited a clear understanding of the content being assessed. They correctly recognised air transport as the suitable mode. They justified their stance by illustrating at least five key advantages of air transport. Justification of their stance with reasons such as speedy transport emergency goods, e.g., medicines, etc. suitability for delicate and perishable items and streamlined ticketing and documentation processes, highlighted their analytical skills. The responses displayed a coherent and well-reasoned argument, showcasing good level of academic proficiency within the cohort. This also demonstrated a clear understanding of transportation dynamics.

**Image of
Better
Response**

~~The~~ The best mode of transportation that Ahad should choose is Airways because

- 1) As he want to deliver/export the medicine in short span then Airways is the fastest mode of transportation.
- 2) quality of drugs would be good new and fresh. The drug content would also be same due to shorter time of transport.
- 3) cost effective mode of transport because medicines and drugs are light weight he can send them in bulk quantity without extra charges.
- 4) safety. It is the safest mode because the boxes and cartons of drugs are untouched once loaded on plane.
- 5) no risk of stealing because if he choose seaways the bay of Africa is famous for pirates who raid cargo ships. The most effective way is Airways for his export.

**Description of
Weaker
Responses**


The weaker responses displayed a limited understanding of the appropriate mode of transport for Ahad's situation. Many candidates incorrectly identified 'sea transport' instead of 'air transport.' Still many identified roads transport with few resorting to railways. The candidates failed to address the specific indicators like the urgency of delivering lifesaving drugs or the need for the fastest mode of transport. Instead, they focused on benefits associated with sea, railways, and road transport, which were not directly relevant to the given case. These responses lacked critical analysis and coherence.

Image of Weaker Response

In my opinion Adiad exports in life saving drugs should be transported by seaway or seahensport

- 1) Low cost: the sea way is low costly and it would be economically help ful for Adiad and compared to air airtransport it would benefit in the Adiad's economy
- 2) can carry heavy baggage: sea way one able to carry a lot of product in one time.
- 3) lack of Accidents: as compared to roadway or airway it can be really reliable for the trade if product is easily transported with out any incidents.
- 4) the route of the sea ways: these country have sea with them and it would be beneficial to ~~can~~ transport through the sea
- 5) good trade mark: the good can be transported easily if the weather condition are good and goods and to give to the center ~~can~~ customer easily. and the trader would be able to asset the goods or products send.

Suggestions for Improvement (Highlighted part)

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

To teach advantages and disadvantages of different modes of transportation in Pakistan, hold a class debate. Divide students into groups, assign each student a mode (road, rail, air, water), and encourage them to

research the pros and cons for carriage goods and movement of people. Ask the groups to present and engage in discussion with whole class.

Question No. 6b

Question Text	Assess any THREE impacts of agricultural and industrial reforms introduced by General Ayub Khan (1958-69) on the economic development of Pakistan. Give ONE reason for each impact.
SLO No.	8.2.3
SLO Text	Analyse the impact of General Ayub Khan's reforms on the economy of the country;
Max Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for mentioning the impact of each reform (THREE required.) Give an extra mark for assessing with impact (THREE required.) Candidate can mention any three impacts irrespective of agriculture or industry.
Overall Performance	This question was part of a choice question. Almost half of the candidates attempted it. The overall performance of the candidates reflects a varied level of understanding and adherence to the question's requirements. Most candidates addressed the question by mentioning three impacts of both agricultural and industrial reforms on the country's economy. Some stood out by providing three specific impacts for both categories. However, a notable portion of the cohort was also unable to fully meet the requirements of the question. They either discussed the impacts of the mentioned reforms inadequately or delved into unrelated topics. To improve overall performance, students should focus on closely following the question's instructions, ensuring they provide relevant and well-elaborated responses in alignment with the given criteria.
Description of Better Responses	The better responses of well performing candidates exhibited good analysis and knowledge regarding the impacts of General Ayub Khan's agricultural and industrial reforms. Candidates clearly mentioned three specific impacts of General Ayub Khan's agricultural reforms such as increased crop production, increase in GDP, effective management of smaller farms. Similarly, the most mentioned impacts of industrial reforms included increase in foreign exchange earnings, export of manufactured products, increased availability of raw material, etc. The candidates provided well-supported examples to substantiate their points. This demonstrated a thorough understanding of the content of the SLO and the ability to critically evaluate historical developments.

Image of Better Response

⑥. Impact :- ① Production of wheat and rice increased because:
① reason : he imported HYVs (high yielding variety seeds) for rice and wheat from Mexico and Philippines. These HYVs increased the productivity of wheat and rice adding to the economy as Pakistan exports these.
• Impact :- ① GDP increased by 7% in his tenure.
② reason :- He had introduced export bonus scheme which encouraged the industrialists to export more and more goods because it stated that the one who exports more will get bonus in form of money or in form of tax reduction. These exports added to the economy of the country by increasing balance of trade.
③ Impact :- Agricultural productivity increased which fulfilled the country's demand, unemployment reduced which was beneficial for the economy. Loans were also provided.
④ reason :- Ayub installed tubewells, imported tractors and gave subsidy. He also borrowed loans from USA, UN and other countries and provided loans to farmers at low interest rate. All the led to the increase in productivity and as a whole in economy.


Description of Weaker Responses

The candidate who did not perform well, demonstrated a limited understanding of the question's requirements. Many of them only mentioned either agricultural or industrial reforms without providing any specific impacts or examples to support their points. This lack of elaboration and evidence indicated lack of command on the content. To improve their performance, candidates should focus on addressing all aspects of the question. They need to provide well-explained impacts with relevant examples to demonstrate a more comprehensive understanding of the reforms' effects on the economy.

Image of Weaker Response

1- Ayub Khan build dams for agriculture and it was very beneficial for the people.
 2- Ayub Khan decreased the inflation in Pakistan and its a benefit for people living in Pakistan.
 3- Ayub Khan make this law that no farm should be smaller than 12.5 acres and larger than 500 (irrigated) and 1000 (unirrigated) land and its a very big advantage for farmers.
 4- Ayub Khan take loan from some countries and build wells.
 5- Ayub Khan make the oil refinery in Karachi which was very helpful for the countries economy.
 6- Ayub Khan also take loan from UK, USA and Germany for building industries and wells

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> 

Additional suggestion:

To teach the impact of General Ayub Khan's reforms on Pakistan's economy, divide the class into groups, assigning each a specific aspect of his reforms like industrialisation or income distribution. Encourage them to research and present how their assigned aspect influenced the economy during his era. Then, conduct a policymaking session where each group acts as advisors to General Ayub Khan, presenting their findings and recommendations on addressing economic challenges. This activity enhances critical thinking, research skills, and understanding of historical economic decisions.

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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