

ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

PAKISTAN STUDIES

Grade X



NATIONAL CURRICULUM OF PAKISTAN
2022-23

SCHEME OF STUDIES 2006



FEDERAL BOARD
OF INTERMEDIATE AND SECONDARY
EDUCATION, ISLAMABAD

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



**ASSESSMENT FRAMEWORK
FOR
PAKISTAN STUDIES GRADE-X
CURRICULUM 2022-23
SCHEME OF STUDIES 2006**

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-X. 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-X 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. Ms. Humaira Satti, HOD Pakistan Studies, Army Public Schools and Colleges, Chaklala Rawalpindi
4. Ms. 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-X, 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 Grade-X (SSC-II) PAKISTAN STUDIES
Details of Content Areas/ SLOs

Domain Title/ Content Area	NCP SLOs Description	Form of Assessment	Cognitive Level	Remarks	No. of Periods Required
Domain D: Cultural Diversity in Pakistan	[SLO: PS-10-D1-01] Investigate how various cultural elements / components influence the promotion or variation of cultural diversity within a society.	Summative	Application	Question(s) will be asked in final examination.	30
	[SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration.	Summative	Understanding	Question(s) will be asked in final examination.	
	[SLO: PS-10-D1-03] Analyze the origin and development of folklore and drama in literary history of Pakistan.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-D1-04] Examine the concept of unity with reference to regional cultures leading to national integration and analyze the effects of globalization on Pakistani society and culture.	Summative	Understanding/ Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-D1-05] Analyze the development of Pakistani society in relation to the diverse facets and consequences of social dynamics, including women's status, feudalism, and tribalism.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-D1-06] Provide an analysis of the characteristics and key concept of social stratification, and the way it leads to social inequality that affects both individuals and society as a whole.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-D1-07] Analyze the influence of noteworthy mystical orders in Pakistan across diverse regions to highlight the shared principles in their teachings and the way they have become a cohesive spiritual entity in Pakistani society and culture.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-D2-01] Recognize the significance of leisure activities within a community and explore some notable leisure activities that are popular in Pakistani society.	Summative	Understanding	Question(s) will be asked in final examination.	

Domain Title/ Content Area	NCP SLOs Description	Form of Assessment	Cognitive Level	Remarks	No. of Periods Required
	[SLO: PS-10-D2-02] Recognize the significance of sports as a vital recreational pursuit, and examine the prevalence of popular traditional, non-traditional, national and international sports in Pakistan.	Summative	Understanding	Question(s) will be asked in final examination.	
	[SLO: PS-10-E1-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan.	Summative	Understanding	Question(s) will be asked in final examination.	40
	[SLO: PS-10-E1-02] Identify Salient features of Objectives Resolution in order to signify its impact on constitutional development in Pakistan.	Summative	Knowledge/ understanding	Question(s) will be asked in final examination.	
	[SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.	Summative	Knowledge/ Understanding	Question(s) will be asked in final examination.	
	[SLO: PS-10-E1-04] Compare and contrast the constitutions of 1956 and 1962, particularly with reference to the Islamic features included in both constitutions.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-E1-05] Evaluate the reasons for the failure of the constitution of 1956 and 1962.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-E2-01]-Discuss the significance of the rule of law as a fundamental principle of a democratic state and propose methods to enhance the law-and-order situation in Pakistan.	Summative	Understanding	Question(s) will be asked in final examination.	
	[SLO: PS-10-E2-02] Explore the concepts and importance of participation of citizens in community services or volunteer works.	Summative	Knowledge/ Understanding	Question(s) will be asked in final examination.	
	[SLO: PS-10-E2-03] Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)	Summative	Knowledge	Question(s) will be asked in final examination.	
	[SLO: PS-10-E2-04] Understand the importance of free press, justice and equality for a prosperous country.	Summative	Understanding	Question(s) will be asked in final examination.	

Domain Title/ Content Area	NCP SLOs Description	Form of Assessment	Cognitive Level	Remarks	No. of Periods Required
	[SLO: PS-10-E2-05] Highlight the importance of being knowledgeable digital citizen in today's world of social media and technology, emphasizing that media messages are influenced by various contexts, including economic, social, political, historical and aesthetic factors.	Summative	Knowledge/ Understanding	Question(s) will be asked in final examination.	
	[SLO: PS-10-E2-06] Explore the concepts and importance of participation of citizens in community services or volunteer works.	Summative	Application	Question(s) will be asked in final examination.	
Domin F: Pakistan and International Affairs	[SLO: PS-10-F1-01] Appreciate the importance of foreign policy for any country and evaluate the foreign policy of Pakistan with reference to its need and adherence to the guiding principles and objectives.	Summative	Understanding	Question(s) will be asked in final examination.	20
	[SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-F1-03] Critically assess the diplomatic ties of Pakistan with neighboring countries in the region, its impacts and prospects for future relations.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-F2-01] Examine the significance of the United Nations, its primary organs and their goals, its involvement in global peacekeeping efforts, and the contributions of Pakistan to the UN in different global peacekeeping activities particularly on occasions of natural calamities and disasters.	Summative	Understanding/ Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-F2-02] Evaluate Pakistan's foreign relations with other countries focusing on SAARC countries and OIC countries, and relate its efforts in highlighting issues of Muslim World on all platforms including OIC.	Summative	Application	Question(s) will be asked in final examination.	
	[SLO: PS-10-F2-03] Analyze the difficulties faced by the UN in resolving the crisis in Kashmir, Afghanistan, and Palestine.	Summative	Application	Question(s) will be asked in final examination.	



Federal Board SSC-II Examination
Pakistan Studies Model Paper
(Curriculum 2022-23) Scheme of Studies 2006

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					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
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2	2	2	2
3	3	3	3
4	4	4	4
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6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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.	Which is a fundamental cultural component that influences cultural diversity?	Language	Technology	Population size	Tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii.	Urdu was chosen as the national language of Pakistan to:	Represent the Bengali people	Represent the Sindhi people	Foster a common identity across different linguistic groups	Protect the Punjabi language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iii.	What relationship encompasses citizenship between individual and state?	Deviance	Allegiance	Disappointment	Pessimism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iv.	Who was the first President of Pakistan under 1956 Constitution?	Muhammad Ali Jinnah	Ghulam Muhammad	Zulfiqar Bhutto	Iskandar Mirza	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v.	Which system of government was established by the constitution of 1973?	Presidential system	Parliamentary system	Federal system	Confederation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vi.	Which region of Pakistan is known for the folk tale of Heer Ranjha?	Sindh	Punjab	Balochistan	KPK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vii.	In which of the following ways globalization has a positive effect on Pakistani cultural?	By preserving all traditional art forms unchanged	By creating greater awareness of Pakistan’s culture world wide	By limiting access to global ideas and practices	By isolating Pakistan from other countries ‘cultural practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

viii.	Which regional issue has been a major point of tension in Pakistan’s relationship with India?	Trade policies	Kashmir conflict	Natural disasters	Climate change	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ix.	The Women’s protection Bill (2006) in Pakistan was introduced to:	Ensure equal pay for Women	Protect Women against domestic violence	Promote Women’s participation in the military	Provide quotas for Women in the labor market	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
x.	What is the most important outcome of digital citizenship?	Knowledge and skill	Disinformation	Corruption	Violation of Human Rights	<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) Scheme of Studies 2006

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)

Q.2	Question	Marks	Question		Marks
i.	What is the role of Urdu as a national language in Pakistan? Write any three points.	1+1+1	OR	What has been the overall impact of squash on Pakistan’s sports legacy? Name any two legendary Pakistani squash players.	2+1
ii.	Write any two steps taken to reduce feudalism in Pakistan.	1.5+1.5	OR	What is meant by the rule of law, and why is it important in a democratic society?	1.5+1.5
iii.	Define citizenship and why is it important?	1+2	OR	What are three main objectives of Pakistan’s foreign policy?	1+1+1
iv.	Define social stratification and what impact does it have on society?	3	OR	Identify any two key changes in the 1962 constitution compared to 1956 constitution.	1.5+1.5
v.	Mention any two Presidential powers in 1973 constitution.	1.5+1.5	OR	How does Pakistan’s geography influence its foreign policy? Write any three points.	1+1+1
vi.	Write down the names of any three Mystical Orders in Pakistan.	3	OR	Write any two points about the Pakistan and Afghanistan relations.	1.5+1.5
vii.	Write the legal grounds for losing citizenship in Pakistan. (Any three)	1+1+1	OR	What are the contributions of Pakistan in global peacekeeping efforts under the United Nations? (Any three)	1+1+1
viii.	Mention any two categories of Rule of law.	1.5+1.5	OR	Highlight any two reasons for the failure of United Nations to resolve the Palestine conflict?	1.5+1.5

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
Q.3	Why was SAARC established? Discuss three contributions of Pakistan in fostering positive relations among SAARC countries.	2+6	OR	Evaluate four Islamic provisions of the 1973 constitution of Pakistan.	2+2+2+2
Q.4	Explain the print media laws in Pakistan and discuss the importance of a free press in the country.	4+4	OR	How has Pakistani folklore evolved, and what role it played in preserving the cultural heritage?	4+4

Federal Board SSC-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 D	[SLO: PS-10-D1-01] Investigate how various cultural elements / components influence the promotion or variation of cultural diversity within a society.	K	1
2	A: Q1(ii)	Domain D	[SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration.	K	1
3	A: Q1(iii)	Domain E	[SLO: PS-10-E2-02] Explore the concepts and importance of participation of citizens in community services or volunteer works.	K	1
4	A: Q1(iv)	Domain E	[SLO: PS-10-E1-02] Identify Salient features of Objectives Resolution in order to signify its impact on constitutional development in Pakistan	K	1
5	A: Q1(v)	Domain E	[SLO: PS-10-E1-04] Compare and contrast the constitutions of 1956 and 1962, particularly with reference to the Islamic features included in both constitutions.	K	1
6	A: Q1(vi)	Domain D	[SLO: PS-10-D1-03] Analyze the origin and development of folklore and drama in literary history of Pakistan.	K	1
7	A: Q1(vii)	Domain D	[SLO: PS-10-D1-04] Examine the concept of unity with reference to regional cultures leading to national integration and analyze the effects of globalization on Pakistani society and culture.	U	1
8	A: Q1(viii)	Domain F	[SLO: PS-10-F2-02] Evaluate Pakistan's foreign relations with other countries focusing on SAARC countries and OIC countries, and relate its efforts in highlighting issues of Muslim World on all platforms including OIC.	U	1
9	A: Q1(ix)	Domain D	[SLO: PS-10-D1-05] Analyze the development of Pakistani society in relation to the diverse facets and consequences of social dynamics, including women's status, feudalism, and tribalism.	K	1
10	A: Q1(x)	Domain E	[SLO: PS-10-E2-05] Highlight the importance of being knowledgeable digital citizen in today's world of social media and technology, emphasizing that media messages are influenced by various contexts, including economic, social, political, historical and aesthetic factors.	U	1

SECTION B & C

11	B: Q2(i)	Domain D	OR Domain D	[SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration.	OR [SLO: PS-10-D2-02] Recognize the significance of sports as a vital recreational pursuit, and examine the prevalence of popular traditional, non-traditional, national and international sports in Pakistan.	K	3
12	B: Q2(ii)	Domain D	OR Domain E	[SLO: PS-10-D1-05] Analyze the development of Pakistani society in relation to the diverse facets and consequences of social dynamics, including women's status, feudalism, and tribalism.	OR [SLO: PS-10-E2-01]- Discuss the significance of the rule of law as a fundamental principle of a democratic state and propose methods to enhance the law-and-order situation in Pakistan.	U	3
13	B: Q2(iii)	Domain E	OR Domain F	[SLO: PS-10-E2-03] Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)	OR [SLO: PS-10-F1-01] Appreciate the importance of foreign policy for any country and evaluate the foreign policy of Pakistan with reference to its need and adherence to the guiding principles and objectives.	U	3
14	B: Q2(iv)	Domain D	OR Domain E	[SLO: PS-10-D1-06] Provide an analysis of the characteristics and key concept of social stratification, and the way it leads to social inequality that affects both individuals and society as a whole.	OR [SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.	U	3
15	B: Q2(v)	Domain E	OR Domain F	[SLO: PS-10-E1-04] Compare and contrast the constitutions of 1956 and 1962, particularly with reference to the Islamic features included in both constitutions.	OR [SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states.	U	3
16	B: Q2(vi)	Domain D	OR Domain F	[SLO: PS-10-D1-07] Analyze the influence of noteworthy mystical orders in Pakistan across diverse regions to highlight the shared principles in their teachings and the way they	[SLO: PS-10-F1-03] Critically assess the diplomatic ties of Pakistan with neighboring countries in the region, its impacts and prospects	U	3

				have become a cohesive spiritual entity in Pakistani society and culture.	for future relations.		
17	B: Q2(vii)	Domain E	OR Domain F	[SLO: PS-10-E2-03] Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)	OR [SLO: PS-10-F2-01] Examine the significance of the United Nations, its primary organs and their goals, its involvement in global peacekeeping efforts, and the contributions of Pakistan to the UN in different global peacekeeping activities particularly on occasions of natural calamities and disasters.	A	3
18	B: Q2(viii)	Domain E	OR Domain F	[SLO: PS-10-E2-01]- Discuss the significance of the rule of law as a fundamental principle of a democratic state and propose methods to enhance the law-and-order situation in Pakistan.	OR [SLO: PS-10-F2-03] Analyze the difficulties faced by the UN in resolving the crisis in Kashmir, Afghanistan, and Palestine.	A	3
19	C: Q3	Domain F	OR Domain E	[SLO: PS-10-F2-02] Evaluate Pakistan's foreign relations with other countries focusing on SAARC countries and OIC countries, and relate its efforts in highlighting issues of Muslim World on all platforms including OIC.	[SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.	A	8
20	C: Q4	Domain E	OR Domain D	[SLO: PS-10-E2-04] Understand the importance of free press, justice and equality for a prosperous country.	OR [SLO: PS-10-D1-03] Analyze the origin and development of folklore and drama in literary history of Pakistan.	U	8

*Cognitive Domain
K: Knowledge
U: Understanding
A: Application

Table of Specification
Model Paper Pakistan Studies – Grade X (SSC-II)

Content Domain / Area	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 Q2(i/s)3 Q1(ix)1 Q1(i)1 Q1(vi)1	Q1(iii)1 Q1(iv)1 Q1(v)1 Q2(vii/f)3 Q2(viii/f)3	Q2(vii/s)3 Q2(viii/s)3	25	28%
Understanding	Q2(iv/f)3 Q1(vii)1 Q2(ii/f)3 Q4(s)8 Q2(vi/ f) 3	Q1(x)1 Q2(ii/s)3 Q2(iii/f)3 Q2(v/f)3 Q4(f)8 Q2(iv/s)3	Q1(viii)1 Q2(iii/s)3 Q2(v/s)3 Q2(vi/s)3	49	54%
Application		Q3(s)8	Q3(f)8	16	18%
Total Marks	28	38	24	90	-
Total Percentages	31%	42%	27%	-	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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