



**FEDERAL BOARD OF INTERMEDIATE  
AND SECONDARY EDUCATION  
H-8/4, ISLAMABAD**



No.1-10/FBISE/RES/652

30 August, 2024

**Subject: IMPLEMENTATION OF ASSESSMENT FRAMEWORKS AND MODEL QUESTION PAPERS DEVELOPED ON NATIONAL CURRICULUM OF PAKISTAN (NCP) 2022-2023**

In continuation to this office Notifications bearing No.1-10/FBISE/RES/383 dated 14 March 2024 and No.1-10/FBISE/RES/422 dated 19 March 2024 on the subject of Implementation of National Curriculum of Pakistan (NCP) 2022-23, Assessment Frameworks, Model Question Papers along with SLOs Alignment Charts and Tables of Specifications (ToS) at SSC-I and HSSC-I levels in the subjects of English Compulsory, Urdu Compulsory, Pakistan Studies (SSC-I), Islamiyat Compulsory (HSSC-I), Physics, Chemistry, Biology, Mathematics and Computer Science are hereby uploaded on FBISE Website [www.fbise.edu.pk](http://www.fbise.edu.pk). The Weblink is [https://fbise.edu.pk/curriculum\\_model\\_paper.php](https://fbise.edu.pk/curriculum_model_paper.php).

2. It is important to note that the Assessment Frameworks which contain all the SLOs of the curriculum 2022-23 will guide students, teachers and paper setters. Students will receive clear instructions on how to prepare for examinations. Teachers will use the Frameworks to understand what to teach in class and to prepare their students for the final examinations. Similarly, paper setters will use these documents for guidance in creating examination papers. It may be noted that the SLOs of Summative Assessment mentioned in the Assessment Frameworks will be included in the Final Board Examinations, whereas the SLOs of Formative Assessment will NOT be included in the Final Board Examinations; however, they will be part of teaching-learning activity in the class.

3. It is reiterated that the examinations of all the above mentioned subjects will be based on Student Learning Outcomes (SLOs) given in the respective curriculum (Assessment Frameworks) instead of textbooks. Educational institutions, students and teachers may consult the books of publishers reviewed by National Curriculum Council available on its Weblink <https://ncc.gov.pk/SiteImage/Misc/files/Annexures.pdf>. Moreover, the institutions are free to rely on any other valid and reliable instructional/reference material to fulfil the instructional requirements of the SLOs of these subjects.

( MIRZA ALI )

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ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

# PAKISTAN STUDIES

## Grade IX

NATIONAL CURRICULUM  
2022-23



FEDERAL BOARD OF  
INTERMEDIATE AND  
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ISLAMABAD

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**FEDERAL BOARD OF INTERMEDIATE AND SECONDARY EDUCATION**

**H-8/4, ISLAMABAD**



**ASSESSMENT FRAMEWORK**

**FOR**

**PAKISTAN STUDIES GRADE-IX**

**CURRICULUM 2022-23**

# ACKNOWLEDGEMENT

It is a great honour that we, at the Federal Board of Intermediate and Secondary Education, have developed the Assessment Framework (AF) for the subject of Pakistan Studies for Grade-IX. The primary objective of the AF is to optimize the current curriculum 2022-23. This comprehensive framework has been crafted meticulously by subject matter and assessment experts who conducted an in-depth review of all learning outcomes for Grade-IX Pakistan Studies curriculum. They evaluated these outcomes in terms of their scope, cognitive level, and progression across the grade.

This significant undertaking was the result of a series of extensive meetings and collaborative efforts of the subject and assessment experts. Their dedication and expertise have been instrumental in bringing this framework to fruition.

The Assessment Framework will serve as a guiding document for students, teachers and paper setters. Students will receive clear directions for preparing themselves for the annual examination. Similarly, teachers will use it as a guide to understand what to teach in class and to prepare students for the final examinations accordingly. Similarly paper setters will also seek guidance from this document.

Following subject as well as assessment experts/committee members remained constantly engaged in the development of the AF:

1. Mrs. Sajida Sardar, Associate Professor, Islamabad Model College for Girls, St# 52, F-7/4 Islamabad
2. Mr. Ahmed Jamal, Associate Professor, Islamabad Model College for Boys, H-9, Islamabad
3. Mr. Muhammad Saleem Hashmi, Assistant Professor, OPF Boys College H-8/4 Islamabad
4. Mrs. Humaira Satti, HOD Pakistan Studies, Army Public Schools and Colleges, Chaklala Rawalpindi
5. Mrs. Afsheen Naeem, Lecturer, Bahria College, E-8, Naval Complex, Islamabad

The whole work was successfully accomplished under the able supervision and guidance of Syed Junaid Akhlaq, Chairman, FBISE and due to the hard work and dedication of the staff of Research Section of FBISE, in particular, Syed Zulfiqar Shah, Deputy Secretary, Research and Academics who played a pivotal and leading role in finalizing the AF.

**MIRZA ALI**  
Director (Research & Academics)  
FBISE, Islamabad

## **ASSESSMENT FRAMEWORK FOR PAKISTAN STUDIES GRADE-IX, CURRICULUM 2022-23**

To ensure clarity and precision in assessment, the learning outcomes have been categorized into two distinct groups: formative and summative. This classification helps in effectively measuring student progress and understanding. Each Student learning outcome (SLO) has been carefully marked as either formative or summative within the newly developed Assessment Framework. SLOs of Summative Assessment Format will be part of the Final Examination while SLOs of Formative Assessment will although be part of the teaching-learning activity but they will **NOT** be part of Final Examinations. Estimated cognitive levels i.e Knowledge (K), Understanding (U) and Application (A) of all the SLOs have also been indicated. It may be noted that all the higher cognitive levels have been collectively accumulated in the cognitive level of 'Application'. In subjects involving Practicals (Lab work), it has been mentioned categorically whether an SLO is summative for theory or summative for Practical Based Assessment (PBA). If an SLO is summative for PBA, it means that Laboratory work is required in the teaching-learning activity and it will be part of the Practical Examination/ Practical Based Assessment.

The Assessment Framework will act as a comprehensive guide for students, teachers and paper setters. Students will have clear instructions on how to prepare for the annual examinations. Teachers will use the framework to understand the curriculum and effectively prepare their students for the final examination. Additionally, paper setters will refer to this document for guidance in setting examination papers.

A model question paper has also been developed to provide a clear structure and format for upcoming examinations. The model question paper ensures consistency and fairness, offering students a comprehensive understanding of what to expect in their examinations. By aligning the paper with the Student Learning Outcomes (SLOs) of the curriculum, we ensured that the questions accurately reflect the skills and knowledge that students are expected to acquire.

A detailed Table of Specifications (ToS) has been created to ensure equitable coverage of cognitive levels and content domains in order to generate a balanced question paper. The ToS serves as drawing scale and action plan for the question paper, ensuring that all important areas of the curriculum are adequately and proportionately assessed.

## **FORMATIVE ASSESSMENT: AN ESSENTIAL COMPONENT OF EFFECTIVE LEARNING**

Formative assessment is a pivotal element in the educational process, distinguished by its role in providing ongoing feedback to both students and educators. Unlike summative assessments, which evaluate student learning at the end of an instructional period, formative assessments are integrated into the learning process to monitor student understanding and guide instructional decisions.

The primary objective of formative assessment is to identify learning gaps and misunderstandings as they occur, enabling timely interventions. This dynamic approach allows teachers to adjust their teaching strategies to better meet the needs of their students. For instance, if a teacher notices through a quick quiz or class discussion that a significant portion of the class struggles with a particular concept, they can revisit that topic, providing additional explanations or alternative methods of instruction. This adaptability is crucial for fostering a deeper understanding of the material.

Formative assessments come in various forms, ranging from informal methods like classroom discussions, observations, and questioning, to more structured approaches such as quizzes, peer assessments, and self-reflections. These methods are not limited to paper-and-pencil tasks but can include digital tools that provide instant feedback. The versatility of formative assessments allows educators to cater to diverse learning styles and preferences, ensuring that all students are engaged and supported in their learning journey.

Formative assessment plays a significant role in creating a supportive classroom environment. It shifts the focus from merely achieving grades to understanding the learning process. This approach reduces the pressure on students, as they perceive assessments not as a final judgment of their abilities but as a part of their learning journey. Consequently, formative assessment can lead to increased student motivation and engagement.

In conclusion, formative assessment is a powerful tool that, when effectively implemented, can significantly enhance the learning experience. It provides invaluable insights for both teachers and students, promotes a growth-oriented learning environment, and supports the continuous development of essential skills. As education evolves, the role of formative assessment will undoubtedly continue to be central in fostering successful and meaningful learning experiences.

## **SUMMATIVE ASSESSMENT: EVALUATING LEARNING OUTCOMES IN THE FORM OF TERMINAL/FINAL EXAMINATION**

Summative assessment is a fundamental component of the educational process, designed to evaluate student learning at the conclusion of an instructional period. Unlike formative assessment, which provides ongoing feedback during the learning process, summative assessment serves as a final measure of what students have learned. Typically administered at the end of a unit, course, or academic year. Summative assessment aims to determine the extent to which educational objectives have been achieved.

The primary purpose of summative assessment is to assess the overall effectiveness of instruction and learning. It provides a conclusive evaluation of student performance, often in the form of tests, final projects, or standardized exams. These assessments generate grades or scores that reflect a student's achievement in a given subject area over a specific period or time duration.

Summative assessment is often used to make critical decisions regarding student progression, certification, or placement in subsequent educational levels. Additionally, summative assessments provide valuable data that inform curriculum development and instructional strategies. By analyzing summative assessment results, educators can identify trends, strengths, and weaknesses within their instructional approaches, allowing for improvements in future teaching.

In conclusion, summative assessment plays a critical role in the educational process by providing a final evaluation of student learning. While it differs from formative assessment in its focus and application, it is an essential tool for measuring academic achievement. When balanced with formative assessments, summative assessments contribute to a well-rounded and effective approach to evaluating and supporting student learning.



**National Curriculum of Pakistan 2023**  
**Assessment Framework**  
**PAKISTAN STUDIES Grade-IX (SSC-I)**  
**Details of Content Areas/ SLOs**

<b>Domain/ Content Area</b>	<b>SLO No./ Description</b>	<b>Form of Assessment</b>	<b>Cognitive Level (Knowledge, Understanding, Application)</b>	<b>Remarks</b>	<b>Number of Periods required (1 period= 40 minutes)</b>
<b>A: History of Pakistan</b>	<p><b>Domain A: History of Pakistan</b></p> <p>Standard 1: Ideological Basis, Struggle, Creation and the Political Developments in Pakistan</p> <p><b>Student's Learning Outcomes:</b> Students will be able to:</p> <p>[SLO: PS-09-A1-01] Relate the basis of Pakistan's ideology to the [SL basic values of Islam and the economic and social deprivations of Muslims in India, using historical evidence and scholarly analysis.</p> <p>[SLO: PS-09-A1-02] Evaluate Pakistan's ideology with reference to the statements of Quaid Azam and Allama Iqbal, including their vision for a Muslim state and the role of Islam in Pakistan's identity and governance.</p> <p>[SLO: PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo-Pakistan subcontinent.</p> <p>[SLO: PS-09-A1-04] Recognize the significant role of Sir Syed Ahmed Khan as a reformer whose efforts, connections with the Western world and establishment of the Aligarh Movement played a crucial role in the success of the Pakistan Movement.</p> <p>[SLO:PS-09-A1-05] Analyze the important political developments between 1906- 1920 (from Simla deputation till Khilafat Movement)</p>	Summative	Knowledge/ Understanding	Question(s) will be asked in the Annual Examination	<b>30</b>

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks	Number of Periods required (1 period= 40 minutes)
	<p>[SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance).</p> <p>[SLO:PS-09-A1-07] Evaluate the political developments that undertook during 1940 till 1947.</p> <p>[SLO: PS-09-A1-08] Discuss the role of political leaders including women and minorities, in the making of Pakistan. (Quaid- i-Azam, Allama Iqbal, Fatima Jinnah and SP Singha)</p>	Summative	Knowledge / Understanding/ Application	Question(s) will be asked in the Annual Examination	
<b>B:</b> Geograph y of Pakistan	<p><b>Domain B: Geography of Pakistan</b> Standard 1: Land of Pakistan <b>Student's Learning Outcomes:</b> Students will be able to:</p> <p>[SLO: PS-09-B1-01] Explain Pakistan's precise cardinal location on a world map.</p> <p>[SLO: PS-09-B1-02] Evaluate the significance of location in terms of its proximity to neighboring countries, seas, and oceans.</p> <p>[SLO: PS-09-B1-03] Describe the significance of Pakistan's major cities based on their geographical location, including their relationship to surrounding physical features such as rivers, mountains, and coastal areas.</p> <p>Standard 2: The Natural Topography and Vegetation of Pakistan <b>Student's Learning Outcomes:</b> Students will be able to:</p> <p>[SLO: PS-09-B2-01] Label the significant mountain ranges, plateaus, rivers, and plains of Pakistan on a physical map, and explain their importance to the country's physical and human geography.</p>	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination	<b>30</b>

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks	Number of Periods required (1 period= 40 minutes)
	<p>[SLO: PS-09-B2-02] Analyze the natural topography of Pakistan, including the spatial distribution of physical features such as mountains, plateaus, rivers, and plains, using appropriate geographical vocabulary and terminology.</p> <p>[SLO: PS-09-B2-03] Investigate the weather patterns, economy, natural vegetation, drainage systems, lifestyles, and cultures of people living in various landforms of Pakistan, using geographic representations and geospatial technologies to analyze the similarities and differences.</p> <p>[SLO: PS-09-B2-04] Construct well-supported arguments with relevant evidence to assess the potential of Pakistan's natural topography for future growth and sustainability, considering opportunities for leisure, commercial, and economic development.</p>				
	<p>Standard 3: Climate of Pakistan and Environmental Hazards</p> <p><b>Student's Learning Outcomes:</b> Students will be able to:</p> <p>[SLO: PS-09-B3-01] Compare the climatic zones of Pakistan in terms of the distribution of temperature, precipitation, including monsoons, cyclones (Western Depressions), and convectional rain, using a variety of resources such as newspapers, weather charts, geographic representations, and geospatial technologies.</p> <p>[SLO: PS-09-B3-02] Interpret the data collected on Pakistan's climatic zones to evaluate their impact on the country's physical and human geography, including agriculture, infrastructure, and transportation systems.</p> <p>[SLO: PS-09-B3-03] Analyze the characteristics of arid, semi- arid, humid, coastal, and highland climates in Pakistan, including seasonal changes, and evaluate their impact on the physical and human geography of the country.</p> <p>[SLO: PS-09-B3-04] Assess the ramifications of seasonal shifts in temperature, pressure, and wind patterns on Pakistan's economy taking into consideration the effects of cold,</p>	Summative	Knowledge / Understanding/ Application	Question(s) will be asked in the Annual Examination	

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks	Number of Periods required (1 period= 40 minutes)
Domain C: Resourc es and Economi c Develop ment of Pakistan	ice and snow on mountainous areas as well as the effects of storms, floods and droughts on agriculture, industry and communication				
	<p><b>Domain C: Resources and Economic Development of Pakistan</b> Standard 1: Water, Mineral and Power Resources <b>Student’s Learning Outcomes:</b> Students will be able to:</p> <p>[SLO: PS-09-C1-01] Describe the surface and groundwater resources in Pakistan, including seasonal fluctuations in flow and quality of water</p> <p>[SLO: PS-09-C1-02] Evaluate the advantages and disadvantages of the extensive irrigation system in Pakistan and suggest sustainable solutions to water resource management in order to deal with threatening issues of water pollution, water shortage and wastage.</p> <p>[SLO: PS-09-C1-03] Analyze the vital role of dams, barrages. canals. and water reservoirs offer towards sustainable solutions, (including hydroelectric power generation, flood control, and irrigation.) and their potential impacts on the agriculture environment, industry and human activities.</p> <p>Standard 2: Population Structure, Growth, Employment and Industry <b>Student’s Learning Outcomes:</b> Students will be able to:</p> <p>[SLO: PS-09-C2-01] Analyze the demographic changes occurring in Pakistan, specifically in terms of population growth, density and structure, (using the demographic transition model and population pyramids) to interpret statistical trends, and consider the various social, religious, educational, economic, and political factors that contribute to sustainable population growth.</p>	Summative	Knowledge / Understanding/ Application	Question(s) will be asked in the Annual Examination	40

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks	Number of Periods required (1 period= 40 minutes)
	<p>[SLO: PS-09-C2-02] Analyze the causative factors of rural-urban and seasonal migrations, their influence on population distribution while considering their consequential geographic and socio-economic impediments</p> <p>[SLO:PS-09-C2-03] Evaluate the problems of youth and dependent population in Pakistan and the role of the government/ NGOs in addressing the issue while identifying measures for sustainable human resource development.</p>				
	<p>Standard 3: Agriculture , Livestock and Fisheries</p> <p><b>Student’s Learning Outcomes:</b> Students will be able to:</p> <p>[SLO: PS-09-C3-01] Demonstrate understanding of the different categories of agriculture recognizing agriculture as a complex system that involves various inputs, processes, and outputs.</p> <p>[SLO: PS-09-C3-02] Demonstrate understanding of the major and minor food and cash crops cultivated in Pakistan, as well as their respective growing areas, and classify them based on their importance and economic significance to the country's agricultural sector.</p> <p>[SLO: PS-09-C3-03] Evaluate agriculture's contributions to employment, processing industries, and exports in boosting the country's economy. Offer sustainable approaches to agricultural development, including organic farming.</p> <p>[SLO: PS-09-C3-04] Identify challenges the agriculture sector is facing, including the threat of arable land being converted to housing societies and propose sustainable strategies to address these challenges as well as enhance agricultural output to benefit both the economy and the population.</p> <p>Standard 4: Transport, Trade and Telecommunication</p> <p>Students' Learning Outcomes:</p>	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination	

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks	Number of Periods required (1 period= 40 minutes)
	<p>Students will be able to:</p> <p>[SLO: PS-09-C4-01] Categorize the modes of transportation in Pakistan based on their purpose, and assess the regional differences in the concentration and arrangement of road, rail, and air transportation networks throughout Pakistan, taking into account factors such as topography, population, and economic activity.</p> <p>[SLO: PS-09-C4-02] Analyze the concept of dry ports in urban areas of Pakistan, highlighting their advantages in streamlining the transportation of goods for export while reducing dependence on conventional seaports.</p> <p>[SLO: PS-09-C4-03] Compare and contrast the advantages and disadvantages of different transport modes for the movement of both goods and people within Pakistan, considering factors such as speed, cost, reliability, and environmental impact.</p> <p>[SLO: PS-09-C4-04] Analyze the role of trade in Pakistan's economy, including benefits such as increased competitiveness and access to global markets.</p> <p>[SLO: PS-09-C4-05] Assess the influence of Pakistan's trade routes, such as the Gwadar Port, CPEC, and Karachi Port, on global trade with China, Central Asia, and the Middle East to comprehend the factors that impact international trade, including trade, agreements, tariffs, transportation expenses, political stability and market demand.</p> <p>[SLO: PS-09-C4-06] Analyze the internal challenges that developing countries like Pakistan may face in maintaining or increasing their share of trade with other nations and suggest some sustainable solutions.</p>				



**Federal Board SSC-I Examination**  
**Pakistan Studies Model Paper**  
 (Curriculum 2022-23)

**Section - A (Marks 10)**

Time Allowed: 15 minutes

**Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.**

ROLL NUMBER					
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Candidate Sign. \_\_\_\_\_

Invigilator Sign. \_\_\_\_\_

**Q1. Fill the relevant bubble against each question. Each part carries one mark.**

Sr no.	Question	A	B	C	D	A	B	C	D
i.	Quaid Azam demanded separation of Sindh from Bombay in his Fourteen Points because:	He was feared that rights of Muslim community of Sindh will not be protected in Bombay	He wanted to make a historical building in Sindh to pay gratitude to British rulers	He wanted to favor his native province	He wanted to protect Hindu community of Bombay from Muslims oppression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii.	The entity which initiated British control over the Indo-Pak subcontinent was:	The British Royal Army	The British Crown	The British East India Company	The British Parliament	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iii.	The country located at Northwest of Pakistan is:	Iran	Afghanistan	India	China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iv.	Which of the following rivers flow in Pakistan?	Amazon, Yellow river and Mississippi river	Tigris, Euphrates and Nile	Brahmaputra, Ganges and Jamuna	Gomal, Kurram and Ravi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v.	Which geographical region in Pakistan is more prone to frequent droughts?	Eastern plains	Thar desert	Northern areas	Coastal areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vi.	The concessions granted to Muslims through the Lucknow Pact were revoked by the Congress in what manner?	Nehru Report	Congress Rule (1937-39)	Second Round Table Conference	Quit India Movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vii.	What are the primary factors driving rural-urban and seasonal migrations, which in turn impact population distribution and lead to various geographic	Lack of political opportunities	Economic and social opportunities	Social oppression	Cultural and linguistic differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	and socio-economic challenges?					
viii.	Which factor is directly correlated with the density of a country?	Death rate	Birth rate	Population growth	Productivity of the land	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ix.	What percentage of the population depends on agriculture for their livelihood?	35%	45%	55%	65%	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
x.	Which port exerts a substantial influence on global trade owing to its advantageous location?	Gwadar Port	Karachi port	Pasni port	Jiwani port	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>





**Federal Board SSC-I Examination**  
**Pakistan Studies Model Question Paper**  
 (Curriculum 2022-23)

Time allowed: 2.15 hours

Total Marks: 40

Note: Answer all parts from Section 'B' and all questions from Section 'C' on the **E-sheet**.  
 Write your answers on the allotted/given spaces.

**SECTION – B (Marks 24)**

**Attempt all parts.**

Q.2	Question	Marks	Question	Marks	
i.	Write the names of any two dams of Pakistan and the province where they are located?	1.5+1.5	<b>OR</b>	Enlist any three major and minor food and cash crops cultivated in Pakistan?	1.5+1.5
ii.	Write any two points about Allama Iqbal's vision regarding Two Nation Theory.	1.5+1.5	<b>OR</b>	Mention any three climatic factors which contribute to the overall climate of a particular area?	1+1+1
iii.	Analyze any three characteristics of arid and humid climates in Pakistan.	1+1+1	<b>OR</b>	What are the effects of rural to urban migration on the economy of Pakistan?	3
iv.	How did SP Singha contribute for Pakistan before and after partition?	3	<b>OR</b>	How technological advancements play a significant role in efficiency of various forms of transportation? (Any three points)	1+1+1
v.	How can dry ports contribute to the country's economic growth and competitiveness in the global market? (Any three points)	1+1+1	<b>OR</b>	Suggest any two sustainable solutions for increasing trade in Pakistan.	1.5+1.5
vi.	Analyze any two far-reaching impacts of British colonialism on the political landscape of the Indo-Pakistan subcontinent."	1.5+1.5	<b>OR</b>	Assess any two pros and cons of Pakistan's extensive irrigation system on the performance of agriculture sector of Pakistan.	1.5+1.5
vii.	What three approaches can be suggested to minimize the impacts of climate change? Write briefly.	1+1+1	<b>OR</b>	Analyze briefly the role of water infrastructure for the production of Hydroelectricity in Pakistan.	3
viii.	How does the data collected on Pakistan's climatic zones affect the human geography? Explain any two points.	1.5+1.5	<b>OR</b>	How do the various transportation modes affect movement of goods and people with in Pakistan? Mention any three.	1+1+1

**SECTION – C (Marks 16)**

**Note:** Attempt all questions. Marks of each question are given along with each question. (2 x 8=16)

Q. No.	Question	Marks	Question	Marks	
<b>Q.3</b>	Write a detailed note on Aligarh Movement.	8	<b>OR</b>	Define trade. Narrate any three internal challenges Pakistan is facing in trade.	2+6
<b>Q.4</b>	Evaluate the characteristics of arid, semi-arid, humid, coastal and highland climates in Pakistan.	2+2+2+2	<b>OR</b>	Highlight any four challenges the agriculture sector is facing and propose sustainable strategies to address these challenges.	4+4

Federal Board SSC-I Examination  
**Pakistan Studies Model Question Paper**

(Curriculum 2022-23)

**Alignment of Questions with Student Learning Outcomes**

Sr No	Section: Q. No. (Part no.)	Domain / Content Area	Student Learning Outcomes	Cognitive Level *	Allocated Marks in Model Paper
1	A: Q1(i)	Domain A	[SLO:PS-09-A1-06] Analyze the important political developments between 1920- 1939 (from Khilafat Movement till Day of Deliverance) deliverance.	U	1
2	A: Q1(ii)	Domain A	[SLO:PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo- Pakistan subcontinent.	K	1
3	A: Q1(iii)	Domain B	[SLO:PS-09-B1-02] Evaluate the significance of location in terms of its proximity to neighboring countries, seas and oceans.	K	1
4	A: Q1(iv)	Domain B	[SLO:PS-09-B2-01] Label the significant mountain ranges, plateaus, rivers and plains of Pakistan on a physical map and explain their importance to the country's physical and human geography.	K	1
5	A: Q1(v)	Domain B	[SLO:PS-09-B3-04] Assess the ramifications of seasonal shifts in temperature, pressure and wind patterns on Pakistan's economy taking into consideration the effects of cold, ice and snow on mountainous areas as well as the effects of storms, floods and droughts on agriculture, industry and communication.	K	1
6	A: Q1(vi)	Domain A	[SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance).	U	1
7	A: Q1(vii)	Domain C	[SLO: PS-09-C2-02] Analyze the causative factors of rural-urban and seasonal migrations, their influence on population distribution while considering their consequential geographic and socio-economic impediments e [SLO:PS-09-C2-03]Evaluate t	U	1
8	A: Q1(viii)	Domain C	[SLO: PS-09-C2-01]Analyze the demographic changes occurring in Pakistan, specifically in terms of population growth, density and structure, (using the demographic transition model and population pyramids) to interpret statistical trends, and consider the	U	1

			various social, religious, educational, economic, and political factors that contribute to sustainable population growth.		
9	A: Q1(ix)	Domain C	[SLO: PS-09-C3-03] Evaluate agriculture's contributions to employment, processing industries, and exports in boosting the country's economy. Offer sustainable approaches to agricultural development, including organic farming.	K	1
10	A: Q1(x)	Domain B	[SLO: PS-09-C4-02] Analyze the concept of dry ports in urban areas of Pakistan, highlighting their advantages in streamlining the transportation of goods for export while reducing dependence on conventional seaports.	U	1

\*Cognitive Level

K: Knowledge

U: Understanding

A: Application

## Table of Specification

### Model Paper Pakistan Studies – Grade IX (SSC-I)

Content Domain / Area	Domain A: History of Pakistan	Domain B: Geography of Pakistan	Domain C: Resources and Economic Development of Pakistan	Total Marks	Percentage of cognitive Level
Cognitive Level					
Knowledge	Q1(ii)1 Q3(f)8	Q1(iii)1 Q1(iv)1 Q1(v)1	Q2(i/f)3 Q2(i/s)3 Q3(s)8 Q1(ix)1	27	<b>30%</b>
Understanding	Q1(i)1 Q1(vi)1 Q2(iv/f)3  Q2(ii/f)3	Q1(x)1 Q2(ii/s)3 Q2(iii/f)3 Q2(v/f)3 Q4(f)8	Q1(vii)1 Q1(viii)1 Q2(iii/s)3 Q2(iv/s)3 Q2(v/s)3 Q4(s)8	45	<b>50%</b>
Application	Q2(vi/ f) 3	Q2(vii/f)3 Q2(viii/f)3	Q2(vi/s)3 Q2(vii/s)3 Q2(viii/s)3	18	<b>20%</b>
Total Marks	20	27	43	90	-
Total Percentages	22.2	30	47.8	-	<b>100%</b>

**Note:**

- 1 This ToS does not reflect policy, but it is particular to this model question paper.
- 2 Proportionate / equitable representation of the content areas may be ensured.
- 3 The percentage of cognitive Level is 30%, 50%, and 20% for knowledge, understanding, and application, respectively with  $\pm 5\%$  variation.
- 4 While selecting alternative questions for Short Response Questions (SRQs) and Extended Response Questions (ERQs), it must be kept in mind that:
  - Difficulty levels of two alternative questions of the internal choice will be same
  - SLOs of the two alternative questions of the internal choice must be different

**Key:** Question Number (part/ first choice) marks                      example: Q2 ( i / f ) 2  
 Question Number (part/ second choice) marks                      example: Q2 ( i / s ) 2



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