



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre on SSC-II Pakistan Studies Annual Examinations 2025

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 2025 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 that 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 study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfill 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. It is important to refer to the command word guide available on the AKU-EB website to clearly understand the expectations linked with each command word.

General Observations

The overall performance of the cohort in the examination indicates that candidates had adequate conceptual knowledge of contemporary social issues, particularly in topics related to rural-urban migration in Pakistan and measures to overcome gender inequality. Responses in these sections were generally well-structured and often supported with relevant examples. However, there were mixed responses found on the advantages and disadvantages of using sea transportation with reference to the situation given and the problems contributing to economic disparities in Pakistani society. Furthermore, candidates faced significant challenges when responding to questions based on historical events, such as the reasons behind General Ayub Khan's rise to power in 1958 and the factors leading to the 1999 military coup in Pakistan. While candidates attempted to explain these historical events, their answers often missed key details and a clear sequence.

To improve future performance, teachers should focus on strengthening students' skills in interpreting and elaborating on scenario-based questions, as well as in structuring coherent responses to history-related 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	Azlan is a textile trader based in Karachi, whereas Riaz lives in Dubai and deals in pharmaceutical items. They both are engaged in international trade between the two cities using sea transportation. Based on the given scenario, describe any TWO advantages of using sea transportation for Azlan and any ONE disadvantage for Riaz
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	3
Cognitive Level	U*
Checking Hints	Give one mark for describing each advantage. (TWO required) Give one mark for describing a disadvantage. (ONE required)
Overall Performance	The overall performance of this question was satisfactory. Most candidates were able to correctly describe the advantages and disadvantages of using sea transportation based on the given scenario. However, some candidates wrote general points without linking them to the context provided, which affected the relevance of their responses.
Description of Better Responses	In <i>better responses</i> , candidates showed a clear understanding of the scenario and connected their answers well to the context. They highlighted that sea transportation is cost-effective for shipping bulk textile products and is suitable for non-perishable goods over long distances. They also clearly articulated the disadvantages of using sea transportation in the given scenario, such as slower delivery times, which can affect the timely supply of medicines, the risk of temperature-sensitive drugs spoiling during long transit, and possible delays due to customs clearance at ports.
Image of Better Response	<div style="border: 1px solid black; padding: 10px;"> <p>Advantages for Azlan:</p> <p>1) Azlan can trade internationally by sea transportation which is most cost effective as compare to other modes of transportation or cost him cheap.</p> <p>2) Azlan use sea transportation allowing him to trade heavy items and also as he is a trader based in karachi, the presence of deep and warm sea port ^{allowing him to} trade throughout the year.</p> <p>Disadvantage for Riaz:</p> <p>1) As medicine is ^{perishable and} sensitive item and should deliver as fast as could, also need in emergency state. So Riaz use sea transportation causing items to reached it destination slowly, as compared to other modes.</p> </div>
Description of Weaker Responses	In <i>weaker responses</i> , candidates wrote general points without linking them to the roles of Azlan and Riaz in the given scenario. Some simply stated that “sea transport is cheap and easy” without explaining how this benefits Azlan as a textile trader in Karachi. Similarly, a few candidates mentioned that ‘raw material is easily available’ to Azlan. While this statement is true, it was not relevant to the question which focused on transportation. In addition, some responses incorrectly claimed that ‘Dubai does not have a seaport, so Riaz will face problems,’ whereas, in reality, Dubai is a major port city with advanced shipping facilities.

Image of Weaker Response


Advantages for Azlan:

- The sea route of Pakistan reduces transportation cost for Azlan.
- The raw material is easily available in Pakistan for making of textile goods.

Disadvantage for Riaz:

The sea route from Dubai is critical and increases transportation cost for Riaz and causes him to make less profit.

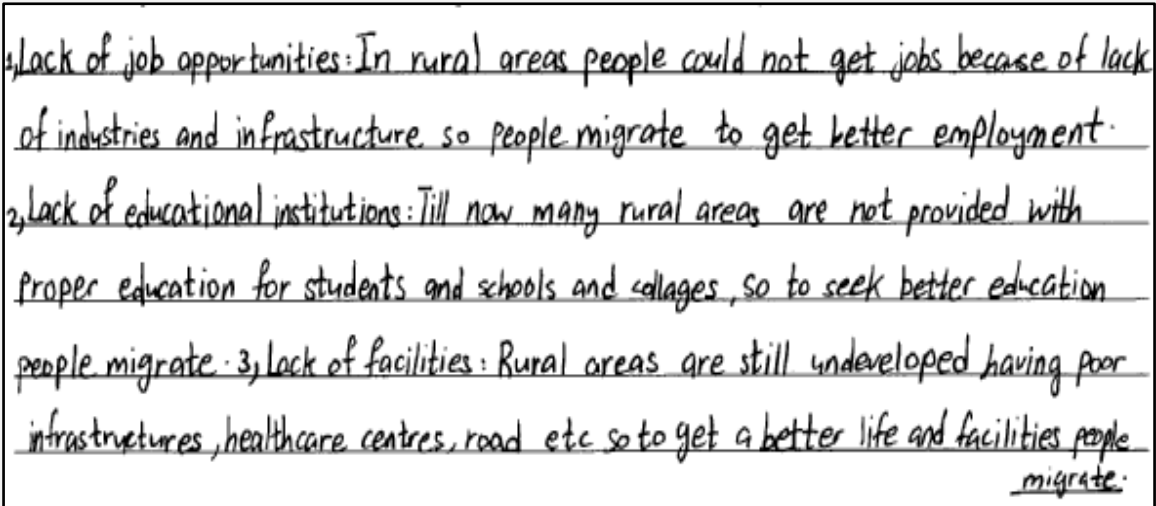
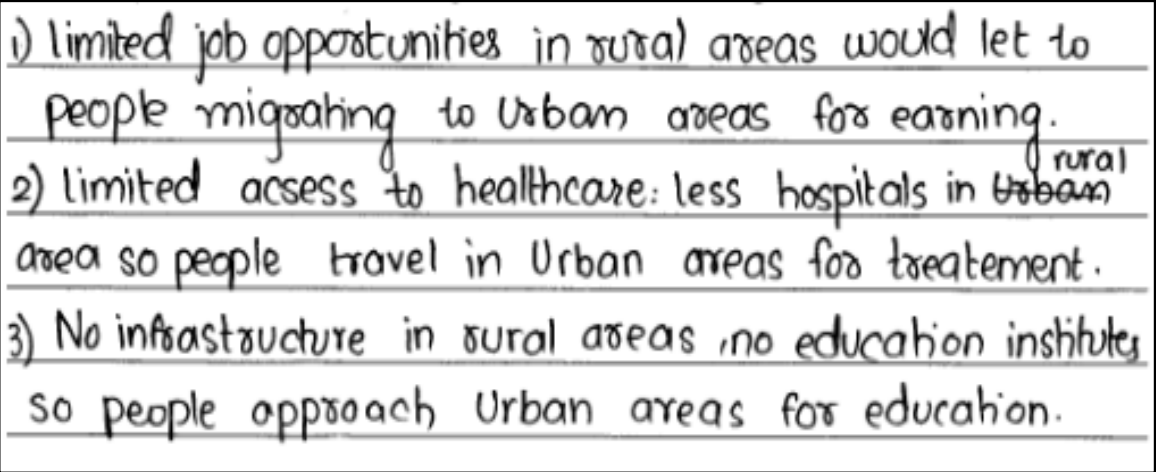
Suggestions for improvement (Highlight all that apply)

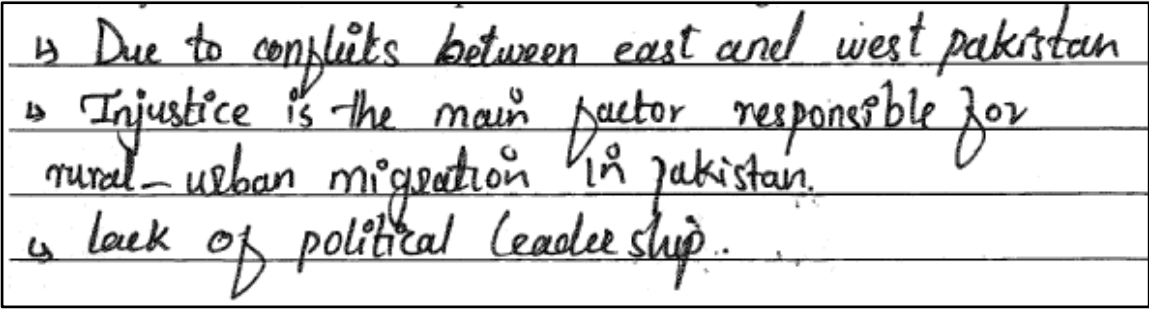
Maximising SLO Achievement	Preferred Pedagogy** Used for this SLO	Assessment Strategies
<ul style="list-style-type: none"> • Identify the expectation of command words (use Command Word Guide) • Ensure the content is taught at the relevant cognitive level • Identify necessary content required (skills + 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 a description of each Pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> • Past paper questions • Discussion on E-Marking Notes • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion: Teachers can use scenario-based discussions and guided question prompts to help students practice linking their responses to specific contexts. Providing structured worksheets that require students to identify key information from a scenario before answering can enhance relevance and accuracy.


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

Question No. 2

Question Text	Describe any THREE factors that are responsible for rural-urban migration in Pakistan.
SLO No.	7.2.2
SLO Text	Discuss with reference to both push and pull factors, the main causes of population movements, including rural-urban migration, seasonal migration, emigration and immigration.
Max Marks	3
Cognitive Level	U
Checking Hints	Give one mark for describing each factor. (Three required)
Overall Performance	Overall, most of the candidates were able to correctly identify the key factors responsible for rural-urban migration in Pakistan, demonstrating a clear understanding of the topic. However, some responses relied on vague statements and mentioned unrelated reasons, such as increasing population or foreign investment, thus displaying a shallow understanding of the concept.
Description of Better Responses	In <i>better responses</i> , candidates explained relevant key factors responsible for rural-urban migration in Pakistan. They commonly mentioned the lack of employment opportunities in rural areas, inadequate access to education and healthcare, poor infrastructure, soil degradation, and land fragmentation, leading to hidden unemployment as major push factors. Their answers reflected an understanding of both the economic and social dimensions of migration.
Images of Better Responses	(i)  <p>1, lack of job opportunities: In rural areas people could not get jobs because of lack of industries and infrastructure. so people migrate to get better employment.</p> <p>2, lack of educational institutions: Till now many rural areas are not provided with proper education for students and schools and collages, so to seek better education people migrate.</p> <p>3, lack of facilities: Rural areas are still undeveloped having poor infrastructures, healthcare centres, road etc so to get a better life and facilities people migrate.</p>
	(ii)  <p>1) limited job opportunities in rural areas would let to people migrating to Urban areas for earning.</p> <p>2) limited access to healthcare: less hospitals in Urban rural area so people travel in Urban areas for treatment.</p> <p>3) No infrastructure in rural areas, no education institutes, so people approach Urban areas for education.</p>

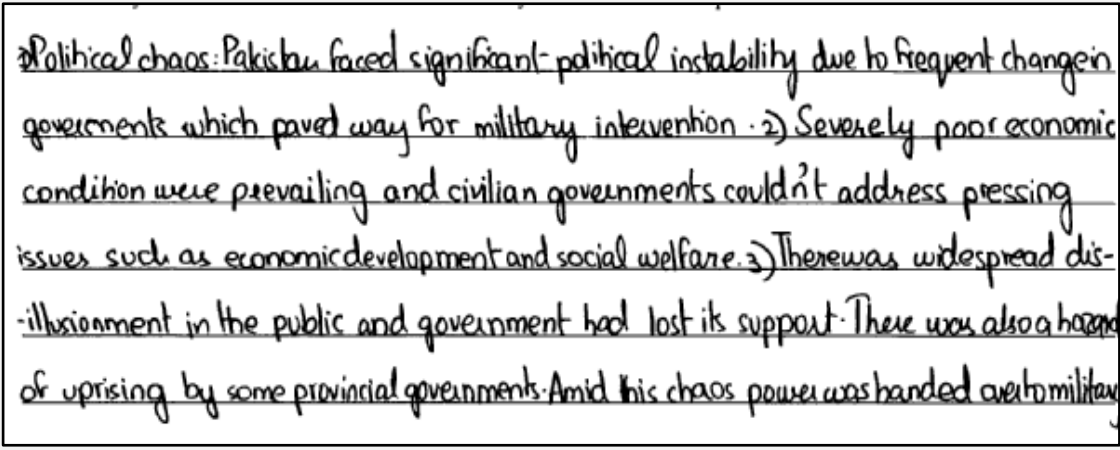
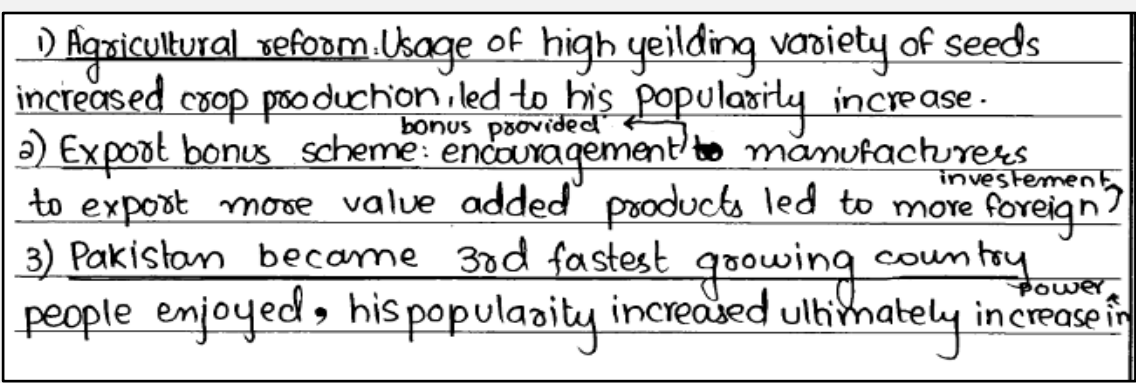
Description of Weaker Responses	<i>Weaker responses</i> of candidates often provided unclear and repetitive points. Some students wrote broad statements, such as ‘life is better in cities,’ without linking them to specific factors like employment opportunities or better education. Others gave unrelated reasons, such as political instability, which did not directly address the question.
Image of Weaker Response	

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: Teachers can use case studies and real-life migration stories to illustrate push and pull factors effectively, helping students connect abstract concepts to practical examples. To deepen contextual understanding, teachers can also implement role-play or debate activities where students represent different migrant groups, encouraging them to explore diverse motivations and challenges linked to rural-urban migration and seasonal migration, etc.

Question No. 3

Question Text	Discuss any THREE reasons behind General Ayub Khan's rise to power in 1958.
SLO No.	8.2.1
SLO Text	Discuss the reasons for the promulgation of Martial Law and General Ayub Khan coming to power;
Max Marks	
Cognitive Level	U
Checking Hints	Give ONE mark for discussing each reason (THREE required).
Overall Performance	The responses to this question were generally not satisfactory. Most candidates misunderstood the question and instead of explaining the reasons for Ayub Khan's rise to power in 1958, they wrote about his actions and achievements after coming to power. This shows a lack of understanding of the focus of the question.
Description of Better Responses	<i>Better responses</i> demonstrated a clear understanding of the political and administrative conditions that led to General Ayub Khan's rise to power in 1958. These responses discussed the instability of civilian governments, including frequent changes in leadership and weak parliamentary performance, which created a power vacuum. Some candidates also discussed how corruption and inefficiency in civilian governments led to growing public dissatisfaction. Additionally, few candidates also mentioned Ayub Khan's powerful position as Commander-in-Chief and the military's disciplined structure, which made the army appear as a stabilising force.
Image of Better Response	
Description of Weaker Responses	<i>Weaker responses</i> show that candidates struggled with the question because they did not fully understand what was being asked. Instead of explaining the actual reasons, such as weak political leadership, the failure of parliamentary democracy, and the growing role of the military, some candidates focused on the achievements of Ayub Khan after he came to power. They wrote about his economic reforms or referred to his time as a "golden period," which did not address the question.
Image of Weaker Response	

Suggestions for improvement (Highlight all that apply)

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Any Additional Suggestion: Teachers can use timeline activities and visual aids such as political cartoons, historical photos, and documentary clips to help students grasp the context of General Ayub Khan’s rise to power in 1958. These resources make abstract political developments more tangible. Source-based analysis using excerpts from speeches or newspapers can also build historical thinking. Group discussions and summarising key reasons on anchor charts can reinforce understanding and recall.

Question No. 4

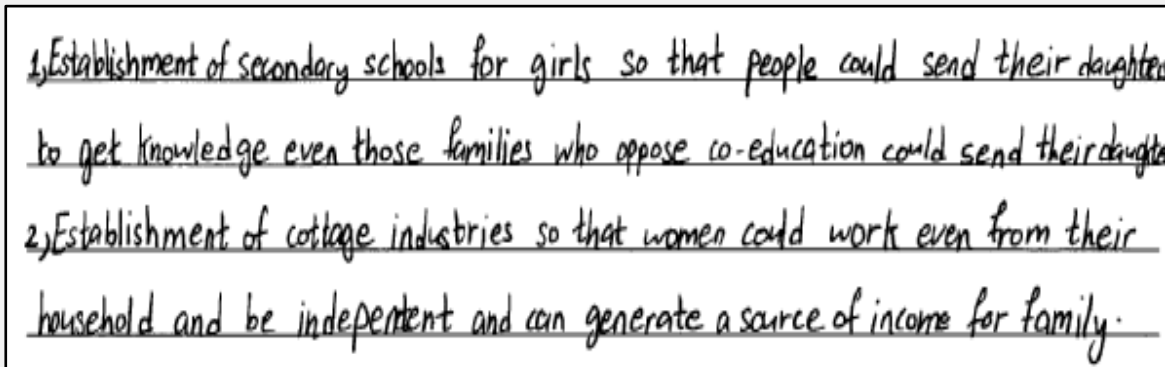
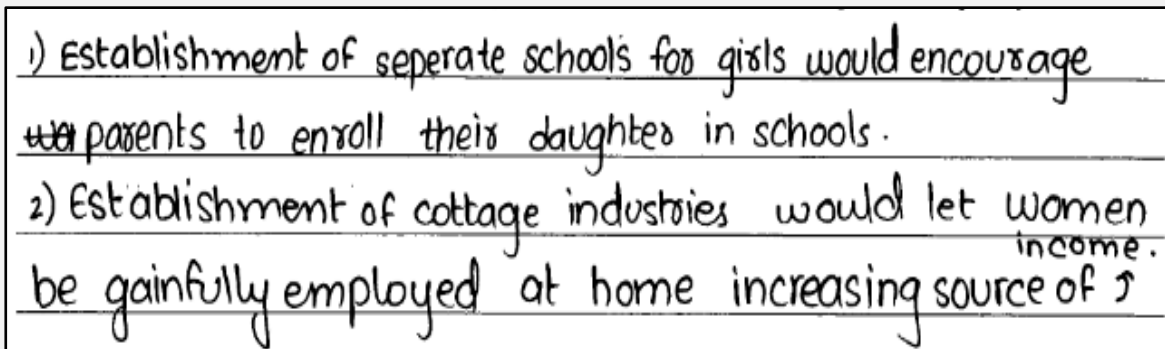

Question Text	<p>Imagine you are a community worker in a rural village of Pakistan. In this village, girls only receive education up to the primary level. Women usually spend their time doing housework. Job opportunities for females are limited and they are often paid less than men.</p> <p>Based on the given information, suggest any TWO measures to overcome gender inequality in the area.</p>
SLO No.	9.1.6
SLO Text	Suggest measures to improve gender inequality in Pakistan;
Max Marks	2
Cognitive Level	A
Checking Hints	Give ONE mark for suggesting each measure to overcome gender inequality (TWO required).
Overall Performance	The question was generally answered well. Most candidates understood the situation and suggested two appropriate measures to reduce gender inequality in the given context. However, a few candidates mentioned public opinions about female education in Pakistani society instead of suggesting practical solutions.
Description of Better Responses	In <i>better responses</i> , candidates suggested practical measures such as building more schools near rural areas and offering scholarships to support girls' education. They also recommended vocational training for women to enhance job opportunities and financial independence. Some highlighted the role of community awareness and legal support to promote equal rights and pay. These responses reflected a clear understanding of the issue and realistic solutions based on the scenario.
Images of Better Responses	(i)  (ii) 
Description of Weaker Responses	In <i>weaker responses</i> , some candidates gave very general suggestions. Instead of connecting their answers to the scenario, they wrote broad ideas like "girls should get more rights" or "women should be treated equally", without explaining how these changes could happen in the rural village. These responses lacked clarity and did not fully address the demand of the question.

Image of Weaker Response

Ans: ① All parents of village should be educate his/her child upto Higher level.
② Women should take interest in studies to do equality in gender.

Suggestions for improvement (Highlight all that apply)

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Any Additional Suggestion: To help students respond effectively to such scenario-based, problem-solving questions, teachers can use role-based simulations where students take on the identity of a community worker to brainstorm practical solutions. Additionally, incorporating small-group discussions and structured writing frames can support students in linking their suggestions clearly to the scenario, ensuring relevance and feasibility in their responses.

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	Describe Pakistan's relationship with China, USA, Saudi Arabia, Iran and India with reference to strengths and issues;
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for describing each point (THREE required).
Overall Performance	The question demonstrated an average performance. Candidates who did not perform well on this question, instead of focusing on the benefits that the United States of America can gain from its friendship with Pakistan, they described the advantages that Pakistan could receive from this bilateral relationship. This shows that many students did not fully understand the requirement of the question and as a result, their responses lacked the perspective of the United States interests.
Description of Better Responses	In <i>better responses</i> , candidates focused on specific areas such as regional security, where they explained that Pakistan's strategic location can help the United States of America (USA) in maintaining stability in South Asia and combating terrorism. Some candidates pointed out that Pakistan's strategic location offers the USA access to the Arabian Sea, which can help monitor naval movements in the region. Some responses also mentioned that keeping good relations with Pakistan, despite its strong ties with China would allow the USA to stay indirectly engaged in major regional projects like CPEC.
Images of Better Responses	<p>(i)</p> <div style="border: 1px solid black; padding: 5px;"> <p>(i) The United States of America can increase the trade between countries as well as it's export by importing ^{goods} to Pakistan. It can access Pakistan's port for shorter route to Middle Eastern countries. (ii) America can increase it's textile industry by importing cotton from Pakistan. (iii) The military defense can also be made strong by doing compromises.</p> </div> <p>(ii)</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • United states of America can reap better security and military operation from its friendship with Pakistan. • USA could also reap benefits by trading with Pak as Pak is the top export partner of USA. • USA and Pakistan have been ^{working} together since years for better diplomatic relations </div>
Description of Weaker Responses	In <i>weaker responses</i> , candidates misunderstood the question and focused on how Pakistan benefits from its friendship with the United States, rather than the other way around. For example, instead of describing what the USA can gain from its friendship to Pakistan, these candidates wrote about how Pakistan receives aid, military support, or economic assistance from the USA. These responses did not match the actual demand of the question.

Images of Weaker Responses


(i)

1 US provide us military assest.
 2 He support us, give loan to Pakistan.
 3 As he control all countries so it is benifit for Pak to make friendship with US.

(ii)

① Help in wars and will support Pakistan.
 ② Help in development of Pakistan by giuig money.
 ③ Students of Pakistan can easily get scholarships to Amerieca.

Suggestions for improvement (Highlight all that apply)

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Any Additional Suggestion: To enhance students' ability to respond to such analytical and application-based questions, teachers can use a comparative country-analysis strategy where students explore mutual benefits through guided research and presentations. Using a benefits matrix, students can categorise strategic, economic, and geopolitical advantages for the USA. Additionally, integrating audio-visual resources like short documentaries or expert interviews on US-Pakistan relations can provide real-world context and stimulate deeper thinking.

Extended Response Questions (ERQs)

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

Question No. 6a	
Question Text	Explain any THREE problems which contribute to economic disparities in Pakistani society.
SLO No.	6.1.5
SLO Text	Evaluate reasons for economic disparity amongst different regions of Pakistan and the problems caused by it;
Max Marks	6
Cognitive Level	U
Checking Hints	Give ONE mark for mentioning each problem caused by economic disparity (THREE required). Give ONE mark for explaining each mentioned problem (THREE required).
Overall Performance	This was a choice question, and most candidates opted for it. Those candidates who attempted this question generally performed well. They were able to explain three reasons contributing to economic disparities in Pakistani society, supported by relevant details that reflected a thorough understanding of the subject. In contrast, some candidates struggled to provide clear explanations and relied on statements without adequate context or support.
Description of Better Responses	<i>Better responses</i> clearly explained the three main problems that lead to economic disparities in Pakistani society. Candidates mentioned unequal access to education, where children from poor families often do not get the same learning opportunities as others. They also wrote about unemployment, explaining how many people do not have jobs or earn very low wages, which increases poverty. Another common point was corruption, where public money is sometimes misused, and resources do not reach the people who need them most. Some candidates also highlighted the unfair allocation of resources to different provinces or regions, which causes an imbalance in development and creates gaps between urban and rural areas.
Images of Better Responses	(i) <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Economic disparity is influenced by various factors including lack of proper education, unequal distribution of resources among regions and corruption leads to economic disparities.</p> <p>i. Lack of proper education: It is human factor, inadequate educational reforms can lead to poor quality education, which directly led to unemployment among public, which badly affects living standards.</p> <p>ii- Unequal distribution of resource: It can human as well as natural factors, some area are located in good geographical location as compare to other to promote economy. Unequal distribution of funds and incentives can also affect economy, by promoting some regions and neglecting others.</p> <p>iii- Thirdly corruption and political instability create tension in Pakistan, ineffective leader with corruption put country in trouble by taking loans and debt from other countries, which negatively affect balance of trade.</p> <p>Overall, these factors badly affect the economic of Pakistan, leading to corruption, discriminations and negative economy.</p> </div>

(ii)

CRIMES AND TERRORISM:- ~~As~~ Economical disparity in Pakistan create unemployment so they ^{people} start crimes like robbery etc. Terrorist also engage young people from low class or middle class in terrorism for the sake of all the resources provided to them. That's how in Pakistan there is a rapid increase in crimes ~~in~~ & Terrorism.

PROVINCIALISM:- Economic Disparity can create provincialism in country. ^{Because of} ~~As~~ the incorrect distribution of resources ~~take~~ Blame game and point scoring game start between provinces instead of the problem solving of the local people. As Punjab is being provided with most of resources and Balochistan has lack of many facilities so the problem of provincialism has arise.

IF ILLETARACY AND POVERTY:- Economic Disparity cause illeteracy because of lack in of educational institutions in rural areas and the unemployment causes a group and a class of illeteracy and poverty and a living standard of lots of people decreased.

Description of Weaker Responses

In *weaker responses*, candidates wrote general statements without clearly identifying specific problems. For example, some candidates simply mentioned poverty and unemployment without explaining why these issues exist or how they lead to economic disparity. Few responses highlighted personal opinions or unrelated examples instead of focusing on real, social or economic factors such as unequal access to education, lack of job opportunities or unfair distribution of resources etc. Similarly, some responses focused on external factors like foreign relations, trade or Pakistan's image in the world, which are not directly linked to the internal problems causing economic disparity in the country.

Image of Weaker Response

Q6. part a.

↳ More imports and less exports:-

If Pakistan will import more material from other countries it'll obviously pay off more which would benefit them and cause a downfall to the economy of Pakistan but if we export more, Pakistan will receive money which would benefit the economy of Pakistan.


↳ Lack of skilled labours:-

If Pakistan does not have skilled labours in the industry then the product they export will have problems and won't be liked by other countries and this may end our trade with them as well so it's necessary to have skilled labours for each kind of industry in Pakistan.

↳ Bad relations with other countries:-

If Pakistan has bad relations with other countries like China, Qatar etc then definitely there won't be any trade, business or investments and this disparity may cause severe downfall in the economy of Pakistan.

Suggestions for improvement (Highlight all that apply)

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Any Additional Suggestion: Teachers can engage students in problem-based learning where small groups investigate real-world economic issues in Pakistan, such as unequal access to education, unemployment, and regional imbalance. Using newspaper articles, short documentary clips, or infographics can provide authentic data and spark critical thinking.

Question No. 6b

Question Text	Explain any THREE factors behind the 1999 military coup in Pakistan.
SLO No.	8.7.1
SLO Text	Discuss the reasons behind 1999 military coup;
Max Marks	6
Cognitive Level	U
Checking Hints	Give one mark for mentioning each factor behind the 1999 military coup (THREE required). Give an additional mark for explaining each factor. (THREE required)
Overall Performance	This was a choice question and was attempted by a smaller number of candidates. Those who answered it correctly demonstrated a clear understanding of the factors behind the 1999 military coup in Pakistan. However, some candidates did not perform well, as they struggled to explain the causes accurately. In a few cases, candidates confused the coup with other national events, such as the nuclear tests of 1998, and failed to establish a clear link between political developments and the military takeover.
Description of Better Responses	In <i>better responses</i> , candidates clearly explained key reasons behind the 1999 military coup in Pakistan. They mentioned about the Kargil Conflict, highlighting the growing mistrust between the military and the civilian government. Many also referred to the refusal to allow the Army Chief's flight to land, which showed serious tension between the two institutions. Another strong point was public discontent due to corruption, poor governance and economic issues. Some responses also included the constitutional crisis caused by the Prime Minister's attempt to remove the Army Chief.
Image of Better Response	<p>Option B: 1) Kargil War 2) Cold War 3) Not allowing flight</p> <p>One of the main factors behind the military coup 1999 was Kargil war. Freedom fighters fought and took over a checkpost in India and India blamed Pakistan for it and attacked Pakistan. Hence war started 400 soldiers of Pakistan martyred and 600^{soldiers} of India killed. Pak^{army} fought and took control of Kargil. India got scared and sought USA for help. Bill Clinton contacted PM Nawaz Sharif and signed an agreement with him. Nawaz Sharif on being assisted by USA called Army back from Kargil eventhough ^{eventhough} Pakistan was was winning which also made General Pervez angry. 2) After the Kargil situation a cold war started between Nawaz Sharif and General Pervez Musharraf. This cold war lasted 3 months and was one of main reasons of military coup. 3) While General Pervez Musharraf was out on a tour of other country Nawaz Sharif dismissed him from his position as General but army didn't follow this decision even the flight of General Pervez was not allowed to land due to orders by government but army managed to land his flight and as soon as he landed he ordered martial law / military coup in 1999. Hence Not allowing his flight to land was a major factor which played a ^{role}.</p>

Description of Weaker Responses

In *weaker responses*, some candidates misunderstood the question and focused on unrelated events such as Pakistan’s nuclear tests and their after-effects, which were not directly linked to the coup. Likewise, some responses showed general reasons such as “political instability” and “poor governance” without clearly explaining how these factors led to the military takeover. These responses lacked focus and missed the main points, such as the conflict between the civilian government and the military, the Kargil War, and the dismissal of the Army Chief, etc.

Image of Weaker Response

1, Nuclear testing: During the rule of Nawaz sharif nuclear testing was carried out in 11th and 13th of may in chagai hills, balochistan. To show the strenght of Pakistan to India as at that time India was also carrying nuclear testing. Because of nuclear testing we saw that Nawaz sharif increase the pre prices and of fuel and food due to which inflamation was seen but still Nawaz sharif didn't stop.

2, Opposition from foreign countries: Many countries opposed ~~the~~ this idea as they knew that the economic stability, trade and people's health would be affected. The countries refused to give aid for conducting nuclear testing as they knew that other countries trade would also effect. But still Nawaz sharif carried out nuclear testing and the economy of Pakistan shattered with people suffering from inflation.

3, Military coup by Pervez Mushareef: After all these testing economy was facing alot of hardships and challenges due to which Pervez mushareef carried military coup and introduces reform and tried his best to make the economic situations stable again.

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) 	<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 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform

- Review past paper questions on the concept
- Utilise the resource guide for additional materials

- Questioning Technique (Socratic approach)
- Practical Demonstration

<https://akueb.knowledgeplatform.com/login>



Any Additional Suggestion: Teachers can use documentary clips or curated video excerpts followed by guided reflection questions to engage students with the political context visually and critically. Incorporating a structured “Problem-Tree” activity, where students identify root causes (e.g., governance issues, institutional conflict) and consequences of the coup, can help unpack complex interrelations.

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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