



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

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

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 2025 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 examples 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 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. It is imperative to refer to the command word guide available on AKU-EB website for understanding the expectations of the command word.

General Observations

Overall, candidates demonstrated strong performance on basic constitutional and administrative concepts, particularly regarding the salient features of the Objectives Resolution and the various local government systems introduced in Pakistan over the years.

In contrast, their performance was average on problems faced by Pakistan's health sector and the implementation of fundamental rights.

However, candidates faced significant difficulties in areas requiring analytical understanding. Specifically, they struggled to demonstrate knowledge of major shifts in Pakistan's foreign policy over the years and performed poorly on the concept of the 3rd June Plan of 1947.

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	Describe any THREE features of 3 rd June Plan 1947.
SLO No.	1.4.4
SLO Text	Discuss the important features of 3 rd June Plan 1947;
Max Marks	03
Cognitive Level	U*
Checking Hints	Give ONE mark for describing each feature (THREE required) Note: Marks should be given for phrases with complete meaning.
Overall Performance	This question was generally attempted satisfactorily. Some candidates demonstrated full understanding and answered accurately. Many others showed partial understanding, managing to recall only one or two features correctly, while a smaller portion displayed complete lack of knowledge.
Description of Better Responses	In <i>better responses</i> , candidates clearly and concisely highlighted key features of the 3 rd June Plan 1947. They effectively summarised the division of British India into two independent states of Pakistan and India, the use of the Government of India Act 1935 as interim constitution, and the provision for Muslim-majority areas to join either of the country. They used relevant terminologies and avoided unnecessary details, reflecting a clear grip of the content.
Image of Better Response	<ol style="list-style-type: none"> 1. British-India would be divided into two states, India and Pakistan, having dominion status. 2. Interim constitution of both states would be 1935 Government of India Act. 3. Muslim majorities would decide if they want to join Pakistan or stay in India.
Description of Weaker Responses	The <i>weaker responses</i> included inaccurate and irrelevant information which was not aligned with the actual features of the 3 rd June Plan 1947. For example, claims such as “Urdu and Bengali would be made national languages or implementation of Islamisation” were not part of the plan. Similarly, references to 2/3 rd majority, separate electorates, and religious freedom from harm are unrelated to the 3 rd June Plan. These responses failed to mention the key points such as partition, boundary commissions, referendums, transfer of power, status of princely states, etc.
Image of Weaker Response	<ol style="list-style-type: none"> 1. The third june plan provide 2/3rd majority and gave minority rights to fully represent. 2. It provide the separate electorate which benefitted the muslims to secure their seats. 3. Everyone has a right to fulfill their religion fully, no harm in following roots - by any other civilian -

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


Any Additional Suggestion: Teachers can use role play or simulation activities, where students act as historical figures such as Mountbatten, Jinnah, or Nehru to discuss the 3rd June Plan, encouraging critical thinking and active learning. Another effective technique is a group sorting and matching activity, where students work in groups to identify correct and incorrect statements about the plan and match them to headings like Partition, Referendums, and Princely States. This technique will promote content understanding through collaboration, discussion, and critical evaluation of historical facts.

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

Question No. 2

Question Text	<p>Read the following features of different acts, resolutions and constitutions of Pakistan.</p> <p>I. Partition of Indian subcontinent II. Definition of a Muslim III. Sovereignty of Almighty Allah IV. Guarantee of fundamental rights V. Presidential form of government VI. Observance of principles of democracy and justice</p> <p>In light of the above, Identify the features of Objectives Resolution 1949.</p>
SLO No.	7.2.1
SLO Text	Identify the key features of the Objectives Resolution 1949;
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for identifying each feature (THREE required).
Overall Performance	The overall performance of candidates in this question was above average. Many gave correct responses by identifying the relevant features, while a small number of candidates showed only partial grasp of the question requirements, while very few failed to answer the entire questions correctly.
Description of Better Responses	The <i>better responses</i> exhibited the candidates' correct identification of the key features of the Objectives Resolution 1949. They identified the sovereignty of Allah, guarantee of fundamental rights for all communities, and the principles of democracy, justice, and equality.
Image of Better Response	<p>1. It stated that sovereignty belongs to Allah Almighty.</p> <p>2. Objective Resolution 1949 guaranteed the fundamental rights for everyone.</p> <p>3. Democracy was to be followed and principle of justice and equal rights observed.</p>
Description of Weaker Responses	Many candidates were unable to identify the correct three features of the Objectives Resolution 1949. Instead of selecting the right key features like "Sovereignty of Almighty Allah," "Guarantee of fundamental rights," and "Observance of principles of democracy and justice," they chose unrelated or incorrect points such as the form of government being presidential or Muslims demanding a separate state.
Image of Weaker Response	<p>1. Objective Resolution 1949 was preamble used in all three constitution.</p> <p>2. All the guiding principal of Islam was followed in Objective Resolution.</p> <p>3. It bring the all the muslims in one platform.</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 <p>https://akueb.knowledgeplatform.com/login</p> 

Question No. 3


Question Text	The local government system introduced by General Ayub Khan (1958-69) did not serve the claimed purpose. Justify the given statement with ONE reason.
SLO No.	3.2.2
SLO Text	Critique the local government systems introduced by the military rulers Ayub Khan, Zia-ul-Haq and Pervez Musharraf;
Max Marks	03
Cognitive Level	A
Checking Hints	Give ONE mark for mentioning any negative aspect (Only ONE required). Give ONE mark for justification (Only ONE required).
Overall Performance	The majority of candidates performed well, with more than half securing full marks; however, a significant minority failed completely, while the remaining candidates achieved an average score.
Description of Better Responses	In <i>better responses</i> , the candidates highlighted the involvement of bureaucracy and the neglect of common people's needs, showing how the system was captured by elites rather than serving its democratic purpose. Many candidates rightly mentioned that the Basic Democracies system became corrupt and a political tool to keep Ayub Khan in power, by empowering bureaucracy rather than the elected public representatives.
Image of Better Response	<p>The 4 tier local government system of Basic democracies did not serve its function, due to the involvement of bureaucracy and no check in balance, The rich bureaucrats opinions and suggestions were listened, neglecting the needs and saying of common people</p>
Description of Weaker Responses	In <i>weaker responses</i> , the candidates failed to provide a specific, fact-based justification for why Ayub Khan's local government system was unsuccessful. They incorrectly focused on unrelated political policies, such as the One Unit Scheme and the presidential form of government, demonstrating a misunderstanding of the specific system in question. Many

mentioned a generalised, subjective opinion on Ayub Khan's character rather than a valid, historical reason for the policy's failure.

Image of Weaker Response

General Ayub Khan ~~was~~ introduced one unit scheme and presidential form of government which were against the Islamic laws and rules (shariat) and was opposed by Zulfikar Ali Bhutto and the people of Pakistan both East and West.

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 interactive techniques that promote analysis and critical thinking. One approach is a comparative chart or matrix activity, where students fill in columns for General Ayub, General Zia, and General Musharraf against rows such as claimed purpose, actual practice, impact on democracy, and sustainability, before sharing their findings. Another engaging method is role play or debate, with groups representing supporters and critics of each ruler's system. This encourages active participation and highlights the gap between objectives and outcomes of the local government systems.

Question No. 4

Question Text	<p>Why the following are significant issues in the health sector of Pakistan?</p> <ul style="list-style-type: none"> • Inequality in healthcare services • The burden of communicable diseases • The issue of quackery (non-licenced/ unqualified doctors)
SLO No.	5.4.2
SLO Text	Discuss different problems faced by the health sector in Pakistan;
Max Marks	3
Cognitive Level	A
Checking Hints	Give ONE mark for giving justification for each of the problems (THREE required)
Overall Performance	Many Candidates performed well in this question as they were able to justify all three problems. However, many were able to achieve up to justification of two problems. Only few candidates were not able to respond to the question at all.
Description of Better Responses	In <i>better responses</i> , the candidates highlighted key reasons behind the given issues in Pakistan's health sector more directly and concisely. For example, they recognised that inequality in healthcare services arises mainly from disparities between rural and urban areas, where rural hospitals often lack infrastructure and trained staff compared with urban centres. They also explained that communicable diseases place a heavy burden on the health system because they spread rapidly and overwhelm the already limited facilities. Furthermore, they pointed out that quackery thrives due to systemic weaknesses such as corruption, poor regulation, and lack of government oversight.
Image of Better Response	<p>1) Inequality in health sector exists on rural areas often have underdeveloped hospital and ^{untrained} staff compared with urban health sector.</p> <p>2) Communicable diseases burdenize the health sector as they spread quickly and infect large num of people which cannot be treated by ^{low quantity of hospitals}</p> <p>3) Quackery (non-licenced/unqualified) doctors exist in health sector due to flaws in system (Bribery, corruption & living relatives & friends)</p>
Description of Weaker Responses	In <i>weaker responses</i> , the candidates showed limited understanding of the key health issues in Pakistan. They lacked clarity and drifted away from the specific problems highlighted in the question. For example, instead of focusing on communicable diseases, the responses mentioned stress, anxiety, and suicide, which are unrelated. The points on inequality were vague, with little explanation of rural–urban disparities. Similarly, the discussion on quacks was poorly expressed, with phrases like “incompetent doctors” that demonstrated lack of grip on the content.
Image of Weaker Response	<ul style="list-style-type: none"> • Inequality in health care services : if a service is financially stable they can easily afford medicine & those who are not capable they don't get equal health services. • People are getting depressed day by day & attempt suicide and got panic attack & take tablets without any prescription • Doctors get false degree to get the job & they are not qualified can cause human death if they not treat well people.

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: Teacher can use case study method to engage students to examine scenarios such as rural–urban disparities to identify root causes and impacts on society. Similarly, they can organise a debate activity in which groups present arguments on issues like government responsibility versus private sector role, encouraging analytical thinking. Role play can further be applied, allowing students to act as healthcare providers, patients, or policymakers, helping them to explore challenges practically and understand the complexities of Pakistan’s health sector.

Question No. 5

Question Text	Discuss any THREE main changes in the foreign policy of Pakistan during 1972 and 1979.
SLO No.	7.2.1
SLO Text	Discuss the foreign policy of Pakistan in the given time periods\; • 1972-79: Bilateralism and non-alignment (withdrawal from Commonwealth, SEATO and CENTO, Pakistan joined the Non-aligned Movement, Islamic solidarity and OIC)\;
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for discussing each point (THREE required)
Overall Performance	Overall performance in this question varied. A considerable number of the candidates failed to accomplish the complete expectation of the question while some candidates excellently attempted the question. There were also some candidates who showed partial performance.
Description of Better Responses	In <i>better responses</i> , the candidates correctly identified the key foreign policy shifts of Pakistan between 1972 and 1979, including the withdrawal from Western alliances and the pivot towards a non-aligned stance. They also highlighted the strengthening of relations with Muslim countries, a crucial change during this period. Their responses avoided unnecessary detail and irrelevant information such as the nuclear programme, making them more focused and effective in addressing the specific question.

Image of Better Response	<p>* The Pakistan made relations better with China and USSR because of its Geo-political location.</p> <p>* Pakistan also made organization with Turkey and Iran for the betterment of muslim society.</p> <p>* Pakistan got military assistance from the USSR at that time because USA didn't help Pakistan in 1971</p>
Description of Weaker Responses	<p>In <i>weaker responses</i>, the candidates demonstrated a lack of historical knowledge and failure to address the core question about major shifts in Pakistan's foreign policy during the mentioned period of time. For example, some of the responses incorrectly claimed Pakistan joined SEATO in 1978, when it withdrew from the alliance in 1972. Others mentioned the China-Pakistan Economic Corridor (CPEC), which was not initiated until much later, and inaccurately stated Pakistan became an ally of the USA during this period. While others focused on tariffs, which is an economic detail and not a fundamental change in foreign policy.</p>
Image of Weaker Response	<ol style="list-style-type: none"> 1. Pakistan become the member of (SETO) organization in 1978-79 so they can trade easily. 2. the border of Pakistan are is attached to the border of China so there were a route built for trade purpose called China Pakistan economic corridor (CPEC). 3. Pakistan become the ally of USA.

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

Any Additional Suggestion:

Two effective teaching techniques are role-playing and document analysis. Students can engage in a mock summit, role-play as diplomats from different countries to understand the complexities of bilateralism. Alternatively, providing students with excerpts from key historical speeches or press releases from the time period allows them to analyse primary sources and form their own conclusions about shifts in Pakistan's foreign policy.

Extended Response Questions (ERQs)

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

Question No. 6a	
Question Text	<p>In 2010, the 18th amendment in the constitution of Pakistan gave the right of education to the masses.</p> <p>Do you think this right is being enjoyed by all the citizens of Pakistan fifteen years later? Justify your answer by giving FIVE valid reasons.</p>
SLO No.	2.2.13
SLO Text	Evaluate the practical implementation of these rights in Pakistan;
Max Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for taking a stance, Give ONE mark for each reason (FIVE required).
Overall Performance	Overall performance in this question was encouraging, as most of the candidates attempted the question very well whereas many others attempted the question with some level of success. As part of the either question (ERQ), it was opted by most of the candidates.
Description of Better Responses	In <i>better responses</i> , the candidates correctly mentioned that the right to education is not being fully enjoyed by all citizens. They provided a more realistic and grounded perspective by highlighting key challenges such as poverty and economic instability, which force children into labour. The candidates also correctly identified gender inequality and cultural barriers that particularly affect girls’ education, as well as the lack of quality education, poor infrastructure, and lack of teacher training. These reasons are more valid as they directly prevent constitutional rights from becoming a practical reality for a large portion of the population.

Image of Better Response

a.) Now this right is not enjoyed by a huge number of population as:

- i) Poverty or economical instability: Pakistan make no stable economy and is a developing country and the common people of the country lacks earning resources so they prioritise a child ~~also~~ going to earn and not study. This enhance not only child labour and illiteracy as well.
- ii) Awareness on the importance of education is not provided by govt. to local people. The benefits are not introduced to parents, so they make no difference with an educated and uneducated person. For them, he/she should be just earning.
- iii) Lack of resources: Due to deprivation of resources, parents are forced to make their child earn, instead of buying school uniforms to them.
- iv) Lack of quality education: The type of education, which encourages or excites students is not provided. Instead, education is often seen as a torture among little students, due to physical or mental abuse by institutes staff.
- v) Lack of check and balance: Government of Pakistan is behind in having check and balance of literacy rates and child labour rate as well. No strict measures or awareness was provided after the amendment and just education is forced but no measures were taken to make parents send their children to schools. Hence, education is still missed by millions of children.


Description of Weaker Responses

In weaker responses, the candidates failed to acknowledge the significant and well-documented issues that prevent universal access to education in Pakistan. By focusing solely on positive developments like devolution and digitalisation, the candidates ignored critical obstacles such as the huge number of out-of-school children, widespread poverty, and the prevalence of child labour. The candidates did not address the core problems of low-quality education and deep-seated social biases against female schooling.

Image of Weaker Response

- ① Yes this right is being enjoyed by all the citizens of Pakistan fifteen year later because the syllabus for so easy.
- ② The citizens were easily appointed to government job by their contacts in politics.
- ③ The passing mark for the exam in Sindh board is very much low till now.
- ④ citizens are enjoying this because their papers are leaked before examination in Sindh board.
- ⑤ citizens of Sindh are enjoying so much because they can easily involved in Sindh government or government job by in exam ~~there~~ there is a subject of Sindhi which is most benefits for them.

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 two effective teaching techniques such as class debate and policy brief writing to teach this SLO in classroom. A structured debate allows students to argue both for and against the success of the 18th Amendment's implementation, using factual evidence. Alternatively, students can work in groups to research specific educational challenges and draft a concise policy brief suggesting solutions to address them.


Question No. 6b

Question Text	Analyse any three changes in the foreign policy of Pakistan between 1947 and 1960.
SLO No.	7.2.3
SLO Text	Analyse how the changes in the foreign policy in different time periods impacted Pakistan.
Max Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for mentioning each shift/change in foreign policy (THREE required). Give ONE mark for analysing each shift/change (THREE required).
Overall Performance	Though this question was not opted by majority. Yet from the ones who attempted, the performance in this question was strong as more than half of the candidates attempted it excellently with exception of a small number who showed average performance.
Description of Better Responses	In <i>better responses</i> , the candidates correctly analysed Pakistan's foreign policy changes from 1947 to 1960. They mentioned key events like the move from a neutral stance to alignment with the West, specifically the USA, and the subsequent joining of Western-led alliances like SEATO and CENTO. The responses also correctly highlighted the signing of the Mutual Defense Agreement and the resulting strained relationship with the USSR.
Image of Better Response	<p>⑥ During 1947-1952 Pakistan focused to develop ties with every the everyone maintaining a neutral stance. After 1953 they aligned with the west particularly the US. Pakistan, although not recognized by Afghanistan initially developed diplomatic ties with them. But, joined SEATO in 1954 which aimed to stop communist influence in the region. Pakistan was one of the first countries to recognize "People's Republic of China" and developed good ties with them. However, joining of SEATO and CENTO in 1955 went against communism. Pakistan also signed the Mutual Defence Agreement in 1955 which strengthened its relations with the western world particularly the U.S.A. Pakistan had strained relationship with India initially in due to the 1948 war. After later on their relationship re transformed to neutral. Hence, Pakistan had a neutral stance initially but later on it aligned with the western bloc.</p>
Description of Weaker Responses	In the <i>weaker responses</i> , the candidates incorrectly focused on domestic political instability following Quaid-e-Azam's death and general social issues, which had no direct link to foreign policy changes in the mentioned years. Similarly, they discussed internal matters such as religion, equality, and justice, making broad and often factually incorrect claims about internal affairs rather than Pakistan's diplomatic shifts. The candidates did not mention any relevant events such as joining SEATO or CENTO, or relations with the USA and USSR.

Image of Weaker Response

A) The three changes in the foreign policy of Pakistan between 1947 and 1960 was due to death of Quaid-e-azam there was not other well governed to handle the government due to this cause a major impact. People left their property and due to many days of traveling they were having shortage of food and money. There was lack of opportunity which also cause many issue and changes. The government fighting among them for seat which cause delay in foreign policy and got a major impact on 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> 

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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Additionally, we express our gratitude to the esteemed team of reviewers for their constructive feedback on overall performance, better and weaker responses, and validating teaching pedagogies along with suggestions for improvement.

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- Munira Muhammad, Lead Specialist, Assessment, AKU-EB
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