



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Notes from E-Marking Centre on HSSC-II Pakistan studies Annual Examinations 2024**

**Introduction**

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

**E-Marking Notes**

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses 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 the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfil the demand of the question.

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

**General Observations**

The overall performance of the entire cohort in the examination indicates that candidates demonstrated a strong understanding of the constitutional and political system of Pakistan such as provisions for minorities in light of the 1973 constitution and the characteristics of good governance. However, there were mixed responses found regarding the impact of the Lahore Resolution on the subcontinent's politics. Some candidates effectively described its significance, while others struggled, indicating a need for better understanding of this historical event. Similarly, candidates faced challenges with questions on Pakistan's foreign policy changes after 9/11 and its support for the United States of America (USA) in the war against terrorism. Many candidates found it difficult to differentiate policy changes from direct support measures, highlighting the need for clearer understanding and precise articulation of these complex concepts.

To improve overall performance, it is important for teachers to focus on strengthening students' analytical skills and contextual interpretation. Encouraging a deeper understanding of complex topics through detailed study will help students develop a more nuanced approach. Consistent practice with questions that require critical thinking and structured responses can also aid in aligning their answers more closely with the requirements of the examination. By adhering to these strategies, students can improve their ability to analyse, interpret and articulate their understanding of the subject matter more effectively.

**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

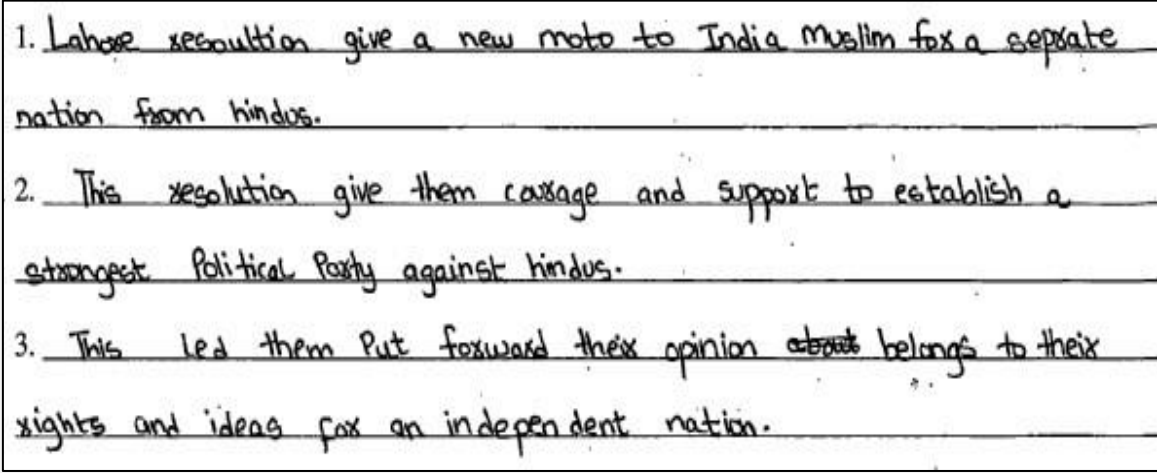

<b>Question Text</b>	How did the Lahore Resolution 1940 impact the politics of the subcontinent?
<b>SLO No.</b>	1.4.2
<b>SLO Text</b>	Analyse the significance of Lahore Resolution (Pakistan Resolution) in terms of its demand and its impact on the politics of the subcontinent;
<b>Max Marks</b>	3
<b>Cognitive Level</b>	U*
<b>Checking Hints</b>	Give ONE mark for writing each impact (THREE required).
<b>Overall Performance</b>	There were mixed responses observed in this question. Some candidates were able to effectively describe the impacts of Lahore Resolution 1940 on the politics of the subcontinent while others struggled to provide well-constructed responses.
<b>Description of Better Responses</b>	The candidates demonstrated a clear understanding of the concept. They recognised the Lahore Resolution as an important moment in the Indian independence movement, marking a clear demand for separate states for the Muslims, which eventually led to the creation of Pakistan. These candidates clearly mentioned the resolution's impacts on communal relations, political alignments and its role in shaping subsequent political events. Additionally, their ability to articulate its long-term effects on the subcontinent's political landscape demonstrates their comprehensive grasp of the subject matter.
<b>Image of Better Response</b>	
<b>Description of Weaker Responses</b>	The candidates struggled with the question because they did not fully understand the historical context and significance of the Lahore Resolution. They failed to explain that how the resolution united Muslims under the Muslim League, provided a clear vision and direction for Muslims in the subcontinent and laid the groundwork for future negotiations with the Indian National Congress and the British. This lack of detailed knowledge resulted in incomplete or superficial responses.

Image of Weaker Response

1. Lahore Resolution 1940 has the big impact that the muslim gathered together as a brotherhood <sup>and give a pressure to govt</sup>
2. \*All Indian muslims were take action and give pressure to government with the help of rallies, boycott.
3. Lahore resolution 1940 impact the politics of the subcontinent that muslims boycott the government jobs, schools.

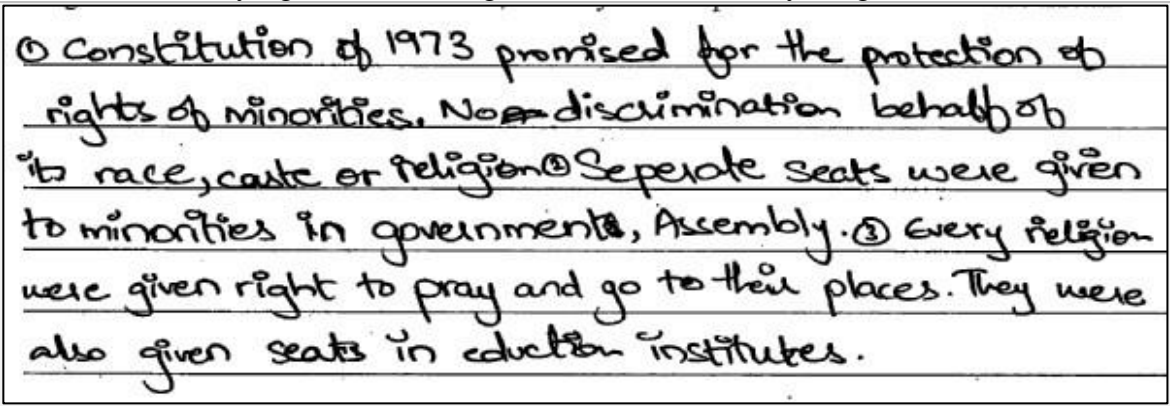
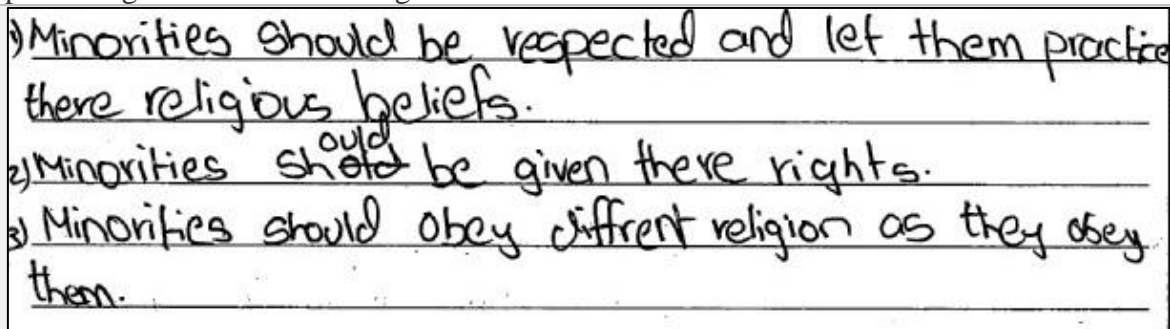
Suggestions for improvement (Highlight all that apply)

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


**Any Additional Suggestion:** Teachers can involve students in activities such as constructing a timeline of significant events from the Lahore Resolution to the partition of subcontinent. This will help them visualise the historical context and the gradual shift in political alignments. Students can also be prompted to discuss how the resolution unified Muslims across the subcontinent, examining both short-term and long-term effects with historical evidence.

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

### Question No. 2

<b>Question Text</b>	In light of the constitution of Pakistan 1973, state any THREE provisions for minorities in Pakistan.
<b>SLO No.</b>	2.2.12
<b>SLO Text</b>	Discuss the fundamental rights given in the Constitution of Pakistan 1973;
<b>Max Marks</b>	3
<b>Cognitive Level</b>	K
<b>Checking Hints</b>	Give ONE mark for stating each provision (THREE required).
<b>Overall Performance</b>	In general, most of the candidates were able to correctly mention the specific rights and protections for minorities outlined in the 1973 constitution, showing a clear understanding of the topic. While some responses relied on vague statements and lacked specific examples or references, thus displaying a shallow understanding of the concept.
<b>Description of Better Responses</b>	Better responses specifically mentioned the rights of minorities as defined in the 1973 constitution. These responses highlighted the right to practice religion freely, the right to manage religious institutions, the prohibition of discrimination in services and the reservation of seats for minorities in local, provincial, and national governments. Such responses demonstrated a thorough understanding of how the 1973 Constitution aimed to protect and promote the rights of minorities in Pakistan. By addressing these key points, candidates showcased their ability to connect constitutional provisions with the broader context of minority rights and their significance in the country's legal framework.
<b>Image of Better Response</b>	 <p>① Constitution of 1973 promised for the protection of rights of minorities. No discrimination behalf of its race, caste or religion. ② Seperate seats were given to minorities in governments, Assembly. ③ Every religion were given right to pray and go to their places. They were also given seats in education institutes.</p>
<b>Description of Weaker Responses</b>	Weaker responses were observed to mention on general statements instead of specific details. For example, few candidates mentioned that “minorities enjoy the same rights as the majority” or “minorities are given all the fundamental rights in the constitution” etc. Additionally, some candidates struggled with organising their thoughts clearly and presenting a well-structured argument.
<b>Images of Weaker Responses</b>	 <p>1) Minorities should be respected and let them practice there religious beliefs.  2) Minorities should be given there rights.  3) Minorities should obey different religion as they obey them.</p>

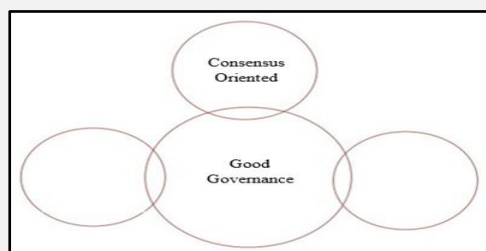
## Suggestions for improvement (Highlight all that apply)

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

**Any Additional Suggestion:** Teachers can organise debates and small group discussions to encourage students to articulate their understanding and hear diverse perspectives of their class fellows.

### Question No. 3

**Question Text** Mention any TWO characteristics of good governance in the given text circles. One has been done for your reference.



**SLO No.** 3.3.1

**SLO Text** Explain the concept of good governance;

**Max Marks** 2

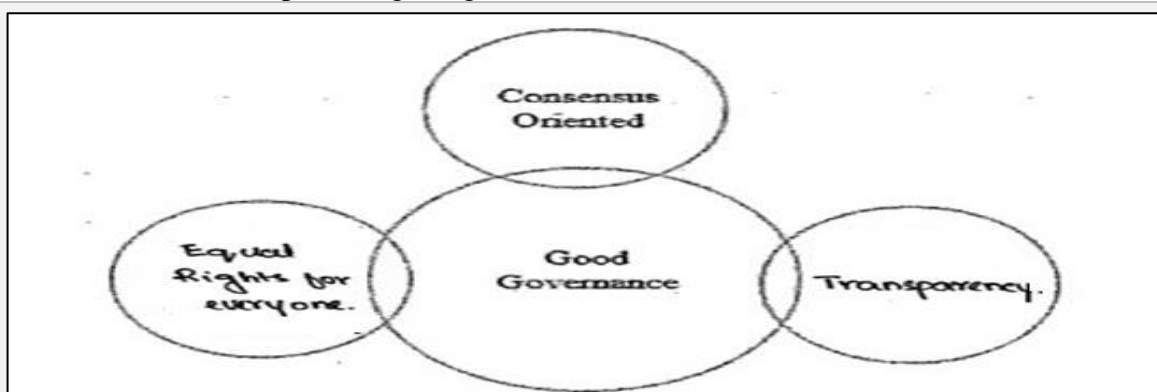
**Cognitive Level** K

**Checking Hints** Give ONE mark for mentioning each point (TWO required)

**Overall Performance** Overall, the candidates performed well in this question. The responses indicated that they were aware of the characteristics of good governance. However, few candidates struggled with this question. Their responses focused on the outcomes or impacts of good governance rather than its characteristics which impacted their answers.

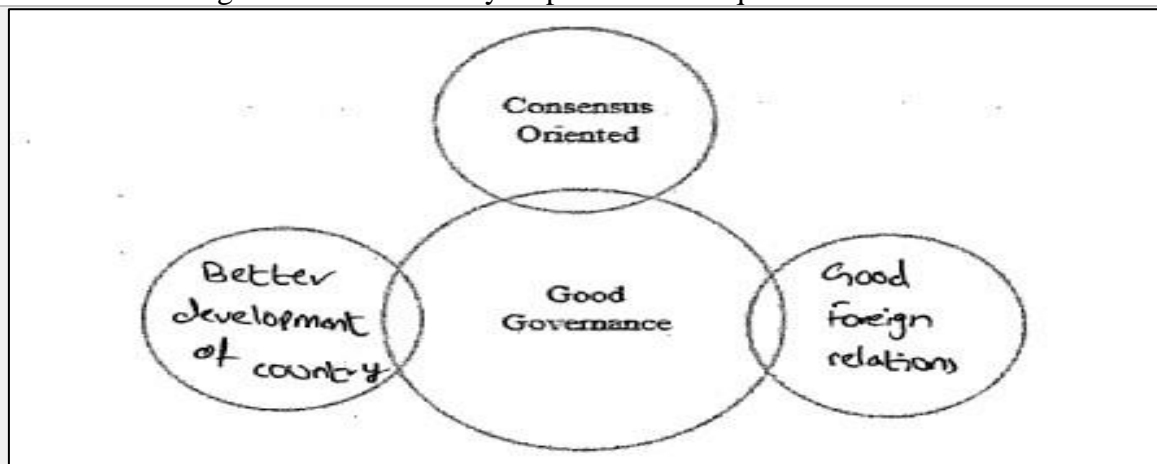
**Description of Better Responses** Better responses correctly stated the two characteristics of good governance, such as participation, rule of law, responsiveness, equity and inclusiveness, effectiveness and efficiency, accountability and transparency. These responses reflected a clear understanding of the fundamental aspects of good governance.

**Image of Better Response**




**Description of Weaker Responses** Candidates with weaker responses reflected their limited knowledge of the concept. They mentioned effects of good governance, such as economic stability, a strong GDP or better relationship with other countries etc. instead of stating its specific characteristics. Their misunderstanding led to unsatisfactory responses to this question.

**Image of Weaker Response**

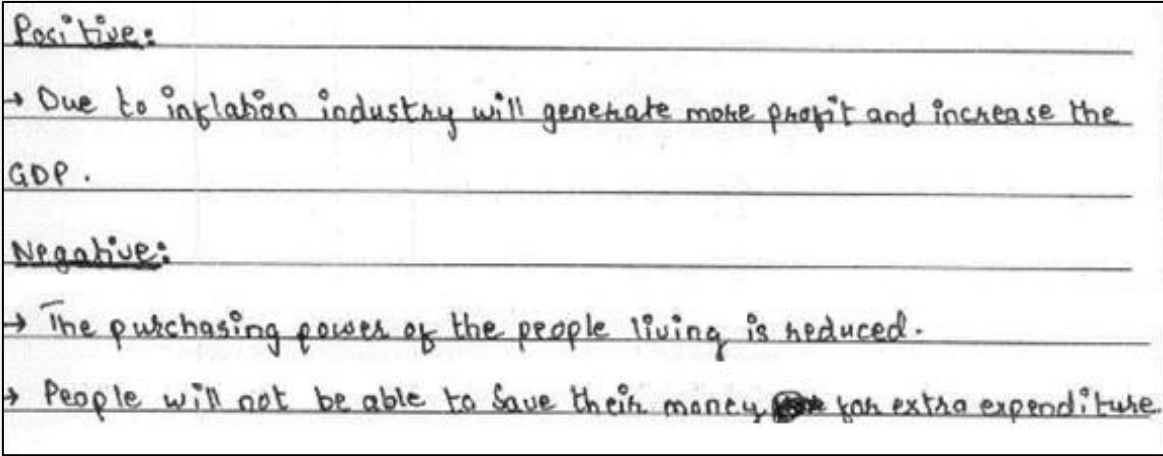
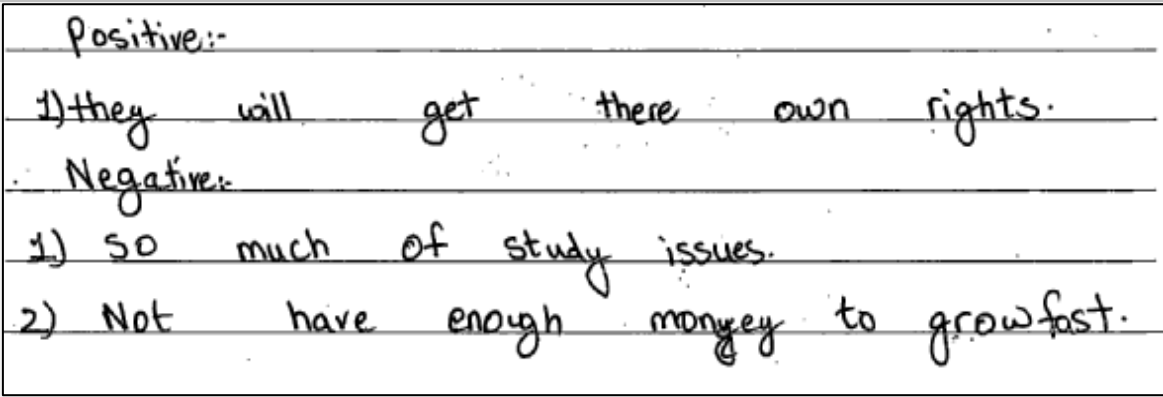


**Suggestions for improvement (Highlight all that apply)**


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

**Any Additional Suggestion:** Teachers can conduct simulation activities where students take on roles such as government officials, citizens and regulatory agencies. They can navigate with governance issues and practice decision-making based on principles like rule of law and equity etc.

#### Question No. 4

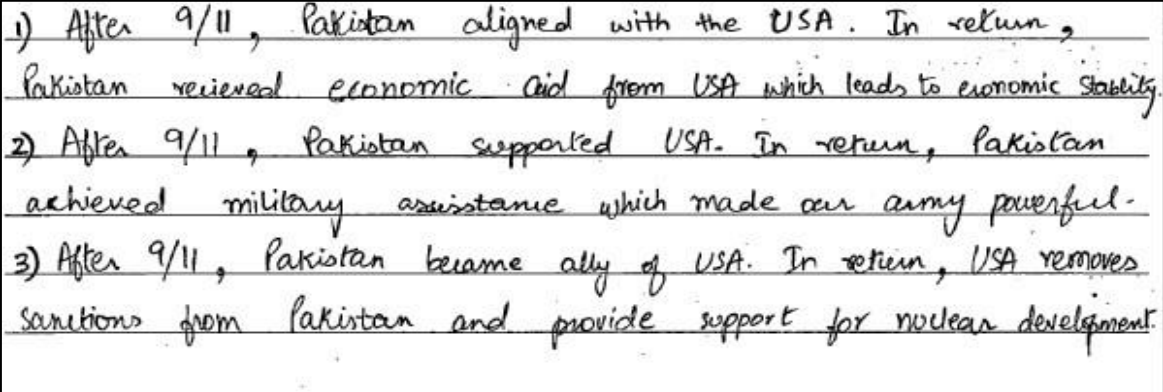
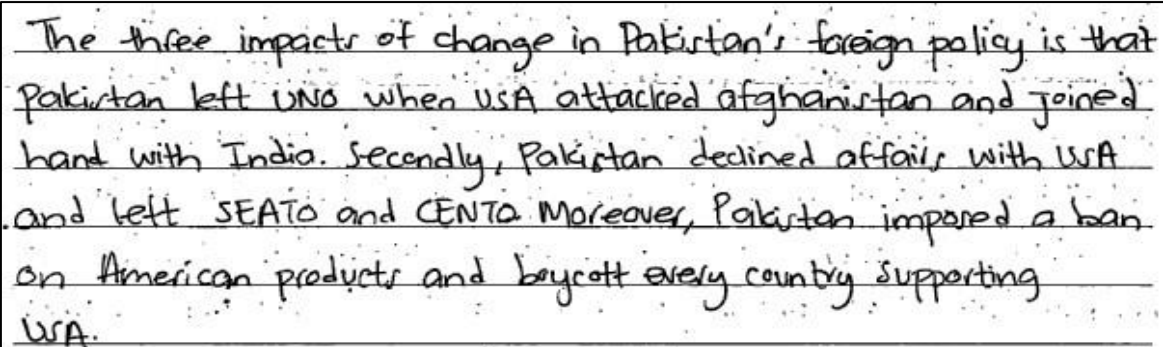
<b>Question Text</b>	Assess any ONE positive and TWO negative effects of inflation on a country's economy.
<b>SLO No.</b>	5.1.4
<b>SLO Text</b>	Evaluate the impacts of inflation on economy;
<b>Max Marks</b>	3
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	Give ONE mark for a POSITIVE effect Give ONE mark for each negative effect (TWO required).
<b>Overall Performance</b>	Overall, the candidates performed well in this question. The responses indicated that they were familiar with the positive and negative effects of inflation on a country's economy. However, few candidates struggled with this question. Their responses showed that they struggled to connect economic principles to real-world scenarios, such as how inflation affects different sectors of the economy etc which ultimately led to less satisfactory responses.
<b>Description of Better Responses</b>	Better response recognised the demand of the question and fully addressed the command word. These responses clearly explained how inflation impacts consumers, businesses and government policies. Candidates used specific examples to support their points, showing how inflation affects purchasing power, investments and economic stability. They also explained how inflation interacts with other factors like interest rates, employment and standard of living, etc. These responses were well-structured and covered both positive and negative aspects of inflation effectively.
<b>Image of Better Response</b>	
<b>Description of Weaker Responses</b>	Some candidates provided general responses without specific examples to support their points such as "Inflation is bad for the economy" or "Inflation can cause problems" without explanations. Their responses often lacked depth and clear connections between inflation and other economic factors, displayed a superficial understanding of the topic.
<b>Image of Weaker Response</b>	

## Suggestions for improvement (Highlight all that apply)


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

**Any Additional Suggestion:** Teachers can organise debates where students argue either the positive or negative effects of inflation. This encourages critical thinking and helps students articulate their understanding clearly. Students are also encouraged to create infographics that visually represent the effects of inflation on different sectors of the economy. This will help them summarize information creatively and clearly.

### Question No. 5

<b>Question Text</b>	Analyse the impact of change in Pakistan's foreign policy after 9/11 with respect to the United States of America.
<b>SLO No.</b>	7.2.3
<b>SLO Text</b>	Analyse how the changes in the foreign policy in different time periods impacted Pakistan.
<b>Max Marks</b>	3
<b>Cognitive Level</b>	A
<b>Checking Hints</b>	Give ONE mark for analysing each point (THREE required).
<b>Overall Performance</b>	The responses to this question were generally not satisfactory. Most candidates had difficulty clearly articulating the post 9/11 changes in Pakistan's foreign policy. Instead, many students incorrectly focused on the impacts of Pakistan's nuclear tests (1998), which was not relevant to the question. However, a few students correctly responded to the question by demonstrating a clear understanding of the specific changes in Pakistan's foreign policy after 9/11, focusing on Pakistan's alignment with the USA in the war against terrorism.
<b>Description of Better Responses</b>	Better responses correctly highlighted Pakistan's logistical support and intelligence cooperation with the US after 9/11. They discussed the significant increase in military and economic aid received from the US, the domestic and regional impacts of this policy shift and the reorientation of Pakistan's foreign policy towards counter-terrorism and US interests. Some responses were backed by examples, showing a thorough understanding of the topic.
<b>Image of Better Response</b>	 <p>1) After 9/11, Pakistan aligned with the USA. In return, Pakistan received economic aid from USA which leads to economic stability.</p> <p>2) After 9/11, Pakistan supported USA. In return, Pakistan achieved military assistance which made our army powerful.</p> <p>3) After 9/11, Pakistan became ally of USA. In return, USA removes sanctions from Pakistan and provide support for nuclear development.</p>
<b>Description of Weaker Responses</b>	Many responses did not clearly understand how Pakistan's foreign policy changed after 9/11. Candidates often confused different historical events and their effects on foreign policy. For instance, some mistakenly connected foreign policy changes to Pakistan's nuclear tests instead of focusing on the impact of 9/11. This misunderstanding shows that students struggled to distinguish between these events and their respective influences on Pakistan's international relations. Furthermore, some candidates found it challenging to connect Pakistan's foreign policy changes directly to its relationship with USA instead providing more generalised statements that did not address the specific question.
<b>Image of Weaker Response</b>	 <p>The three impacts of change in Pakistan's foreign policy is that Pakistan left UNSC when USA attacked Afghanistan and joined hand with India. Secondly, Pakistan declined affairs with USA and left SEATO and CENTO. Moreover, Pakistan imposed a ban on American products and boycott every country supporting USA.</p>

**Suggestions for improvement (Highlight all that apply)**

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

**Any Additional Suggestion:** Teachers can show a documentary or video clips that explore Pakistan's role in the war against terrorism and its impact on foreign policy. Afterward, facilitate a discussion on the themes, perspectives, and controversies presented in the documentary. Teachers can also initiate debate on the pros and cons of Pakistan's alignment with the USA in the war against terrorism, highlighting the impact on national security, sovereignty, and international relations.

## Extended Response Questions (ERQs)

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

Question No. 6a	
<b>Question Text</b>	Explain any THREE causes that led to the failure of the 1962 constitution of Pakistan.
<b>SLO No.</b>	2.2.8
<b>SLO Text</b>	Discuss the reasons that led to the failure of 1962 Constitution;
<b>Max Marks</b>	6
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	Give ONE mark stating each reason of failure (THREE required). Give ONE mark for explaining each reason (THREE required).
<b>Overall Performance</b>	This was a choice question and the candidates who attempted this question performed well. They were able to articulate three specific causes with clarity and relevant details which shows their better understanding of the subject matter. In contrast, some candidates struggled to explain the causes accurately, relying on general statements without providing sufficient context or examples.
<b>Description of Better Responses</b>	Better responses focused on key issues such as the parity system, One Unit Scheme and presidential dictatorship, etc. Candidates effectively discussed the central government's interference in provincial matters and the curtailment of fundamental rights, along with the limited powers of the judiciary or its lack of independence. These examples illustrated a comprehensive understanding of the candidates and showcased their ability to explain complex constitutional issues critically.
<b>Image of Better Response</b>	<p>One of the primary cause the led to the failure of the 1962 constitution was that it was not a popular constitution as it did not reflected the true spirits of people due to the indirect form of election, where the citizens would vote to elect basic democrats and they would elect the president this led to the unpopularity of constitution. Secondly because of lack of check and balance constitution did not possess much power. Another major reason was presidential dictatorship, usually the powers are divided between legislature, executive and judiciary but in 1962 constitution the biggest share of powers were given to the president leading towards presidential dictatorship. unicameral system was also one of the cause for the failure of 1962 constitution. Lastly 1962 constitution was free from fundamental rights, fundamental<sup>rights</sup> were added in the constitution after the first amendment but it seemed that it was an eye wash as fundamental right of speech and movement was curtailed by government, hence the constitution<sup>failed</sup>.</p>

**Description of Weaker Responses**

Weaker responses primarily addressed the delays in Pakistan's constitution-making process, such as ideological conflicts, political instability and martial law etc. instead of focusing on the causes behind the failure of the 1962 constitution. These responses showed a general understanding of Pakistan's constitutional issues but lacked specific knowledge about the 1962 constitution.


**Image of Weaker Response**

The 1962 constitution failed and opposed by the muslim minorities which was decided by Liaquat Ali Khan who was the first president of Pakistan.

The constitution passed by the majority muslim members present there but was neglect and opposed by the minority of liberal muslims who are freely assest to raise their issues and objections so they objected the constitution issues which are.

- they mentioned that in that constitution there are some points which do not go through and according to the Quaid's vision for the state.
- they said and object that in the constitution there's no Islamic law or any Ideology according to Islam which is the obvious reason to established and achieve this state.
- the orthodox approach muslims who have established points of Islam also mentioned to brought Islamic shari'ah and law in state.

**Suggestions for improvement (Highlight all that apply)**

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**Any Additional Suggestion:** Teachers can encourage students to compare the 1962 constitution with other constitutions of Pakistan (e.g., the 1956 and 1973 constitutions). Discuss the differences in structure, powers, and effectiveness, helping students understand why the 1962 constitution failed in contrast.

**Question No. 6b**

<b>Question Text</b>	Explain any THREE steps taken by the government of Pakistan to support the United States in the war against terrorism.
<b>SLO No.</b>	7.2.1
<b>SLO Text</b>	Discuss the foreign policy of Pakistan in the given time periods; •1947-52: Exploration and Friendship with all (Political attitude of Pakistan towards Afghanistan, Iran, China, India, USA and USSR); • 1953-62: Alignment with the West (Military agreements, SEATO, CENTO, Mutual Defence Assistance Agreement 1954). •1963-71: Pakistan in search of new friends (Separation from the Western block, inclination towards USSR and China, China-Pakistan Border Agreement 1963, Tashkent Agreement 1965, Pakistan joined the RCD (later came to be known as ECO) in 1964); • 1972-79: Bilateralism and non-alignment (withdrawal from Commonwealth, SEATO and CENTO, Pakistan joined the Non-aligned Movement, Islamic solidarity and OIC). • 1980-90: Pakistan as a front-line ally of the USA in Afghan War, Pressler Amendment; • 1991-2001: Post-Cold War Era and Pakistan's Dilemmas (rift between Pakistan and the US relations, Disintegration of the USSR and emergence of unipolar world, Brown Amendment 1995, Pakistan's nuclear tests, Kargil War); • 2001 onwards: Pakistan's role in the War against Terrorism;
<b>Max Marks</b>	6
<b>Cognitive Level</b>	U
<b>Checking Hints</b>	Give ONE mark for stating each step (THREE required). Give ONE mark for explaining each steps (THREE required).
<b>Overall Performance</b>	This was a choice question and was attempted by a smaller number of candidates. Those who correctly attempted this question demonstrated a clear understanding of the specific actions taken by Pakistan. While some candidates did not perform well because they discussed broader aspects of Pakistan-US relations rather than focusing on the war against terrorism specifically.
<b>Description of Better Responses</b>	Better responses accurately identified and explained steps taken by the government of Pakistan to support the USA such as providing logistical support and intelligence cooperation, allowing the use of airbases and airspace for its military operations in the tribal areas to target terrorist groups. They provided detailed explanations and relevant examples, highlighted their knowledge and critical analysis of Pakistan's role in the war against terrorism.

Image of  
Better  
Response

\*USA fought a war against terrorism with the full support of Pakistan against Afghanistan as a suspect of the attack on twin tower in New York and Pentagon head quarter of USA defense department. Pakistan play a non-NATO front line ally of USA by providing the following major supports to USA:-

① Pakistan gave USA an access to its air bases so the attack on Afghanistan could be made possible.

② Pakistan also provided USA the access to its Naval bases for additional security of USA and an easy route to Afghanistan as well as the assistance of its Intelligence agency (ISI) to USA

③ Pakistan also tried to convince the Taliban in Afghanistan to hand over Osama bin Laden to USA and avoid the suspected war but as the Taliban refused to hand Laden over to USA Pakistan had to provide full support to USA in the War due to pressure and being the member of UNO it was Pakistan's responsibility to facilitate for the elimination of Terrorism. Although Pakistan faced a number of setbacks after the end of the War it was a major event that brought change in the policy of foreign affair.

\* Pakistan also ran a number of operation called as Radd-ul-fassad and others against Taliban in 2014 and onwards.

Description of  
Weaker  
Responses

Weaker responses mainly focused on the impact of Pakistan's support for the USA in the war against terrorism rather than the specific government initiatives. These responses mentioned how Pakistan received significant economic aid from the USA, which stabilised its economy and how the USA provided the latest weapons, improving Pakistan's defence system. They also highlighted the improved Pak-USA relationship and Pakistan's enhanced political image in the global community. Some candidates even discussed negative impacts, such as the rise of drug and Kalashnikov culture, rather than detailing the government's specific actions to support the USA.


**Image of Weaker Response**

1) Pakistan used its force in the war against terrorism and played a vital role in it.

2) Pakistan used its technology which was improved and funded by United States in the war against terrorism

3) being funded by United States Pakistan improved its military power so it can give maximum support in war against terrorism.

**Suggestions for improvement (Highlight all that apply)**

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

**Any Additional Suggestion:** Teachers can organise a debate where one side argues in favour of Pakistan's support for the USA in the war against terrorism and the other side argues against it. This activity will help students understand the different perspectives and the complexities of the issue.

## **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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