



Class: IX

MODEL PAPER 2026

Time Allowed: 20 minutes

SUBJECT: EDUCATION

Q1:

SECTION "A" (MULTIPLE CHOICE QUESTIONS)

Marks: 15

Note: Attempt **ALL** the MCQs from Section "A". Each MCQ carries **ONE** mark.

1. How does education contribute to economic growth?
 - A. By reducing workforce productivity
 - B. By increasing unemployment rates
 - C. By promoting innovation and entrepreneurship
 - D. By decreasing economic competitiveness
2. According to constructivism, how do learners acquire knowledge?
 - A. Through passive reception of information
 - B. Through active construction of knowledge
 - C. Through social interactions and collaboration
 - D. Through repetition and reinforcement
3. How does education contribute to Pakistan's economic growth?
 - A. By reducing the population growth rate.
 - B. By increasing the number of unemployed people.
 - C. By reducing government revenue.
 - D. By developing a skilled and productive workforce.
4. What is a potential challenge associated with formal education?
 - A. It is too flexible.
 - B. It lacks structure.
 - C. It can be rigid and inflexible.
 - D. It is not recognized.
5. What does the term "learning" refer to in the context of education?
 - A. The process of teaching students.
 - B. The acquisition of knowledge and skills through experience.
 - C. The assessment of student performance.
 - D. The development of curriculum.
6. According to Behaviourist Theory, how do learners acquire new behaviour?
 - A. Through trial and error with positive reinforcement.
 - B. Through social interactions and observations.
 - C. Through innate abilities and instincts.
 - D. Through critical thinking and problem-solving.
7. What is a benefit of informal education?
 - A. It provides a structured learning environment.
 - B. It is limited to academic subjects.
 - C. It allows self-directed learning.
 - D. It is only for adults
8. What is the primary purpose of homework in the learning process?
 - A. To assess student understanding.
 - B. To provide students with additional practice.
 - C. To introduce new concepts.
 - D. To evaluate teacher effectiveness.
9. What is the term for the process of gathering and interpreting information about student learning?
 - A. Assessment.
 - B. Evaluation.
 - C. Measurement.
 - D. Testing.
10. What is the definition of a syllabus in the context of education?
 - A. A set of rules for classroom behaviour.
 - B. A comprehensive plan for a student's entire education.
 - C. A list of books to be read in a particular subject.
 - D. A detailed outline of a specific course.
11. Which of the following is an example of learning outside of academic subjects?
 - A. Studying economics in a classroom.
 - B. Learning to play a musical instrument.
 - C. Reading a textbook based on history.
 - D. Completing a math worksheet.
12. What does diversity in the classroom mean in terms of student characteristics?
 - A. Students have different favourite subjects.
 - B. Students have different personalities.
 - C. Students have different favourite learning styles.
 - D. Students come from different cultures, backgrounds, and abilities.
13. What is the role of education in developing a resilient society in Pakistan?
 - A. To promote economic growth.
 - B. To develop critical thinking skills.
 - C. To foster social cohesion and tolerance.
 - D. To prepare students for standardized tests.
14. How does small class size improve learning in formal settings?
 - A. It reduces textbooks.
 - B. It allows more individual attention.
 - C. It eliminates homework.
 - D. It increases break times.
15. What situation illustrates a challenge of formal education?
 - A. Students can choose any subject.
 - B. Large class sizes hinder attention.
 - C. No need for attendance.
 - D. Unlimited online resources.

END OF SECTION "A"



Class: IX

MODEL PAPER 2026

Time: 2 hours 40 minutes

SUBJECT: EDUCATION SECTION "B" & SECTION "C"
SECTION "B" (SHORT ANSWER QUESTIONS)

Total Marks 60
30 Marks

Note: Attempt any **SIX** questions from Section "B". Each question carries **FIVE** marks.

- Q.2 Identify the key characteristics of the behaviorist learning theory.
- Q.3 List the eight multiple intelligences proposed by Howard Gardner.
- Q.4 Describe the different types of intelligence proposed by Howard Gardner.
- Q.5 Explain how interpersonal intelligence can be developed in students through classroom activities.
- Q.6 Identify potential benefits and drawbacks of the examination system in Pakistan.
- Q.7 Mention the importance of learning beyond academic subjects.
- Q.8 Describe how diversity in the classroom can impact student learning and interactions.
- Q.9 Explain five benefits of formal education for individuals in Pakistan.
- Q.10 Describe the challenges associated with informal education in Pakistan.
- Q.11 Describe the role of formal education in promoting social mobility.

SECTION "C" (DETAILED ANSWER QUESTIONS)

30 Marks

Note: Attempt any **THREE** questions from Section "C". Each question carries **TEN** marks.

- Q.12 Examine the relationship between education and personal growth.
- Q.13 Discuss the potential benefits and drawbacks of assigning homework to students.
- Q.14 Evaluate the impact of natural disasters on education systems in Pakistan.
- Q.15 Evaluate the advantages of face-to-face classes in promoting student learning and engagement in Pakistani schools.
- Q.16 Assess the effectiveness of face-to-face classes in promoting collaborative learning.

END OF PAPER



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Answer Key- Sec A
Education IX Model Examination Paper 2026

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



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Rubric

Model Examination Paper 2026

Class: IX

Subject: Education

Section: B

Q.2 Identify the key characteristics of the behaviorist learning theory.

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 characteristic of behaviorist learning theory- Shows limited understanding of theory's key points- Lacks specific details or explanations about characteristics- Fails to address parts of the question	<ul style="list-style-type: none">- Identifies 2-3 characteristics of behaviorist learning theory- Shows some understanding of theory's main ideas- Provides some details or explanations about characteristics- Addresses most parts of the question	<ul style="list-style-type: none">- Clearly identifies 4+ characteristics of behaviorist learning theory- Shows clear understanding of theory's key concepts- Provides relevant details and explanations about characteristics- Addresses all parts of the question effectively

Q.3 List the eight multiple intelligences proposed by Howard Gardner.

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 1-3 multiple intelligences by Howard Gardner - Shows limited understanding of Gardner's theory - Lacks specific details or explanations about intelligences - Fails to address parts of the question 	<ul style="list-style-type: none"> - Lists 4-6 multiple intelligences by Howard Gardner - Shows some understanding of Gardner's theory - Provides some details or explanations about intelligences - Addresses most parts of the question 	<ul style="list-style-type: none"> - Clearly lists 8 multiple intelligences by Howard Gardner - Shows clear understanding of Gardner's theory - Provides relevant details and explanations about intelligences - Addresses all parts of the question effectively

Q.4 Describe the different types of intelligence proposed by Howard Gardner.

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 Howard Gardner's theory. - Does not identify multiple intelligences. - Lacks understanding of theory's basics. 	<ul style="list-style-type: none"> - Identifies multiple intelligences (e.g., linguistic, logical-mathematical, spatial). - Recognizes several types (e.g., bodily-kinesthetic, musical, interpersonal). - Provides basic descriptions. 	<ul style="list-style-type: none"> - Thoroughly describes multiple intelligences (e.g., all 8-9 types, including intrapersonal, naturalistic). - Provides nuanced explanations of each type. - Demonstrates in-depth understanding of theory's implications for learning and education. - Offers insightful examples or applications of theory.

Q.5 Explain how interpersonal intelligence can be developed in students through classroom activities.

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 interpersonal intelligence. - Does not recognize classroom applications. - Lacks understanding of development strategies. 	<ul style="list-style-type: none"> - Defines interpersonal intelligence (e.g., understanding others, social skills). - Recognizes classroom activities (e.g., group work, role-playing). - Identifies potential benefits (e.g., improved communication, teamwork). 	<ul style="list-style-type: none"> - Thoroughly explains interpersonal intelligence development through classroom activities. - Provides specific examples (e.g., peer feedback, collaborative projects, conflict resolution). - Demonstrates in-depth understanding of activities' impact on students' social skills. - Offers insightful recommendations for tailoring activities to diverse student needs.

Q.6 Identify potential benefits and drawbacks of the examination system 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 recognize benefits. - Does not identify drawbacks. - Lacks understanding of examination system's impact. 	<ul style="list-style-type: none"> - Identifies potential benefits (e.g., assessment of knowledge, accountability). - Recognizes drawbacks (e.g., stress, rote memorization). - Provides basic analysis. 	<ul style="list-style-type: none"> - Thoroughly identifies benefits (e.g., evaluation of student progress, standards maintenance). - Provides nuanced analysis of drawbacks (e.g., teaching to the test, limited creativity assessment). - Demonstrates in-depth understanding of examination system's impact on education. - Offers insightful recommendations for improvement and potential reforms.

Q.7 Mention the importance of learning beyond academic subjects.

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. - Does not identify benefits. - Lacks understanding of non-academic learning. 	<ul style="list-style-type: none"> - Recognizes importance (e.g., life skills, personal growth). - Identifies benefits (e.g., social skills, emotional intelligence). - Provides basic examples. 	<ul style="list-style-type: none"> - Thoroughly explains importance of learning beyond academics. - Provides nuanced examples (e.g., critical thinking, problem-solving, creativity). - Demonstrates in-depth understanding of non-academic learning's impact on students' lives. - Offers insightful recommendations for incorporating non-academic learning in education.

Q.8 Describe how diversity in the classroom can impact student learning and interactions.

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 diversity's impact. - Does not identify benefits or challenges. - Lacks understanding of classroom dynamics. 	<ul style="list-style-type: none"> - Recognizes diversity's impact (e.g., varied perspectives, cultural exchange). - Identifies benefits (e.g., increased empathy, broader understanding). - Notes potential challenges (e.g., communication barriers). 	<ul style="list-style-type: none"> - Thoroughly describes diversity's impact on student learning and interactions. - Provides nuanced analysis of benefits (e.g., enhanced creativity, improved social skills). - Demonstrates in-depth understanding of strategies for managing diverse classrooms. - Offers insightful recommendations for leveraging diversity to enhance learning outcomes.

Q.9 Explain five benefits of formal education for individuals 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 benefits. - Recognizes fewer than three benefits. - Lacks understanding of formal education's impact. 	<ul style="list-style-type: none"> - Identifies three to four benefits (e.g., better job opportunities, increased earning potential). - Recognizes basic benefits (e.g., improved knowledge, social skills). - Provides limited examples. 	<ul style="list-style-type: none"> - Thoroughly explains five benefits (e.g., economic stability, personal growth, social mobility, critical thinking, civic engagement). - Provides specific examples and supporting evidence. - Demonstrates in-depth understanding of formal education's impact on individuals and society in Pakistan. - Offers insightful analysis of long-term benefits and potential implications.

Q.10 Describe the challenges associated with informal education 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 recognize challenges. - Identifies fewer than two challenges. - Lacks understanding of informal education. 	<ul style="list-style-type: none"> - Identifies basic challenges (e.g., lack of structure, limited resources). - Recognizes potential issues (e.g., inconsistent quality, limited accessibility). - Provides limited examples. 	<ul style="list-style-type: none"> - Thoroughly describes multiple challenges (e.g., lack of standardization, limited recognition, socio-economic barriers, cultural biases). - Provides specific examples and supporting evidence. - Demonstrates in-depth understanding of informal education's complexities in Pakistan. - Offers insightful analysis of potential solutions and implications.

Q.11 Describe the role of formal education in promoting social mobility.

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 formal education affects social mobility - Shows limited understanding of education's impact - Lacks specific examples or explanations about role - Fails to address parts of the question 	<ul style="list-style-type: none"> - Describes 2-3 ways formal education promotes social mobility - Shows some understanding of education's influence - Provides some examples or explanations about role - Addresses most parts of the question 	<ul style="list-style-type: none"> - Clearly describes 4+ ways formal education promotes social mobility - Shows clear understanding of education's impact - Provides relevant examples and explanations about role - Addresses all parts of the question effectively

Rubric

Class: IX

Subject: Education

Section: C

Q.12 Examine the relationship between education and personal growth.

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 education affects personal growth - Shows little understanding of education's impact - Lacks specific examples or explanations about relationship - Fails to address parts of the question 	<ul style="list-style-type: none"> - Describes 2 ways education contributes to personal growth - Shows some understanding of education's role - Provides limited examples or explanations about relationship - Addresses some parts of the question 	<ul style="list-style-type: none"> - Examines 3 ways education influences personal growth - Shows clear understanding of education's significance - Provides relevant examples or explanations about relationship - Addresses most parts of the question 	<ul style="list-style-type: none"> - Thoroughly examines 4+ ways education shapes personal growth - Shows in-depth understanding of education's impact - Provides strong examples and explanations about relationship - Addresses all parts of the question effectively

Q.13 Discuss the potential benefits and drawbacks of assigning homework to students.

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 recognize benefits or drawbacks. - Does not identify potential impact on students. - Lacks understanding of homework's purpose. 	<ul style="list-style-type: none"> - Recognizes basic benefits (e.g., practice, reinforcement). - Identifies potential drawbacks (e.g., stress, time consumption). - Provides limited analysis. 	<ul style="list-style-type: none"> - Discusses multiple benefits (e.g., improved understanding, development of study habits). - Analyzes potential drawbacks (e.g., overburdening, lack of engagement). - Provides relevant examples. 	<ul style="list-style-type: none"> - Thoroughly discusses benefits and drawbacks of homework. - Provides nuanced analysis of impact on student learning and well-being. - Demonstrates in-depth understanding of homework's role in education. - Offers insightful recommendations for effective homework design and implementation.

Q.14 Evaluate the impact of natural disasters on education systems 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 recognize impact. - Does not identify effects on education. - Lacks understanding of natural disasters' consequences. 	<ul style="list-style-type: none"> - Recognizes basic impact (e.g., school closures, infrastructure damage). - Identifies potential effects on students (e.g., learning loss, displacement). - Provides limited analysis. 	<ul style="list-style-type: none"> - Evaluates multiple impacts (e.g., disruption of learning, loss of resources, teacher displacement). - Analyzes effects on education system (e.g., infrastructure, policy, community). - Provides relevant examples. 	<ul style="list-style-type: none"> - Thoroughly evaluates the impact of natural disasters on education systems. - Provides nuanced analysis of short-term and long-term effects. - Demonstrates in-depth understanding of challenges and potential solutions. - Offers insightful recommendations for disaster preparedness and mitigation in education.

Q.15 Evaluate the advantages of face-to-face classes in promoting student learning and engagement in Pakistani schools.

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 recognize advantages. - Does not identify benefits for student learning. - Lacks understanding of face-to-face classes. 	<ul style="list-style-type: none"> - Recognizes basic advantages (e.g., direct interaction, immediate feedback). - Identifies potential benefits (e.g., improved engagement, social skills). - Provides limited analysis. 	<ul style="list-style-type: none"> - Evaluates multiple advantages (e.g., better teacher-student interaction, peer-to-peer learning, motivation). - Analyzes benefits for student learning (e.g., increased understanding, retention). - Provides relevant examples. 	<ul style="list-style-type: none"> - Thoroughly evaluates advantages of face-to-face classes. - Provides nuanced analysis of impact on student learning and engagement. - Demonstrates in-depth understanding of benefits in Pakistani context. - Offers insightful recommendations for optimizing face-to-face instruction.

Q. 16 Assess the effectiveness of face-to-face classes in promoting collaborative 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"> - Lists 1 benefit of face-to-face classes for collaboration - Shows little understanding of collaborative learning - Lacks specific examples or explanations about effectiveness - Fails to address parts of the question 	<ul style="list-style-type: none"> - Describes 2 ways face-to-face classes promote collaboration - Shows some understanding of collaborative learning dynamics - Provides limited examples or explanations about effectiveness - Addresses some parts of the question 	<ul style="list-style-type: none"> - Assesses 3 ways face-to-face classes support collaborative learning - Shows clear understanding of collaboration benefits - Provides relevant examples or explanations about effectiveness - Addresses most parts of the question 	<ul style="list-style-type: none"> - Thoroughly assesses 4+ ways face-to-face classes enhance collaboration - Shows in-depth understanding of collaborative learning - Provides strong examples and explanations about effectiveness - Addresses all parts of the question effectively