

ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

PAKISTAN STUDIES

Grade XII



NATIONAL CURRICULUM OF PAKISTAN
2022-23



FEDERAL BOARD
OF INTERMEDIATE AND SECONDARY
EDUCATION, ISLAMABAD

WE WORK FOR
EXCELLENCE



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



**ASSESSMENT FRAMEWORK
FOR
PAKISTAN STUDIES GRADE-XII
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-XII. 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-XII 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. Dr. Muhammad Asif Ayub, Assistant Professor, Islamabad Model College for Boys, F-10/4, Islamabad
2. Mr. Muhammad Saleem Hashmi, Assistant Professor, OPF Boys College H-8/4 Islamabad
3. Mrs. Humaira Satti, HOD Pakistan Studies, Army Public Schools and Colleges, Chaklala Rawalpindi
4. Mrs. Afsheen Naeem, Lecturer, Bahria College, E-8, Naval Complex, Islamabad

The whole work was successfully accomplished under the able supervision and guidance of Dr. Ikram Ali Malik, 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 (Test Development)
FBISE, Islamabad

ASSESSMENT FRAMEWORK FOR PAKISTAN STUDIES GRADE-XII, 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'.

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 2022-23
Assessment Framework
PAKISTAN STUDIES Grade-XII (HSSC-II)
Details of Content Areas/ SLOs

| Domain Title/ Content Area | NCP SLOs Description | Form of Assessment | Cognitive Level | Remarks | NO. of Periods Required |
|--|---|-----------------------|-------------------------------|---|-------------------------------|
| Domain A: History of Pakistan | [SLO: PS-11-A1-01] Analyze the basic components of the ideology of Pakistan (sovereignty of Allah, equity and justice, democracy and equal rights for minorities. | Summative | Application | Question(s) will be asked in final examination. | 30 |
| | [SLO: PS-11-A1-02] Analyze the Two-nation Theory: Origin and Explications and relate it with the economic and social deprivations. | Summative | Understanding | Question(s) will be asked in final examination. | |
| | SLO: PS-11-A1-03] Identify the initial challenges confronted by the newly formed state of Pakistan, with a particular focus on economic, geopolitical, refugee, constitutional reform, and administrative issues. | Summative | Application | Question(s) will be asked in final examination. | |
| | SLO: PS-11-A1-04] Explain how successful Pakistan was in overcoming the initial problems faced. | Summative | Understanding/ Application | Question(s) will be asked in final examination. | |
| | SLO: PS-11-A1-05] Evaluate the contributions and leadership of Quaid e Azam as the first Governor General and Liaqat Ali Khan as the first Prime Minister of Pakistan, analyzing their impact on the country's political, social, and economic development. | Summative | Application | Question(s) will be asked in final examination. | |
| | SLO: PS-11-A1-06] Critically analyze the ruling periods of different governments, evaluating their policies and their impact on Pakistan's political, social, and economic development from 1958 till 2022 | Summative | Application | Question(s) will be asked in final examination. | |
| | SLO: PS-11-A1-07] Critically analyze the causes and impacts of the Wars of 1948, 1965, 1971, and Kargil 1999 between Pakistan and India. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-A1-08] Analyze the social, political and economic impacts of international wars (War on Terror and Soviet-Afghan war) on Pakistan | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B1-01] Locate Pakistan on the world map and assess the significance of its geographical location in terms of its geopolitical and economic importance. | Summative | Understanding/ Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B1-02] Analyze the strategic significance of Pakistan's location in relation to its neighboring countries and other countries in | Summative | Understanding/ Application | Question(s) will be asked in final examination. | |

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|--|--|-----------|-----------------------------|---|-----------|
| Domain B: Geography of Pakistan | South and Central Asia, and evaluate the impact of this on Pakistan's economic, political, and social development. | | | | 40 |
| | [SLO: PS-11-B2-01] Investigate geographical, climatic, political, cultural, economic and industrial aspects influencing natural vegetation and forests using geographic representations and geospatial technologies for deeper understanding. | Summative | Knowledge/ understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B2-02] Utilize geographic tools and techniques to annotate and map the spatial distribution of the different types of forests in Pakistan, including productive and protective forests, and also elaborate their benefits and uses for the country. | Summative | Knowledge/ Understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B2-03] Investigate different factors affecting the different types of forests and evaluate the advantages and disadvantages of irrigated plantations and mangroves with regards to sustainability and climatic impacts and protecting against natural disasters. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B2-04] Differentiate between deforestation and afforestation while critically analyzing the causes and effects of deforestation on climate and social life in Pakistan, and propose sustainable solutions to address deforestation | Summative | Understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B3-01] Examine the impacts of climate change on South Asia spanning five decades, taking into consideration the consequences of sudden and severe weather events, as well as human actions that contribute to environmental risks. | Summative | Understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B3-02] Analyze the factors that contribute to global warming, as well as the resulting physical processes and phenomena that are linked to flooding, climate change, and other environmental hazards. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B3-03] Recognize the potential advantages and disadvantages of floods and propose ecologically sustainable solutions to mitigate climate change and reduce the negative impacts of environmental hazards like floods, and droughts. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-B3-04] Evaluate the environmental impacts of fossil fuel consumption and suggest approaches to minimize the impacts of climate change and global warming, emphasizing the roles of governments and societies in environmental management. {Case Study: evaluate the effectiveness of Pakistan's National Disaster Management Authority (NDMA) in disaster management and propose measures to improve disaster preparedness and response. | Summative | Understanding | Question(s) will be asked in final examination. | |

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| | [SLO: PS-11-B3-05] Elaborate the main sources of freshwater and ocean water pollution, such as agricultural and industrial Sectors, and develop solutions to manage these issues. | Summative | Knowledge/ Understanding | Question(s) will be asked in final examination. | |
| Domain C: Resources and Economic Development of Pakistan | [SLO: PS-11-C1-01] Describe the types and location of mineral resources in Pakistan, outlining their importance in the national industry and economy. | Summative | Knowledge | Question(s) will be asked in final examination. | 20 |
| | [SLO: PS-11-C1-02] Investigate Pakistan's mining industry's potential for economic growth by providing a list of essential minerals, their uses and challenges faced by the mining industry, environmental impacts and protective measures to recommend sustainable economic development. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C1-03] Assess the various energy resources available in Pakistan, which include both renewable and non-renewable sources such as hydroelectricity, wind, solar power and bio-fuel, and examine their advantages and disadvantages. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C2-01] Recognize Pakistan's principal industries such as sugar, cement, cotton, fertilizer, and steel evaluating their spatial distribution, significance, challenges, advantages and disadvantages with reference to their economic, environmental, and social impacts. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C2-02] Analyze the advantages and disadvantages of cottage, small, and large-scale industries in Pakistan, and evaluate the effectiveness of government policies towards them with reference to government led industrial estates and zones. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C2-03] Analyze the impact of underemployment and unemployment on a micro and macro level and recognize the crucial role of literacy, skill development, and training in the development of Pakistan. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C3-01] Develop comprehensive understanding of the distinct classifications of farming, including livestock farming and fish farming, with a focus on animal husbandry and fish farming and their distinctive features. | Summative | Understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C3-02] Investigate the major obstacles in the livestock industry of Pakistan, such as disease outbreaks, limited market access and inadequate infrastructure. Also develop sustainable strategies to promote livestock practices and minimize environmental and social impacts. | Summative | Application | Question(s) will be asked in final examination. | |

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| | [SLO: PS-11-C3-03] Assess the possible economic impact of the fishing industry in Pakistan, including the socio-economic advantages of fish farming while analyzing infrastructure development initiatives such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets to support sustainable fisheries and suggest potential solutions for achieving this goal. | Summative | understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C3-04] Evaluate the prospective economic consequences of Pakistan's fishing industry and explore the social and economic benefits of fish farming while analyzing the impact of infrastructure development projects (such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets) in facilitating sustainable fisheries and propose possible solutions to achieve these goals. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C4-01] Evaluate the importance and role of telecommunications, including radio, television, phones, fax machines, emails, and the internet, in education/e-learning, industry, services, and trade/e-commerce in the development of Pakistan. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C4-02] Evaluate the overall impact of telecommunications on a country, considering its role in driving social and economic progress, the benefits it offers for business and industry, as well as its potential negative effects on the social and political aspects of society. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-11-C4-03] Analyze the challenges of providing telecommunications in some parts of Pakistan and describe recent improvements in the telecommunications sector, particularly in relation to the education sector, and their potential for future growth. | Summative | Application | Question(s) will be asked in final examination. | |
| Domain D: Cultural Diversity in Pakistan | [SLO: PS-12-D1-01] Explain the significance of individuals in shaping a meaningful society, community, and state. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-D1-02] Enumerate the constraints of an individual's contribution in fostering national cohesion and integration while emphasizing the importance of supplementary measures in contributing to a country's socio-economic progress. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-D1-03] Acknowledge the significance of the mutual respect and understanding exhibited among the diverse regional, cultural, religious, and ethnic identities in Pakistan, and the way it contributes to the creation of a peaceful society. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-D1-04] Evaluate Quaid's vision for religious freedom and role of minorities in development of state and culture of peace. | Summative | Application | Question(s) will be asked in final examination. | |

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| | [SLO: PS-12-D1-05] Compare and distinguish the role of state, society and government in establishing a welfare state which ensures equality, equity and justice on issues of gender, religion and social classes. | Summative | Knowledge/understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-D1-06] Examine the elements that contribute to the unification and solidarity of a nation and their correlation with the challenges that impede these processes, specifically within the context of Pakistan. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-D2-01] Acknowledge the significance of tourism as a crucial recreational pursuit, and identify renowned historical, religious, and commercial tourist destinations in Pakistan. | Summative | understanding | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-D2-02] Assess the challenges encountered by the tourism industry in Pakistan, and propose viable and sustainable measures to foster tourism development. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-D2-03] Analyze the importance of Tourism as an industry in Pakistan supported by the data of revenue generation and its role in economic development of that particular area as well as for the country on the whole. | Summative | Application | Question(s) will be asked in final examination. | |
| Domain E: Constitution of Pakistan | [SLO: PS-12-E1-01] Discuss the salient features of 1973 Constitution particularly focusing on incorporating fundamental human rights, Islamic features and major amendments. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-E1-02] Infer the responsibilities of good citizen women rights, children rights and rights of minorities in the light of the constitution of 1973 | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-E1-03] Explain the Federal structure of government of Pakistan and its functioning in the light of the Constitution of 1973. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-10-E2-01] Analyze the UN declaration of Human Rights of 1948 and the corresponding clauses in the 1973 Constitution of Pakistan from the perspectives of Islamic Principles. Specifically, examine the clauses related to child rights, gender discrimination, and animal protection, with a particular focus on education, health and poverty alleviation. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-10-E2-02] Recognize the significance of self-sufficiency in food both as a fundamental human right and as a crucial factor in a country's development. | Summative | Knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-E2-03] Evaluate the prevalent conditions of Women, child labor and underage employment in Pakistan and propose | Summative | understanding | Question(s) will be asked in final examination. | |

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|---|--|-----------|-------------|---|--|
| | measures to be taken up for its eradication specifically in some industries in Pakistan. | | | | |
| | SLO: PS-12-E2-04] Evaluate the extent to which the SDGs (Sustainable Development Goals) pertaining to children and women have been addressed in Pakistan and discuss the measures which have been taken to meet the UN Agenda 2030 ecifically in some industries in Pakistan. | Summative | Application | Question(s) will be asked in final examination. | |
| Domain F: Pakistan and International Affairs | [SLO: PS-12-F1-01] Review Pakistan's current foreign policy and examine its alignment with its objectives and guiding principles. while exploring the determinants of the current state of Pakistan's foreign policy, and the way it has impacted its relationships with countries like US, Britain, China, Central Asian states, SAARC nations, EU members, and OIC countries | Summative | knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-F1-02] Examine the current status of Pakistan's relationships with countries such as Turkey, Saudia, Qatar, UAE and Russia and predict the future prospects based on factors like Pakistan's geostrategic significance, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs). | Summative | knowledge | Question(s) will be asked in final examination. | |
| | SLO: PS-12-F1-03] Analyze Kashmir conflict and expected outcomes of the issue if solved as best-case scenario of the Kashmiris inferring its impact on Pak - India relations. | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-F1-04] Criticize Pak-US relations before and after the 9/11 situation and its impact on the socio-economic status of Pakistan. | Summative | Application | Question(s) will be asked in final examination. | |
| | SLO: PS-12-F2-01] Elaborate the significance of the UN's role in promoting the welfare of developing and conflict-affected countries in terms of addressing issues related to human rights, religious freedom, peacekeeping, access to food and healthcare, education, poverty reduction, and economic progress. | Summative | knowledge | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-F2-02] Critically review Pakistan's status, role and contribution in different scenarios of global importance in regional organization (EU and ECO). | Summative | Application | Question(s) will be asked in final examination. | |
| | [SLO: PS-12-F2-03] Discuss the impact of global monetary institutions on the development of countries, with a specific focus on the current state of the IMF and its efforts to assist Pakistan in addressing its economic challenges. | Summative | Knowledge | Question(s) will be asked in final examination. | |



Federal Board HSSC-II 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.

| Q.No | QUESTION | A | B | C | D | A | B | C | D |
|------|--|---------------------------|------------------------|---------------------|----------------------|---|---|---|---|
| 1. | What is the foundation of Ideology of Pakistan? | Islam | Language | Geography | Ethnicity | O | O | O | O |
| 2. | Who originated Two-Nation Theory? | Quaid-i-Azam | Allama Iqbal | Sir Syed Ahmed Khan | Chaudhary Rehmat Ali | O | O | O | O |
| 3. | In which organization both Pakistan and Turkey are included? | ECO | SAARC | SCO | European Union | O | O | O | O |
| 4. | Who was the first Pakistani Prime Minister, visited USA? | Liaquat Ali Khan | Zulfiqar Ali Bhutto | Nawaz Sharif | Imran Khan | O | O | O | O |
| 5. | Which project has further increased Geostrategic importance of Pakistan? | Silk Route | CPEC | Saindak Project | Gwadar Port | O | O | O | O |
| 6. | How many refugees came to Pakistan at the time of Partition | 5.5 million | 6.5 million | 4.5 million | 7.5 million | O | O | O | O |
| 7. | Pakistan was successful in overcoming the initial problems due to: | Quaid-e-Azam's Leadership | Indian support | Britain's support | Lord Mountbatten | O | O | O | O |
| 8. | When Pakistan became member of UNO? | 1950 | 1948 | 1949 | 1947 | O | O | O | O |
| 9. | As a Governor General Quaid-e-Azam laid the foundations of: | National Bank | State Bank of Pakistan | Habib Bank | Allied Bank | O | O | O | O |
| 10 | Why mineral resources are important for Pakistan? | To grow economy | Economic recession | Economic decline | Negative growth | O | O | O | O |



Federal Board HSSC-II Examination

Pakistan Studies Model Question Paper

(Curriculum 2022-23)

Time allowed: 2.15hours

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)

| Q.2 | Question | Marks | Question | Marks |
|-------|--|---------|--|---------|
| i. | Enlist any three points of Devolution Plan introduced by General Parvez Musharraf. | 1+1+1 | OR What are three major challenges faced by the tourism industry in Pakistan? | 1+1+1 |
| ii. | Identify any two different elements which are helpful in promoting national unity and solidarity in Pakistan? | 1.5+1.5 | OR Describe any two major features of 1973 Constitution in particular context of fundamental human rights | 1.5+1.5 |
| iii. | Highlight any three issues regarding child labor and underage employment in Pakistan. | 1+1+1 | OR Which are three limitations of non-renewable resources available in Pakistan? | 1+1+1 |
| iv. | Outline any three benefits and uses of productive forests in Pakistan. | 1+1+1 | OR How fresh water is being polluted in Pakistan? Write any three points. | 1+1+1 |
| v. | How climate change has increased environmental risks in South Asia? Write any three points | 1+1+1 | OR How unemployment is affecting individuals in Pakistan. Answer in three points | 1+1+1 |
| vi. | What is the role of minorities in promoting development and a culture of peace in Pakistan? Write any three points | 1+1+1 | OR Enlist three major obstacles in the promotion of livestock in Pakistan. | 1+1+1 |
| vii. | Highlight any three causes of deforestation in Pakistan. | 1+1+1 | OR State three economic benefits of fish farming in Pakistan. | 1+1+1 |
| viii. | Write any three measures to reduce the dangers of floods in Pakistan. | 1+1+1 | OR Identify the role of e-learning in the improvement of industrial sector of Pakistan. | 1+1+1 |

SECTION- C(Marks16)

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

| Q. No. | Question | Marks | Question | Marks |
|------------|---|---------|---|---------|
| Q.3 | Analyze the role of an individual in bringing the national cohesion and integration despite certain limitations. Write any four points. | 2+2+2+2 | OR How recent advancements in the telecommunications sector can be helpful to enhance educational opportunities? Mention any four points. | 2+2+2+2 |
| Q.4 | Explain how global monetary institutions, such as the IMF, influence the economic development of Pakistan in meeting its economic challenges? | 8 | OR How did the wars between Pakistan and India in 1948, 1965, 1971, and the Kargil conflict of 1999 affect the relationship between the two countries? | 8 |

Federal Board HSSC-II 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-11-A1-01] Analyze the basic components of the ideology of Pakistan (sovereignty of Allah, equity and justice, democracy and equal rights for minorities). | K | 1 |
| 2 | A: Q1(ii) | Domain A | [SLO: PS-11-A1-02] Analyze the Two-nation Theory: Origin and Explications and relate it with the economic and social deprivations. | K | 1 |
| 3 | A: Q1(iii) | Domain F | [SLO: PS-12-F1-02] Examine the current status of Pakistan's relationships with countries such as Turkey, Saudia, Qatar, UAE and Russia and predict the future prospects based on factors like Pakistan's geostrategic significance, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs). | K | 1 |
| 4 | A: Q1(iv) | Domain F | [SLO: PS-12-F1-04] Criticize Pak-US relations before and after the 9/11 situation and its impact on the socio-economic status of Pakistan. | K | 1 |
| 5 | A: Q1(v) | Domain B | [SLO: PS-11-B1-02] Analyze the strategic significance of Pakistan's location in relation to its neighboring countries and other countries in South and Central Asia, and evaluate the impact of this on Pakistan's economic, political, and social development. | K | 1 |
| 6 | A: Q1(vi) | Domain A | [SLO: PS-11-A1-03] Identify the initial challenges confronted by the newly formed state of Pakistan, with a particular focus on economic, geopolitical, refugee, constitutional reform, and administrative issues. | K | 1 |
| 7 | A: Q1(vii) | Domain A | [SLO: PS-11-A1-04] Explain how successful Pakistan was in overcoming the initial problems faced. | U | 1 |
| 8 | A: Q1(viii) | Domain F | [SLO: PS-12-F2-01] Elaborate the significance of the UN's role in promoting the welfare of developing and conflict-affected countries in terms of addressing issues related to human rights, religious freedom, peacekeeping, access to food and healthcare, education, poverty reduction, and economic progress. | U | 1 |

| | | | | | |
|----|-----------|----------|--|---|---|
| 9 | A: Q1(ix) | Domain A | [SLO: PS-11-A1-05] Evaluate the contributions and leadership of Quaid e Azam as the first Governor General and Liaqat Ali Khan as the first Prime Minister of Pakistan, analyzing their impact on the country's political, social, and economic development. | K | 1 |
| 10 | A: Q1(x) | Domain C | [SLO: PS-11-C1-01] Describe the types and location of mineral resources in Pakistan, outlining their importance in the national industry and economy. | U | 1 |

SECTION B & C

| | | | | | | | |
|----|------------|----------|-----------------------|---|---|---|---|
| 11 | B: Q2(i) | Domain A | OR Domain D | [SLO: PS-11-A1-06] Critically analyze the ruling periods of different governments, evaluating their policies and their impact on Pakistan's political, social, and economic development from 1958 till 2022 | OR [SLO: PS-12-D2-03] Analyze the importance of Tourism as an industry in Pakistan supported by the data of revenue generation and its role in economic development of that particular area as well as for the country on the whole. | K | 3 |
| 12 | B: Q2(ii) | Domain D | OR Domain E | [SLO: PS-12-D1-06] Examine the elements that contribute to the unification and solidarity of a nation and their correlation with the challenges that impede these processes, specifically within the context of Pakistan. | OR [SLO: PS-12-E1-01] Discuss the salient features of 1973 Constitution particularly focusing on incorporating fundamental human rights, Islamic features and major amendments. | U | 3 |
| 13 | B: Q2(iii) | Domain E | OR Domain C | [SLO: PS-12-E2-03] Evaluate the prevalent conditions of Women, child labor and underage employment in Pakistan and propose measures to be taken up for its eradication specifically in some industries in Pakistan. | OR [SLO: PS-11-C1-03] Assess the various energy resources available in Pakistan, which include both renewable and non-renewable sources such as hydroelectricity, wind, solar power and bio-fuel, and examine their advantages and disadvantages. | U | 3 |
| 14 | B: Q2(iv) | Domain B | OR Domain B | [SLO: PS-11-B2-02] Utilize geographic tools and techniques to annotate and map the spatial distribution of | OR [SLO: PS-11-B3-05] Elaborate on the main sources of freshwater and ocean water | U | 3 |

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|----|-------------|----------|---------------------------|--|---|---|---|
| | | | | the different types of forests in Pakistan, including productive and protective forests, and also elaborate their benefits and uses for the country. | pollution, such as agricultural and industrial Sectors, and develop solutions to manage these issues. | | |
| 15 | B: Q2(v) | Domain B | OR Domain C | [SLO: PS-11-B3-01] Examine the impacts of climate change on South Asia spanning five decades, taking into consideration the consequences of sudden and severe weather events, as well as human actions that contribute to environmental risks. | OR [SLO: PS-11-C2-03] Analyze the impact of underemployment and unemployment on a micro and macro level and recognize the crucial role of literacy, skill development, and training in the development of Pakistan | U | 3 |
| 16 | B: Q2(vi) | Domain D | OR Domain C | [SLO: PS-12-D1-04] Evaluate Quaid's vision for religious freedom and role of minorities in development of state and culture of peace. | [SLO: PS-11-C3-02] Investigate the major obstacles in the livestock industry of Pakistan, such as disease outbreaks, limited market access and inadequate infrastructure. Also develop sustainable strategies to promote livestock practices and minimize environmental and social impacts. | U | 3 |
| 17 | B: Q2(vii) | Domain B | OR Domain C | [SLO: PS-11-B2-04] Differentiate between deforestation and afforestation while critically analyzing the causes and effects of deforestation on climate and social life in Pakistan, and propose sustainable solutions to address deforestation. | OR [SLO: PS-11-C3-04] Evaluate the prospective economic consequences of Pakistan's fishing industry and explore the social and economic benefits of fish farming while analyzing the impact of infrastructure development projects (such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets) in facilitating sustainable fisheries and propose possible solutions to achieve these goals. | K | 3 |
| 18 | B: Q2(viii) | Domain B | OR | [SLO: PS-11-B3-03] Recognize the potential advantages and | OR [SLO: PS-11-C4-01] Evaluate the importance | K | 3 |

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| | | | Domain C | disadvantages of floods and propose ecologically sustainable solutions to mitigate climate change and reduce the negative impacts of environmental hazards like floods, and droughts. | and role of telecommunications, including radio, television, phones, fax machines, emails, and the internet, in education/e-learning, industry, services, and trade/e-commerce in the development of Pakistan. | | |
| 19 | C: Q3 | Domain D | OR Domain C | [SLO: PS-12-D1-02] Enumerate the constraints of an individual's contribution in fostering national cohesion and integration while emphasizing the importance of supplementary measures in contributing to a country's socio-economic progress. | [SLO: PS-11-C4-03] Analyze the challenges of providing telecommunications in some parts of Pakistan and describe recent improvements in the telecommunications sector, particularly in relation to the education sector, and their potential for future growth. | A | 8 |
| 20 | C: Q4 | Domain F | OR A | [SLO: PS-12-F2-03] Discuss the impact of global monetary institutions on the development of countries, with a specific focus on the current state of the IMF and its efforts to assist Pakistan in addressing its economic challenges. | OR [SLO: PS-11-A1-07] Critically analyze the causes and impacts of the Wars of 1948, 1965, 1971, and Kargil 1999 between Pakistan and India. | U | 8 |

*Cognitive Domain

- K: Knowledge
- U: Understanding
- A: Application

Table of Specification

Model Paper Pakistan Studies – Grade XII (HSSC-II)

| Content Domain / Area | Domain A: History of Pakistan | Domain B: Geography of Pakistan | Domain C: Resources and Economic Development of Pakistan | Domain D: Cultural diversity in Pakistan. | Domain E: Constitution of Pakistan. | Domain F: Pakistan and International Affairs. | Total Marks | Percentage of cognitive Level |
|-----------------------|---|-------------------------------------|--|---|-------------------------------------|---|-------------|-------------------------------|
| Cognitive Level | | | | | | | | |
| Knowledge | Q1(ii)1 Q2(i/f)3 Q1(ix)1 Q1(i)1 Q1(vi)1 | Q1(v)1 Q2(vii/f)3 Q2(viii/f)3 | Q2(vii/s)3 Q2(viii/s)3 | Q2(i/s)3 | | Q1(iii)1 Q1(iv)1 | 25 | 28% |
| Understanding | Q1(vii)1 Q4(s)8 | Q2(v/f)3 Q2(iv/s)3 Q2(iv/f)3 | Q2(iii/s)3 Q2(v/s)3 Q2(vi/s)3 Q1(x)1 | Q2(ii/f)3 Q2(vi/ f) 3 | Q2(ii/s)3 Q2(iii/f)3 | Q4(f)8 Q1(viii)1 | 49 | 54% |
| Application | | | Q3(s)8 | Q3(f)8 | | | 16 | 18% |
| Total Marks | 16 | 16 | 24 | 17 | 6 | 11 | 90 | - |
| Total Percentages | 18% | 18% | 26% | 19% | 7% | 12% | - | 100% |

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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