

**Class: XI****Time Allowed: 20 minutes****Q1:****MODEL PAPER 2026****SUBJECT: EDUCATION****SECTION "A" (MULTIPLE CHOICE QUESTIONS)****Marks: 20**

Note: Attempt **ALL** questions from section "A". Each question carries **ONE** mark.

1. What is one characteristic of cognitive development in early childhood?
 - A. Ability to think abstractly
 - B. Ability to reason logically
 - C. Ability to recognize and remember objects
 - D. Ability to solve complex problems
2. What is the role of the teacher in a humanistic learning environment?
 - A. To transmit knowledge
 - B. To facilitate learning
 - C. To direct instruction
 - D. To evaluate student performance
3. What is a key characteristic of cognitive development during the concrete operational stage?
 - A. Ability to think abstractly.
 - B. Ability to understand conservation of quantity.
 - C. Ability to use language effectively.
 - D. Ability to solve complex mathematical problems.
4. Who is credited with the concept of classical conditioning?
 - A. B.F. Skinner.
 - B. John B. Watson.
 - C. Ivan Pavlov.
 - D. Jean Piaget.
5. Which learning theory emphasizes the role of observation and imitation in learning?
 - A. Behaviorism.
 - B. Cognitivism.
 - C. Constructivism.
 - D. Social Learning Theory.
6. What is the primary attribute of analytical learners?
 - A. They learn best through social interactions.
 - B. They learn best through hands-on activities.
 - C. They learn best through logical reasoning.
 - D. They learn best through visual aids.
7. What is the primary benefit of identifying individual learning styles?
 - A. It allows teachers to use a one-size-fits-all approach.
 - B. It enables teachers to tailor instruction to meet individual needs.
 - C. It reduces teacher workload.
 - D. It limits student creativity.
8. Which type of assessment is used to monitor student progress during the learning process?
 - A. Formative assessment.
 - B. Summative assessment.
 - C. Diagnostic assessment.
 - D. Evaluative assessment.
9. Which type of assessment is used to evaluate student learning at the end of a course or unit?
 - A. Formative assessment.
 - B. Summative assessment.
 - C. Diagnostic assessment.
 - D. Placement assessment.
10. Which of the following is an example of a summative assessment task?
 - A. Class discussion.
 - B. Questions asked during lesson
 - C. Worksheet
 - D. Final exam or research paper.
11. Which assessment method is most suitable for measuring student creativity?
 - A. Multiple-choice test.
 - B. Essay question.
 - C. Project-based assessment.
 - D. Standardized test.
12. Who defined curriculum as "the sum of experiences a student has as a result of school activities"?
 - A. John Dewey.
 - B. Ralph Tyler.
 - C. Hilda Taba.
 - D. Franklin Bobbitt.
13. What refers to the unintended lessons learned in the classroom or school?
 - A. Null curriculum.
 - B. Hidden curriculum.
 - C. Formal curriculum.
 - D. Informal curriculum.
14. Which of the following best describes the concept of equity in education?
 - A. Providing the same resources to all students.
 - B. Ignoring individual differences.
 - C. Focusing on the needs of the majority.
 - D. Ensuring fair treatment and opportunities for all students.
15. What is global citizenship in the context of education?
 - A. Focusing solely on national identity.
 - B. Understanding and participating in global issues and responsibilities.
 - C. Learning about a single culture.
 - D. Ignoring global perspectives.
16. Which of the following is a weakness of informal education?
 - A. Lack of structure and organization.
 - B. Limited access to resources.
 - C. Overemphasis on theoretical knowledge.
 - D. Insufficient feedback from instructors.
17. What is a benefit of face-to-face classes compared to online classes?
 - A. Immediate feedback and interaction.
 - B. Access to a wider range of resources.
 - C. Flexibility in scheduling
 - D. Reduced costs.
18. Which learning style is characterized by a preference for learning through hands-on experiences?
 - A. Visual learner.
 - B. Auditory learner.
 - C. Kinesthetic learner.
 - D. Reading/Writing learner.
19. What is one strength of formal education?
 - A. It is flexible and self-paced
 - B. It provides structure and accountability
 - C. It is limited to a specific location
 - D. It lacks social interaction
20. What is one challenge of implementing blended learning?
 - A. It is too easy to implement
 - B. It requires significant resources and planning
 - C. It lacks social interaction
 - D. It is too flexible

END OF SECTION A


Class: XI
MODEL PAPER 2026
Time: 2 hours 40 minutes **SUBJECT: EDUCATION (SECTION “B” AND SECTION “C”)**
SECTION “B” (SHORT ANSWER QUESTIONS)
Total Marks 80
40 Marks
Note: Attempt any **EIGHT** questions from Section ‘B’. Each question carries **FIVE** marks.

Q.2 Explain how education can address social inequalities in Pakistan.

Q.3 Describe the benefits of extracurricular activities in student development.

Q.4 Describe the concept of null curriculum and explain how it can impact student learning.

Q.5 Explain how teachers can use the knowledge of the learning style of students to design effective instructional strategies.

Q.6 Describe the respective purposes of formative and summative assessment in the teaching-learning process.

Q.7 Explain how the formal curriculum is different from the hidden curriculum.

Q.8 Identify the implications of constructive learning theory for teaching practices in Pakistan.

Q.9 List ways in which students can learn in school beyond the formal curriculum.

Q.10 Mention the significance of global citizenship in today's interconnected world.

Q.11 Describe the importance of resilience in the educational system in ensuring the continuity of students' learning

Q.12 Explain how the weaknesses of formal education impact student learning experiences in Pakistan.

Q.13 Identify the challenges of implementing online classes in Pakistani schools.

SECTION “C” (DETAILED ANSWER QUESTIONS)
40 Marks
Note: Attempt any **TWO** questions from Section ‘C’. Each question carries **TWENTY** marks.

Q.14 (a) Discuss the educational systems in urban and rural areas of Pakistan.

Q.14 (b) Compare and contrast the concepts of learning as stated by Jean Piaget and Lev Vygotsky.

Q.15 (a) Evaluate the role of summative assessments in the Pakistani educational context.

Q.15 (b) Compare and contrast the use of project-based assessments and traditional written exams in evaluating student learning.

Q.16 (a) Assess the significance of the key elements that constitute a curriculum in shaping the educational experience for students in Pakistan.

Q.16 (b) Analyze the impact of socioeconomic status on access to education in Pakistan.

END OF PAPER



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

Answer Key- Sec A
Education XI Model Examination Paper 2026

S #	Option
1	C
2	B
3	B
4	C
5	D
6	C
7	B
8	A
9	B
10	D
11	C
12	D
13	B
14	D
15	B
16	A
17	A
18	C
19	B
20	B



Rubric

Model Examination Paper 2026

Class: XI

Subject: Education

Section: B

Q.2 Explain how education can address social inequalities in Pakistan.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none">- Lists 1 way education addresses social inequalities in Pakistan- Shows limited understanding of education's impact- Lacks specific examples or explanations about addressing inequalities- Fails to address parts of the question	<ul style="list-style-type: none">- Explains 2-3 ways education can address social inequalities in Pakistan- Shows some understanding of education's role in reducing inequalities- Provides some examples or explanations about addressing inequalities- Addresses most parts of the question	<ul style="list-style-type: none">- Clearly explains 4+ ways education can address social inequalities in Pakistan- Shows clear understanding of education's potential impact- Provides relevant examples and explanations about addressing inequalities- Addresses all parts of the question effectively

Q.3 Describe the benefits of extracurricular activities in student development.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Lists 1 benefit of extracurricular activities for students - Shows limited understanding of activities' impact - Lacks specific examples or explanations about benefits - Fails to address parts of the question 	<ul style="list-style-type: none"> - Describes 2-3 benefits of extracurricular activities for students - Shows some understanding of activities' role in development - Provides some examples or explanations about benefits - Addresses most parts of the question 	<ul style="list-style-type: none"> - Clearly describes 4+ benefits of extracurricular activities for students - Shows clear understanding of activities' significance - Provides relevant examples and explanations about benefits - Addresses all parts of the question effectively

Q.4 Describe the concept of null curriculum and explain how it can impact student learning.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to define null curriculum. - Does not recognize impact on learning. - Lacks understanding of curriculum types. 	<ul style="list-style-type: none"> - Defines null curriculum (e.g., omitted or excluded content). - Identifies potential impact (e.g., knowledge gaps, limited perspectives). - Recognizes role in shaping student understanding. 	<ul style="list-style-type: none"> - Thoroughly describes null curriculum and its implications. - Provides nuanced analysis of impact on student learning (e.g., reinforcing biases, limiting critical thinking). - Demonstrates in-depth understanding of curriculum's role in shaping student knowledge and perspectives. - Offers insightful recommendations for addressing null curriculum in educational settings.

Q.5 Explain how teachers can use the knowledge of the learning style of students to design effective instructional strategies.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to recognize importance of learning styles. - Does not identify effective strategies. - Lacks understanding of instructional design. 	<ul style="list-style-type: none"> - Recognizes different learning styles (e.g., visual, auditory, kinesthetic). - Identifies basic strategies (e.g., varied teaching methods, multimedia resources). - Provides limited examples. 	<ul style="list-style-type: none"> - Thoroughly explains how teachers can tailor instruction to individual learning styles. - Provides nuanced analysis of effective strategies (e.g., differentiated instruction, technology integration). - Demonstrates in-depth understanding of how learning style awareness can enhance student engagement and outcomes. - Offers insightful recommendations for ongoing assessment and adaptation of instructional strategies.

Q.6 Describe the respective purposes of formative and summative assessment in the teaching- learning process.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to define formative and summative assessment. - Does not recognize purposes. - Lacks understanding of assessment types. 	<ul style="list-style-type: none"> - Defines formative (e.g., ongoing, feedback-driven) and summative (e.g., final, evaluative) assessment. - Identifies basic purposes (e.g., formative: improve learning, summative: measure achievement). - Recognizes role in teaching-learning process. 	<ul style="list-style-type: none"> - Thoroughly describes purposes of formative (e.g., identify gaps, inform instruction) and summative assessment (e.g., evaluate mastery, accountability). - Provides nuanced analysis of how both types support student learning and teacher decision-making. - Demonstrates in-depth understanding of assessment's role in enhancing teaching-learning process. - Offers insightful recommendations for effective implementation of both assessment types.

Q.7 Explain the formal curriculum with the hidden curriculum.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to define formal and hidden curriculum. - Does not recognize differences. - Lacks understanding of curriculum types. 	<ul style="list-style-type: none"> - Defines formal (e.g., planned, explicit) and hidden (e.g., implicit, unofficial) curriculum. - Identifies basic differences (e.g., intentional vs. unintentional learning). - Recognizes impact on student learning. 	<ul style="list-style-type: none"> - Thoroughly compares formal and hidden curriculum, highlighting their distinct characteristics. - Provides nuanced analysis of how both curricula shape student values, attitudes, and knowledge. - Demonstrates in-depth understanding of the complex interplay between formal and hidden curriculum. - Offers insightful recommendations for educators to leverage both curricula effectively.

Q.8 Identify the implications of constructive learning theory for teaching practices in Pakistan.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to define constructive learning theory. - Does not recognize implications. - Lacks understanding of teaching practices. 	<ul style="list-style-type: none"> - Defines constructive learning theory (e.g., student-centered, active learning). - Identifies basic implications (e.g., student engagement, critical thinking). - Recognizes potential for improved learning outcomes. 	<ul style="list-style-type: none"> - Thoroughly explains implications of constructive learning theory for teaching practices (e.g., inquiry-based learning, collaborative activities). - Provides nuanced analysis of how constructive learning theory can be applied in Pakistani classrooms. - Demonstrates in-depth understanding of cultural and contextual factors influencing implementation. - Offers insightful recommendations for teacher training and professional development.

Q.9 List ways in which students can learn in school beyond the formal curriculum.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to identify informal learning opportunities. - Does not recognize extracurricular learning. - Lacks understanding of learning beyond classroom. 	<ul style="list-style-type: none"> - Identifies basic ways (e.g., extracurricular activities, peer interactions, school clubs). - Recognizes role of informal learning in student development. - Provides limited examples. 	<ul style="list-style-type: none"> - Thoroughly lists various ways (e.g., project-based learning, community service, mentorship programs). - Provides nuanced analysis of how informal learning enhances student skills and knowledge. - Demonstrates in-depth understanding of holistic learning experiences. - Offers insightful recommendations for integrating informal learning into school culture.

Q.10 Mention the significance of global citizenship in today's interconnected world.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to define global citizenship. - Does not recognize significance. - Lacks understanding of interconnectedness. 	<ul style="list-style-type: none"> - Defines global citizenship (e.g., awareness, responsibility, global community). - Identifies basic significance (e.g., cultural understanding, global cooperation). - Recognizes importance in modern world. 	<ul style="list-style-type: none"> - Thoroughly defines global citizenship and its key aspects (e.g., empathy, social justice, environmental awareness). - Provides nuanced analysis of significance (e.g., addressing global challenges, promoting peace and understanding). - Demonstrates in-depth understanding of global citizenship's role in shaping individual and collective actions. - Offers insightful recommendations for fostering global citizenship in education and society.

Q.11 Describe the importance of resilience in the educational system in ensuring the continuity of students' learning

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to define resilience. - Does not recognize importance. - Lacks understanding of learning continuity. 	<ul style="list-style-type: none"> - Defines resilience (e.g., coping, adapting). - Identifies basic importance (e.g., overcoming obstacles, staying motivated). - Recognizes role in supporting student learning. 	<ul style="list-style-type: none"> - Thoroughly explains importance of resilience (e.g., bouncing back from setbacks, persisting through challenges). - Provides nuanced analysis of how resilience ensures continuity of learning (e.g., minimizing disruptions, promoting academic progress). - Demonstrates in-depth understanding of resilience's impact on student well-being and academic success. - Offers insightful recommendations for fostering resilience in students and educational settings.

Q.12 Explain how the weaknesses of formal education impact student learning experiences in Pakistan.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to identify weaknesses. - Does not recognize impact. - Lacks understanding of formal education. 	<ul style="list-style-type: none"> - Identifies basic weaknesses (e.g., outdated curriculum, inadequate resources). - Recognizes potential impact (e.g., limited knowledge, poor academic performance). - Provides limited examples. 	<ul style="list-style-type: none"> - Thoroughly describes weaknesses (e.g., rote learning, inadequate teacher training, assessment issues). - Provides nuanced analysis of impact on student learning experiences (e.g., disengagement, lack of critical thinking). - Demonstrates in-depth understanding of complex relationships between weaknesses and student outcomes. - Offers insightful recommendations for addressing weaknesses and improving student learning experiences in Pakistan.

Q.13 Identify the challenges of implementing online classes in Pakistani schools.

Level	Unsatisfactory	Marginal	Good	Exemplary
Max. Marks	0	1-2	3-4	5
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Lists 1 challenge of online classes in Pakistani schools - Shows limited understanding of implementation issues - Lacks specific examples or explanations about challenges - Fails to address parts of the question 	<ul style="list-style-type: none"> - Identifies 2-3 challenges of online classes in Pakistani schools - Shows some understanding of implementation hurdles - Provides some examples or explanations about challenges - Addresses most parts of the question 	<ul style="list-style-type: none"> - Clearly identifies 4+ challenges of online classes in Pakistani schools - Shows clear understanding of implementation complexities - Provides relevant examples and explanations about challenges - Addresses all parts of the question effectively

Rubric

Class: XI

Subject: Education

Section: C

Q.14 (a) Discuss the educational systems in urban and rural areas of Pakistan.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Lists 1 difference between urban and rural education systems - Shows little understanding of educational disparities - Lacks specific examples or explanations about differences - Fails to address parts of the question 	<ul style="list-style-type: none"> - Describes 2 differences between urban and rural education systems - Shows some understanding of educational contrasts - Provides limited examples or explanations about differences - Addresses some parts of the question 	<ul style="list-style-type: none"> - Discusses 3 differences between urban and rural education systems - Shows clear understanding of educational variations - Provides relevant examples or explanations about differences - Addresses most parts of the question 	<ul style="list-style-type: none"> - Thoroughly discusses 4+ differences between urban and rural education systems - Shows in-depth understanding of educational disparities - Provides strong examples and explanations about differences - Addresses all parts of the question effectively

Q.14 (b) Compare and contrast the concepts of learning as stated by Jean Piaget and Lev Vygotsky.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to describe Piaget and Vygotsky's theories. - Does not recognize key differences. - Lacks understanding of learning concepts. 	<ul style="list-style-type: none"> - Describes basic theories (Piaget: stages, schemas; Vygotsky: social interaction, scaffolding). - Identifies some similarities and differences. - Recognizes role of environment and social interaction. 	<ul style="list-style-type: none"> - Compares and contrasts theories (e.g., Piaget's focus on individual discovery vs. Vygotsky's emphasis on social learning). - Analyzes key concepts (e.g., schemas, zone of proximal development). - Demonstrates understanding of implications for learning and development. 	<ul style="list-style-type: none"> - Thoroughly compares and contrasts theories, highlighting nuances and complexities. - Provides nuanced analysis of how both theorists' ideas inform teaching practices and learning environments. - Demonstrates in-depth understanding of the strengths and limitations of each theory. - Offers insightful recommendations for applying Piaget and Vygotsky's ideas in educational settings.

Q.15 (a) Evaluate the role of summative assessments in the Pakistani educational context.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to define summative assessments. - Does not recognize role in Pakistani education. - Lacks understanding of assessment purposes. 	<ul style="list-style-type: none"> - Defines summative assessments (e.g., final exams, evaluating learning). - Identifies basic role (e.g., measuring student achievement, accountability). - Recognizes potential impact on student progression. 	<ul style="list-style-type: none"> - Evaluates role of summative assessments (e.g., measuring learning outcomes, informing instruction). - Analyzes strengths and limitations (e.g., comprehensive evaluation, potential biases). - Demonstrates understanding of impact on teaching and learning practices. 	<ul style="list-style-type: none"> - Thoroughly evaluates role of summative assessments in Pakistani context (e.g., large-scale exams, student selection). - Provides nuanced analysis of challenges and opportunities (e.g., rote memorization, potential for reform). - Offers insightful recommendations for improving summative assessments (e.g., incorporating diverse assessment methods, enhancing validity). - Demonstrates in-depth understanding of summative assessments' impact on education system.

Q.15 (b) Compare and contrast the use of project-based assessments and traditional written exams in evaluating student learning.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to describe project-based assessments and traditional exams. - Does not recognize differences. - Lacks understanding of assessment methods. 	<ul style="list-style-type: none"> - Describes basic characteristics (project-based: real-world applications, skills; traditional exams: recall, timed). - Identifies some advantages and disadvantages. - Recognizes potential impact on student evaluation. 	<ul style="list-style-type: none"> - Compares and contrasts assessment methods (e.g., project-based: deeper learning, creativity; traditional exams: efficiency, standardization). - Analyzes strengths and limitations (e.g., project-based: time-consuming, authentic; traditional exams: limited scope, stress). - Demonstrates understanding of implications for student learning. 	<ul style="list-style-type: none"> - Thoroughly compares and contrasts assessment methods, highlighting nuances and complexities. - Provides nuanced analysis of how both methods evaluate different aspects of student learning (e.g., critical thinking, knowledge retention). - Offers insightful recommendations for balancing project-based and traditional assessments. - Demonstrates in-depth understanding of the role of assessment in promoting student learning and achievement.

Q.16 (a) Evaluate the significance of the key elements that constitute a curriculum in shaping the educational experience for students in Pakistan.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Fails to identify key curriculum elements. - Does not recognize impact on educational experience. - Lacks understanding of curriculum's role. 	<ul style="list-style-type: none"> - Identifies basic elements (e.g., objectives, content, assessment). - Recognizes potential impact on student learning. - Provides limited analysis. 	<p>Evaluates significance of key elements (e.g., relevance, sequencing, integration).</p> <ul style="list-style-type: none"> - Analyzes impact on educational experience (e.g., student engagement, learning outcomes). - Demonstrates understanding of curriculum's role in shaping education. 	<ul style="list-style-type: none"> - Thoroughly evaluates significance of key elements in Pakistani context (e.g., cultural relevance, national standards). - Provides nuanced analysis of how curriculum elements interact to shape student experience. - Offers insightful recommendations for curriculum development and improvement. - Demonstrates in-depth understanding of curriculum's impact on student learning and national educational goals.

Q.16 (b) Analyze the impact of socioeconomic status on access to education in Pakistan.

Level	Unsatisfactory	Marginal	Satisfactory	Good	Exemplary
Max. Marks	0	1-3	4-5	6-7	8-10
Description	Provides no response or provides irrelevant response	<ul style="list-style-type: none"> - Lists 1 way socioeconomic status affects education access - Shows little understanding of socioeconomic impact - Lacks specific examples or explanations about impact - Fails to address parts of the question 	<ul style="list-style-type: none"> - Describes 2 ways socioeconomic status influences education access - Shows some understanding of socioeconomic effects - Provides limited examples or explanations about impact - Addresses some parts of the question 	<ul style="list-style-type: none"> - Analyzes 3 ways socioeconomic status impacts education access in Pakistan - Shows clear understanding of socioeconomic factors - Provides relevant examples or explanations about impact - Addresses most parts of the question 	<ul style="list-style-type: none"> - Thoroughly analyzes 4+ ways socioeconomic status affects education access in Pakistan - Shows in-depth understanding of socioeconomic influences - Provides strong examples and explanations about impact - Addresses all parts of the question effectively