

**PAKISTAN STUDIES 0448  
IGCSE PILOT  
FOR EXAMINATION IN 2008**

**Exclusions**

This syllabus must not be offered in the same session with the following syllabus:

2059 Pakistan Studies

You can find syllabuses and information about CIE teacher training events on the CIE Website ([www.cie.org.uk](http://www.cie.org.uk)).



# PAKISTAN STUDIES

## IGCSE

### Syllabus code 0448

Available in the June examination session

## CONTENTS

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	<i>Page</i>
INTRODUCTION	1
<b>PAPER 1</b>	
INTRODUCTION	2
AIMS AND OBJECTIVES	2
SCHEME OF ASSESSMENT	2
CURRICULUM CONTENT	3
NOTES FOR GUIDANCE	5
CURRICULUM NOTES	6
RESOURCES	10
<b>PAPER 2</b>	
AIMS AND OBJECTIVES	11
SCHEME OF ASSESSMENT	11
CURRICULUM CONTENT	11
NOTES FOR GUIDANCE	14
GLOSSARY OF COMMAND WORDS	24
RESOURCES	26
GRADE DESCRIPTIONS	27



# INTRODUCTION

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International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus. This syllabus is available for examination in the June session.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Pakistan Studies falls into Group II, Humanities and Social Sciences, of the International Certificate of Education (ICE) subjects together with Development Studies, Economics, Geography, History, Latin, Literature, Environmental Management, Bangladesh Studies and Sociology.

The booklet *IGCSE: An Introduction* gives fuller details of ICE and the general pattern of the syllabuses.

The Pakistan Studies syllabus consists of two distinct elements. The syllabus for Paper 1 is concerned with the historical and cultural development of Pakistan up to 1988. The syllabus for Paper 2 is concerned with the geography and environment of Pakistan. Thus candidates preparing for an examination in Pakistan Studies will develop a knowledge and understanding of their country's history and geography and its political, social and economic situation.

All candidates will take Paper 1 and Paper 2.

**Paper 1: History and Culture of Pakistan** (1 hour 30 minutes) (75 marks)

Candidates will be asked to answer three questions from a choice of five (3 × 25 marks).

**Paper 2: The Environment of Pakistan** (1 hour 30 minutes) (75 marks)

Candidates will be asked to answer three questions from a choice of five (3 × 25 marks).

## NOTE

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Copies of syllabuses and specimen papers are available on CD ROM and can be ordered using the Publications Catalogue, which is available at [www.cie.org.uk](http://www.cie.org.uk) under 'Qualifications & Diplomas' – 'Order Publications'.

# HISTORY AND CULTURE OF PAKISTAN

## Paper 1 (0448/1)

### INTRODUCTION

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This syllabus seeks to provide an appreciation and understanding of the cultural, historical and socio-political heritage of Pakistan and instil in the candidates a sense of the sacrifices which have been made by many to establish Pakistan as an independent nation. At the same time, candidates are encouraged to develop analytical and interpretative skills, and are challenged to evaluate and analyse points arising from the syllabus content in a balanced and logical manner.

### AIMS AND OBJECTIVES

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The syllabus aims at giving candidates an insight into the origins, creation and development of Pakistan down to recent times (1988). It also encourages candidates to learn about and discuss issues which face their nation, and to obtain a broad understanding of Pakistan's relations with neighbouring and Muslim states and the wider world.

Candidates will be assessed for their attainment in each of three objectives, in the following weightings:

1	Ability to demonstrate <b>knowledge</b> of the material specified in the syllabus.	Weighting 60%
2	Ability to show <b>understanding</b> of the historical and cultural development of Pakistan.	24%
3	Ability to <b>analyse</b> and <b>evaluate</b> differing interpretations and points of view relating to the material specified in the syllabus.	16%

### SCHEME OF ASSESSMENT

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There will be one written paper of 1½ hours' duration consisting of five questions, at least one on each section. Candidates must answer **any three** of the questions set. All answers must be written in English.

Each question will consist of three separate parts and will carry a total of 25 marks, allocated within each question as follows:

- (a) (i-iv) Four questions testing **knowledge**. Each correct answer scores 1 mark. Answers will require either a single word, a date or, at the most, a short phrase or single sentence.  
[Total 4 marks]
- (b) One question testing **knowledge** [5 marks] and **understanding** [2 marks]. Answers will usually require one or two paragraphs of writing. [Total 7 marks].
- (c) One 'short essay' question testing **knowledge** [6 marks], **understanding** [4 marks] and **analytical** and **evaluative** ability [4 marks]. Answers will require between one and two pages of writing [Total 14 marks].

# CURRICULUM CONTENT

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The curriculum is divided into three sections. It should be understood that the material within each section is inter-related and that different parts of individual questions may require knowledge of more than one item within a section and the 'short essay' part may require the demonstration of understanding and analysis of these relationships where appropriate. The importance of and attention to be given to each item varies according to its significance and the amount of information available.

## SECTION 1: Cultural and historical background to the Pakistan Movement

Shah Wali Ullah – political and religious context – his religious reforms

Syed Ahmad Shaheed Barailvi – the revival of Islam in the sub-continent – the Jihad movement and the Mujahideen

Hajji Shariat Ullah and the Faraizi Movement

The decline of the Mughal Empire and the expansion of the East India Company and British colonial rule in Northern & NW India

The War of Independence 1857 – reasons for the nature of the war – British reaction – consequences for Muslims in the sub-continent

Sir Syed Ahmad Khan and the Aligarh Movement – educational, political and religious developments – Two-Nation theory – Hindi-Urdu controversy

Literary and linguistic background of Muslims in the sub-continent – Urdu as the national language – provincial languages (Balochi, Punjabi, Pushto, Sindhi)

## SECTION 2: The Emergence of Pakistan, 1906-1947

Origins, aims and objectives of the Muslim League

– partition of Bengal – Simla Deputation 1906 – All-India Muslim Educational Conference 1906

British Rule of India and Constitutional Reform

– Minto-Morley Reforms 1909 – Lucknow Pact 1916 – Montague-Chelmsford Reforms 1919 – Simon Commission 1927 – Nehru Report 1928 – Fourteen Points of the Quaid-e-Azam 1929 – Allahabad address of Allama Iqbal 1930 – three Round Table Conferences 1930-1932 – Government of India Act 1935 – Rehmat Ali and the Pakistan National Movement – Day of Deliverance 1939 – Lahore (Pakistan) Resolution 1940 – Second World War in relation to India and the Quit India Movement – Gandhi-Jinnah Talks 1944 – Lord Wavell and the Simla Conference 1945 – Elections 1945-46 – Cabinet Mission Plan 1946 – June 3 Plan 1947 – Radcliffe Commission and Award 1947 – Independence Act 1947

The Quaid-e-Azam

– biographical details, political achievements

The Khilafat Movement in the sub-continent

– the Khilafat Conference 1918 – the Khilafat delegation to England 1920 – the failure and results of the Khilafat Movement

### SECTION 3: Nationhood, 1947-1988

Governor-Generalship of the Quaid-e-Azam, 1947-1948

*Problems of Partition and nascent Pakistan State:*

Canal Water Dispute – Accession of Princely States – Division of assets – Refugee and accommodation crises – Security for the newly-formed state – Social issues (health, education, national language) – The Kashmir issue

Achievements of the Quaid-e-Azam as Governor-General

Government and Constitution of Pakistan

*Significant Features of various Ministries:*

Khwaja Nazimuddin, Sept. 1948-Oct. 1951

Liaqat Ali Khan 1951

Malik Ghulam Muhammad, 1951-55

Maj. Gen. Iskander Mirza, 1955-58

Field Marshal Muhammad Ayub Khan and 'Decade Of Progress', 1958-69

President Yahya Khan, 1969-71

Zulfiqar Ali Bhutto, 1971-77

General Zia ul-Haq, 1977-88

*Constitutional Developments and Issues:*

Objectives Resolution 1949 – Constitutions of 1956, 1962, 1973 – Islamisation through the constitution

The Creation of Bangladesh – reasons for the creation of Bangladesh – Sheikh Mujib-ur-Rehman and the Awami League – six points of Sheikh Mujib-ur-Rehman

Pakistan's international relations up to 1988

Bangladesh – India – Afghanistan – Iran – China – Turkey and the Middle East – Saudi Arabia and the Gulf States – USSR – USA (CENTO/SEATO), UK and the Commonwealth – UN



# NOTES FOR GUIDANCE

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## Paper 1: History and Culture of Pakistan

### INTRODUCTION

The purpose of the following Notes for Guidance is to indicate possible approaches to the teaching and study of the topics included in the syllabus content for Pakistan Studies Paper 1. Teachers are reminded that these notes are in no way exhaustive and exclusive but are intended as guidelines for the paper and the general methodology required from candidates.

### MARK ALLOCATION

Each examination question consists of three sub-questions. The mark allocation of each question and sub-question is as follows:

- (a) Four questions worth 1 mark each, total 4 marks. Each question requires a short factual answer demonstrating **knowledge**, such as a name, a date, or at most a single sentence.
- (b) One question worth 7 marks, allocated as follows: **knowledge** [5 marks]; **understanding** [2 marks]. Understanding will include demonstrating an ability to select the most relevant and appropriate information. Answers will require one or two paragraphs of connected writing, not notes.
- (c) One essay question worth 14 marks, allocated as follows: **knowledge** [6 marks]; **understanding** [4 marks]; **analytical** and **evaluative** ability [4 marks] – this includes the ability to synthesise facts and information, the appropriate use of selected and relevant examples and the ability to compare and contrast. This question should be answered with a structured essay in continuous prose, not in note form.

#### Mark allocation matrix for each individual question and its sub-questions

<i>sub-question</i>	<i>knowledge</i>	<i>understanding</i>	<i>evaluation</i>	<i>total marks</i>
(a)	4	-	-	4
(b)	5	2	-	7
(c)	6	4	4	14
total marks	15	6	4	<b>25</b>

### TIMING GUIDELINES

The examination will be one and a half hours in duration, so candidates should spend approximately 30 minutes on each question. Candidates need to allocate time according to the value of the marks awarded in each subsection of the questions. As a general guide candidates should be advised to devote at least half the time to answering the essay question (c), as it is worth more than half the marks for the question.

## CURRICULUM NOTES

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Teachers are encouraged to make use of relevant historical sources in their teaching. Students should, where appropriate, have access to such sources and be able to comment on them as part of the teaching and learning process. Most sources will consist of text, for example short passages from diaries or writings of people who were around at the time of the War of Independence. Other sources might consist of cartoons or photographs. The study of sources would increase the students' insight into the development of Pakistan. Analysis of sources might involve comparison, interpretation, making judgements, explanation of different viewpoints, drawing inferences and commenting on their usefulness. **There is no intention to change the question paper to include sources at the present time, but when the curriculum is next reviewed it is intended that a limited amount of sources will be included for analysis.** Paper 2 already involves the assessment of a range of skills and the eventual introduction of source-based questions for Paper 1 will provide a more balanced assessment of appropriate skills than at present.

### SECTION 1: Cultural and historical background to the Pakistan Movement

*Shah Wali Ullah, Syed Ahmad Shaheed Barailvi and the Jihad Movement, Hajji Shariat Ullah and the Faraizi Movement*

This section is designed as a background to the politico-religious debate precipitated by the decline of Mughal power and the gradual political domination by the British. Candidates will be expected to place each individual mentioned above in his religious and historical setting and have not merely a basic knowledge of each individual's biographical details and main writings, but also an understanding of the different responses offered by individual thinkers to the decline of Muslim rule and of their relationship one to another. Candidates may be required to write comparative essays on two or more of these individuals.

*The decline of the Mughal Empire and the expansion of the East India Company and British colonial rule in Northern & NW India*

The reasons for the decline of the Mughal Empire. A general overview and background of the East India Company and reasons for its involvement in the subcontinent: British relations with the later Mughal rulers of Delhi; the rise of the Sikh empire under Ranjit Singh; British expansion north-westwards from Bengal up to 1810. A general overview of the course of, and reasons for, British annexation of the territories which now encompass Pakistan, including the Anglo-Sikh wars, British annexation of Lahore, the Punjab and Peshawar in particular; the British search for a 'natural' and 'scientific' NW Frontier; British policy towards Tribal Territory.

**NB** This section does not require detailed teaching but is regarded as essential to provide a suitable background and context for British colonial rule of the territory now encompassed by Pakistan, as well as for the War of 1857. Candidates may be asked to use this information in questions related to the background to the events of 1857.

*The War of Independence of 1857*

Immediate and main causes of 1857 uprising. The attitude of the Mughal ruler to the war.

Course of the war proper, with particular reference to the role played by Muslim rulers and the population of what is now Pakistan in the uprising; reasons for its failure; assessment of the war's effectiveness and its subsequent impact on the Muslims of the subcontinent.

British reaction during and immediately after the War, including the major constitutional, educational and administrative reforms which followed.

*Sir Syed Ahmad Khan and the Aligarh Movement*

His contribution to the education of Muslims and revitalisation of their national consciousness: an overview of his main educational works and their importance; an understanding of his social and political theory and its origins; the impact of his work on Muslims and the western world; his status as a writer, educationalist and political thinker in modern Pakistan; his relations with the British and the ullaama; the foundation of Aligarh College and reasons therefore; his role in the Indian National Congress and Muslim League; the meaning and origin of his 'Two-Nation Theory' and the Hindi-Urdu controversy.

*Literary and linguistic background of Muslims in the sub-continent*

The importance of Urdu and the reasons for its choice as the national language of Pakistan. The advantages and disadvantages of Urdu as the national language

Provincial languages of Pakistan (Balochi, Punjabi, Pushto, Sindhi), their development and promotion within Pakistan since 1947.

Candidates will be required to have a broad knowledge of the most important literary figures in each language and their achievements within the last two centuries. Candidates may be required to write comparative studies on the roles of two or more of the languages listed above. The focus should be on the major literary achievements of these languages in the last two centuries as well as their role in the contemporary scene.

## **SECTION 2: The Emergence of Pakistan, 1906-1947**

As well as giving a 'blow-by-blow' account of individual events, teachers should provide opportunities for students to compare and contrast various events and the work of individuals, so that candidates will have not just a good knowledge of individual 'facts' but gain a richer and deeper understanding of the linear development of the struggle for Independence. Candidates will be expected to place the most significant declarations and events in the broader context of the Independence struggle and Constitutional developments from 1906 onwards.

*Origins, aims and objectives of the Muslim League*

The main features of: the Partition of Bengal, 1905-1911; the Simla Deputation, 1906; founder members of the Muslim League; the reasons for the establishment of Muslim League in 1906; the 1906 Manifesto; All-India Muslim Educational Conference, 1906.

*British Rule of India and Constitutional Reform*

The main features of: co-operation of Muslim League with Congress in early period and reasons for breakdown of the same; Morley-Minto Reforms; Congress and the Lucknow Pact, 1916; the impact of the First World War on rulers and ruled and the Montague-Chelmsford Reforms, 1919; the Non-Cooperation Movement; Hindu Mahasabha, Arya Samaj and rise of radical Hindu movements; the Simon Commission, 1927; the Nehru Report of 1928; Jinnah's Fourteen Points, 1929; Allahabad address of Allama Iqbal, 1930; three Round Table Conferences, 1931-1932; Communal Award of 1932 and the Government of India Act, 1935; Rehmat Ali and the Pakistan National Movement; Congress rule of 1937-1939, its significance to Pakistan Movement and 'Day of Deliverance', 1939; Second World War (1939-1945) in relation to India and 'Quit India' Movement; Pakistan Resolution of 1940; Cripps Mission, 1942; Gandhi-Jinnah Talks, 1944; Lord Wavell and the Simla Conference, 1945; Cabinet Mission Plan, 1946; Elections of 1945-6, reasons for Muslim League success and consequences; Radcliffe Commission and Award, 1947; June 3<sup>rd</sup> Plan, 1947; Independence Act, 1947-1948.

*The Quaid-e-Azam*

His career and achievements as an advocate of Hindu-Muslim unity; his role in the Muslim League, the Pakistan Movement and as negotiator with British administration; his relations with Gandhi, Nehru and the All-India Congress down to 1947; his period as Governor-General of Pakistan, 1947-1948.

The study should include an examination of the evolution of his thought and the reasons for his change from an advocate of Hindu-Muslim unity to support of the Pakistan movement.

*Khilafat Movement in the subcontinent*

Reasons for the rise of the movement in the context of the First World War and break-up of the Ottoman Empire; Khilafat Conference of 1918, its main objectives; Khilafat Delegation to England, 1920, reasons for failure; the Hijrat movement, its causes, course and reasons for failure; outcome and impact of Khilafat and Hijrat movements on Muslims of the subcontinent.

## **SECTION 3: Nationhood, 1947-1988**

### **Governor-Generalship of Quaid-e-Azam, 1947-1948**

#### *Problems of Partition and nascent Pakistan State*

The Boundary Commission, Radcliffe Award, its terms of reference and outcome thereof; the reactions of Pakistan and Indian Governments to the same; Canal Water dispute, its course and resolution; the role of the UN mediation, and assessment of the same; Indian reaction, and importance of non-settlement of dispute in the wars between Pakistan and India.

Overview of the problems of the Princely States, with special emphasis on the Kashmir dispute (see below).

Afghanistan: the Durand line and the Pakhtoonistan issue.

Problem of Constitutional basis of new state prior to Objectives Resolution of 1949.

Refugee and accommodation crisis; division of assets; military; economic, social and administrative problems; issue of national language.

Kashmir: historical background to dispute; origin and problem of Hindu rule and Muslim majority; British policy in Kashmir prior to 1947; course of conflict with India over Kashmir after Partition; UN mediation, main features of UN resolutions and reasons for non-implementation of the same; Kashmir as a factor in the Second and Third Indo-Pakistan Wars.

Candidates should be encouraged to think more widely about this emotive issue, particularly to consider the role international bodies have played in arbitration.

#### *Achievements of the Quaid-e-Azam as Governor-General of Pakistan*

An assessment of his role and achievements (much of this material will have been covered under Section 2).

### **Government and Constitution of Pakistan**

#### *Significant Features of various Ministries, 1947-1988*

Khwaja Nazimuddin, Sept. 1948-Oct. 1951; Liaqat Ali Khan; Malik Ghulam Muhammad, 1951-1955; Maj. Gen. Iskandar Mirza, 1955-1958; Field Marshall Muhammad Ayub Khan and 'Decade of Progress', 1958-1969; President Yahya Khan; Zulfikar Ali Bhutto, 1971-1977; General Zia ul-Haq, 1977-1988.

Candidates will be expected to be able to compare the more significant achievements of various ministries and discuss the more important social, educational, welfare and political reforms each introduced, as well as the main features of foreign policy – particularly of the Quaid-e-Azam, Ayub Khan, Zulfikar Ali Bhutto and Zia ul-Haq. (For less significant figures candidates will not be expected to know more than their names and dates.)

#### *Constitutional Developments and Issues*

Origin, reasons and principles on which the Objectives Resolution of 1949 was established; the reasons for adoption of the same by the Constituent Assembly; details of the Islamic provisions included in the Resolution; principles on which subsequent Constitutional reforms were based.

Constitutional changes, with reasons, since the Objectives Resolution of 1949, with particular, though not exclusive, reference to the Islamic provisions of the 1956, 1962 and 1973 Constitutions; Zia ul-Haq's Islamization programme; issues of martial law and the Eighth Amendment.

Candidates will be required to have an understanding of the issues arising from constitutional change as well as the issues raised by the suspension of the Constitutions.

An overview of the constitutional and Islamic legal position of ethnic and religious minorities and women.

#### *Creation of Bangladesh*

Origins of the dispute from Partition with general background included of the earlier problems over the Partition of Bengal; the rise of the Awami League; Sheikh Mujib-ur-Rahman and Zulfikar Ali Bhutto; the main features of Sheikh Mujib-ur-Rahman's Six Points and reasons for their rejection; outline of the course of the subsequent war and role of India; Pakistan's relations with the independent state of Bangladesh.

#### **Pakistan's International Relations**

Teachers should note that the period covered by the syllabus ends in 1988.

The study of Pakistan's international relations with other countries should cover economic, social, political and religious aspects. Candidates should study the main features of Pakistan's relations with other countries (listed below), together with the aims of Pakistan's foreign policy during the various ministries since Independence.

*Bangladesh* (see above): Candidates should have a knowledge of Pakistan's relations with Bangladesh since it achieved independence, and be aware of the Pakistan government's policy towards Bangladesh and any residual problems arising from secession such as repatriation and indemnity.

*India*: a perspective on the historical problems since Independence, various attempts to develop more friendly relations between Pakistan and India since 1947; problems and tensions; issues of trade, arms race and non-proliferation.

*Afghanistan*: issues related to Pakhtoonistan and Tribal Territory; Prime Minister Daud Khan, the Pakhtoonistan issue and Zulfikar Ali Bhutto; Soviet invasion and impact on Pakistan's foreign policy in respect of Soviet Union, USA and Afghanistan; refugee crisis and post-Soviet legacy as affecting Pakistan (refugees, drugs, arms, smuggling in particular).

*Iran*: Pakistan's relations with Iran prior to and after Islamic Revolution; trade, political and religious links; way in which the Islamic Revolution has affected Pakistan's bilateral relations; Iran's role in the RCD.

*China*: trade and bilateral relations; China's relations with India as compared to those with Pakistan; the Karakoram highway project; Pakistan's policy towards the Muslim minorities of Eastern China and how this has affected Pakistan's relations with Beijing; issue of nuclear testing, weapons and Non-Proliferation Treaty.

*Turkey and the Middle East; Saudi Arabia and the Gulf States*: with particular reference to Pakistan's support for Palestine and Palestinians since 1947; Turkey's role in RCD; Pakistan's relations with Saudi Arabia regarding religious issues (Hajj; madrassa education); issue of guest workers in Middle Eastern countries, particularly the Gulf States; role of the Gulf States in relief, development and education in Pakistan; Pakistan's culture and trade relations with Turkey, Saudi Arabia and the Gulf States.

*USSR*: Pakistan's relations with the USSR and its Central Asian Republics up to 1988.

*USA, United Kingdom and the Commonwealth*: an overview of Pakistan's relations with USA and Britain since Independence in relation to CENTO/SEATO and reasons why Pakistan left, then rejoined, these organisations; issue of non-alignment in relations to West and Muslim world, particularly OIC; Pakistan's relationship with the Commonwealth; the impact of the execution of Zulfikar Ali Bhutto and the Soviet invasion of Afghanistan on Pakistan's relations with USA, UK and Commonwealth.

*UN*: Pakistan's place in the UN; overview of the main provision of the UN Charter 1945; UN involvement with, and declarations on, Kashmir, the Canal Water dispute; war with Bangladesh and Indo-Pakistan Wars; evaluation of the UN's role as a peace-maker and mediator in these issues. An overview of the function of UNICEF, UNESCO, WHO, WFP and the part these agencies have played in the development of Pakistan.

## RESOURCES

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### Standard textbooks for candidates

Ali, K., *A New History of Indo-Pakistan since 1526*

Bajwa, F., *Pakistan: An Historic and Contemporary Look* (OUP, Karachi, 2002) ISBN 019579592X

Hussain, J., *An Illustrated History of Pakistan, Books 2 & 3* (OUP, Karachi)

Kelly, N., *History & Culture of Pakistan* (Peak Publishing, 2003) ISBN 1901458679

Mumtaz, K., Mithra, Y., *Pakistan, Tradition and Change* (Oxfam country profile, 1996)

*The New Oxford Atlas for Pakistan* (OUP, Karachi)

### Textbooks providing an introduction to Pakistan Studies in the Lower School:

History in Focus, Books 1-3 (Peak Publishing) are due for publication in 2003 and are likely to provide a good basis for students prior to Pakistan Studies.

# THE ENVIRONMENT OF PAKISTAN

## Paper 2 (0448/2)

### AIMS AND OBJECTIVES

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The syllabus aims to give candidates a knowledge and understanding of the importance to the people and country of Pakistan of its physical characteristics, human and natural resources, economic development, population characteristics, and their inter-relationships.

Candidates will be assessed for their attainment in each of two objectives, in the following weightings:

		Approx. Weighting
1	Ability to demonstrate <b>knowledge</b> of the material specified in the Syllabus Content.	60%
2	Ability to show <b>understanding</b> of the geographical and environmental features and their inter-relationships.	40%

### SCHEME OF ASSESSMENT

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The examination consists of one written paper of 1½ hours' duration. Five questions will be set.

Candidates must answer **any three** of the questions.

Each question:

- will consist of two, three, four or five separate parts,
- will carry a total of 25 marks,
- may be based on one or more of the topics 1-7 in the Syllabus Content,
- may require the ability to interpret diagrams, graphs, maps, photographs, tables and written data.

All answers must be written in English.

### CURRICULUM CONTENT

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Teachers should study the 'Notes for Guidance' about the Curriculum Content which follow the Syllabus.

#### Themes which go across Curriculum Sections

It is important to note that:

- in each of the Sections a key theme for each topic is its importance to the people, country and development of Pakistan,
- in each of the Sections 2-7 the problems and opportunities for Pakistan as a developing country should be considered where relevant,
- in each of the Sections the effects on the environment and the importance of conserving it should be considered where relevant,
- in each of the Sections 2, 3 and 4 the promotion and importance of sustainable development should be considered where relevant,
- in each of the Sections 2, 3, 4 and 6 the need for, and the nature of, feasibility studies before developments are planned should be included where relevant.

## **1 The Land of Pakistan**

- A *Location of Pakistan*** – latitude and longitude – the Arabian Sea – countries surrounding Pakistan and its position in South and Central Asia
- B *Location of provinces and cities*** – provinces, including the Northern Area and FATA – cities (Islamabad, Karachi, Lahore, Peshawar, Quetta and also Chitral, Faisalabad, Gilgit, Gujranwala, Gwadar, Hyderabad, Mingora, Multan, Rawalpindi, Sialkot, Skardu, Sukkur)
- C *The natural topography, including drainage*** – locations and main features of land forms (mountains, plateaux, plains, Indus delta, deserts) and major rivers – their influence on the economy and on the lives of the people
- D *Climate*** – location of the climatic regions – seasonal and regional variations and the factors contributing to them, including the factors which contribute to monsoon, depression and thunderstorm rainfall, – the influence of climate, including storms and floods (benefits and problems), on the economy and on the lives of the people

## **2 Natural Resources**

- A *Water*** – origins of water supplies – Indus Water Treaty – uses of water (agricultural, industrial and domestic) – problems and solutions
- B *Forests*** – types and distribution – products of this primary industry – afforestation – effects of deforestation, including problems and solutions
- C *Mineral resources*** – distribution, methods of extraction used in this primary industry (in brief) and uses of coal, natural gas, petroleum, limestone, rock salt and chromite – other metallic and non-metallic mineral resources of Pakistan (in brief)
- D *Fish*** – marine and inland fishing, a primary industry – fishing methods, including fish farming – main fish caught according to location – fishing ports – uses

## **3 Agriculture – Pakistan’s Main Primary Industry**

- A *Agricultural systems*** – small-scale subsistence farming, cash crop farming, livestock farming
- B *Crops*** – (i) main areas of production and uses of the main crops – cotton, rice, sugarcane, and wheat  
(ii) one important area and use of other crops – apples, apricots, bananas, dates, maize, mangoes, millet, oilseeds, oranges, pulses, tobacco and vegetables
- Livestock*** – main areas where kept and uses of buffaloes, cattle, goats, sheep and poultry
- C *Factors affecting production*** on small-scale subsistence farms, on cash crop farms (cotton, rice, sugarcane and wheat only) and for the keeping of livestock

Natural factors: topography, climate (for both kharif and rabi crops), soils, pests and diseases

Human factors: capital, labour, size of holdings, farming practices, irrigation (types and methods), waterlogging and salinity including solutions, outline of government actions to increase agricultural production



#### 4 Secondary and Tertiary Industries

**A *Raw materials for secondary industries*** – natural resources, agricultural products and imports

**B *Power (energy) resources***

- availability and transport of coal, natural gas and petroleum
- electricity generation including multi-purpose schemes
- advantages and disadvantages of the different methods of producing electricity
- the transmission and availability of electricity

**C *Secondary industries*** – processing and manufacturing industries – large and small scale, including cottage industries – main areas and factors affecting their location and development – products – markets – outline of government actions to encourage industrial growth, including industrial estates and export processing zones

Industries to be studied: cement, cotton (from ginning to clothing), crafts, fertilisers, iron and steel, oil refining, sports goods, sugar refining, surgical instruments

**D *Tertiary industries*** – tourist industry: domestic and international visitors (including tourists, visitors on business and those visiting families), natural and cultural attractions, the feasibility of developing tourism, advantages and disadvantages of developing a tourist industry for the people and country of Pakistan

#### 5 Trade

**A *Major exports and imports*** – importance of and trends in exports and imports

**B *Pakistan's trading partners*** – promotion of overseas trade – problems of maintaining and increasing overseas trade

#### 6 Transport and Communications

**A *Internal*** – road and railway networks – regional airports and air routes – factors affecting their locations and development advantages and disadvantages of the different methods of transport for goods and people

**B *International*** – roads, railways, ports, dry ports and airports – factors affecting their locations and development

**C *Telecommunications*** – their contribution to educational and industrial developments; the importance of this contribution to the development of Pakistan

#### 7 Population

**A *Structure and growth*** – age structure and sex structure, including causes and effects of changes over time – reasons for population growth – problems caused by population growth and solutions

**B *Movements of population*** – rural-urban migration, seasonal migration, emigration and immigration – causes and effects of population movements, including solutions to the problems that may result

**C *Distribution and density of population*** and the factors affecting these

**D *Employment*** – primary, secondary and tertiary occupations – availability of labour – literacy

# NOTES FOR GUIDANCE

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## Paper 2: The Environment of Pakistan

### INTRODUCTION

The purpose of these notes is to give guidance to teachers when devising their scheme of work to cover the curriculum and when planning individual lessons.

The notes are not intended as an indication of the content of examination questions. Questions set on examination papers are based on what is set down in the Curriculum Content.

These notes do not in themselves represent a definitive scheme of work nor do they set a limit to what teachers may include in their own scheme of work. Teachers may, for sound educational reasons, wish to teach some topics more comprehensively than will be required in order to answer any question set in an examination.

However, by following these guidelines, teachers can feel confident that candidates are adequately prepared for the examination.

### GENERAL RECOMMENDATIONS

- (a) Teachers are advised to plan their scheme of work to produce as much cohesion as possible between the topics in Sections 1-7; e.g., taking (iii) below, refer to 7C briefly when teaching 4C, but develop the links with 4C when teaching 7C later on. In this way the candidates will achieve not only a sound knowledge of each topic but an understanding of the inter-relationships which exist between them.

Examples of these inter-relationships include:

- (i) natural topographical features [1C], climate [1D] and population density [7C],
  - (ii) cash crop farming [3A], cotton production [3C], agricultural raw materials [4A], processing and manufacturing [4C], transport [6A & B] and export [5A],
  - (iii) large-scale manufacturing [4C] and the distribution of population [7C],
  - (iv) floods [1D], water for irrigation, industrial and domestic use [2A] and hydel power including multi-purpose schemes [4B].
- (b) Teachers should ensure that candidates acquire, and are able to use, the specialist vocabulary required for this subject. Attention must be paid to the definition of terms such as piedmont plain, doab, afforestation, link canal, perennial canal, ginning, railway network, literacy.
- (c) Teachers should use diagrams, graphs, maps, newspaper articles and other written data, photographs and tables in their teaching whenever possible. They should demonstrate for candidates the importance of such sources for providing information about the environment of Pakistan, enable the candidates to extract information from them and help the candidates to use them to develop their studies.

## THEMES WHICH GO ACROSS CURRICULUM SECTIONS

The five important themes that go across all or some of the Curriculum Sections should be considered where relevant. Some examples are given below for each theme. Many more examples could have been given but this is not a textbook!

- **Importance to the people, country and development of Pakistan** – The reason why Pakistan Studies (Environment) is a compulsory subject is so that all students in the country may understand the importance of each of the topics covered to the people and country of Pakistan and so that they can understand the influence of each topic on the future development of Pakistan.

Latitude [1A], for example, has a strong influence on the climate of Pakistan [1C] which in turn affects agriculture [3] significantly and Pakistan, having an agrarian based economy, has had to learn to cope with the vagaries of the climate. Over 40% of the people of Pakistan are directly affected because they work in agriculture [7D]. The future development of Pakistan's agriculture depends on the continuing success of the measures taken to provide water [2A, 3C] in such a dry climate and on dealing with the problems of waterlogging, salinity [3C] and the silting of reservoirs [2A].

Every topic in every one of the Sections 1-7 has importance to at least some of the people directly and others indirectly, has contributed to a greater or lesser degree to the country's present situation and has a positive and/or negative influence for the future development of Pakistan.

- **The problems and opportunities for Pakistan as a developing country** – There are many problems for Pakistan as a developing country. Trying to compete for trade [5B] in a highly competitive world market where the playing field is uneven, because of the vested interests of powerful developed countries and multi-national companies, is an obvious disadvantage for a developing country like Pakistan. The development of manufacturing industry [4C] is hampered by the poor infrastructure in many areas [4B, 6, etc.] and by the lack of investment in modern machinery and factories [4C]. To develop manufacturing industries requires huge amounts of money but, in its efforts to become developed, Pakistan has spent more than it has earned [5A]. This, and the cancer of corruption, has resulted in Pakistan becoming burdened by serious debt.

One advantage of being a developing country is the opportunity to learn from the experiences of other countries. Tourism [4D] is in its infancy in Pakistan. Other, more developed countries have made mistakes in developing tourism which have been to the detriment of their people. How can Pakistan avoid the same mistakes?

- **Effects on the environment and the importance of conserving the environment** – The title of Paper 2 is 'The Environment of Pakistan' so this theme is important. Topics 1C and 1D introduce candidates to the natural environment of Pakistan. Sections 2-7 introduce the influence of people on the natural environment. Therefore the environment of Pakistan ranges from areas of almost purely natural environment to areas where humans have almost completely changed the natural environment to a human one.

Every human activity has consequences for both the natural and the human environment. Irrigation has changed parts of the Cholistan and Thal deserts into farmland and all farmland in Sindh was previously desert [2A, 3C]. Poor farming practices when using irrigation have further changed some areas through waterlogging and salinity with a consequent damaging effect on both natural and human environments [3C].

Some of Pakistan's natural environment is unique on a world scale. One such area is the high Karakoram; should this be protected at all costs from human development (mining [2C], road extension [6A], tourism [4D])?

Some of the human environments that have developed are unique such as the communities based totally on karez irrigation [2A, 3C] in the Kech valley of southern Balochistan. Should help be given to conserve this way of life?

Transport [6], processing and manufacturing [4C] are seriously polluting the air in most of the cities of Pakistan. Air pollution causes health problems, amongst others, which affect the labour supply and therefore production [7D]. It is expensive to reduce air pollution and to do so uses money needed for other developments.

- **The promotion and importance of sustainable development** – It is important that Pakistan's development is sustainable. 'Sustainable development' for Pakistan means that it must aim to improve the quality of life for its people in such a way that future generations will also benefit from the resources that Pakistan has.

The extraction of non-renewable fossil fuels [4B] and other minerals [2C] is obviously not sustainable in the long run. Other natural resources such as soils [2B, 3C] and forest [2B] can be rendered unsustainable by bad practice.

It is important that sustainable power resources, such as hydel and solar power, are developed [4B]. Slopes need protection from soil erosion [2A, 2B] because of the problems it causes. Afforestation (the planting of forests in areas not previously forested), re-forestation (planting trees in areas from which they have been removed) and sustainable-yield lumbering need to be implemented [2B]. Farmers need to be taught sound farming practice to sustain yields [3C], for example how to use irrigation water in such a way that it does not cause waterlogging or salinity; processing industries such as cotton ginning and sugar refining depend on this so that they can receive reliable supplies of their raw material [4C].

- **The importance of feasibility studies** – Too many projects are planned without a proper feasibility study being carried out beforehand and fail as a consequence; the Nooriabad and Hab industrial estates [4C] are both struggling due to being placed in areas with inadequate water supplies [2A]. A proper feasibility study would have identified this as a reason to:

*either* delay the projects until sufficient water supplies could be provided,  
*or* reject the projects if providing an adequate supply of water was impossible,  
*or* limit the size of the projects according to the amount of water available.

Whether a new dam [2A] is to be built, forest [2B] planted, mine [2C] developed, cash crop farm [3A, 3C] developed, factory [4C] built, hotel [4D] built, or an airport [6A, 6B] or road [6A] built, whether the project is large, medium or small, a feasibility study is vital before any plan for the site or route is drawn up.

## 1 THE LAND OF PAKISTAN

A,B,C,D Candidates should be able to identify on a map (see the map on the following page)

- the Tropic of Cancer, latitude 36°N, longitudes 64°E and 76°E [A],
- the Arabian Sea,
- the position of Pakistan in relation to the positions of the countries in South and Central Asia including the Arabian Peninsula [A],
- the provinces, Northern Area (as defined on the map on the following page) and FATA [B],
- the named cities [B],
- the main mountain ranges, plateaux, plains, deserts, rivers and the Indus delta [C],
- the main climatic regions (Oxford Atlas for Pakistan p12) [D].



Key for Rivers

- |          |          |           |
|----------|----------|-----------|
| 1 Indus  | 6 Mastuj | 11 Hab    |
| 2 Jhelum | 7 Kabul  | 12 Hingol |
| 3 Chenab | 8 Kurram | 13 Dasht  |
| 4 Ravi   | 9 Gomal  | 14 Kech   |
| 5 Sutlej | 10 Zhob  | 15 Nihing |

A Candidates should be able to

- use the appropriate vocabulary when describing the distinguishing features of landforms and drainage, e.g. alluvial fan, gorge, doab, flood plain, dunes. *Knowledge of the formation of the natural topography of Pakistan is **NOT** required.*
- understand the influence of the natural topography on human activities, e.g.
  - (i) steep slopes and flat land on the way the land is used,
  - (ii) mountains and deserts on the road and rail networks.

B Candidates should be able to

- describe and explain the characteristics of the climate of the arid, semi-arid, humid and highland climatic regions, including seasonal variations,
- describe the factors that are responsible for monsoon, depression and thunderstorm rain falling in Pakistan and for the amount of rain these bring,
- understand the influence of the climate (both the benefits it brings and the problems it causes) on human activities, e.g.
  - (i) the influence of low temperature and snow on the lives of people in the mountains,
  - (ii) the influence of heavy rainstorms (monsoonal and thunderstorms) and floods on agricultural output and on communications,
  - (iii) that thunderstorms bring much needed water and floods may provide alluvial soil beneficial for agriculture.

## 2 NATURAL RESOURCES

A Candidates should be able to

- identify on a map the Mangla, Tarbela and Warsak dams and name two examples of barrages,
- understand the importance of water as a resource; understand how supplies for agricultural, industrial and domestic use are obtained, maintained and controlled; understand the reasons for and consequences of the Indus Water Treaty,
- explain the causes of and solutions to the problems of water supply, e.g.
  - (i) shortage due to reduced rainfall or due to population growth,
  - (ii) pollution due to agricultural chemicals and industrial waste.

B Candidates should be able to

- identify the main locations of the different types of forest on a map,
- understand the physical factors that control the distribution of the different types of forest and the human factors which have reduced their extent,
- understand the reasons for the development of irrigated and linear plantations and why afforestation is taking place in some areas such as in Baltistan,
- describe the uses of the products of forests,
- explain the effects of deforestation such as soil erosion, silting and flooding and explain possible solutions to the problems caused by deforestation.

C Candidates should be able to

- identify the main locations of the minerals listed on a map,
- state which of the minerals listed is metallic and which are non-metallic and, of these, which are resources for power production,
- describe, with the help of a simple diagram for each method, how these listed minerals are extracted;
  - (i) coal is obtained by open cast, adit and shaft mining methods,
  - (ii) natural gas and petroleum are obtained by drilling,
  - (iii) limestone is quarried.

- describe the environmental problems caused by the five extraction methods named above,
- state the main uses of the listed minerals,
- identify other metallic and non-metallic mineral resources of Pakistan; and for each of *one* metallic and *three* non-metallic minerals name a location and give its main use.

D Candidates should be able to

- describe the fishing methods used in both marine and inland waters, including fish farms,
- give examples of the fish caught in both marine and inland waters and of the fish reared on fish farms,
- give examples of the fishing ports on both the Balochistan and Sindh coasts,
- describe the uses of the fish caught.

### 3 **AGRICULTURE – PAKISTAN’S MAIN PRIMARY INDUSTRY**

Candidates should be able to define the term ‘primary industry’

A Candidates should be able to

- understand how small-scale subsistence farming, cash crop farming and livestock farming operate as systems made up of inputs, processes and outputs.

B Candidates should be able to

- identify on a map the main areas where cotton, rice, sugarcane and wheat are grown and the main areas where buffalo, cattle, goats, sheep and poultry are reared,
- recognise from photographs fields of cotton, rice, sugarcane and wheat and recognise from photographs buffalo, cattle, goats, sheep and poultry,
- state the uses of the crops named above,
- state the main products of the livestock named above and the uses of those products,
- give an example of an important area for growing each of the following: apples, apricots, bananas, dates, maize, mangoes, millet, oilseeds, oranges, pulses, tobacco and vegetables, and state an important use of each of these crops.

C Candidates should be able to

- explain how natural and human factors affect production on small-scale subsistence farms, e.g.
  - rice grown using traditional methods of ploughing, transplanting, irrigating, harvesting and threshing on small, fragmented holdings using family labour,
  - wheat grown in areas dependent upon rainfall (barani farming areas),
  - dates and vegetables grown using karez irrigation in a desert oasis,
- explain how natural factors, including climatic requirements, and human factors affect the production of cotton, rice, sugarcane (kharif crops) and of wheat (a rabi crop) under the cash crop farming system,
- explain how natural and human factors affect poultry farming, the keeping of buffalo and cattle on livestock farms, the keeping of livestock on small-scale subsistence farms and the keeping of cattle, goats and sheep on a nomadic or semi-nomadic basis, including transhumance,
- describe the different types of irrigation and explain the advantages and disadvantages of each for small-scale subsistence farming, and for the growing of cotton, rice, sugarcane and wheat:
  - canal irrigation – karez, inundation and perennial canal,
  - lift irrigation – persian wheel and tubewell,
 understand the roles of dams, barrages, link canals, distribution canals, field channels and bunds,
- explain the causes of waterlogging and salinity, explain how they affect small-scale subsistence farmers and the growing of cotton, rice, sugarcane and wheat and describe solutions to the problems of waterlogging and salinity,
- understand how government action has helped to increase production through land reforms, the promotion of training and the use of machinery, chemicals, improved seeds, etc.

**4 SECONDARY AND TERTIARY INDUSTRIES****A** Candidates should be able to

- define the terms 'raw materials' and 'secondary industry',
- recognise which natural resources, agricultural products and imports are used as raw materials in a 'raw' or semi-processed state.

**B** Candidates should be able to

- describe the quality of the coal, the amount of coal available from within Pakistan and how long reserves are likely to last, and also describe the types of coal which have to be imported for industrial purposes,
- describe how coal produced in Pakistan and imported coal is transported to the end users,
- state how much natural gas is produced by Pakistan and how long reserves are likely to last,
- describe the extent of the natural gas pipeline network in Pakistan and explain how natural gas can be taken to those parts of Pakistan away from the pipelines and the limitations of doing this,
- state how much petroleum is produced by Pakistan, how long reserves will last and how much petroleum is imported; and explain why it is necessary to import large amounts of petroleum,
- describe the extent of the petroleum pipeline network in Pakistan and describe the other methods that are used to transport both imported petroleum and that produced in Pakistan,
- understand that electricity is generated:
  - (i) in hydel power stations by the force of water turning the turbine,
  - (ii) in thermal power stations by burning natural gas or oil which heats water to produce steam which drives the turbine,
  - (iii) in nuclear power stations by the splitting of the atoms in uranium in a reactor to produce heat to heat water to produce steam which drives the turbine,
- understand the physical and human conditions that favour the development of multi-purpose hydel schemes,
- explain the advantages and disadvantages of the different methods of producing electricity, including 'environmentally friendly' methods,
- state and explain the factors, both physical and human, which promote or hinder the availability of the power resources listed, e.g. the cost of rural electrification and the transport of natural gas by pipeline.

**C** Candidates should be able to

- define the terms 'processing industry' and 'manufacturing industry',
- understand the definitions used in Pakistan to distinguish between large-scale industry, small-scale industry and cottage industry; and between the formal sector and informal sector,
- state the main locations of the listed industries,
- state and explain the factors influencing the location and development of the listed industries – capital, site, sources of raw materials, power, water, labour, communications, government policy, etc.,
- show an understanding of the characteristics and importance of both the formal and informal sectors; and describe and explain the contributions of both sectors to each of the listed industries,
- state the main products of the listed industries and whether they are destined for the domestic market and/or for the export market,
- understand, in brief, the roles of national and provincial governments and city authorities in promoting industrial growth, e.g. by providing suitable sites, providing the infrastructure needed, giving financial incentives (tax holidays, tax exemptions on imported machinery), encouraging private and foreign investment, etc.,
- explain the reasons for the development of industrial estates and export processing zones, describe their characteristics, name examples, and state and explain the factors influencing their location and development.



D Candidates should be able to

- define the term ‘tertiary industry’ and name a few examples other than the tourist industry,
- understand that
  - (i) tourists are generally considered to be those people who stay away from their home for at least two days for the purpose of having a holiday/a break from work,
  - (ii) visitor numbers collected at international airports include people on business and people visiting their family in addition to tourists,
  - (iii) domestic tourism consists of those people who visit family or friends, those travelling on business and those who go away for a holiday,
  - (iv) both travellers on business and family visitors may also engage in tourist activities,
- describe the characteristics of domestic tourism and explain why some domestic tourists go away for a holiday,
- state where international business visitors come from, explain why they come to Pakistan, and explain the importance of having international hotels to accommodate them,
- name the countries from which people come to visit families in Pakistan and explain why there are so many of these visitors,
- name the countries of origin of foreign tourists who visit for recreational purposes; describe and explain the trends in their numbers in recent years and describe the range of accommodation available for them,
- describe briefly some of the natural attractions of Pakistan that have been or could be made available to tourists,
- state, with an example of each, the types of cultural attractions which exist in Pakistan,
- assess the feasibility of developing tourism,
- understand the advantages of developing a tourist industry for the people and country of Pakistan,
- understand the disadvantages of developing a tourist industry for the people and country of Pakistan.

5 **TRADE**

A Candidates should be able to

- name the main exports and imports,
- describe the changes in the types/amounts/value of goods exported and imported in recent years,
- explain the effect of changing trends in exports and imports on Pakistan’s balance of trade and economy.

B Candidates should be able to

- name Pakistan’s main trading partners and name the goods Pakistan exports to them or imports from them,
- understand the factors which may promote trade with other countries or hinder such trade, e.g. trade blocs such as SAARC and the EU, trade fairs, the fact that many developing countries produce the same goods, etc.,
- explain why it is difficult for Pakistan as a developing country to maintain, let alone increase, its share of trade with other countries in terms of both volume and value; trade barriers, quality of goods being exported, goods produced in Pakistan tending to be of low value, reliability of supply, unfavourable rates of exchange.

**6 TRANSPORT AND COMMUNICATIONS**

A Candidates should be able to

- interpret maps to describe the regional variations in the density and pattern of the road, rail and air transport networks within Pakistan,
- describe improvements that have recently taken place in road, rail and air communications and describe new developments in progress,
- explain the factors which help and those which hinder the development of roads, railways and airports,
- compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people.

B Candidates should be able to

- identify on a map those roads (including the name of the pass they use, where relevant) and railways which cross the international boundary and are in use (for at least part of the year),
- identify on a map ports Keamari, Qasim and Gwadar; and the cities with international airports,
- explain the factors which affect the location and development of cross-border roads and railways, seaports and international airports,
- explain what is meant by the term 'dry port', name an example of one and explain why they have been developed in many cities of Pakistan.

C Candidates should be able to

- explain the importance of radio, television, telephones, fax machines, emails and the internet in the fields of education and industry; e.g. in the spreading of information, in providing the ability to obtain information from websites, by enabling international companies to manage industry from afar,
- understand that advances in telecommunications have helped the exchange of information to become *world-wide* and have *accelerated the rate* at which information is exchanged.

**7 POPULATION**

A Candidates should be able to

- describe the population structure (both age and sex) as shown by population pyramid graphs for Pakistan and for areas of Pakistan,
- describe and give reasons for the present population structure (both age and sex) and for the changes in the population structure since 1947,
- explain the effects of the present and projected population structures on the economy and development of Pakistan,
- interpret graphs and statistics illustrating birth rates, death rates and the rates of natural increase in Pakistan and areas of Pakistan and identify trends in population growth,
- explain the social, educational, economic and political factors which contribute to population growth,
- explain the problems caused by population growth and describe possible solutions to these problems.

B Candidates should be able to

- describe and explain, with reference to both 'push' and 'pull' factors, the movements of population listed, e.g. internal migration to cities, seasonal transhumance movements, emigration to the Middle East, the USA and the UK,
- describe and explain the effects of the population movements listed, e.g. shanty developments in cities, the effect of emigration and immigration on population growth,
- understand that the effects of population movements may include problems and describe the measures which may be taken to help solve them.

C Candidates should be able to

- distinguish between 'distribution of population' and 'density of population',
- recognise the variations in both distribution of population and density of population between the Provinces (including the Northern Area) and within the Provinces (including within the Northern Area),
- explain the physical, economic, social and political factors which contribute to these variations.

D Candidates should be able to

- define the terms 'primary', 'secondary' and 'tertiary' in relation to occupations,
- describe and explain the proportions of the workforce engaged in each of the primary, secondary and tertiary sectors, and any changes in these proportions that may have taken or may be taking place,
- understand and explain the cause of rural and urban unemployment and underemployment (that is, hidden unemployment which also includes periodic unemployment),
- describe and explain the availability of skilled labour (people qualified for the professions, for management and as technicians, etc.) and manual labour,
- understand the importance of literacy of both males and females, in rural areas as well as urban areas for both employers and employees.

# GLOSSARY OF COMMAND WORDS

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## Paper 2: The Environment of Pakistan

It is hoped that this glossary of command words used in Pakistan Studies Paper 2 (and which is relevant only to this Paper) will prove helpful to candidates as a guide, i.e. it is neither exhaustive nor definitive. Command words are those words in a question that tell the candidates what they have to do. The descriptions of meanings in the glossary have been kept brief. Candidates must also appreciate that the meaning of a term must depend in part on its context.

<i>Annotate</i>	Add labels or notes or short comments, usually to a diagram, map or photograph to describe or explain.
<i>Calculate</i>	Work out a numerical answer.
<i>Compare</i>	Write about what is similar <b>and</b> different about two things. For a comparison, two elements or themes are required. Two separate descriptions do <b>not</b> make a comparison.
<i>Complete</i>	Add the remaining detail or details required.
<i>Contrast</i>	Write about the differences between two things.
<i>Define</i>	Give the meaning of a term or phrase.
<i>Describe</i>	Write about what something is like or where it is. <i>Describe</i> may be used in questions about resources (on a Fig., Table, etc.) in the question paper (e.g. <i>describe</i> the trend of a graph, the location of an industry on a map, etc.). It may also be used when you need to describe something from memory (e.g. <i>describe</i> a doab, etc.).  It is often linked with other command words such as <i>Name and describe</i> (name the feature and say what it is like), <i>Describe and explain</i> (write about what it is like and give reasons for).
<i>Describe the distribution</i>	Write about the location of the required feature(s) as shown on the map(s) provided by referring to (i) their relationship to other features shown, e.g. the provinces and rivers, (ii) their density in particular areas.
<i>Describe the pattern of</i>	Write about the location of the required feature(s) as shown on the map(s) provided by referring to particular arrangements such as nucleated, linear, parallel, even spacing, etc. and, where relevant, locating the patterns in relation to the provinces and rivers, or any other features shown on the map(s) provided.
<i>Draw</i>	Make a sketch showing the required features. The command may be extended to <i>Draw a labelled diagram</i> (draw a diagram with written notes to identify its features).
<i>Explain/Account for/Give reasons for</i>	Write about why something occurs or happens.
<i>Giving your views/Comment on</i>	Write about what you think about something.
<i>How</i>	Write about in what way/to what extent/by what means/methods something happens.
<i>Identify</i>	Pick out something from information given in text or on a map/diagram/etc.
<i>Illustrating your answer, describe/explain</i>	Describe/explain with the help of specific examples or diagrams. The command may be extended to require a diagram; <i>Illustrating your answer by a labelled diagram ...</i>

<i>Insert/Label</i>	Place specific names or details on a map/diagram/etc in response to a particular requirement.
<i>Justify</i>	Explain why you chose something or why you think in a certain way about an issue.
<i>List</i>	Identify and name a number of features to meet a particular purpose.
<i>Locate</i>	Find where something is placed or state where something is found or mark it on a map or diagram.
<i>Name</i>	State or specify or identify. Give the word or words by which a specific feature is known or give examples which illustrate a particular feature.
<i>Predict</i>	Use your own knowledge and understanding to state what might happen next. Probably information will be provided to help you to come to a decision.
<i>Refer to/With reference to</i>	Write an answer which uses some of the ideas provided on a map/photograph/diagram/etc. or other additional material such as a case study.
<i>State</i>	Set down in brief. Refer to an aspect of a particular feature by a short statement or by a few words or by a single word.
<i>Study</i>	Look carefully at; usually at one of the resources (Fig., Table, etc.) in the question paper.
<i>Suggest</i>	Write down your ideas on or your knowledge about the given topic. It is often coupled with <i>why</i> ; this requires a statement or an explanatory statement referring to one or more particular feature(s).
<i>Use/Using the information provided</i>	Base your answer on the information you have been given.
<i>With the help of information</i>	Write an answer which uses some/all of the information provided, as well as additional information from your own knowledge.
<i>What</i>	This command is used to form a question concerned with the selection of ideas/details/factors.
<i>What differences are</i>	Use comparative statements to state the differences involved or the changes that have occurred or are <i>shown</i> between two points on a map/diagram/etc. Complete descriptions of the two things are not required.
<i>Where</i>	State at what place/to what place/from what place.
<i>Why</i>	Write about the cause of or give the reason for

## RESOURCES

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### Standard textbooks and atlases for students

Fazle Karim Khan: *Pakistan: Geography, Economy and People* (OUP, Karachi 2002)  
ISBN 019579 590 3

K U Kureshy: *Geography of Pakistan* (Mohammad Amir National Book Service, Urdu Bazar, Lahore. Revised 1991)

*The New Oxford Atlas for Pakistan*, (OUP Karachi 1998) ISBN 0 19 577637 2

*New Millennium Orbis Atlas*, (Career Books), available from Kitabistan Paper Products, 22 Urdu Bazar, Lahore

### Reference works for teachers

*Atlas of Pakistan* (Survey of Pakistan, Rawalpindi)

*Census Report 1998* available from Government bookstalls.

*Economic Survey of Pakistan* (published and updated every year) available from Government bookstalls.

*Journal* published by Pakistan Geographer Association on an annual basis.

Mian Muhammad Anwar: *Pakistan Studies* (White Rose Publishers, 1 Yousaf Market, Ghazni Street, Urdu Bazar, Lahore 2000)

Rizwana Zahid Ahmed: *Pakistan – A Descriptive Atlas; a Comprehensive Geo-politics Course* (Ferozsons (Pvt.) Ltd., 2000) ISBN 969 0 01525 7

S Akbar Zaidi: *Issues in Pakistan's Economy* (OUP, Karachi 1999) ISBN 0 19 579052 9

*The Pakistan National Conservation Strategy*, (IUCN, Karachi)

WWF – *Pakistan Spellathon* provides valuable resources on environmental issues facing Pakistan

### Textbooks providing an introduction to Pakistan Studies in the Lower School

Doreen Crawford: *Geography for Pakistan – Books 1-3* (Peak Publishing, London 2002)  
ISBN 1901 458 717, 1901 458 725 and 1901 458 733

Peter Moss: *Geography Alive – Book Two (The Geography of Pakistan)* (OUP, Karachi 2000)  
ISBN 0195791924

## GRADE DESCRIPTIONS

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A **Grade A** candidate will be expected to:

- communicate in a clear and coherent manner using appropriate terminology
- accurately recall, select and deploy relevant knowledge and understanding
- make well-balanced judgements on environmental, developmental or historical issues, by evaluating differing viewpoints and solutions
- demonstrate a thorough understanding of concepts and themes such as inter-relationships, cause and consequence, continuity and change and similarity and difference, using accurate and relevant evidence
- accurately comprehend and analyse a variety of historical documents and geographical resources.

A **Grade C** candidate will be expected to:

- communicate in a coherent manner using appropriate terminology
- recall, select and deploy relevant knowledge and understanding
- make balanced judgements on environmental, developmental or historical issues by recognising differing viewpoints and solutions
- demonstrate an understanding of concepts and themes such as inter-relationships, cause and consequence, continuity and change and similarity and difference, using limited evidence
- comprehend and interpret a variety of historical documents and geographical resources.

A **Grade F** candidate will be expected to:

- communicate in an understandable form, using simple terminology
- recall a limited amount of accurate and relevant knowledge
- recognise at a basic level the existence of differing values that influence environmental, developmental or historical issues
- demonstrate a basic understanding of concepts and themes such as inter-relationships, cause and consequence, continuity and change and similarity and difference
- comprehend and interpret a variety of historical documents and geographical resources in a limited way.