



Answer Key

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The Earth's Atmosphere

Section A: Key Concepts

1. A blanket of gases surrounding the Earth in five layers.
2. Nitrogen (also oxygen acceptable).
3. Troposphere.
4. A protective layer in the stratosphere that blocks harmful UV rays.
5. Protects life, traps heat, and provides gases needed for survival.

Section B: Fill in the Blanks

1. Troposphere
2. Stratosphere
3. Ultraviolet (UV)
4. Greenhouse
5. Troposphere

Section C: Match the Terms with Their Correct Meanings

- Troposphere → Weather
- Stratosphere → Ozone layer
- Greenhouse effect → Traps heat
- Ozone → Protection
- Atmosphere → Blanket of gases

Section D: Short Answer Questions

1. The lowest layer; weather occurs here; contains clouds and water vapour.
2. Increase in Earth's temperature due to greenhouse gases.
3. Stops UV rays from reaching Earth.
4. Carbon dioxide and methane (also nitrous oxide, water vapour).
5. Reduce fossil fuel use; plant trees.

Section E: Activity

- Diagram must correctly show 3 layers: troposphere, stratosphere, mesosphere.
- Three causes of air pollution: cars, factories, old appliances (CFCs).

Major Land Features of the Earth

Section A: Key concepts

1. High landform rising steeply.
2. Fold / block / volcanic (any one).
3. High flat-topped land with steep sides.
4. Low land between mountains/hills.
5. Sahara / Gobi (any one).

Section B: Fill in the blanks

1. Converging plates
2. Hot
3. Farming
4. U-shaped
5. Volcanic

Section C: Match Each Term with Its Correct Meaning

- Fold mountains → Himalayas
- U-shaped valley → Glacier
- Plateau → Tableland
- Plains → Farming
- Desert → Low rainfall

Section D: Short answer Questions

1. Formed when plates collide & create folds.
2. Plains: low & flat; Plateaus: high & flat-topped.
3. Dry areas receiving <25.4 cm rain yearly.
4. Mountains, plateaus, plains (any 3).
5. Formed by rivers, glaciers, or faulting.

Section E: Activity

- Accept: Himalayas (mountains), Tibetan Plateau, Sahara Desert.

Weathering and Erosion

Section A: Key Concepts

1. Breakdown of rocks.
2. Movement of weathered material.
3. Water / wind / ice.
4. Downslope movement of rock/soil.
5. Physical / chemical / biological.

Section B: Fill in the Blanks

1. Erosion
2. Chemical
3. Physical
4. Gravity
5. Erosion

Section C: Match Each Term with Its Correct Meaning

- Wind → Erosion
- Freeze-thaw → Physical
- Plants → Biological
- Carbonation → Chemical
- Landslide → Mass wasting

Section D: Short Answer Questions

1. Rocks break due to temperature change.
2. Water grinds, smooths, carries rocks away.
3. Gravity-driven movement of debris.
4. Loss of soil; damage to farms/infrastructure.
5. Deforestation; mining; construction.

Section E: Activity

- Flood prone area

Sindh – Indus River Floodplain (e.g., Sukkur / Dadu / Larkana region)

Reason: Sindh is one of Pakistan's most flood-affected provinces, especially during monsoon. The Indus River overflows frequently, causing widespread flooding.

Other acceptable answers:

Southern Punjab (e.g., Rajanpur, DG Khan)

Khyber Pakhtunkhwa along River Kabul (e.g., Nowshera)

Eastern Balochistan flood zones

Students only need ONE

- Landslide-Prone Area

Northern Pakistan – Hazara / Muzaffarabad / Gilgit–Baltistan region

Reason: Mountainous northern areas face frequent landslides due to steep slopes, heavy rainfall, and unstable soil.

Other acceptable alternatives:

Hunza

Skardu–Gilgit road (Karakoram Highway)

Neelum Valley

Land Features of Pakistan

Section A: Key Concepts

1. Karakoram / Himalayas / Hindu Kush.
2. Flat fertile lands.
3. Thar / Thal / Cholistan / Kharan.
4. High flat-topped land.
5. Indus.

Section B: Fill in the blanks

1. Karakoram
2. Fertile
3. Hot
4. Potohar
5. River

Section C: Match Each Term with Its Correct Meaning

- Karakoram → K2
- Thar → Desert
- Indus → River
- Potohar → Plateau
- Indus Plain → Farming

Section D: Short Answer Questions

1. Fertile, irrigated by Indus & tributaries.
2. Very high peaks, glaciers.
3. Irrigation, transport, settlement.
4. Potohar & Balochistan Plateaus.
5. Mountains cool; deserts hot/dry.

Section E: Activity

- Mountains: Himalayas, Karakoram Range
- Plains: Indus Plain
- Plateaus: Potohar Plateau, Balochistan Plateau
- Deserts: Thar Desert, Cholistan Desert
- Sea / Coast: Arabian Sea

Pakistan's Neighbours

Section A: Key Concepts

1. South Asia.
2. Afghanistan / China / India / Iran.
3. Country with no sea access.
4. Arabian Sea.
5. Trade, culture, security.

Section B: Fill in the Blanks

1. Afghanistan / China / India / Iran
2. Northeast
3. West Asia
4. Landlocked
5. International relations

Section C: Match Each Term with Its Correct Meaning

- China → Beijing
- Iran → Tehran
- Afghanistan → Kabul
- India → New Delhi
- Arabian Sea → South

Section D: Short Answer Questions

1. Borders 4 countries + Arabian Sea.
2. World's 2nd largest economy; friendly ties with Pakistan.
3. No seaport access.
4. Mountainous; agricultural economy.
5. Strengthens economies.

Section E: Activity

- Neighbouring countries to Label

On the political map, students should label the four countries that share borders with Pakistan:

Pakistan's Neighbours (Visible on Map):

India — to the east of Pakistan

China — to the northeast

Afghanistan — to the northwest

Iran — to the west

Guideline for students:

Write the names neatly just outside the border of each neighbouring country. Avoid covering city names or province names on the map.

- Arabian Sea

Students must label the Arabian Sea on the southern coastline of Pakistan.

Location to Label:

Arabian Sea — at the bottom (south) of the map

Touches the provinces of Sindh and Balochistan

The Founding of the Mughal Empire

Section A: Key Concepts

1. A subah was governed by a subahdar (provincial governor). Other officials included the qazi (judge), kotwal (head of police), mir bakhshi (military/pay officer), mir bahr (naval chief), and waqia nawis (recorder).
2. Akbar: Fatehpur Sikri, Humayun's Tomb (built during his reign), Shah Jahan: Taj Mahal, Shalimar Gardens, Wazir Khan Mosque.
3. Miniature painting is a detailed, smallscale style of painting used in manuscripts and royal courts. Ustad Mansur was a famous Mughal artist known for painting birds and animals during Jahangir's reign.
4. They promoted education, preserved knowledge, and produced beautifully written manuscripts and official documents.
5. Sufism: A spiritual movement in Islam focusing on devotion, purity, meditation, and love of God. Bhakti movement: A Hindu reform movement promoting devotion to one God and rejecting caste differences.
6.
 - Akbar: Highly tolerant; encouraged interfaith dialogue; formed Dinillahi.
 - Jahangir: Supported tolerance and Sufism; encouraged justice.
 - Shah Jahan: Less tolerant than Akbar; supported Islam but allowed some freedom.
 - Aurangzeb: Strict Muslim; opposed Sufism and arts; enforced religious laws.

Section B: Fill in the Blanks

1. Ibrahim Lodhi, 1526.
2. Rana Sangha , Khanua.
3. Tuzk-e-Babri / Baburnama.
4. Humayun , 15

5. Sher Shah Suri , rupiya
6. 1556, observatory.

Section C: Match the Terms with Their Correct Meanings

Column A	Column B
Babur	Founder of the Mughal Empire in India
Panipat (1526)	Defeat of Ibrahim Lodhi; rise of Mughals
Khanua	Battle where Babur defeated Rana Sangha
TuzkeBabri	Babur's autobiography
Sher Shah Suri	GT Road; rupiya; strong administration

Section D: Short Answer Questions

1. Use of artillery and cannons, Superior leadership and strategy, Better discipline and motivation of troops (any two)
2. Brave military commander , Strong, energetic personality , Refined, intelligent, and artistic (any two)
3. Humayun was defeated twice by Sher Shah Suri due to weak preparation. After 15 years in exile, he returned with support from Bairam Khan and regained the throne from Sher Shah's weak successors.
4.
 - Built the Grand Trunk Road
 - Introduced the silver rupiya
 - Improved communication, planted trees, built inns and wells
 - Divided empire into districts with officials (any three)

Section E: Activity

Guidelines:

Timeline should be in chronological order.

Must include major events: Babur's arrival, Panipat, Khanua, Babur's death, Humayun's battles, Sher Shah's rule, Humayun's return.

Dates should be approximately correct.

Sample Timeline Points (Student answers may vary):

1. 1526 — Babur wins Battle of Panipat.
2. 1527 — Babur defeats Rana Sangha at Khanua.
3. 1530 — Babur dies; Humayun becomes emperor.
4. 1539 — Humayun loses Battle of Chausa.
5. 1540 — Sher Shah Suri defeats Humayun and becomes ruler.
6. 1540–1545 — Sher Shah's reforms (GT Road, rupiya).
7. 1555 — Humayun returns with Bairam Khan's support.
8. 1556 — Humayun dies.

The Expansion of the Mughal Empire

Section A: Key Concepts

1. The mansabdari system was an administrative military ranking system where each officer (mansabdar) was assigned a rank and required to maintain a set number of soldiers and horses. It helped organise the army and ensured loyalty to the emperor.
2. It meant “peace with all.” Akbar treated all religions equally, allowing people to freely practice their beliefs.
3. Dini Illahi was a new religious order introduced by Akbar in 1582, combining what he considered the best teachings of various religions.
4. They supported painters, especially miniature artists.
 - They promoted fine architecture, gardens, and design.
 - They rewarded artists generously.(Any two)
5. Because of the prosperity, peace, and the extraordinary architectural achievements like the Taj Mahal.
6. policy: He strictly enforced Islamic laws.

Section B: Fill in the Blanks

1. mansabdari, rank.
2. religious tolerance, Dini Illahi
3. Rajputs,
4. Jahangir, nature
5. Shah Jahan , Taj Mahal
6. Aurangzeb , Deccan.

Section C: Match the Terms with Their Correct Meanings

Column A	Column B
Mansabdari	Militaryadministrative ranking system
Dīnillāhī (1582)	Akbar's attempt to combine good points of religions
Nur Jahan	Influential consort; patron of arts; political influence
Taj Mahal	Shah Jahan's masterpiece at Agra
Badshahi Mosque	Major monument built under Aurangzeb in Lahore

Section D: Short Answer Questions

- Akbar won the loyalty of many Rajput rulers through alliances and marriages, turning former rivals into strong allies. This reduced resistance and strengthened Mughal control over large regions.
- He measured cultivated land and set tax rates based on crop productivity. Farmers retained the right to keep cultivating land if they paid taxes regularly.
- She appointed her family members to important positions.
She promoted arts, literature, and architecture.
She influenced political decisions during Jahangir's rule.
(Any two)
- Taxes were increased to support his building projects and military campaigns. During the famine, high taxes caused suffering; although he reduced taxes temporarily and opened food kitchens, many people died.
- His strict religious policies angered Hindus, Sikhs, and even Muslim nobles.
Long wars emptied the treasury and weakened the empire.

Section E: Activity

Sample Points (for teacher reference):

- Akbar:
 - Policies: Mansabdari system, SulheKul
 - Culture: Fatehpur Sikri, DiniIlahi discussions
- Jahangir:
 - Policies: Justice system, strong administration
 - Culture: Miniature painting, gardens, support for Ustad Mansur
- Shah Jahan:
 - Policies: Strong central control, taxation for expansion
 - Culture: Taj Mahal, Shalimar Gardens, Red Fort
- Aurangzeb:
 - Policies: Strict Islamic laws, long Deccan campaigns
 - Culture: Badshahi Mosque (only major work), reduced patronage of arts

Society and Culture under the Mughals

Section A: Key Concepts

1. The empire was divided into subahs (provinces). Each subah was governed by a subahdar who managed security, law and order, justice, and tax collection. He was assisted by officials such as the qazi (judge), kotwal (head of police), mir bakhshi (military/pay officer), mir bahr (naval chief), and waqia nawis (recorder).
2. Akbar: Built Fatehpur Sikri, encouraged Persianinfluenced architecture, and constructed many forts and public buildings.

Shah Jahan: Introduced extensive use of marble; built the Taj Mahal, Shalimar Gardens, Red Fort, and Wazir Khan Mosque.
3. They supported miniature painting, encouraged talented artists, promoted book illustration, portraiture, and detailed nature studies. Jahangir especially supported painters like Ustad Mansur.
4. Aurangzeb followed strict Islamic principles, reduced tolerance towards other religions, restricted music and art, imposed religious taxes, and discouraged the building of temples.
5. Sufism is a spiritual movement in Islam focused on devotion, purity, meditation, and love for God. Most Mughal emperors—especially Akbar and Jahangir—supported Sufism and saw it as a way to promote harmony. Aurangzeb, however, opposed Sufi practices.
6. The Bhakti movement promoted devotion to one God, rejected caste distinctions, and encouraged simplicity in worship. It became popular because ordinary people wanted equality, freedom from rigid rituals, and a simpler spiritual life.

Section B: Fill in the Blanks

1. Subahs, subahdar.
2. Fatehpur Sikri.
3. Shah Jahan , marble
4. Ustad Mansur , Jahangir's

5. TuzukiJahangiri.
6. Ibadat Khana , tolerance.

Section C: Match the Terms with Their Correct Meanings

Column A	Column B
Subah / Subahdar	Province / Governor
Qazi / Kotwal	Judge / Head of police
Waqianawis	Recorder/reporter of events
Fatehpur Sikri	Akbar's capital complex
Wazir Khan Mosque	Mughalera mosque in Lahore
Sufism / Bhakti	Spiritual devotion; reform & inclusivity

Section D: Short Answer Questions

1. The central government set policies, appointed governors, and oversaw revenue and military matters. Provinces followed the emperor's orders and managed local administration through the subahdar and his officials.
2. Akbar: Encouraged tolerance, supported interfaith discussions, allowed cultural freedom, and patronised art and music.

Aurangzeb: Enforced strict Islamic laws, banned music and celebrations, restricted temple construction, and discouraged Sufi and artistic practices.

3. Calligraphy beautified religious and official texts.

Libraries preserved knowledge and encouraged learning.

They symbolised royal prestige and cultural refinement.

(Any two)

4. Sufism welcomed people of all backgrounds, emphasised love, peace, and unity, and reduced tensions between Hindus and Muslims by encouraging shared spiritual practices.

Section E: Activity

Sample significance points

- Taj Mahal — Symbol of Mughal architectural mastery and love.
- Badshahi Mosque — Represents Mughal emphasis on grandeur and faith.
- Shalimar Gardens — Shows Mughal love for nature and symmetry.
- Wazir Khan Mosque — Famous for intricate frescoes and tile work.
- Humayun's Tomb — First major example of Persian-inspired garden tombs.

The Mughal Empire in Decline

Section A: Key Concepts

Section A: Key Concepts

1. Bahadur Shah I (Muazzam) succeeded Aurangzeb. He defeated his brothers Azam and Kam Baksh in battles for succession and claimed the throne.
2. Jahandar Shah was Bahadur Shah I's son. His rule lasted only one year and was marked by mismanagement, extravagance, and domination by his favourite Lal Kanwar and her family.
3. Farrukhsiyar: Came to power with the help of the Sayyid brothers; granted trade privileges to the British East India Company; later removed and killed by the Sayyids.

RafiudDarajat: Placed on the throne by the Sayyid brothers; ruled briefly (only a few months); weak and dependent.

4. The Sayyid brothers were powerful kingmakers who controlled the throne by installing and removing emperors. Their interference destabilised the empire and contributed to its decline.
5. Nadir Shah invaded in 1739, defeated the Mughal army, and plundered Delhi. He took immense wealth, including the Peacock Throne and KohiNoor diamond. This destroyed Mughal prestige and severely weakened the empire.
6.
 - Shah Jahan II: Ruled briefly under Sayyid control.
 - Muhammad Shah (Rangeela): Long rule but lost territories; saw Nadir Shah's invasion.
 - Alamgir II: Weak puppet ruler dominated by the wazir.
 - Shah Alam II: Lost further territory to British and regional powers.
 - Akbar II: Emperor only in name; controlled by the British.
 - Bahadur Shah Zafar: Last Mughal emperor; exiled after the 1857 War.
7. Weak and ineffectual later rulers, No clear law of succession, Financial bankruptcy, Corruption and disloyalty among nobles, Rise of regional powers (Sikhs, Marathas, Jats),

Foreign invasions (Nadir Shah, Ahmad Shah Abdali) , Growing influence of European powers, especially the British

Section B: Fill in the Blanks

1. Bahadur Shah I.
2. Farrukhsiyar
3. Bahadur Shah Zafar
4. Muhammad Shah.
5. six

Section C: Match the Terms with Their Correct Meanings

Column A	Column B
Jahandar Shah	Short, mismanaged reign; influence of favourites
Farrukhsiyar	Granted Company trade privileges (1717)
Nadir Shah	Invaded 1739; looted Delhi
Akbar II	Emperor in name; under Company pension
Bahadur Shah Zafar	Last Mughal; exiled after 1857

Section D: Short Answer Questions

1. Weak, incapable rulers, Empty treasury due to wars and luxury spending, Corrupt nobles
(Any two)
2. They intervened in local conflicts, supported weak rulers, and gained trade privileges—e.g., British received dutyfree trading rights in Bengal under Farrukhsiyar.
3. Massive loss of wealth and prestige, further weakening of central authority and morale
4. Weak rulers , foreign invasions, Rise of regional powers , British political interference
(Any three)

Section E: Activity

- **Teacher Guidelines:**

Students must show chronological flow.

Must identify cause → effect clearly.

Content accuracy matters more than artistic quality.

Sample Sequence

1. Aurangzeb dies → war of succession
2. Weak emperors take over
3. Sayyid Brothers dominate the throne
4. Farrukhsiyar grants trade privileges to British
5. British influence grows
6. Nadir Shah invades and weakens the empire
7. Provinces break away, central power collapses
8. 1857 uprising → Bahadur Shah Zafar exiled → End of Mughal Empire

The Sultans of Mysore and the Muslim Revivalists

Section A: Key Concepts

Section A: Key Concepts

1. Haider Ali was the ruler and military commander of Mysore. He strengthened the state through his military skill, study of European tactics, strong administration, and alliances against the British.
2. Tipu Sultan earned the title “Tiger of Mysore” due to his bravery and fierce resistance against the British. He sought alliances with the French, the Amir of Afghanistan, and the Sultan of Turkey.
3. Tipu Sultan died in 1799 defending his capital, Seringapatam, during the Fourth AngloMysore War.
4. His core teachings emphasised **imaan (faith)** and **amal (action)**. He urged Muslims to return to true Islamic principles and unite.
5. He aimed to revive Islam, free Muslims from Sikh oppression, and establish Muslim rule. He was martyred at Balakot in 1831.
6. It encouraged Bengali Muslims to follow the basic duties (faraiz) of Islam, abandon unIslamic practices, and resist oppression by landlords and colonial powers

Section B: Fill in the Blanks

1. Tactics, French.
2. The French
3. 1799, Seringapatam.
4. imaan (faith) and amal (action).
5. Balakot in 1831.
6. Faraizis ,unIslamic

Section C: Matching Exercise

Column A	Column B
Haider Ali	Built Mysore's strength; learned European drill
Tipu Sultan	Allyseeking; died defending Seringapatam (1799)
Shah Waliullah	Qur'an into Persian; imān & 'amal; invited Abdali (1761)
Syed Ahmad Shaheed	Jihad movement; martyred at Balakot
Haji Shariatullah	Faraizi Movement in Bengal; reform of practice

Section D: Short Answer Questions

1. He built a strong, modernised army using European techniques, Formed alliances with the Marathas and the Nizam to fight the British. Engaged in multiple wars that weakened British control in South India. (Any two)
2. His allies (especially the French) could not support him in time. British bribed his allies, causing disunity. He faced attacks from multiple fronts simultaneously. (Any two)
3. By urging Muslims to follow true Islamic teachings (imaan and amal), By translating the Quran into Persian so people could understand it, By promoting unity between Muslim sects. (Any two)
4. His vision was to establish Islamic rule and free Muslims from Sikh oppression. His success was undermined by internal betrayal among Pathan tribes and superior Sikh military strategy.
5. The movement aimed to restore Islamic practices and eliminate unIslamic traditions. It worried Hindu landlords and British authorities because it united poor Muslims and encouraged resistance to oppression.

Section E: Activity

Teacher Guidelines:

- Student must compare military vs. religious/social resistance.
- Accept varied phrasing as long as historical facts are correct.
- Paragraph must include at least 4 factual points.

Sample Key Points

- Tipu Sultan resisted militarily using alliances and modern weapons.
- Shah Waliullah focused on spiritual reform and unity.
- Syed Ahmad Shaheed used religious mobilization and jihad.
- Haji Shariatullah led social and religious reform to strengthen Muslim identity.

Democracy and Equality

Section A: Key Concepts

1. Rule by the people.
2. Elected representatives.
3. Pakistan.
4. Equal rights.
5. Citizens choose leaders.

Section B: Fill in the Blanks

1. People
2. Elections
3. Equal rights
4. Democratic
5. Equality

Section C: Match the Columns

Column A	Column B
Democracy	People's rule
Voting	Choosing leaders
Equality	Same rights

Citizens	People
Law	Rules

Section D: Short Answers Questions

1. People elect govt.
2. Fairness & rights.
3. Fair opportunities.
4. Follow laws & vote.
5. Ensures justice.

Section E: Activity – Reflective Thinking

1. Voting (Must appear in answer)	Voting for class monitor Taking part in school elections Choosing leaders fairly
2. Making Class Rules Together	Students help decide rules Everyone's ideas are welcomed Rules apply equally to all
3. Fairness	Treating classmates equally Giving everyone a chance Respecting the final decision
4. Listening to Others	Allowing different opinions Not interrupting Respecting majority decisions
5. Participation & Responsibility	Joining school activities Sharing responsibilities Cooperating with classmates
6. Respect for Diversity	Accepting classmates with different views Being polite during disagreements

Section A: Key Concepts

1. Harmful work denying education.
2. Poverty.
3. Health risk.
4. Learning.
5. Ensures future.

Section B: Fill in the Blanks

1. Rights
2. Parents
3. Education
4. Dangerous
5. Children

Section C: Match the Columns

Column A	Column B
Child labour	Child work
Education	Learning
Poverty	Lack of money

Health	Wellbeing
Laws	Protection

Section D: Short Answers Questions

1. Unfair labour for children.
2. Dangerous tools & long hours.
3. Poverty; bonded labour.
4. Builds skills & future.
5. Laws, education, awareness.

Section E: Activity

1. Education is interrupted	Child labour keeps children out of school. They miss lessons, activities, and learning skills.
2. Health and energy affected	Long hours cause tiredness and stress. They cannot focus on studying.
3. Limited future opportunities	Without education, they cannot get skilled or well-paid jobs. They may remain stuck in low-paid labour as adults.
4. Long-term cycle of poverty	Child labour prevents social and economic improvement. Their future becomes less secure and less hopeful.
5. A simple awareness message	Students may add that child labour is unfair or harmful to children.

The Role of Women in Nation Building

Section A: Key Concepts

1. Nationbuilding is the process of creating unity, shared identity, and collective pride among a country's people. It is important because it leads to development, strengthens institutions, encourages equality, and unites diverse communities.
2. By strengthening shared culture, traditions, values, history, and heritage, and by creating awareness among citizens about their common identity as one people.
3. He envisioned women as equal partners in the nationbuilding process. He encouraged them to step forward, participate actively, and contribute to the country's development socially, politically, and professionally.
4. Miss Fatima Jinnah, Begum Jahanara Shahnawaz, Begum Shaista Ikramullah, Lady Abdullah Haroon, Lady Sughra Hidayatullah (any two).
5. She was the wife of Pakistan's first Prime Minister and a major women's rights activist. She established the Pakistan Women's National Guard (PWNG), the Women's Naval Reserve, and the All Pakistan Women's Association (APWA).
6. Bilquis Edhi, Parveen Rahman, Roshaneh Zafar, Sharmeen ObaidChinoy, Samina Baig, Parveen Saeed (any two).

Section B: Fill in the Blanks

1. identity
2. development
3. Fatima
4. Pakistan Women's National Guard (PWNG) and All Pakistan Women's Association (APWA)
5. Bilquis
6. Samina

Section C: Match the Terms with Their Correct Meanings

Column A	Column B
Nation building	Developing unity, identity, and progress in a country
Quaid-e-Azam's vision	Equal participation of women in national development
Fatima Jinnah	Symbol of women's political leadership during Pakistan Movement
APWA	Women's welfare and training organisation
Bilquis Edhi	Nurse and humanitarian known for social service
Samina Baig	First Pakistani woman to scale Mount Everest

Section D: Short Answers Questions

1. They mobilised support, participated in political activities, and strengthened unity.
2. He encouraged equal participation and supported women's social and political involvement.
3. She created PWNG, APWA, trained women in civil defense, and mobilised women for national service.
4. They contribute in fields like medicine, education, law, social work, business, and sports.
5. Dedication, sacrifice, leadership, responsibility, and the ability to guide future generations.

Section E: Activity

1. Profile Writing

<p>1. Fatima Jinnah — Model Answer</p>	<p>Fatima Jinnah was the sister of Quaid-e-Azam. She worked closely with him during the Pakistan Movement. She encouraged women to take part in politics and social work. She helped support refugees after independence. People called her “Mother of the Nation.” She is remembered for her courage and dedication to Pakistan.</p>
<p>1. Begum Rana Liaquat Ali Khan — Model Answer</p>	<p>Begum Rana Liaquat Ali Khan was the wife of Pakistan’s first Prime Minister. She started the Women’s National Guard and Women’s Naval Reserve. She trained women in first aid, safety, and national service. She formed APWA, which helped women across Pakistan. She encouraged women to work for the country. Her efforts made women confident and active nation-builders.</p>
<p>3. Bilquis Edhi — Model Answer</p>	<p>Bilquis Edhi was a nurse and an important member of the Edhi Foundation. She helped orphans, abandoned babies, and poor families. She set up baby cradles so children could be left safely. She also helped run hospitals and emergency services. She is known as the “Mother of Pakistan.” Her life was dedicated to helping the needy.</p>
<p>4. Parveen Rehman — Model Answer</p>	<p>Parveen Rehman was an architect and social worker. She worked for the people of Orangi Town in Karachi. She helped communities improve sanitation, housing, and clean water. She trained local people to solve their own problems. Her work made poor areas safer and healthier. She is remembered for her bravery and service to the nation.</p>
<p>5. Samina Baig — Model Answer</p>	<p>Samina Baig is Pakistan’s first woman to climb Mount Everest. She also climbed the Seven Summits around the world. She proved that Pakistani women can achieve great goals. She inspires young people to work hard and be brave. She promotes gender equality through her achievements. Her success brings pride to Pakistan.</p>

2. Reflection (Model Answer)

Students can contribute to nation building by studying sincerely and becoming responsible citizens. They can keep their surroundings clean and respect rules in school and public places. They can help others, take part in positive activities, and show honesty and kindness. By working hard and caring for their country, they can help build a better Pakistan.

Effective Communication Skills

Section A: Key Concepts

1. Sharing thoughts, ideas, and feelings; humans need it to interact as social beings.
2. Verbal, non-verbal, written.
3. Using spoken words; e.g., talking on the phone.
4. Communication without words; e.g., facial expressions, gestures.
5. Sharing messages through written words (emails, letters, memos).
6. Because messages must be heard and understood to avoid misunderstandings

Section B: Fill in the Blanks

1. thoughts, ideas, feelings
2. verbal, non-verbal, written
3. spoken
4. body language, gestures, facial (expressions)
5. choice, clarity
6. misunderstandings, relationships

Section C: Match the Terms with Their Correct Meanings

Column A	Column B
Verbal communication	Using spoken words to share a message
Non-verbal communication	Body language, gestures, facial expressions

Written communication	Sharing ideas through writing (emails, notes, letters)
Eye contact	Builds trust during communication
Paralinguistics	Tone, pitch, and loudness of voice
Misunderstanding	When the message is not understood correctly

Section D: Short Answer Questions

1. It reinforces spoken words by showing feelings and making messages clearer
2. To avoid misunderstanding or hurting others since words cannot be taken back
3. Strong emotions can lead to unclear, offensive, or incorrect messages
4. It leads to misunderstandings because the listener misses important information.
5. An unsuitable medium can distort meaning or reduce clarity
6. Good: listening carefully, speaking clearly; Poor: interrupting, fidgeting

Section E: Activity

1. Reflective writing (4–5 lines):

Modern communication has made my daily life easier and faster.
 I can talk to my friends and family anytime through mobile phones.
 The internet helps me find information for schoolwork quickly.
 I also use it to learn new things and stay updated about the world.
 Overall, it saves time and makes learning more interesting.

2. Think & judge:

Good Effect:

Social media helps people stay connected with friends and family and learn new information quickly.

Harmful Effect:

Too much time on social media can distract students from studies and affect their mental well-being.

Teacher Guidelines

One positive point such as:	Staying connected
	Learning new things
	Sharing ideas
	Quick communication
One harmful point such as:	Wasting time
	Cyberbullying
	Misinformation
	Addiction