

ASSESSMENT FRAMEWORK AND MODEL QUESTION PAPER

PAKISTAN STUDIES

Grade X



NATIONAL CURRICULUM OF PAKISTAN
2022-23

SCHEME OF STUDIES 2024
(For 100 Marks)



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 2024**

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. Mrs. Sajida Sardar, Associate Professor, Islamabad Model College for Girls, St# 52, F-7/4 Islamabad
2. Dr. Muhammad Asif Ayub, Assistant Professor, Islamabad Model College for Boys, F-10/4, Islamabad
3. Mr. Muhammad Saleem Hashmi, Assistant Professor, OPF Boys College H-8/4 Islamabad
4. Dr. Mussaraf Khan, Lecturer, Islamabad Model School for Boys, I-14/1 Islamabad
5. 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
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.

ASSESSMENT FRAMEWORK PAKISTAN STUDIES SSC-II

National Curriculum of Pakistan 2022-23

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks
A: History of Pakistan	Domain A: History of Pakistan Standard 1: Ideological Basis, Struggle, Creation and the Political Developments in Pakistan Student's Learning Outcomes: Students will be able to: 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.	Summative	Knowledge/ Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge/ Understanding	Question(s) will be asked in the Annual Examination
	[SLO: PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo-Pakistan subcontinent.	Summative	Knowledge/ Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge/ Understanding	Question(s) will be asked in the Annual Examination
	[SLO:PS-09-A1-05] Analyze the important political developments between 1906- 1920 (from Simla deputation till Khilafat Movement)	Summative	Knowledge/ Understanding	Question(s) will be asked in the Annual Examination
	[SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance).	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
	[SLO:PS-09-A1-07] Evaluate the political developments that undertook during 1940 till 1947.	Summative	Knowledge/ Understanding	Question(s) will be asked in the Annual Examination
	[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)	Formative	Knowledge / Understanding/ Application	Question(s) will not be asked in annual examination, however it will be a part of classroom teaching.
B: Geography of Pakistan	Domain B: Geography of Pakistan Standard 1: Land of Pakistan Student's Learning Outcomes: Students will be able to: [SLO: PS-09-B1-01] Explain Pakistan's precise cardinal location on a world map	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[SLO: PS-09-B1-02] Evaluate the significance of location in terms of its proximity to neighboring countries, seas, and oceans.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Formative	Knowledge / Understanding	Question(s) will not be asked in annual examination, however it will be a part of classroom teaching.
	Standard 2: The Natural Topography and Vegetation of Pakistan Student's Learning Outcomes: Students will be able to: [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.	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
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	Standard 3: Climate of Pakistan and Environmental Hazards Student's Learning Outcomes: Students will be able to: [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.	Summative	Knowledge / Understanding/ Application	Question(s) will be asked in the Annual Examination
	[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.	Formative	Knowledge / Understanding/ Application	Question(s) will not be asked in annual examination, however it will be a part of classroom teaching.
	[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.	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
	[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	Summative	Knowledge / Understanding/ Application	Question(s) will be asked in the Annual Examination
Domain C: Resources and Economic Development of Pakistan	Domain C: Resources and Economic Development of Pakistan Standard 1: Water, Mineral and Power Resources Student's Learning Outcomes: Students will be able to:	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[SLO: PS-09-C1-01] Describe the surface and groundwater resources in Pakistan, including seasonal fluctuations in flow and quality of water			
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	Standard 2: Population Structure, Growth, Employment and Industry Student's Learning Outcomes: Students will be able to:			
	[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.	Formative	Knowledge / Understanding	Question(s) will not be asked in annual examination, however it will be a part of classroom teaching.
	[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	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
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	Standard 3: Agriculture, Livestock and Fisheries Student's Learning Outcomes: Students will be able to: [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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	Standard 4: Transport, Trade and Telecommunication Students' Learning Outcomes: Students will be able to: [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.	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
	[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.	Formative	Knowledge / Understanding	Question(s) will not be asked in annual examination, however it will be a part of classroom teaching.
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
	[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.	Summative	Knowledge / Understanding	Question(s) will be asked in the Annual Examination
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.
	[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.

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks
	[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.
	[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.
Domain E: Constitution of Pakistan	[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.
	[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.

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks
	[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.
	[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.
Domain 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.
	[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.

Domain/ Content Area	SLO No./ Description	Form of Assessment	Cognitive Level (Knowledge, Understanding, Application)	Remarks
	[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 2024

Section - A (Marks 20)

Time Allowed: 25 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.

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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.	What is meant by “Ideology”?	Study of Politics	Study of Sociology	Science of Ideas	Science of Ethics	☐	☐	☐	☐
ii.	Which country is situated on the eastern side of Pakistan?	India	Afghanistan	Iran	China	☐	☐	☐	☐
iii.	What is the total area of Pakistan?	796,096sq.km	996,096sq.km	696,096sq.km	896,096sq.km	☐	☐	☐	☐
iv.	Identify the biggest river in Pakistan.	Sutlej	Chenab	Sindh	Jhelum	☐	☐	☐	☐
v.	How does social stratification lead to social inequality?	By providing equal opportunities to all	By creating economic and social disparities	By ensuring equal distribution of wealth	By eliminating class distinction	☐	☐	☐	☐
vi.	Which of the following cultural elements can most directly promote cultural diversity within a society?	Uniform language policy	Celebrating regional festivals	Centralized education system	National sports events	☐	☐	☐	☐
vii.	How did Sir Syed Ahmed Khan contribute to Muslims?	By promoting the use of regional languages	By encouraging scientific and logical thinking	By preserving traditional Muslim way of life	By rejecting the importance of English language	☐	☐	☐	☐
viii.	How do regional festivals influence cultural diversity?	They highlight and celebrate local traditions and customs	They promote uniformity across different regions	They discourage the practice of traditional arts	They focus solely on National History	☐	☐	☐	☐
ix.	What role does Urdu play in Pakistan in terms of national unity?	It creates division among different regions	It is rarely spoken outside major cities	It replaces all regional languages	It serves as a unifying lingua franca	☐	☐	☐	☐
x.	Which Pakistani boxer won a bronze medal at the 1988 Seoul Olympics?	Muhammad Wasim	Hussain Shah	Kaleem Ullah Khan	Ahsan Ramzan	☐	☐	☐	☐

xi.	In which sport did Muhammad Asif win the World Championship?	Football	Cricket	Squash	Snooker	☐ ☐ ☐ ☐
xii.	When did Pakistan win Cricket World Cup?	1990	1991	1992	1993	☐ ☐ ☐ ☐
xiii.	Which document served as a preamble in constitution of Pakistan?	Lahore Resolution	Two Nation Theory	Objective Resolution	Bogra Formula	☐ ☐ ☐ ☐
xiv.	What is the primary objective of Pakistan's foreign policy?	Fraternal relations with neighbors	Non alignment	Global peace	Preservation of of independence and security	☐ ☐ ☐ ☐
xv.	What was a key criticism of the electoral system introduced by the 1962 constitution?	Lack of representation of minorities	Manipulation of electoral outcomes	Excessive decentralization of power	Exclusion of women from voting rights	☐ ☐ ☐ ☐
xvi.	According to the 1973 constitution of Pakistan, who was the authority to ensure that all laws conform to Islamic teaching?	Prime Minister	Islamic ideology council	President	Supreme Court	☐ ☐ ☐ ☐
xvii.	"To create a peaceful, just and inclusive society that live under the rule of law" is part of:	Millennium Development Goals	Vision 2025	Sustainable development goals	Declaration of human rights	☐ ☐ ☐ ☐
xviii.	Citizenship includes;	Responsibilities like paying taxes	Rights like freedom of speech	Rights and responsibilities	Neither rights nor responsibilities	☐ ☐ ☐ ☐
xix.	The rule of law means;	The government can make up its own rules	Everyone including the government follows the law	Only citizens are subjected to laws	Laws are constantly changing based on public opinion	☐ ☐ ☐ ☐
xx.	How was the second Constituent Assembly of Pakistan formed?	Through direct elections by the people of East and West Pakistan	By appointment of members by Governor General	Indirectly elected by provincial legislatures of East and West Pakistan	By a referendum among Pakistani citizens	☐ ☐ ☐ ☐



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

Time allowed: 2.35 hours

Total Marks: 80

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 10x5=50)

Q.2	Question	Marks		Question	Marks
i.	Explain how the ideology of Pakistan was linked with the basic teachings of Islam. (Any five points)	5	OR	Explain in five points the importance of regional cooperation for the stability of Pakistan.	5
ii.	What are the main features of Pakistan's relationship with China? Briefly explain its benefits for Pakistan.	5	OR	Describe the climatic zones of Pakistan by writing five points on temperature and different types of precipitation (monsoon cyclones conventional and relief rainfall).	5
iii.	Discuss in five points the role of the Objectives Resolution in shaping Islamic principles in Pakistan's constitution.	5	OR	Explain in five points how the quality of surface water varies in different regions of Pakistan.	5
iv.	Interpret the impact of World War-II on the political developments leading to Pakistan. (Five points)	5	OR	Demonstrate, in five points, the role of mystical orders in promoting unity among diverse communities in Pakistan.	5
v.	Identify the importance of mountain ranges of Pakistan for economic development. (Five points)	5	OR	Demonstrate, in five points, the obstacles that hindered UN involvement in resolving the Palestine conflict.	5
vi.	"Name three surface water resources and two groundwater resources of Pakistan."	5	OR	Interpret in five points Pakistan's initiatives for peace and stability in the Muslim World through OIC.	5
vii.	Illustrate in five points the significance of the Simla Conference (1945) in shaping political negotiations.	5	OR	Discuss in five points the effects of rural-urban migration on population distribution.	5
viii.	Interpret in five points the cultural variations among communities living in different landforms of Pakistan.	5	OR	Describe, in five points, the shared principles of Sufi teachings across different regions of Pakistan.	5
ix	Assess in five points how population policies influence youth development and dependency ratios in Pakistan.	5	OR	Demonstrate, in five points, how the 1973 Constitution established Pakistan's parliamentary system.	5
x	Identify the measures (in five points) to prevent water shortage and wastage in Pakistan.	5	OR	Identify in five points the guiding principles of Pakistan's foreign policy.	5

SECTION – C (Marks 30)

Note: Attempt all questions. Marks of each question are given against it.
10=30)

(3 x

Q. No.	Question	Marks	Question		Marks
Q.3	Discuss the social and economic difficulties caused by youth unemployment in Pakistan and propose sustainable solution.	10	OR	Illustrate how Pakistan's proximity to India, China, Afghanistan, and Iran enhances its geopolitical relevance.	10
Q.4	Name in five points the advantages of maintaining a free and fair press.	10	OR	Identify in ten points the strategic importance of Pakistan's position on the world map for regional and global politics.	10
Q.5	Define British colonialism. Explain its impacts on the Indo-Pak subcontinent with reference to the economy, social structure and political system.	10		Highlight the influence of media and education in bridging language differences for national integration.	10

Federal Board SSC-II Examination
Pakistan Studies Model Question Paper

(Curriculum 2022)

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-A1-01] 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.	K	1
2	A: Q1(ii)	Domain B	[SLO: PS-09-B1-02] Evaluate the significance of location in terms of its proximity to neighboring countries, seas, and oceans.	A	1
3	A: Q1(iii)	Domain B	[SLO: PS-09-B1-01] Explain Pakistan's precise cardinal location on a world map.	K	1
4	A: Q1(iv)	Domain C	[SLO: PS-09-C1-01] Describe the surface and groundwater resources in Pakistan, including seasonal fluctuations in flow and quality of water.	K	1
5	A: Q1(v)	Domain D	[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.	A	1
6	A: Q1(vi)	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
7	A: Q1(vii)	Domain A	[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	A	1
8	A: Q1(viii)	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.	K	1
9	A: Q1(ix)	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
10	A: Q1(x)	Domain D	[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	1
11	A: Q1(xi)	Domain D	[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	1

12	A: Q1(xii)	Domain D	[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	1
13	A: Q1(xiii)	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
14	A: Q1(xiv)	Domain F	[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.	A	1
15	A: Q1(xv)	Domain E	[SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.	K	1
16	A: Q1(xvi)	Domain E	[SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.	K	1
17	A: Q1(xvii)	Domain E	[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.	K	1
18	A: Q1(xviii)	Domain E	[SLO: PS-10-E2-02] Explore the concepts and importance of participation of citizens in community services or volunteer works.	K	1
19	A: Q1(xix)	Domain E	[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.	K	1
20	A: Q1(xx)	Domain E	[SLO: PS-10-E1-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan.	A	1

SECTION B & C

21	B: Q2(i)	Domain A	OR Domain F	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.	OR [SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states.	U	5
22	B: Q2(ii)	Domain F	OR Domain B	[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.	OR [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.	K	5
23	B: Q2(iii)	Domain E	OR Domain C	[SLO: PS-10-E1-02] Identify Salient features of Objectives Resolution in order to signify its impact on constitutional development in Pakistan.	OR [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.	U	5
24	B: Q2(iv)	Domain A	OR Domain D	[SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance).	OR [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.	A	5
25	B: Q2(v)	Domain B	OR Domain F	[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.	OR [SLO: PS-10-F2-03] Analyze the difficulties faced by the UN in resolving the crisis in Kashmir, Afghanistan, and Palestine.	A	5

26	B: Q2(vi)	Domain C	OR Domain F	[SLO: PS-09-C1-01] Describe the surface and groundwater resources in Pakistan, including seasonal fluctuations in flow and quality of water	OR [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	5
27	B: Q2(vii)	Domain A	OR Domain C	[SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance).	OR [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	U	5
28	B: Q2(viii)	Domain B	OR Domain D	[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.	OR [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.	U	5
29	B: Q2(ix)	Domain C	OR Domain E	[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.	OR [SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.	A	5
30	B: Q2(x)	Domain C	OR Domain F	[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.	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.	K	5

31	C: Q3	Domain C	OR Domain F	[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.	OR [SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states.	U	10
32	C: Q4	Domain E	OR Domain B	[SLO:PS-10-E2-04] Understand the importance of free press, justice and equality for a prosperous country.	OR [SLO: PS-09-B1-02] Evaluate the significance of location in terms of its proximity to neighboring countries, seas, and oceans.	K	10
33	C: Q5	Domain A	OR Domain D	[SLO: PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo-Pakistan subcontinent.	OR [SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration.	U	10

*Cognitive Domain

K: Knowledge

U: Understanding

A: Application

Table of Specification
Model Paper Pakistan Studies – Grade X (SSC-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.	Marks	Percentage of cognitive Level
Cognitive Level								
Knowledge	Q1(i) 1	Q2 (ii / s) 5 Q4(s) 10 Q1(iii) 1	Q2 (x / f) 5 Q1(iv) 1	Q1(vi) 1 Q1(viii) 1 Q1(ix) 1 Q1(x) 1 Q1(xi) 1 Q1(xii) 1	Q4(f) 10 Q1(xiii) 1 Q1(xv) 1 Q1(xvi) 1 Q1(xvii) 1 Q1(xviii) 1 Q1(xix) 1	Q2 (ii / f) 5 Q2 (x / s) 5	55	30
Understanding	Q2 (vii/ f) 5 Q2 (i / f) 5 Q5(f) 10	Q2 (viii / f) 5	Q2 (vi / f) 5 Q2 (vii / s) 5 Q2 (iii/ s) 5 Q3(f) 10	Q2 (viii / s) 5 Q5(s) 10	Q2 (iii/ f) 5	Q2 (vi / s) 5 Q2 (i / s) 5 Q3(s) 10	90	50
Application	Q2 (iv / f) 5 Q1(vii) 1	Q2 (v / f) 5 Q1(ii) 1	Q2 (ix / f) 5	Q2 (iv / s) 5 Q1(v) 1	Q2 (ix / s) 5 Q1(xx) 1	Q2 (v / s) 5 Q1(xiv) 1	35	20
Total Marks	27	27	36	27	27	36	180	-
Total Percentages	15	15	20	15	15	20		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. The domain of Application also contains all other higher order Cognitive Levels of Bloom's Taxonomy
- 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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