

An Analysis of Islamic Studies Papers (Grade-10) of BOSE Quetta (past 5 years)

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Abstract

This small scale study aims to analyze the question papers of Board of Intermediate and Secondary Education in the subject of Islamic studies with reference to item analysis and Bloom's taxonomy. Data were collected from 100 students of Grade 9th and 10th from the schools of Kalat city using convenient sampling technique. Data collected on the papers developed by Board of Intermediate and Secondary Education for the year of 2021 and 2025. Item analyses were performed using Conquest software. Findings of the study shows that in the question papers conducted by Board of Intermediate and Secondary Education the majority questions were measuring the student abilities of knowledge and comprehension and only few questions were given to measure the student abilities analyze, synthesize and evaluate, and this can be very helpful for the policy makers. Result of item analysis shows that many questions were not in the acceptable range of item difficulty and item discrimination. Items in the question papers were either too easy or too difficult. Findings revealed that the papers conducted and administered by Board of Intermediate and Secondary Education were not up to the mark, with reference to Bloom's taxonomy. The researcher recommended to train the assessment committee/panel developing the items.

Introduction

Man is the noblest of creatures because there is a clear difference between man and all other creatures. This difference comes from understanding and knowledge. Education is the best way to gain knowledge and understanding. Knowledge can be achieved through different sources e.g. books, media, autobiographies etc. Schools are the primary source to get knowledge (education) through a systematic process in which at a certain period the given knowledge is assessed through examination. The importance of assessment in the growth of pupils cannot be overstated. It's also utilized to see if pupil prepared to move to the next class. (Haerens, 2017). Governments all over the world use Government examination procedure to checkout students' skills for the afterward level of education in order to attain a certain stage of standardization (Lecki & Goldstein, 2016). Despite their many advantages, public tests have been criticized for encouraging examination strategies because the effect of these exams define the worth of the institutions (Islam, 2016; Kirkpatrick & Zang, 2014). Tests assume a critical part in the improvement of understudies and furthermore decide if an understudy can move to a higher level. (Borghouts, 2017). To arrive at a set norm, states all over the planet assess understudies' capacity to enter the following scholastic stage under the overall assessment framework. (Goldstein) and (Law and Tom, 2017). Expansion to its various advantages, general assessments are likewise reprimanded in light of the fact that it is by and large expected that the showing system in schools is done according to an assessment perspective. (Islam, 2016). The outcomes acquired therefore are perceived as proof of the school's quality. Research has likewise

shown that organizations where outer establishments lead assessments and whose presentation and notoriety are connected to assessment results, by and large advance the showing system according to an assessment perspective. The purpose of this study is to analyze the papers of computer science at secondary level according to the Bloom's taxonomy of cognitive domain with the focus on analyzing the Multiple Choice Questions through item analysis using the software Conquest to identify the weaknesses in the item.

Objectives of the study

Objectives of the study were to:

- Evaluate the question paper of islamic studies at secondary level with reference to Bloom's cognitive domain.
- Determine the strengths and weaknesses of items in the question papers in terms of psychomotor properties of test.
- Judge the overall quality of question papers in the subject of islamic studies in terms of basic rules/principles of test construction.

Research questions

Following are the research questions of the study

- What are the levels of Question papers of Islamic studies with reference to?

Bloom's cognitive domain learning?

- What are the strengths and weaknesses in the questions in regard to different?

psychometric properties of tests?

- How much paper developers follows the basic rules of test construction?

Limitation of the Study Although the researcher has reached its aims, but researchers confronted some unavoidable

Rational of The Study:

An analysis of Islamic studies papers (grade-10) of BOSE Quetta This study aims to address this gap by analyzing the type of Questions cognitive level distinction.

limitations.

Primarily researcher decided to perform item analysis on students' responses of Islamic studies papers conducted by (BISE) Board of Intermediate and Secondary Education, but due to some reasons, the researchers couldn't succeed to get the data of students from Board of Intermediate and Secondary Education so researchers selected a sample of 100 students to collect data on MCQs.

Delimitation

The study was delimited to the:

1. Question papers of BISE Quetta in the years of 2021 and 2025.
2. Objective part of the BISE Quetta Islamic studies papers.

Literature Review:

Historical background of the examination system in Pakistan Pakistan is governed under the Islamic, Democratic, Federal Constitution of 1973 and the governance extends to four autonomous provinces: Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan.

Education in Pakistan is essentially a provincial affair; however, certain educational functions are the responsibility of the Federation via the Federal Ministry of Education.

Examinations in Pakistan are a legacy of the past, inherited from the British system. Following the model of the University of London, an external final examination, called matriculation was instituted at the end of the high school stage in the 1880s (Shirazi, 2004).

It was initially administered by the London University.

After the establishment of universities in Bombay, Calcutta and Madras in the 1857 the matriculation

examination was conducted by these universities.

Major features of management and conduct of examinations replicated the University of London examination. Matriculation became a gateway to government service and an entrance to higher education with the promise of a lucrative job throughout life.

Another factor which consolidated the hold of external examinations was the system of financial grants-in-aid which was first adopted for the institutions of primary, secondary and higher education, based on the principle of „payment by results the amount of grant to be given to an institution depended upon its results in external examinations.

The Indian Education Commission (1882) observed that „the system makes examinations the main object of the thought of pupils and teachers alike". Thus the examination came to dominate the curriculum and teaching process. It became the main objective of the primary cum secondary school education (GoP, 1971).

The Hartog Committee (1929) exposed the myth of the middle (Grade VII) certificate and matriculation then set a standard of achievement. It rather served both an immediate qualification for service and as a gate to further education. The Committee further observed that the lure of government service through matriculation was still potent.

However various curriculum reforms in the pre independence period failed to dislodge the hold of the external examination. It still holds sway in full force in all the regional Boards of Intermediate and Secondary Education (BISE) and in universities. Since a degree or certificate was a key to a job and further education, the pressure to get a degree somehow or the other intensified.

The inadequacies of the pedagogy, lack of proper teachers, poor infrastructure all culminated in encouraging unfair means for getting the certificate/degree (Nurullah and Naik, 1951), Khattak SC Assessment in schools in Pakistan Post-independence (after 1947) The function of the external examination and assessment did not change with independence and subsequent developments over the years have strengthened the hold of examinations and assessments in the education system of the country. Immediately after independence, the vacuum created by the departure of Hindus and the need for manning the increasing number of administrative posts further reinforced the position of internal and external examinations and the degree or certificate became the most sought-after document. In 1947 there was no Board of Intermediate and Secondary Education in the country.

Later on in 1950 Karachi BISE was established and in 1954 the Lahore BISE (Shirazi, 2004).

By the late sixties, ten BISEs were conducting their examination assessments without trained personnel and other facilities (Shirazi, 2004).

The Sharif Commission (1959) introduced the internal examination and assessment system in schools but it did not impact positively on students' performance due to inadequate teachers' training in examination and assessment.

The performance of the education system can be measured by its examination results. Our public examination results indicate that out of 100 students entering in Year I only 50% pass in the secondary examination. Out of this 40% pass the higher secondary examination, out of this exceptional group of survivors, only 5% manage to enter higher education, thus leaving behind 95% (GoP, 2007) According to the Ministry of Education during the years 1998-2008 only 70% of school-going children enrolled in primary schools (male 85%/female 57%), 46% in middle schools (male 56%/female 35%).

These figures show that less than half of the students in primary schools are retained up to middle and secondary level. Again a number of factors were involved such as a deficient teaching and learning process, the medium of instruction, transition from school to college level, and a poor examination and assessment system are blamed for this wastage (Khan, 2011).

Examinations in Pakistan involve high stakes because they open a gate to move to the next grade, profession and other permanent work. Success in examinations glorification while failure is a stigma

for life. All doors of opportunity are closed to failed candidates and they become social Pariahs. Since passing examinations is a goal of the Pakistani education system rather than assessing knowledge, all instruction in the schools is geared to that objective (Erfan, 2000).

The system is therefore riddled with malpractices which, among others, include; leakage of question papers, impersonation (stand-in candidates), external assistance, smuggling the unauthorized material, copying from a nearby candidate, intimidation, collusion, ghost centers, substitution of scripts and irregularities of supervisory staff by allotting more time to some students.

In the context of widespread malpractices, it is not surprising that a review of 29 separate government and non-governmental reports and policy papers in Pakistan concluded that the public examination and assessment system, had become devoid of validity, reliability and credibility* (Erfan, 2000).

The present education system in Pakistan In Pakistan the education system is divided into five levels: primary schools (Year I-V); middle school (Year VI-VII); high school (VI- X), leading to the Secondary School Certificate); intermediate colleges or higher secondary (Year XI-XII), leading to a FA (Faculty of Arts) or FSc (Faculty of Science) (pre-medical and pre-engineering, certificate) and university programmers leading to undergraduate and postgraduate and doctorate degrees.

Preparatory classes (kachi, or nurseries) were formally incorporated into primary school in 1988. All academic and technical educational institutions are the responsibility of the provincial governments. The federal government mostly assists in curriculum development, accreditation and some financing of research. Pre-primary education is functional and managed in schools throughout country.

The students attending pre-primary class are called Kachi. The Education for All (EFA) Action Plan Policy, 1998- 2010 provided recognition to Kachi class as proxy for early childhood education. According to National Education Policy (NEP), 1998-2010, the Kachi class will be introduced as a formal class in the primary schools. The age group for pre-primary is 5. Primary schools consist of five grades (IV) and they enrol children of ages 5-9 years. Since independence, the policy makers announced that primary education was to be free and compulsory.

The middle schooling is of three years duration and it comprises grades VI-VIII. The age group is 10- 12 years. The participation rate at middle school was about 34 percent during 2000-2001. Males were 36 percent and females were 33 percent (UNESCO, 2006). Secondary education in Pakistan is provided between the ages of 14 to 17 years. In Pakistan, 47.9 % girls and 70.8 % boys attend school at secondary level. The regional BISE conducts the examination. A certificate of secondary school education is awarded to the successful candidates.

Vocational Education is normally offered in high schools. Training for a variety of trades is offered to the students and after completion of the course they get jobs as carpenters, masons, mechanics, welders, electricians, refrigeration technician and they are employed in similar trades. There were 498 vocational institutions with an enrolment of about 88 thousand in 2001-2002 (UNESCO, 2006). Side by side with modern education system there is also the religious education system (Madrassah Education), which provides Islamic education. These institutions have their own management system without interference from either the provincial or federal governments.

However, grants-in-aid are provided to these institutions by the government. During 2007 there were 7761 religious institutions with an enrolment of 1034,000, of which 132,000 were female students in 548 institutions (Sherazi, 2004). Efforts have been made by the government to bring the Madrassah into the mainstream under Education Sector Reforms. The main purpose of mainstreaming Madrassah is to enlarge employment opportunities for their graduates. Pakistan Madrassah Education Boards are established to regulate the Madaris activities (Shirazi, 2004).

There are millions of people in Pakistan who have no access to the formal education system. It is not possible for the formal system to meet educational needs of the rapidly growing population.

A nonformal Basic Education (NFBE) School scheme has been introduced for those who have no access to formal education. This scheme is very cost-effective. Under this scheme a primary

education course is taught in forty months. Non-formal schools are opened in those areas where formal schools are not Khattak SC Assessment in schools in Pakistan available. The Government provides the teachers' salary and teaching materials whilst the community provides the school building/room. There are 6371 NFBE schools functioning in the country. Curriculum development in Pakistan In Pakistan, curriculum, syllabs planning, policy centres of excellence and standards of education are on the current list of the Constitution of Pakistan.

The Federal Ministry of Education has been empowered through the Federal Superision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976 to supervise curricula, textbooks and other learning materials to maintain standards of education.

Curriculum development emerged as a national activity in Pakistan in the early sixties and it has been a continuous process since then. In schools, the curriculum is delivered in the form of a syllabus, in which the concepts laid down by the curriculum are isolated in a series of topics and sub-topics that have to be taught during the academic year, which is split into three terms.

While the curriculum defines goals and baims of education, both in general and particular terms, the textbooks translate the syllabus part of curriculum into reading materials.

The government announced in 2007 that the new curriculum will be implemented in the new academic year beginning in August 2007(Jamil, 2009).

Howeve, that did not occur as the Ministry of Education, under-estimated the complexities involved in the processes of textbook development and production (Jamil, 2009). In each province the quality challenges are spread across the following institutions: 1. Bureau of Curriculum; 2. Textbook Boards; 3. Teacher Training Institutions (in-service and pre-service); 4. Boards of Intermediate and Secondary Education (BISE) (X-XII); and 5. National Educationn Assessment System (NEAS) (IV-VIII) and Provincial Education Assessment Centres (PEAC). The five institutions are present in each province of Pakistan.

Boards are responsible for Education on assessing learning competencies and quality of pedagogy.

Textbooks are often criticised for not reflecting the curriculum, as it requires considerable experience and skill to translate the curriculum into a textbook that covers the objectives; simultaneously takes into consideration the children's language proficiency and background knowledge and concurrently arranges the content in a logical sequence in a stimulating manner (Sarwar et al., 2011).

But the all-important self-assessment questions or activities (especially questions focused on higher order skills) are invariably missing (Sarwar et al., 2011). ion varies from province to province and so do the textbooks, which have been produced in keeping with the geographical location and local environments of these provinces. Keeping in mind the curriculum, the government generally prescribes textbooks for each class according to its demographic context.

In practice, however, there is little uniformity in the use of these books, especially in primary schools (Khan, 2011).

The primary schools" curriculum comprises seven subjects for each grade, such as core subjects; English, Urdu, mathematics and Islamic studies, and other subjects like general science, and social studies, health and physical education and art etc. Ordinarily a Primary school has one teacher, with one class for all subjects, though there are primary schools with only one or two teachers to take care SA-eDUC JOURNAL Volume 9, Number 2 September 2012 of all the five classes.

Primary Teaching Course (PTC) is a compulsory training for recruiting teachers at primary level in the country.

Teacher"s guides are provided for in-services support of primary teachers.

The primary and secondary school curriculum covers seven to eight subjects in a 6 day, approximately 26 hours, school week.

In primary schools languages an mathematics have 6 hours each, science.

Islamic studies and social studies 2 hours each health and physical education and art 1 hour each. In

practice, science and art and some portions of arithmetic are neglected or eliminated because materials are in short supply and teachers are unable to teach the subject.

Their needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes).

The Primary Education Curriculum Reform Project assisted by UNICEE, introduced an integrated curriculum with focus on language lessons from Year I-III. Relevant concepts of Social Studies, Islamic Studies and Science are integrated into the languages (Urdu and English) lessons.

The secondary schools' curriculum puts the focus on three subject areas, a) science, having seven compulsory subjects and one elective subject from a total of 39 elective subjects, b) humanities, containing six compulsory subjects and two elective subjects from a list of 46 subjects, c) technical, comprising six compulsory subjects and two elective subjects from the list of 37 elective subjects. This plethora of options creates problems for students in selecting a relevant and interesting curriculum².

UNESCO (2004) found that the curriculum in Pakistan is gender-biased and residentially biased and has more representation from males and urban residents. Additionally, students in Pakistan find the curriculum boring.

It has been recognised that the curriculum in Pakistan does not presently cater for the diverse conditions in the education sector itself (multi-grade groups), as well as the variations within the geographical breadth of the country (GoP, 2009).

Curriculum reforms The Education Policy (2009) has accepted the need for curriculum development and assessment along modern lines in order to face the challenges of globalisation and learning as a lifelong process.

In 2007 the Ministry of Education undertook a revision and assessment for Basic Science subjects and in 2002 for Social Science subjects.

In 2008, the Government announced its intention as part of the Education Sector Reforms Action Plan 2001-2005/6 to undertake a comprehensive assessment and revision of the curriculum after every 5 years.

Curriculum revision was to be an institutionalised process of evaluation and development as iterative and concurrent (GoP, 2009).

The present government launched the National Education Policy Reform Process, the National Education Census and expedited a comprehensive review of school curricula in 2010.

According to sub-section (1) of section 3 of the Federal Supervision of Curricula Textbooks and Maintenance of Standards of Education Act 1976, the Higher Education Commission is charged with curriculum assessment and revision in all subjects for grade XII upwards (Jamil, 2009).

In 2007, the Curriculum Wing's human resource capacity was expanded and two teams of 3 experts each were added as the „National Curriculum Council to cover Basic Science and Social Science subjects to review, assess, update and upgrade the National Curriculum from Early Childhood Education to Higher Secondary School level" (Majeed, 2009).

The Curriculum Wing undertook comparative reviews of curriculum reforms in different countries. It reviewed the scheme of studies, I followed by the revision of curricula for 25 core subjects (grade 1-XII), which were notified in 2008. The review of the remaining subjects as listed in the scheme of studies continued until 2009 (Jamil, 2009).

Elaborate stakeholder consultations were held „with teachers, administrators, educationists, curriculum experts and students including field visits and training of working teams through workshops and seminars; reviews of drafts by subject experts and working teachers leading to refinement of contents and preparation of a uniform curriculum format". (Majeed, 2009:2).

These Khattak SC Assessment in schools in Pakistan comprised standards, benchmarks and learning outcomes as vital parts of the curriculum development processes.

The key features of the National Curriculum 2007/10 are as follows: standards and competencies driven; learning objectives correspond to students' learning outcomes (SLOs); progressive approaches for primary, middle, secondary and tertiary stages of learning; life skills are integrated across subjects; vertical and horizontal connections are ensured; focus on promoting creative writing and analytical thinking for learners rather than on rote learning; detailed guidelines have been provided in the curriculum for textbook writers and teachers for effective delivery of the curriculum; and Guidelines have been provided for assessment and evaluation in addition to the learning outcomes specified in the Curriculum. (Majeed, 2009: 5-6).

Therefore, it is vital for affective examination assessments in schools that the design of the curriculum should be in accordance with the calibre of students at different levels. The object should be to increase their knowledge rather than to make policies in closed rooms and to re-draft curricula which were followed in the colonial era (Kamrani, 2010).

The examination and assessment system in Pakistan The concept of examination is as assessment of ability, achievement or present performance in a subject.

Instruments of assessment can log in to easy or mixed form of assessment, may be used for qualifying for entrance to professions and higher education (Page and Thomas (1978:17) Since the time of Pakistan's independence, seven different education policies have been implemented in the country. The main thrust of all these policies was to promote quality education and the improvement of pedagogy. Yet, the improvement in these areas has not been achieved and is quite unsatisfactory (Rizvi, 2000).

In Pakistan, assessments do not judge real competence or genuine educational accomplishment of the students.

Instead, the Pakistani educational system encourages those who can best reproduce what they have learnt during lesson and fails those who are unable to do that.

It seems as if the whole system of education revolves around examinations.

Such types of assessment and evaluation are narrow in scope (Khan, 2006).

Examinations and assessments are an integral part of pedagogy which determines the destiny of students and learning for their life career. Assessments are usually held annually, and they are the main criteria to promote the students to higher grades or to retain them in the same grade.

However, recently, a system of automatic promotion up-to grade-III has been introduced in some primary schools but not officially implemented. In the primary schools, assessments are conducted by the respective schools for each grade (1-V).

However, at the end of the fifth year of the primary stage, a public examination is conducted by the Education Department for promotion to the next grade. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similarly, the assessment in middle schools (lower secondary (VI-VII) is held by the individual schools but there is a public examination at the end of grade VIII conducted by the Education Department for promotion to the next grade and awarding of scholarships. But a study conducted by UNESCO (2007) criticised the primary educational assessment system in Pakistan as it is failing in its primary mandate of teaching children basic skills.

The primary reason is, of course, poor teaching and assessment. This is itself a consequence of poor education and training of the teachers, and poor management and supervision.

There is no on-going assessment of children in state SA-eDUC JOURNAL Volume 9, Number 2 September 2012 primary schools.

Whatever assessment takes place is sporadic, subjective, and provides little feedback to children for improvement. Regional BISE conducts the examinations for the assessing of secondary and higher secondary students. Secondary schools begin from grade VI to X (most of the high schools cover middle and secondary education) and students are required to pass a national examination. Upon

completion of grade IX, students are expected to take a standardised test in each of the first parts of their academic subjects.

They again conduct these tests of the second parts of the same courses at the end of grade X. At the successfully completion of these two examination assessments; students are awarded a Secondary School Certificate (SSC).

This is known as the 'matriculation certificate' or 'matric' for short. Thus, for stakeholders such as schools the objective is to „pass the examination with good grades and to bring a good name to the school. For some schools, teachers, and students, passing examinations with highest positions becomes a question of prestige" (Rehmani, 2003:3).

To be very specific, Rehmani (2003) identifies the problem that, teachers teach for testing, rather than for learning.

The assessment system of examinations reinforces approaches to teaching that reward memorization.

The more the reproduction, the better and higher are the scores or marks awarded by the examiners. Consequently, it is presumed that in the current examination system, learners “learning outcomes are absolutely ignored.

However, testing of memorization is measured extensively.

Accordingly, it is apparent from the above excerpts that the assessment system suffers from multiple deficiencies such as fostering rote-learning, and not adopting critical or analytical approaches for assessing learners.

The Ministry of Education (2009: 41), has declared that student performance shall, in future, be based on assessing competence in a specialized area that requires a given skill set.

There shall be periodic reviews of the assessment system. Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stake examinations.

In 2003, BISEs in Pakistan replaced the „, composite scheme of SSC examination with the, split scheme3 ", these are two different types of prevailing examinations in the country.

(In the composite scheme, examinations are conducted after two years while in the split scheme, the same examination is split into two parts, Part-I (Grade IX) after first year and Part-II (Grade X) after completion of second year.

Under the composite scheme of examination, the total marks were 850 and now in the split system of examination the total marks are 1050). Ahmad and Malik (2011:132) quoting Dar and Bethel (1995), draw attention to the shortcomings of the public examination and assessment system.

They argue that the assessment system in Pakistan is defective due to the following:

(a).No single body is responsible for assessment at secondary level, and examinations at this level are the responsibility of many Boards. This results in a lack of coordination among the working of these Boards.

(b) Papers of different subjects can be scheduled to be written at the same time.

(c) Results are not reliable because students use deceitful and indulge in malpractices in the examination.

(d) Deficiencies in marking takes place.

Qureshi (2005) mentioned that there is some substantiation for the claim that the more regularly the evaluations take place, the more will be the level of student achievement. Christie and Afzaal (2005) and Shah and Afzaal (2004) revealed that there has been an increase in the incidence of the recurrence of questions and selected material is tested again and again in our public examinations.

This leads toward selective studies because the understanding of a little content helps the students to get good marks in the final examination and nobody seems to take this fact seriously.

Assessments in examinations mainly focus on easy, straight and very simple questions and they ignore high levels of cognition involved in such items as comprehension, analysis, synthesis and

evaluation.

In this situation, students keep focusing on retention and rote memorization as examination tactics. Christie and Khushk (2004) stated that in Pakistan only one text book is provided to the primary and Khattak SC Assessment in schools in Pakistan secondary school students for each subject that's why the quality of teachers is not satisfactory and the worth of our output at this level is inadequate. They also suggested that to assess the learning outcome special skills are required. Although in theory MoEGP (2009) valued the students' performance based on specific skills that should be measured through multiple assessment techniques, in practice there are no such assessing criteria. For example assessing the English language in Pakistan is subjective and it measures pupils' knowledge of the language rather than their performance in it (Warsi, 2004, cited in Khan, 2011). However, the MoEGP (2009) has stated that language teachers should employ both formative and summative forms of assessment.

Secondly, teachers should explore the cause of students' strengths and weaknesses and provide helpful and effective feedback to them.

Moreover, the teachers should do an item analysis to find out the validity and reliability of the test.

In addition, Khan (2006:6) observes that research in testing highlights the decline in the examination system, its ineffectiveness, and unreliability in diagnosing students' weaknesses and in assessing their abilities.

He reiterates that the design and content of the test papers is such that students only have to rely on their memories, and this does not have a beneficial effect, on syllabi and teaching practice.

Above all, tests lack validity and reliability (Khan, 2011).

Similarly, Ahmad and Malik (2011) also note that testing is not viewed as a vital component of teaching and is considered quite distinct from teaching and learning as well as practice.

In terms of reliability and validity of assessment procedures, Rehmani (2003) pinpoints that reliability and validity of examination papers in terms of coverage of curriculum, selection of paper setters, and lack of training or otherwise of the paper setters and examiners, marking system and preparation of results, are considered dubious. Moreover, Khan (2011), Shah and Saleem (2010) also point-out that textbook materials are prescribed by the teacher for their learners to be learnt and explained word by word and sentence by sentence and confined to only one text book.

Due to this approach to teaching and learning, students become passive recipients of prescribed content knowledge of the textbooks. Khan (2006) also states that the questions after each lesson of the textbook are based on literal levels that measure only low order thinking skills.

Khan (2006:11) maintains that: Comprehension questions are useful for checking understanding particularly if they are of the type which requires the students to actively seek-out the answer and formulate it themselves, rather than simply repeat a section of the text- moreover the questions do not encourage the personal involvement of the learner which is an important factor in motivating students.

Accordingly, it is presumed that in order to measure students' comprehension, question types have to test high order instead of low order thinking skills. This will not only require students simply to locate the answer in the set texts using only low order skills, but also to read between and beyond the lines in order to become independent and proficient readers.

In addition, they will become proficient in interaction with texts, such as, narrative, expository, argumentative, persuasive, and informative or a combination of text types (Khan, 2011).

Assessment can be used to evaluate the overall system's efficiency as well as students' performance. Secondly, it provides feedback for improvements at all tiers starting from changes in the classroom to improvements in the national systems (MoEGP, 2009: 41).

In addition, keeping in view the crucial role in determining the impact of pedagogy, public examinations and assessment in Pakistan have more demerits than merits (Rehmani, 2003).

Moreover, modern assessment techniques are not being used to measure students achievements and hence dependency on traditional learning processes yields a low quality of education in the country (Christie and Khushk, 2004). Examination questions are repeated at least every three to five years and hence questions can be predicted.

There are „model papers, or „guess paper guides" available in the market with readymade SA-eDUC JOURNAL Volume 9, Number 2 September 2012 answers based on the question papers of the previous five years.

Teachers and students tend to rely on such guides and students commit their content to memory.

Assessment questions in the papers contain only a combination of objective and subjective types of questions. Regurgitation seems to be the only key for students to pass the examinations rather than creative thinking and independent analyses.

The irony is that those students who can reproduce better score higher marks and this affects lecture methods and curriculum-based teaching approaches. Moreover, Gipps (1994) suggests that the major purpose of assessment is to support the teaching and learning process (cited in Rehmani, 2003).

However, in Pakistan only a few teachers have had proper training in designing tests and modern approaches to assessment (Mirza et al., 1999). Kamrani (2010: 7) in an analysis of the present assessment system maintains that we need to over-haul our examination and assessment system at many levels:

a) by introducing a variety of assessment tools for evaluation of students learning and for their capacity for further growth and development.

b) by a drastic revision of the present school-based examination and assessment system from grade IV to XII by introducing uniform (across the provincial level at least) and quantitatively verifiable qualitative indicators for the assessment system at primary (grade V), lower secondary (grade VIII), secondary (grade X) and higher secondary stages (grade XII).

Assessment of students should cover academic excellence along with analytical and decision-making skills incorporated with the indigenous moral value system. Assessment in the educational system in Pakistan National Assessment System Dissatisfaction with the performance of the schools is ubiquitous and in most countries, people have been expressing concern with the level of competencies demonstrated by school leavers. Since the 1980's, efforts have been underway to develop a coherent system for monitoring and evaluating pupil learning outcomes. This system is referred to as National Assessment System (NAS) (UNESCO, 2007).

Methodology

This study is qualitative in nature. The question papers of BISE for year 2021 and 2025 are analyzed.

Population and Sampling

The population of study was All Past Five years (2025 to 2021) the Baluchistan Board of secondary education Islamic studies papers . This was a small scale study and sample size was 2025 to 2021 (BBISE) Quetta.

Analysis of MCQs :

The researcher analysis the Multiple - choice question of year 2021 to 2025 and found that the multiple - choice question were totally based on knowledge. Multiple choice question increases the knowledge abilities. In MCQs comprehension and application, abilities were not examined.

A nalysis of short question.

The researcher analyzed the short question are answers with reference of Bloom's Taxonomy that the short question are based on knowledge and comprehension level. Mostly question are take in from comprehension level, which may be up to 60% to 70%. There is no activity, which develop the student's application abilities.

Analysis of long question:

This research study observed. There is no items based on knowledge most of the items were based on comprehension other levels of cognitive domains of Bloom's Taxonomy were not found in this question paper (2021- 2025).

Findings:

The results of this paper show that the (BBISE) Quetta exam prioritizes low -level studying and primarily evaluate student remembering and understanding.

Even applying queries are build up with special approach, which evaluates student procedural data, not application skills. In the 10 - year exam that our study exceeded, there were few analytical questions, no evaluations or innovative questions.

These results are inconsistent with the standards required by the Islamic National Curriculum (Curriculum, 2006), which sets upper standards for college students in class six and twelve.

Following the 2009 National Curriculum, students in these grades are predict to acquire systematical, summarizing, & judgment abilities. However, the exam focuses only on remembering and understanding and tends to have important impact on learners and scholars.

It is note that scholars adopt teaching methods that facilitate learning and understanding. These results implement the results of Tayeb,Ismail, and Khan(2014).

UN agencies have conducted same studies in the subject of exams in education in Asian countries and searched that teacher teaching methods that are strongly effect by the nature of things in the exam. Sukyadi and Mardiani(2011) also found that the choice of educators materials and resources in teacher training in Indonesia is strongly impact by the creation of the query demand in the exam.

At a casual meeting with (BBISE) Quetta staff, they blamed the poor education system after being asked why the learning content was sacrificed in the exam.

According to researchers, the work of upper- level teaching materials in the exam can significantly reduce the overall percentage of students who pass.

They also emphasized that the door openings within the Biomedical Engineering College are highly dependent on the results of business informatics exams.

In West Pakistan, people have shown great enthusiasm for teens to enroll in medical and technical colleges, and great efforts can achieve this.

People and students take the BOSE Quetta results very seriously, as admission to these universities takes 1/400 of the BOSE Quetta results and an hour of admission management results.

Introducing high - level learning content into (BBISE) Quetta exams can significantly reduce the percentage of older graduates and lead to protests from staff and community members.

(BBISE) Quetta representatives to defend the use of low - level learning materials within the exam have often used this excuse.

The results of this article additionally disclosed that not only query was enclosed within communication papers which might have evaluate students' appraising and artistic skills.

It is terribly troublesome to judge students' appraising and artistic abilities victimization unseen evaluation because of this limitation (Falchikovy, 2013).

To judge one thing, learners have to be compelled to archived data from completely different area of subject and analyze it before creating their appraising, During this method, some pupil find yourself making data & all this needs time and resources. The open -book assessment is taken into account to applicable once the aim of the academics is to asses students' appraising and artistic abilities. (Falchikov, 2013). Howeve, (BBISE) Quetta has no provision for open -book examination. Although, the responsible of (BBISE) Quetta learn the importance of the open- book evaluation in judging the students' high order learning expertness, the supplying problems often quoted as associate degree excuse to not found it.

The massive range of applicant for examination, limited time for checking and grading (as they

deadlines from Chief Minister workplace to announce results inside ninety days), and handiness of trained assessors were the problems they often mentioned. With of these problems, ignores the high level learning things within the examinations, and our findings show that it's a awfully sturdy wash back result on educators' teaching approaches, wherever systematical, appraising and artistic skills are unnoticed. In addition, the 5- year communication paper queries covered in our research are often "as is", and the same program has used for a short period, so it turns out that it is clearly still multiple years. I did. However, because queries are accurate every year for several years, newspaper writers lack an ingenious and innovative way to develop queries, so they only copy the ones from the previous year.

It suggests that. This tendency also influences the choice of topics that undergraduate teachers and students hide or ignore. Students and scholars describe a topic as "important" when the exam process often lasts for several years.

Therefore, value is placed only on these topics. Scholars reviewed previous exam questions and created a "expected paper:" This sample containing a record of possible inquiries over multiple years in the next exam and provided scholars with prepared notes (Rehmani, 2003).

Local publishers have also taken advantage of this case to publish an easy - to- use guide for fraud as part of their purchases and exams (Khattak, 2012).

The conclusion of it turns out that similar unit of the given subject books of the communication papers of the last decade are not completely marked, but the alternative chapters become very important, from which some questions are tested. Often carefully selected on paper.

This also affects education. It turns out that the scholar did not obscure the chapters that over looked in the previous exam, as they were not need to read the associate degree exam.

An analysis by Rind (2015) shows a similar trend in the higher education sector, where learners and scholars often take for granted chapters in the middle of book that are not multi yearly.

For example, curriculums for different grades are designed with the student's educational background in mind (Stein, Remillard & Smith, 2007), so students must complete the entire 10 h grade program to achieve grades in 11" grade.

I have. Ideas taught in the second grade usually support the ideas taught in the former.

Exam practitioners ignore chapters that were not part in the previous year's exam. This gives pupil reasonable rank, but weakens based on future grades (Hanif , Rehna, & Nomaan 2016).

These results underscore the vital of visiting audits by BISE in West Pakistan. Since the test results of business informatics are high priority, the test pattern has a great influence on the education and learning of the faculty to which you belong.

Discussion:

In the context of Pakistan, numerous found out researches criticize Government school examinations better at secondary stage (Kashif, and Hussain, 2016; Rahmani , 2003). The maximum cause of evaluation is to assist in the coaching and studying method. The prevailing use of the overall government region BOSEQ do now no longer assist the coaching and studying method. Sun etc. (2014) criticized public assessments for swing too much stress on college students, anyplace college students are pressured to require personal tuition moreover to formal training to set up for assessments. Students are stimulated to speak to beyond take a look at papers, and examine thoughts for the most half. Similarly, there are opportunity found out research that declare that examinations carried out via way of means of public region (BBISE) Quetta don't examine the educational qualifications and capabilities wanted for enrollment and retention in tertiary plan. (Ali, Kashif, and Hussain, 2016; Kazmi, 2005). Though those claims effect the general opinion of scholars, lecturers and oldsters, but they're now no longer supported any empirical evidence. Rahmani (2003) queries the irresponsibleness and accuracy of the take a look at, and shows that the take a look at doesn't

cover the route of study, which the matters are perennial over and every other time. This evaluation seeks to fill this hole via way of means of reading the exam papers of numerous BOSE Quetta so empirical evidence are frequently given for any dialogue and action. Public examinations are promoted in evolved countries, with inside the primary because of the steady scrutiny in their requirements via evaluation. In Pakistan, but, very Little Prepared and understood evaluation are frequently observed to peer the usual of secondary and higher stage public examinations and its consequences. oute, then the learners and lecturers might be additionally moreover forget about those units (Kirkpatrick, 2011; Qi, 2004). Full love (1992, p. 139) refers to such testination as "small pretty cloners of beyond examination papers". Pakistani government exam has lengthy criticized for swing full of stress on college students, UN company ar then pressured to own personal training moreover to formal training in instruction for their testination students are stimulated to speak to beyond examination papers and in large part to examine the assemble for good results (Aftab et al., 2014). The reasonableness of the exam additionally are question are maximum critics declare that it doesn't complete the data which subjects are many times perennial (Rehmani, 2003).

Conclusion

It is obvious from the findings that maximum focus in all the papers were on lower order thinking skills, very less attention is given to assess the student abilities of analysis and synthesis. Evaluation level of cognitive domain of Bloom's taxonomy was totally neglected. As a result of item analysis of Computer Science, it is concluded that paper for the year of 2015 is not well constructed, there are many negative discrimination items that's need to be omitted, and as compare to 2021, papers of 2025 for grade 9th and 10h are comparatively better, as there were no negative discrimination and many items have acceptable values for difficulty index and discrimination. But it can also be due to the lower level categories questions. In paper, not a single item was measuring student abilities of analysis, synthesis and evaluation. The findings of the study further revealed that performance of the students get affected by the increase of level of thinking process advocated by Bloom. It indicates that there is a relationship between the student responses and level of thinking. In Higher level thinking items, mostly learners got the item wrong, and in lower order thinking, most of the students got the item correct. It can also be concluded that paper setter didn't develop the paper carefully, there are many unintended clues in the distractor, spelling and grammatical mistakes as well, options are not homogeneous, and questions with not" statement also present in the paper.

Recommendations

Following recommendation were made in the light of findings:

- Items of higher order thinking skills should be included in the paper to assess the student's abilities of analysis, synthesis, and evaluation
- Paper setters should be trained in developing questions that measure different abilities of learners.
- Item having high difficulty value and low difficulty value should be excluded from the paper.
- Items should be piloted before administration.
- It is suggested that while writing the MCQS avoid providing clues, keep options independent of one another, always word the stem positively and keep all options homogeneous in content.
- It is also recommended to conduct further study on it for distracter analysis.

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2022 اسلاميات لازمی

سوال نمبر 1: (الف) صرف پنج درست جوابات کی نشاندہی کریں۔

(i) برکات سے بھر کر کھجور برکات: a. سب سے بڑی چٹائی ہے b. سب سے بڑی چٹائی ہے c. سب سے بڑا جھوٹ ہے d. سب سے بڑی ٹکیا ہے

(ii) آنحضرت صلی اللہ علیہ وسلم نے پندرہ عمل کو بھی ایسے ترک فرمایا کہ کبھی وہ اسے نہ ہو جائے۔ a. واجب b. فرض c. سنت d. مہلج

(iii) آپ صلی اللہ علیہ وسلم نے فرمایا کہ زینبؓ میری سب سے اچھی بیٹی ہے کہ: a. دو میری زیادہ خدمت کرتی ہے b. روزے زیادہ رکھتی تھی c. میری موت میں کافروں کے انھوں نے تائی گئی d. غریبوں کا زیادہ خیال رکھتی تھی۔

(iv) حضرت علیؓ نے انھوں نے اللہ سے کیا کیا: a. قلعہ خیبر b. قلعہ خمران c. قلعہ والا حداد d. قلعہ دہلی کوٹ

(v) غالب انسانی تہذیبوں کے باعث متوہم ہیں: a. رائے کا اظہار کر سکتے تھے b. مخالفت کے کام لے کر غنا خواست ہو جاتے۔ c. مذہب تبدیل کر جاتے۔ d. ہجرت کر جاتے۔

(vi) جابر بن حیان سے سائنسدان تھے: a. یونانی b. مسلمان c. انگریز d. مصری

(vii) جبرائیل کو جلی بھی کہا جاتا ہے: a. جلیل نور b. جلیل خلاق c. جلیل شاعر d. جلیل مادہ

(ب) خالی جگہ پُر کریں۔ (صرف دو)

(5)

[illegible]

سوال نمبر 2:

مصرف ہر کے حقوق جماعت تحریر کر لیں۔ ہر جواب گننے سے چار سو پچاس تک

(i) جس نے آپ کی انسان کو کیا اداس نے کو چاہی کہ انسانیت کو کیا اداس رہ شواہک کی وضاحت کیجیے۔

(ii) انسان کو اداس اور کمزور بنانے کے ساتھ کس طرح عملی طور پر اور ہمدردی کا جذبہ اپنایا جائیگا؟

(iii) اسلام انسان کی زندگی کے ایک لمحے کو مہمات میں تبدیل کیوں کر چاہتا ہے؟

(iv) جہاد کے تین اقسام کیسے ہیں؟

(v) آپ صلی علیہ وسلم کے اعلیٰ اخلاق کے متعلق حضرت عائشہ رضی اللہ عنہا کی کیا رائے تھی؟

(vi) اہمیت میں کون کون شامل ہیں؟

(vii) دین اسلام کے اخلاق کیا ہیں؟

(viii) عابرین حیان کو ہائے بختی کیوں کہا جاتا ہے؟

(2 x 6 = 12)

سوال نمبر 3: مفرد جوابی میں سے کسی ایک سوال کا تفصیلی جواب لکھیں۔

(i) اسلام سے قبل انسانیت جن حالات سے دوچار تھی اس کا تفصیلی بیان کریں۔

(ii) حضرت ابو سعید بن جریجؓ اور حضرت سعید بن ابیہؓ کی اسلام کے لیے خدمات بیان کریں۔

(iii) اسلام میں مروت کسے کہتے ہیں؟ تفصیل سے بیان کریں۔

سوال نمبر 4: مندرجہ ذیل آرائیات میں سے کسی ایک کا ترجمہ و تفسیر لکھیں۔

(i) إِنَّمَا جَزَاءُ الَّذِينَ يُحَارِبُونَ اللَّهَ وَرَسُولَهُ وَيَسْعَوْنَ فِي الْأَرْضِ أَنْ يَكْتُلُوا أَوْ يُصَلُّبُوا أَنْ يَكْتُلُوا أَوْ يُصَلَّبُوا أَوْ يُقَطَّعَ أَيْدِيُهُمْ وَأَرْجُلُهُمْ مِنْ جَلَاءٍ وَأَمْعَوْا مِنَ الْأَرْضِ.

(ii) أُولَئِكَ الَّذِينَ يَفْعَلُونَ بِمَا نُهُوا أَنْ يُفْعَلُوا عَنْ قِلَّةٍ عَلٰى نَهْيٍ وَحَدِّ لِقَائِهِ.

سوال نمبر 5: مندرجہ ذیل احادیث میں سے کسی ایک کا ترجمہ و تفسیر لکھیں۔

(i) مَنْ عَمِلَ عَمَلًا لَمْ يَرَهُ نَفْسُهُ رَجَعَتْ كَيَوْمِ وَلَدَتْهُ أُمُّهُ.

(ii) مَنْ مَلَ غُلًّا خَيْرٌ فَلَهُ مِثْلُ أَحَدِ قَاعِلَيْهِ.

Note: Rubbing and cutting are not allowed in Q.1

Q.1: (a) Each question is followed by four options. Write down the correct option. (any Five) (5)

(i) Beware of suspicion because suspicion is: a. The greatest good .b The greatest truth .c The greatest lie .d The greatest virtue

(ii) The Prophet (ﷺ) would also give up his favorite action, so that it would a. Wajib .b Farz .c Sunnah .d Mubah
not become on the Ummah.

(iii) The Prophet (ﷺ) said: Zainab is my best daughter. a. She served me more .b She used to fast more
..... c. In My love, She was persecuted by the disbelievers .d She cared more for the poor

(iv) ALLAH conquered by the hands of Hazrat Ali : a. Khyber Fort .b Nalran Fort .c Bala Hisar Fort .d Ranikot Fort

(v) Due to the dominant human civilizations, the conquerorists a. could express their opinions .b become silent through hypocrisy
..... c. change their religion .d Migrate

(vi) Jabir bin Hayyani was a Scientist: a. Greeks .b. Muslim .c. English .d. Egyptian

(vii) Mount Gibraltar is also called: a. Mount Noor .b. Mount Tariq .c. Mount Thor .d. Mount Uhud

(b) Fill in the blanks. (any Five) (5)

(i) Musa bin Nasir conquered Africa .

(ii) Jabir bin Hayyan died in.... AD.

(iii) is taught through modesty.

(iv) Tribe ... The Prophet (SAW) issued a hadd on a woman for stealing.

(v) The word Ibadat is derived from.....

(vi) Word "Ibadat" is derived from

SUBJECT: ISLAMIAT COMPULSORY - 10TH

PASSING MARKS: 17

دعوت اول

نوٹ: کٹ چھٹ سے پرہیز کریں۔

سوال نمبر 1 : (الف) صرف پانچ درست جوابات کی نشاندہی کریں۔

- (5)

- (4)

- (2 x 6 = 12)

- (12)

- (2+4=6)

- 2.1 (a)

PART-I

- (c)

PART - II

- 10

PART - III

اسلامیات لازمی 2024

(الف) صرف پانچ درست جوابات کی نشاندہی کریں۔

سوال نمبر 1:

- (i) سورہ قیامت کی کل آیات ہیں۔
(ii) قرآن پاک میں سے ہر جہل ہونا شروع ہو۔
(iii) جس صورت میں اہل ایمان کو سب سے پہلے جہاد کی اہواز تھی کہ
(iv) حضرت امام حسینؑ بیٹہ ہو گئے۔
(v) طاعون نے ہندوستان کے ساتھ ساتھ رازدار کا مقابلہ کیا۔
(vi) حضرت عمرؓ کے دور خلافت میں عراق کے گورہ رہے۔
(vii) حضرت عثمانؓ کی بیانی قوم ہے۔
(ب) غالی جگہ پر کریم (ص) (ص) (ب)

(ب) خالی جگہ پر کریں۔ (صرف پانچ)

- (i) اسلام نے کی تعلیم دی ہے۔
 (iii) موسیٰ بن نصیر کی وفات میں ہوئی۔
 (v) اٹلس نے کرام علما اور شیوخا شہر میں رہتے تھے۔
 (vii) جب مسلمان کو چھینک آئے تو وہ کہے۔
 (c) صرف چار دوست اور غلام ہلاکت کی اطلاع دی کر گئے۔

(ii) دنیا کو چھوڑ کر کونوں اور گوشوں میں ٹھپ کر دینے والے کو اسلام عبادت کہتے ہیں۔
(iv) بچوں کو سلام نہیں کرنا چاہیے۔
(vi) حیاء انسان کو منکر سے روکتی ہے۔

حصہ دوم

سوال نمبر 2: صرف چو کے مختصر جوابات تحریر کریں۔ جواب تین سے چار سطور پر مشتمل ہونا چاہیے۔

- (iii) اسامی کے بنیادی ارکان کے نام بتائیں۔
 (iv) حدیث شریف میں کس طرح پڑوسی کے ساتھ تعلقات استوار کرنے کو کہا گیا ہے۔
 (v) مسلمان کا مندرجہ ذیل وضع کرنا۔
 (vi) جہاد کے اہم اقسام کون کون سے ہیں بیان کریں۔

سوال نمبر 3: مندرجہ ذیل میں سے کسی ایک سوال کا جواب لکھ کر دیں۔

- اغراض اور اہمیت پر تفصیلی نوٹ لکھیں۔
- انڈس کی فتح کا حال اپنے الفاظ میں تحریر کریں۔

تخصيم سوانم

سوال نمبر 4: مندرجہ ذیل قرآنی آیات میں سے کسی ایک کا ترجمہ و تفسیر لکھیں۔

- (i) أَلَمْ يَلْقَ الْبَلَدَ الْبَاقِينَ قَبْلَ أَنْ يَلْقَىٰ وَاعِلِيهِمُ الْأُولَىٰ فَكَفَّرَ عَنْهُمْ وَرَجَعُوا إِلَى الْبَلَدِ الْأَوَّلِ قَبْلَ أَنْ يَلْقَىٰ الْفُلَّ الْأَمِيرَ وَالْمُنِيرَ
(ii) وَلَقَدْ جَاءَهُمْ شُرَكَائِهِمْ فِي الْأَوَّلِ فَلَوْ هَدَىٰ بِهَدْيِكَ إِلَى الْآرَافِ لَسُئِرُوا
سؤال نمبر 5: مندرجہ ذیل احادیث میں سے کسی ایک کا ترجمہ تحریر کریں۔
(i) أَنَدَى الْعُلَيَّا وَخَلَّتْ مِنَ الْبَيْتِ الشُّرَى
(ii) مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْفِ الْغَنَى وَأُولُو عَيْشَتِهِ

PART-I

Q.1 (a) Each question is followed by four options. Write down the correct option.(any Five) (5)

- (i) Total verses of surah Al Hajare..... (a) 75 (b) 76 (c) 78 (d) 80
(ii) Holy Quran started revealing in the month of..... (a) Moharram (b) Ramadan (c) Rabiul Awal (d) Shaban
(iii) In which Surah, the believers are first allowed to jihad..... (a) Surah Younas (b) Surah Hajj (c) Surah Yousaf (d) Surah Hood
(iv) Hazrat Imam Hussain was born in..... (a) Makkah (b) Karbala (c) Iran (d) Madina
(v) Tariq bin Ziyad found a battle with Radrik by the number of Soldiers.....
(a) 12thousand (b) 22thousands (c) 30thousands (d) 32 thousands
(vi) During the Caliphate of Hazrat Umar (RA) was the governor of Iraq.....
(a) Hazrat Zubair r.a (b) Hazrat Ali r.a (c) Hazrat Anas r.a (d) Hazrat Saad r.a
(vii) The Allah's beloved people were.....
(a) the people of Aad (b) the people of Samood (c) the people of Nooh (d) the people of Bani israel
- (b) **Fill in the blanks (any Five)** (5)
(i) Islam has taught..... (ii) Jabir bin Hayyan was a chemist as well as a.....
(iii) Musa bin Nasir was died in..... (iv) The second biggest source of sharia is.....
(v) All the scholars and leaders of Andalus lived in..... (vi) The greatest Jihad of a servant is also called.....
(vii) When a muslim sneezes, he should say.....
- (c) **Point out only Four (04) True Or False.** (4)
(i) Surah Al-maida is Madni Surah. (ii) Leaving the world and hiding the corners, Islam called it worship. (iii) The power of sword cannot do all that the power of argument can do (iv) Children should not be greeted (v) Man's Salvation is in leaving the world and thinking only the hereafter. (vi) Modesty prevents man from denying.

PART-I

Q.2: Write short answer of any six (6) of the following not exceeding from three to four lines. (2 x 6 = 12)

- Q.3 Write detail answer of any one of the following Questions? (12)
- Write detailed note on Ikhlas and Lillahiyah?
 - Write in your own words the victory of Andoleasia? (iii) What is the ruling of Prophet ﷺ regarding Rashi and Murtashi?

PART IV

Q.4 Write the translation and explanation of one of the following Quranic Verses? (2+4=6)

- (i) إِنْ أَلْفَيْنِ تَكَلَّمُوا مِنْ قَبْلِ أَنْ يَقْبَلُوا وَعَدْتُهُمْ أَنْ لَعَلَّ عَشُورَ الرَّجِيمِ. (2+4=6)

اسلامیات لازمی 2025
 ٹوٹ: کانٹ چھانٹ سے پرہیز کریں۔

(5x1=5)



- (a) عرم (b) ربیع الاول (c) شعبان (d) رمضان
 (a) یابی (b) طود سکر (c) سفد (d) فدا
 (a) پہل (b) دوسرے (c) تیسرے (d) چوتھے
 (a) حضرت ابو بکر (b) حضرت عمر (c) حضرت عثمان (d) حضرت علی
 (a) فارسی (b) عربی (c) یونانی (d) اردو
 (a) 720 (b) 721 (c) 722 (d) 723
 (a) زید بن مالک (b) ظریف ابن ملک (c) مالک بن عمر (d) ظریف ابن خالد

سوال نمبر 1: (الف) صرف پانچ درست جوابات کی نشاندہی کریں۔

- (i) قرآن پاک نازل ہوا تیس دنوں میں۔
 (ii) سنت سے انحراف کرنے والا کہلاتا ہے۔
 (iii) حضرت ابو بکر صدیقؓ مسلمانوں کے خلیفہ تھے۔
 (iv) شیر خدا کہلاتے۔
 (v) شاہنشاہ زمان کا لقب ہے۔
 (vi) جابر بن حیان پیدا ہوئے۔
 (vii) سونے کی تصویر کا قلمام تھا۔
 (الف) خالی جگہ پر کریں۔ (صرف پانچ)

(5x1=5)

- (i) سورت التوبہ سورت ہے۔ (ii) عبادت ایک لفظ ہے۔ (iii) حواری رسول اللہ ﷺ حضرت کو کہتے ہیں۔
 (iv) رزق بن وائل حضرت خدیجہ کے بھائی تھے۔ (v) حیا کی صفت یعنی زیادہ ہوشیاری انتہائی مستحکم ہوگا۔ (vi) اسلام میں اہل بیت سے مراد ہے۔
 (vii) شعب ابی طالب میں حضور ﷺ کو سال تک محصور رکھا گیا۔
 (ج) صرف چار درست اور غلطی بات کی نشاندہی کریں۔
 (i) سلام ست انبیاء ہے۔ (ii) حضرت خدیجہ بیتی عورتوں کی سردار ہیں۔ (iii) جبر الزکوٰۃ جیل نواری کہتے ہیں۔
 (iv) اسلام کا اعلان حیا ہے۔ (v) بنی اسرائیل اللہ تعالیٰ کی چوٹی قوم تھی۔ (vi) گمراہوں کو سلام کرنا اچھا نہیں ہے۔

(4x1=4)

(2x6=12)

- سوال نمبر 2: صرف چھ کے مختصر جوابات تحریر کریں۔ جواب تین سے چار سطروں پر مشتمل ہونا چاہیے۔
 (i) بدگمانی کس طرح سے بڑا ہوتی ہے؟ (ii) جہاد کے تین فضائل لکھیں؟
 (iii) فزودہ تیس میں آپ ﷺ نے کس کا علم کس کو عطا کیا تھا؟ (iv) سائنس کی دنیا میں تحقیق کی کیا اہمیت ہے؟
 (v) قرآن مجید سے کیا مراد ہے؟ (vi) انسان کو اخلاص الہی سے روکنے والی قوت کیا ہے؟
 (vii) آپ ﷺ کی تعریف میں کیا احادیث رکھتے ہیں؟ (viii) اسلام کی اخلاقی تربیت کا اہم مقصد کیا ہے؟
 سوال نمبر 3: (i) سورہ ذیل میں سے کسی ایک سوال کا جواب تحریر کریں۔
 (ii) قرآن و حدیث کی روشنی میں طہ کی اہمیت بیان کریں۔
 (iii) درخت ستانی کے قصبات اور معاشرے پر اس کے برے اثرات پر نوٹ لکھیں؟
 (12)

(2+4=6)

- سوال نمبر 4: (i) مذکورہ ذیل قرآنی آیات میں سے کسی ایک کا ترجمہ و تفسیر لکھیں۔
 (ii) ذَلِكُمْ لَكُمْ خِزْيٌ فَاَلْبَسْنَا وَلَهُمْ فِي الْآخِرَةِ عَذَابٌ عَظِيمٌ
 سوال نمبر 5: (i) مذکورہ ذیل احادیث میں سے کسی ایک کا ترجمہ و تفسیر لکھیں۔
 (ii) اِنَّ اللّٰهَ لَا يَنْظُرُ اِلٰى اَمْوَالِكُمْ وَّلٰكِنْ يَنْظُرُ اِلٰى قُلُوْبِكُمْ وَاَعْمَالِكُمْ
 (2+4=6)

PART - I

- Q.1 (a) Each question is followed by four options. Write down the correct option. (any Five) (5x1=5)
 (i) Holy Quran started revealing in the month of (a) Moharram (b) Rabiul awal (c) Shaban (d) Ramadan
 (ii) A person who stray away Sunnah is called (a) Rebel (b) Heretic (c) Mutinous (d) Defector
 (iii) Hazrat Abu Bakr Siddique was the caliph of muslims ... (a) 1st (b) 2nd (c) 3rd (d) 4th
 (iv) Sher e Khuda was called to (a) Hazrat abubakr (b) Hazrat Umar (c) Hazrat Usman (d) Hazrat Ali
 (v) The Shamaali is the word of language (a) Persian (b) Arabic (c) Greek (d) Urdu
 (vi) Jabir bin Hayyan was born in (a) 720 (b) 721 (c) 722 (d) 723
 (vii) The name of Musa bin Naseer's slave was (a) Zaid Bin Malik (b) Zareef Ibne Malik (c) Malik Ibne Umar (d) Zareef Ibne Khalid
 (b) Fill in the blanks. (any Five) (5x1=5)
 (i) Surah Tauba is Surah (ii) Worship is a word. (iii) The apostle of holy Prophet is called to
 (iv) Warqa bin Naufel was the brother of Hazrat Khadija. (v) The higher level of modesty, the more stable the
 (vi) In Islam Ahle-Bayt stands for (vii) The Holy Prophet ﷺ was besieged in Shaab-e-Abitalib for years.
 (c) Point out only Four (04) True Or False. (4)
 (i) Salaam is the sunnah of prophet. (ii) Hazrat Khadija is the leader of heaven women. (iii) Jibrail is also called Jabl e Noor.
 (iv) The morality of Islam is modesty. (v) Banl Israel was a nation favoured by Allah. (vi) It is not good to greet family members.

PART - II

- Q.2: Write short answer of any six (6) of the following not exceeding from three to four lines. (2x6=12)
 (i) How mistrust is treated as a biggest sin? (ii) Write three virtues of Jihad? (iii) In the battle of Khyber, the Prophet handed flag of victory to whom? (iv) What is the Importance of research in the word of science? (v) What is meant by Ashra Mubashira? (vi) What is the first force that prevent count me from obeying Allah? (vii) What verses recite in the praise of the holy prophet? (viii) What is the main purpose of moral education in Islam?
 Q.3: Write detail answer of any one of the following Questions. (12)
 (i) Explain in the light of Hadith and Sunnah the importance of Knowledge?
 (ii) What are the goals and objectives of Islamic Government by Allah in Surah Hajj.
 (iii) State disadvantages of bribery and bad impact on society?

PART - III

- Q.4: Write the translation and explanation of one of the following Quranic Verses. (2+4=6)
 (i) ذٰلِكَ لَكُمْ خِزْيٌ فَاَلْبَسْنَا وَلَهُمْ فِي الْآخِرَةِ عَذَابٌ عَظِيمٌ (ii) وَلَيَنْصَرَنَّ اللّٰهُ مَنْ يَنْصَرُهُ اِنَّ اللّٰهَ لَقَوِيٌّ عَزِيزٌ
 Q.5: Write a translation and interpretation of one of the following Hadith. (2+4=6)
 (i) اِنَّ اللّٰهَ لَا يَنْظُرُ اِلٰى اَمْوَالِكُمْ وَّلٰكِنْ يَنْظُرُ اِلٰى قُلُوْبِكُمْ وَاَعْمَالِكُمْ (ii) اَلَّذِيْنَ الْمَلٰٓئِكَةُ خَرُّوْا مِنْ اَلْيَدِ الْمُسْلِمِ

THE END