



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre on SSC-II Pakistan Studies Annual Examinations 2024

Introduction

This document has been produced for the teachers and candidates of Secondary School Certificate (SSC) Part II Pakistan Studies. It contains comments on candidates' responses to the 2024 SSC-II Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This includes remarks on candidates' expectations for each question. Please note that the descriptive comments reflect a general understanding of what was expected and what went wrong, based on insights gathered from the e-marking session.

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

Overall, candidates provided strong responses to questions on political development in Pakistan and the society and culture of Pakistan. They effectively explained the reasons behind the fall of Ayub Khan and outlined the steps taken to promote the Sindhi language. This reflects a successful teaching-learning process in the classroom, a clear understanding of the questions, and a solid grasp of the concepts.

However, many candidates had difficulty with questions related to industries, population, and Pakistan in world affairs. While they offered remedies for establishing equity and analysed the impact of population growth on the health sector, many confused the concepts of equality and equity and discussed impacts unrelated to population growth.

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

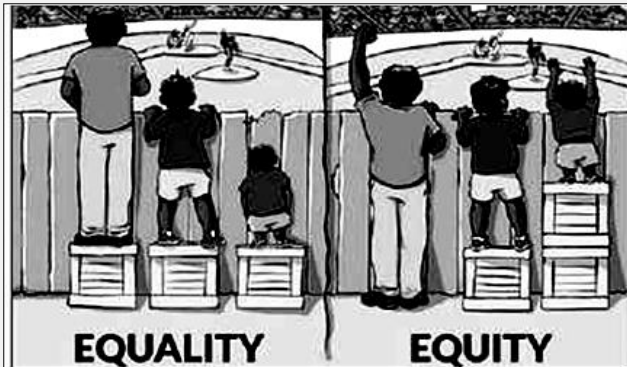
DETAILED COMMENTS

Constructed Response Questions (CRQs)

Question No. 1

Question Text

The given picture depicts the difference between the terms, 'equality and equity'.



In light of the shown difference, suggest any THREE ways to implement a system of equity in the country.

SLO No.

6.1.6

SLO Text

Suggest remedies to overcome the economic disparity in Pakistan;

Max Marks

03

Cognitive Level

A*

Checking Hints

Give ONE mark for each suggestion (THREE required).
Note: All relevant suggestions are acceptable.

Overall Performance

This was a generally well attempted question. Many candidates came up with specific suggestions to establish a system of equity in the country. Many candidates proposed irrelevant remedies or discussed the definition of 'equity,' which wasn't required.

Description of Better Responses

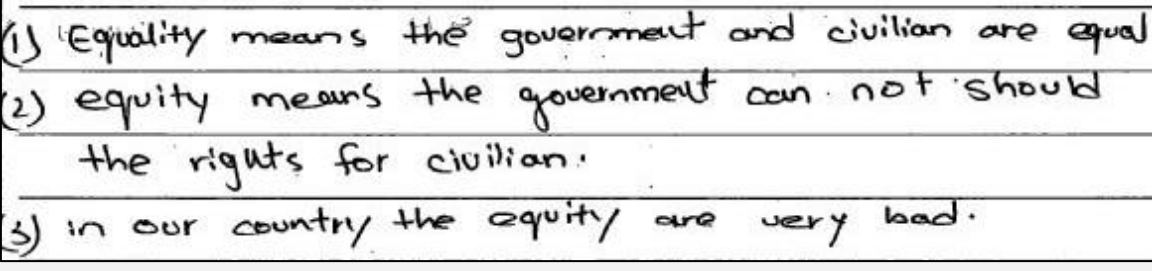
In better responses, candidates offered valid remedies to establish a system of equity in the country. The suggestions which were included proposed that the government should:

- Introduce tax rates that are lower for the poor and higher for the wealthy, reducing the economic burden on low-income individuals.
- Take concrete steps such as establishing small scale industries, vocational centers, etc. in rural and underprivileged areas.
- Introduce microfinance loans on easy terms of return to the cash deficient people to start small scale businesses.


Image of Better Response

System of equity can be implemented in the country by :

- 1) Taking more taxes from the rich elite class of the country than the poor or lower class people.
- 2) Developing the rural areas which are underprivileged and deprived of resources.
- 3) Government should give microfinance loans to the needy people, open vocational centres and offer free education facilities for poor children.

Description of Weaker Responses	Most of the candidates gave irrelevant suggestions. For example, many responses offered the suggestion of equal provision of resources. It means the candidates did not differentiate between equity and equality. Similarly, in many responses, the candidates have defined the term, 'equity' as shown in the image of the response given below.
Image of Weaker Response	 <p>(1) Equality means the government and civilian are equal</p> <p>(2) equity means the government can not should the rights for civilian.</p> <p>(3) in our country the equity are very bad.</p>

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Identify the expectation of command words (use Command Word Guide) Ensure the content is taught at the relevant cognitive level Identify necessary content required (skills + concepts) Review past paper questions on the concept Utilise the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos 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 https://akueb.knowledgeplatform.com/login 


Any Additional Suggestion: Teachers are recommended to engage candidates in activities that help them differentiate between the terms, equity and equality in view of their daily life observations and experiences. They may engage the candidates in group discussions followed by presentations by each group representing multiple perspectives with reference to potential remedies. By doing this, the teacher can act as a moderator. As a moderator, the teacher can provide his/ her input to sort out the views if they are rightly relevant as a remedy or not.

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

Question No. 2

Question Text	Analyse any THREE impacts of population growth in the next 20 years on Pakistan's health sector.
SLO No.	7.2.1
SLO Text	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	Give ONE mark for analysing each impact (Three required).
Overall Performance	The candidates were generally expected to analyse the impacts of population growth based on current and projected statistics. While many met this expectation, some introduced impacts that were not directly related to population increase, such as more hospitals, doctors, and better medical technology. Additionally, some candidates repeated points in different words. Marks were awarded based on the analysis of distinct and relevant impacts, rather than for repeated ideas.
Description of Better Responses	The better responses exhibited the candidates' correct understanding of the question as they analysed three impacts such as lack of medical staff, lack of medicines and increase in the prices of medicines and cost of treatment, increase in pollution leading to climate induced diseases, etc.
Image of Better Response	<p>1- lack of Medical staff: due to the growth of patients, this would strain the workers so much so that there won't be enough staff.</p> <p>2- lack of resources: Strain on medical resources would be mean there won't be enough medications, room for patients etc.</p> <p>3- Due to strain on health sector, this will also rise the hospital bills which could result in people not treating themselves.</p>
Description of Weaker Responses	Many candidates were unable to analyse relevant and specific impacts. They wrote general comments such as an increase in population will force the government to spend more money on the health sector. Similarly, many candidates mentioned impacts that did not correspond with the projected statistics of the country's population. For instance, many candidates mentioned that the death rate of the country will increase, which according to projected statistics would rather decrease.
Image of Weaker Response	<p>1) Due to rapid population growth in Pakistan the government will have to increase the spending & development in health sector to make the resources available for everyone. 2) due to Pakistan being a developing country some rural areas might not get facility that may cause rural-urban migration & lead to over crowding in urban.</p> <p>3) the death rates may increase and the birth rates also decrease due to no proper health system.</p>

Suggestions for improvement (Highlight all that apply)


Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> • Identify the expectation of command words (use Command Word Guide) • Ensure the content is taught at the relevant cognitive level • Identify necessary content required (skills + concepts) • Review past paper questions on the concept • Utilise the resource guide for additional materials 	<ul style="list-style-type: none"> • Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual Resources • Think, Pair and Share • Knowledge Platform videos • Questioning Technique (Socratic approach) • Practical Demonstration 	<ul style="list-style-type: none"> • Past paper questions • Discussion on E-Marking Notes • AKU-EB Digital Learning Solution powered by Knowledge Platform https://akueb.knowledgeplatform.com/login 

Any Additional Suggestion: To achieve the learning outcomes of the given SLO, the teachers can divide candidates into three groups focusing on education, health, or nutrition. Each group researches and prepares a role-play scenario, assigning roles like policymakers and citizens etc. Groups present their role plays, illustrating challenges and solutions, followed by a debate where they defend their findings and answer questions. Teachers should help candidates conclude by summarising key points and evaluating them based on participation, research quality, creativity, and debate articulation.

Question No. 3

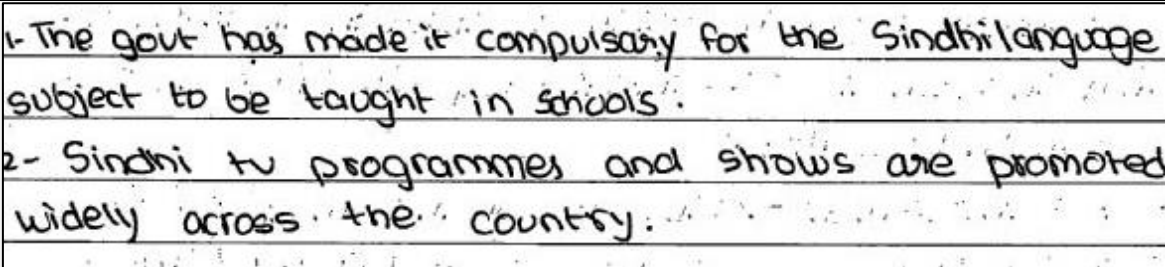
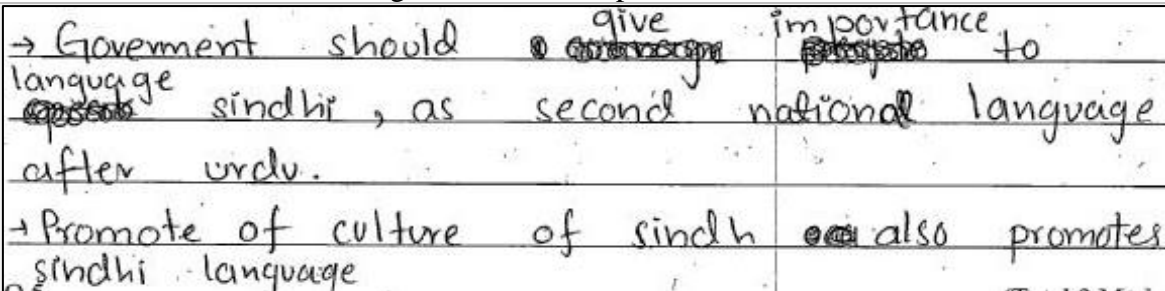
Question Text	What THREE initiatives were taken by General Pervaiz Musharraf (1999-2008) to promote the economy of Pakistan?
SLO No.	8.7.2
SLO Text	Discuss the economic reforms initiated by General Pervez Musharaf (Foreign Direct Investment (FDI), encouragement towards value added products and privatisation) and their impact on the country;
Max Marks	03
Cognitive Level	U
Checking Hints	Give ONE mark for writing each initiative (THREE required).
Overall Performance	The overall performance of the entire cohort on this question was satisfactory. Most candidates attempted the question as they discussed the specifically relevant reforms introduced by General Pervez Musharaf. However, many candidates were unable to come up with the relevant reforms. They either misunderstood the expectation of the question, or content was not delivered during classroom instruction.
Description of Better Responses	Most of the candidates were able to discuss the relevant reforms introduced by General Pervez Musharaf such as foreign direct investment, introduction of privatisation of public sector companies, removal and decrease in export and import duties, establishment of export processing zone, etc.
Image of Better Response	<p>economy boosted. His regime conducted the following initiatives:</p> <ol style="list-style-type: none"> 1. Foreign Direct Investment (FDI), due to which foreign investors invested in the industries and paid the taxes. This brought a lot of technology in Pakistan. 2. Musharraf promoted privatization and liberalization and provided incentives ^{over export of} value-added goods. 3. Pervez Musharraf, in his era started the program of establishment of industrial zones.
Description of Weaker Responses	The weaker responses did not talk about the specifically relevant reforms undertaken by General Pervez Musharaf. They rather featured generic statements. For example, General Pervez Musharaf promoted educational and health sectors without mentioning what specific steps he took to promote these sectors. Moreover, the responses mentioned the overall impact of the reforms rather than the reforms themselves.
Image of Weaker Response	<ol style="list-style-type: none"> 1) They promote the economy boost 8%. 2) They In this era Pakistan become a no:1 Army in world. 3) they promote educational sector and health sector to take proper facility.

Suggestions for improvement (Highlight all that apply)


Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none">• Identify the expectation of command words (use Command Word Guide)• Ensure the content is taught at the relevant cognitive level• Identify necessary content required (skills + concepts)• Review past paper questions on the concept• Utilise the resource guide for additional materials	<ul style="list-style-type: none">• Story Board• Cause and Effect• Fish and Bone• Concept Mapping• Audio Visual Resources• Think, Pair and Share• Knowledge Platform videos• Questioning Technique (Socratic approach)• Practical Demonstration	<ul style="list-style-type: none">• Past paper questions• Discussion on E-Marking Notes• AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: To make candidates understand the impact of Musharraf's economic reforms, the teachers can divide candidates into three groups named Foreign Direct Investment (FDI), value-added products, and privatisation. Each group will research its assigned reform and its impacts. The groups will create and perform a role-play scenario, simulating a business meeting or government discussion about the reform's effects. After each role-play, the teachers can conduct class discussions to analyse the benefits and drawbacks. In the end, the teachers will summarise key points and their long-term impact on Pakistan's economy.

Question No. 4

Question Text	State any TWO steps taken for the promotion of Sindhi language in Pakistan.
SLO No.	9.2.4
SLO Text	Discuss the steps taken for the development and promotion of provincial languages i.e. Sindhi, Balochi, Pushto and Punjabi in Pakistan;
Max Marks	02
Cognitive Level	U
Checking Hints	Give ONE mark for writing each step (TWO required).
Overall Performance	Overall, the cohort performed very well in this question. Most of the candidates stated two specific and relevant steps taken for the promotion of Sindhi language. This showcased their grip on the concept and effective content delivery in the classroom. However, many candidates also failed to attempt this question. The responses, instead of talking about the steps taken for the promotion of Sindhi language, suggested ways to promote the language. This exhibits two possibilities, i.e., either the candidates did not seriously go through the content or they did not properly tried to understand the task of the question.
Description of Better Responses	The better responses talked about the specific and rightly relevant steps that have been taken to promote Sindhi language in Pakistan. The steps that most of the candidates mentioned included: introduction of Sindhi as a subject at school level, launch of regular TV and radio programmes in Sindhi, publishing newspapers in Sindhi, establishment of Sarmast Academy, etc.
Image of Better Response	 <p>1- The govt has made it compulsory for the Sindhi language subject to be taught in schools.</p> <p>2- Sindhi tv programmes and shows are promoted widely across the country.</p>
Description of Weaker Responses	The weaker responses did not feature the right and relevant steps taken for the promotion of Sindhi language. Many responses rather comprised generic suggestions for the government to take measures as shown in the image below. Other suggestions included translation of Sindhi books and other literature into Urdu, making proper lesson plans to teach Sindh in classroom, using social media to promote Sindhi, etc.
Image of Weaker Response	 <p>-> Government should give importance to language aspect sindhi, as second national language after urdu.</p> <p>-> Promote of culture of sindh ea also promotes sindhi language</p>

Suggestions for improvement (Highlight all that apply)


Maximising SLO Achievement	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none">• Identify the expectation of command words (use Command Word Guide)• Ensure the content is taught at the relevant cognitive level• Identify necessary content required (skills + concepts)• Review past paper questions on the concept• Utilise the resource guide for additional materials	<ul style="list-style-type: none">• Story Board• Cause and Effect• Fish and Bone• Concept Mapping• Audio Visual Resources• Think, Pair and Share• Knowledge Platform videos• Questioning Technique (Socratic approach)• Practical Demonstration	<ul style="list-style-type: none">• Past paper questions• Discussion on E-Marking Notes• AKU-EB Digital Learning Solution powered by Knowledge Platform https://akueb.knowledgeplatform.com/login 

Any Additional Suggestion: Organise a language fair where candidates are divided into groups representing each provincial language. Groups research and create booths showcasing the language's history, literature, and cultural significance, including efforts like curriculum integration, cultural festivals, media promotion, and literary support. They prepare short presentations on steps to promote these languages, perform traditional songs or poems, and display artworks. Encourage candidates to explore each booth, interact with peers, and participate in discussions. Conclude with a reflective session on the importance of linguistic diversity and preservation efforts.

Question No. 5

Question Text	China has always been giving preference to Pakistan over other states in its diplomacy in Asia. In light of the given statement, describe any THREE aspects of the Pakistan-China relationship over the past decade.
SLO No.	10.2.1
SLO Text	Describe Pakistan's relationship with China, USA, Saudi Arabia, Iran and India with reference to strengths and issues;
Max Marks	03
Cognitive Level	U
Checking Hints	Give ONE mark for describing each point (THREE required).
Overall Performance	Generally, this question was challenging for the candidates. Most candidates discussed aspects that were not relevant to the past decade. However, many candidates did mention specific and relevant aspects of bilateral relations between the neighbouring states.
Description of Better Responses	The better responses described specific aspects of the Pak-China relations over the past decade, such as educational exchanges, upgrades to the Karakoram Highway, and transportation networks as part of CPEC. They also included economic cooperation like economic aid, diplomatic support on issues like Kashmir and Taiwan, and military cooperation (joint manufacture of the JF-17 and Al-Khalid tanks). This demonstrates the candidates' conceptual understanding and ability to address the question accurately.
Image of Better Response	<p>1. China have for offered many scholarships programs for Pakistanis student. Around 50 universities of china have joined (CPEC) and more than 30,000 are studying there ^{students are studying} here.</p> <p>2. China has made Subsitvent investment in the development of from Karakoram highway in Pakistan.</p> <p>3. As During the Aftermath of War (which Pakistan was facing), China gave a loan to Pakistan (of 8 billion USD) to stabilize its economy.</p>
Description of Weaker Responses	Weaker responses focused on the impacts of Pak-China ties rather than their bilateral relations. Many candidates mentioned these ties reduced U.S. influence on Pakistan and strengthened the geopolitical positions of Turkiye, UAE, and Russia. Some candidates also incorrectly explained why China prefers good relations with Pakistan, which was not the question's focus. This highlights two key issues: candidates' lack of command over the content and the ineffective delivery of the concept.
Image of Weaker Response	<p>① China is giving preference to Pakistan because China is a land lord ^{means} country which it doesn't have any sea around it. China uses Grawadar ^{sea} port to trade with countries through sea route.</p> <p>② Grawadar sea port is warm water sea port which ^{means} means it never freezes ^{allowing} it to trade whole year.</p> <p>③ Grawadar is deep sea port which allows huge ships to transport goods.</p>

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none">• Identify the expectation of command words (use Command Word Guide)• Ensure the content is taught at the relevant cognitive level• Identify necessary content required (skills + concepts)• Review past paper questions on the concept• Utilise the resource guide for additional materials	<ul style="list-style-type: none">• Story Board• Cause and Effect• Fish and Bone• Concept Mapping• Audio Visual Resources• Think, Pair and Share• Knowledge Platform videos• Questioning Technique (Socratic approach)• Practical Demonstration	<ul style="list-style-type: none">• Past paper questions• Discussion on E-Marking Notes• AKU-EB Digital Learning Solution powered by Knowledge Platform https://akueb.knowledgeplatform.com/login 

Any Additional Suggestion: Divide candidates into small groups and assign each group a specific year or period from the past decade to research key developments in Pakistan-China relations, focusing on economic collaboration, defence cooperation, and diplomatic support. Each group creates a visual timeline segment using poster boards or digital tools, highlighting significant events, agreements, and milestones. Groups then present their timeline segments to the class, explaining the significance of each event and its impact on the bilateral relationship. Facilitate a class discussion to connect the segments into a comprehensive overview, identifying patterns and future implications. Conclude with a reflection session on the strategic importance of the relationship.

Extended Response Questions (ERQs)

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

Question No. 6a	
Question Text	<p>Areesh is an industrialist. He is exploring various physical as well as economic factors for the establishment of an industry in a particular locality.</p> <p>Explain any THREE factors that he should keep in mind for establishing any large-scale industry.</p>
SLO No.	6.1.3
SLO Text	Analyse factors that are responsible for the setting up of an industry in a particular region;
Max Marks	6
Cognitive Level	U
Checking Hints	Give ONE mark for identifying each factor (THREE required). Give an additional mark if each factor is well explained (THREE required).
Overall Performance	The overall performance on this question was satisfactory. Many candidates mentioned and analysed both physical and economic factors that are important to be considered before establishing an industry. However, many candidates did not attempt this question well. Instead of explaining the factors necessary to be considered to establish an industry, they gave suggestions.
Description of Better Responses	In better responses, the candidates precisely mentioned and analysed at least three relevant factors such as capital investment, availability of skilled workforce, raw material, power, access to markets, etc. Their responses were as per the demand of the question. This showcased their grip on the content and understanding of the demand of the question.

Image of Better Response

During the establishment of large scale industry the economic as well as physical factors should be kept in mind as:

⇒ Availability of raw material: While establishing a large scale industry one should keep the factor of availability of raw material in that location as it is the basic requirement of any industry for the proper production. He should establish industry where access of raw material is easy.

⇒ Labour Force: The essential factor for establishing an industry is the labour force, without labours an industry cannot be started. Labours play significant role in running the industry, without working force the industry is like a "whistle without whistler". Large scale industry requires large working force so it should establish industry in populated place.

⇒ Capital Investment: Establishing a large scale industry requires big capital investment, modern technology & complex machinery so he should also keep these things in mind while opening a industry.

Description of Weaker Responses

In weaker responses, the candidates instead of talking about the factors important for establishment of an industry given general suggestions irrelevant to the task of the question. The following suggestions were given: to establish industry away from residential areas, to manufacture treatment plants, conduct research on these factors, etc. Many responses highlighted the importance of selecting the right machinery for industrial processes and the significance of a vibrant trade and commerce system. This shows lack of grip over the content as well as improper reading and miscomprehension of the question itself.


Image of Weaker Response

1) He should make ^{far} away from society or population. because when he make ~~near~~ near society or Population then the pollution will caused.

2) He should keep in mind that ~~He~~ ~~make~~ first a fall He should request the government that make a machine that machine do absorb air pollution from industries when government don't do this then he should make this kind of machine.

3) He should keep in mind that He should do research about this because research is better then loss.

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Identify the expectation of command words (use Command Word Guide) Ensure the content is taught at the relevant cognitive level Identify necessary content required (skills + concepts) Review past paper questions on the concept Utilise the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: Assign candidates to research different industries and their locations, focusing on factors such as raw materials, labour availability, infrastructure, and market access. Each candidate or group will choose an industry and a specific region, then create a presentation or report detailing why the chosen location is suitable based on these factors. They should include data, maps, and visuals to support their analysis. Conclude with a class discussion where candidates compare their findings, evaluate the importance of various factors, and reflect on how these decisions impact regional development.

Question No. 6b


Question Text	Explain any THREE reasons that led to the resignation of General Ayub Khan as president in 1969.
SLO No.	8.2.4
SLO Text	Discuss the factors behind the fall of General Ayub Khan's government (General Ayub Khan's resignation);
Max Marks	06
Cognitive Level	U
Checking Hints	Give ONE mark for mentioning each reason (THREE required). Give an additional mark if the reason is explained (THREE required).
Overall Performance	The cohort's performance varied. Many candidates effectively identified key reasons for General Ayub Khan's resignation, demonstrating strong content knowledge and understanding of the question. However, some responses lacked specific headings, focused on irrelevant details, or provided vague explanations. This variation highlights issues with question interpretation and content delivery.
Description of Better Responses	The better responses explained the relevant causes/ reasons behind the resignation of General Ayub Khan as the president of the country. They included the failure of the Tashkent Agreement to capitalise on the war, the rigged 1965 presidential elections, dictatorial policies, the ban on political parties, student protests for democracy, and the rise of the Pakistan Peoples' Party and the Awami League. These responses demonstrated a strong grasp of concepts and a clear understanding of the question.
Image of Better Response	<p>(i) War with India 1965 (Tashkent Agreement): During 1965's war between Pakistan and China. Pakistan had good position in war. USSR wanted to maintain peace, so an agreement was signed named Tashkent Agreement by General Ayub Khan. It was an opportunity to take stance on Kashmir issue by signing the Agreement, but Kashmir issue was not mentioned in the Agreement. This resulted in lowering of General Ayub Khan's popularity among people.</p> <p>(ii) During presidential elections in 1965 b/w Ayub Khan and Fatima Jinnah. Public support was with Fatima Jinnah and it was sure she would win the elections but the result of elections were shocking. Due to rigging in the elections Ayub Khan won the elections. This further solidified the fame and popularity of Ayub Khan, because everyone was confirmed Fatima Jinnah was victorious, as she had public support.</p> <p>(iii) Not mentioning of Kashmir issue in Tashkent Agreement led Zulfikar Ali Bhutto to resign from foreign ministry and formed a new party named PPP (Pakistan Peoples Party) in 1967. Due to difference in the perspectives of Bhutto and Ayub Khan. Bhutto wanted an agreement to resolve Kashmir issue in Tashkent Agreement, but Ayub Khan didn't mention it and these led to resignation of Ayub Khan in 1969.</p>

Description of Weaker Responses The weaker responses had neither specific headings nor their explanation as shown in an image of a response below. The candidates mentioned General Ayub Khan was unpopular but did not give rationale behind his unpopularity. In contrast to the demand of the question, many responses talked about the initial steps that won peoples' support such as cracking down on corrupt politicians and bureaucracies. Moreover, many candidates mentioned reasons that were no way the reasons, they were just unjustified supposition on behalf of the candidates rather than the facts. This points towards the possibility of misunderstanding of the question, lack of grip on the concept and ineffective content delivery.

Image of Weaker Response

1) ① Dr Ayub Khan was unpopular
 ② They can signed Tashkent agreement.
 ③ The people was disappointed and disheartened.
 ④ They can lost relation with political parties and they can arrest the political leader.
 ⑤ They can leave political leader but it can late.
 ⑥ They were 1969 they resigned as a president -
 ⑦ They can not help for army then the second martial law help in Pakistan -

Suggestions for improvement (Highlight all that apply)

Maximising SLO Achievement	Preferred Pedagogy Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> Identify the expectation of command words (use Command Word Guide) Ensure the content is taught at the relevant cognitive level Identify necessary content required (skills + concepts) Review past paper questions on the concept Utilise the resource guide for additional materials 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual Resources Think, Pair and Share Knowledge Platform videos Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: Divide candidates into small groups and assign each group a specific factor contributing to Ayub Khan's fall, such as the Tashkent Agreement failure, rigged elections, dictatorial policies, or political unrest. Each group researches its assigned factor, creates a detailed report, and presents its findings to the class, including the impact of each factor on Ayub Khan's government. Facilitate a class discussion to connect the factors and analyse how they collectively led to his resignation. This activity will encourage in-depth research, critical thinking, and effective communication.

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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