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SYLLABUS

Cambridge IGCSE[®]

Pakistan Studies

0448

For examination in June 2014

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Contents

| | |
|--|----|
| 1. Introduction..... | 2 |
| 1.1 Why choose Cambridge? | |
| 1.2 Why choose Cambridge IGCSE? | |
| 1.3 Why choose Cambridge IGCSE Pakistan Studies? | |
| 1.4 Cambridge International Certificate of Education (ICE) | |
| 1.5 How can I find out more? | |
| 2. Assessment at a glance..... | 5 |
| 3. Syllabus aims and objectives | 7 |
| 3.1 Aims | |
| 3.2 Assessment objectives | |
| 4. Syllabus content..... | 8 |
| Section A: The history and culture of Pakistan (Paper 1) | |
| Section B: The environment of Pakistan (Paper 2) | |
| 5. Glossary of terms for Paper 2 | 30 |
| 6. Resources list | 32 |
| 6.1 Resources for Paper 1 | |
| 6.2 Resources for Paper 2 | |
| 7. Additional information | 36 |
| 7.1 Guided learning hours | |
| 7.2 Recommended prior learning | |
| 7.3 Progression | |
| 7.4 Component codes | |
| 7.5 Grading and reporting | |
| 7.6 Access | |
| 7.7 Support and resources | |

1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

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1.3 Why choose Cambridge IGCSE Pakistan Studies?

Cambridge IGCSE Pakistan Studies is accepted by universities and employers as proof of knowledge and understanding.

The Cambridge IGCSE Pakistan Studies syllabus introduces candidates to the country's history, environment and development. This syllabus will give candidates not just a balanced understanding of the heritage and history of Pakistan, but also an awareness of the challenges and opportunities facing this important state. Simultaneously, the course will also develop core transferable skills in interpreting and analysing a variety of sources of information, in evaluating a range of evidence and in drawing conclusions. Such skills provide a firm foundation for more advanced study in secondary school and in higher education, to say nothing of their value as preparation for future employment in a wide range of occupations and professions.

Cambridge IGCSE Pakistan Studies is one of the suite of area studies offered by Cambridge.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Pakistan Studies falls into Group II, Humanities and Social Sciences.

Learn more about Cambridge IGCSE and Cambridge ICE at www.cie.org.uk/cambridgesecundary2

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **international@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**.

Email us at **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

Candidates take:

Paper 1 The history and culture of Pakistan

(1 hour 30 mins)

Three questions (25 marks each) from a choice of five.

There will be at least one question on each of the 3 sections of Syllabus Section A.

Each question will have 3 parts:

- one part testing *knowledge*, set on a short stimulus source of three to five lines. A factual answer of no more than one short paragraph is required. [4 marks]
- one part testing *knowledge* and *understanding* (includes selecting relevant and appropriate information). Answers require two paragraphs of writing. [7 marks]
- one essay testing *knowledge*, *understanding*, and *analytical and evaluative ability*. This includes the ability to synthesise information, the appropriate use of selected relevant examples and the ability to compare and contrast. This question should be answered in continuous prose of two pages of writing, not in note form. [14 marks]

(Total 75 marks)

and:

Paper 2 The environment of Pakistan

(1 hour 30 mins)

Three questions (25 marks each) from a choice of five.

Each question:

- will consist of three to five separate parts; each part may be divided into one or more sub-parts.
- will require the ability to interpret and analyse resources in the question; these may be diagrams, graphs, maps, photographs, tables and written material.
- will require the evaluation of information.

(Total 75 marks)

Notes

1. All answers must be written in English

2. Timing guidelines

Candidates should spend approximately 30 minutes on each question in each paper. Within that, candidates need to allocate time according to the value of the marks awarded in each part of each question.

3. Use of historical sources in Paper 1

In every Paper 1 question, part (a) will be a single task set on a short stimulus source. Teachers have been encouraged to use historical evidence in their teaching for some time and candidates need to be familiar with it within the learning process. When the syllabus is next reviewed, the use of historical sources may be taken further.

Availability

This syllabus is examined in the May/June examination series.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 2059 Cambridge O Level Pakistan Studies

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

3. Syllabus aims and objectives

3.1 Aims

Aims of Section A (Paper 1)

Section A aims to provide insights into the origins, creation and development of Pakistan, and encourages discussion of issues facing Pakistan. It offers opportunities to:

- acquire knowledge and understanding of the human past
- investigate historical events, changes, people and issues
- develop understanding of how the past has been represented and interpreted
- use historical sources
- organise and communicate knowledge and understanding of history
- develop an enthusiasm for History and acquire a basis for further historical study.

Aims of Section B (Paper 2)

Section B 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 of their inter-relationships.

3.2 Assessment objectives

| Assessment objective | | Weighting |
|---|--|-----------|
| Paper 1: The history and culture of Pakistan | | |
| AO1 | Ability to show knowledge of Pakistan's historical/cultural development | 60% |
| AO2 | Ability to show understanding of Pakistan's historical/cultural development | 24% |
| AO3 | Ability to analyse and evaluate differing interpretations and points of view | 16% |
| Paper 2: The environment of Pakistan | | |
| AO1 | Ability to show knowledge and understanding of physical and human environments | 55% |
| AO2 | Ability to evaluate information by identifying advantages and disadvantages of developments | 20% |
| AO3 | Ability to interpret and analyse a variety of resources | 25% |

4. Syllabus content

Section A: The history and culture of Pakistan (Paper 1)

Note

Syllabus Section A is divided into three sections, but the material within each section is inter-related. Different parts of individual exam questions may require knowledge of more than one item within a section, and the essay question may require the demonstration of understanding and analysis of these relationships. The importance of and the attention that needs to be given to each item in teaching varies according to its significance and the amount of information available.

A.1 Cultural and historical background to the Pakistan Movement

Key Question 1: How successful were the religious thinkers in spreading Islam in the sub-continent during the 18th and 19th centuries?

Focus points:

- How important were the religious reforms of Shah Wali Ullah?
- What influence did Syed Ahmad Shaheed Barailvi exert in the revival of Islam?
- How influential was Hajji Shariat Ullah and the Faraizi Movement?

Specified content:

- the religious reforms of Shah Wali Ullah and his role in the political and religious context of the time
- Syed Ahmad Shaheed Barailvi and the revival of Islam in the sub-continent
- the Jihad movement and the Mujahideen
- Hajji Shariat Ullah and the Faraizi Movement

Key Question 2: What were the causes and consequences of the decline of the Mughal Empire?

Focus points:

- How far was Aurangzeb responsible for the decline of the Mughal Empire?
- How far did Mughal weaknesses from 1707 make decline inevitable?
- What role did the East India Company play in the decline of the Empire?
- How successful was British expansion in the sub-continent (to 1857)?

Specified content:

Internal Indian reasons for the decline of the Mughal Empire:

- the impact of Aurangzeb's policies on the stability of the Mughal Empire
- the effectiveness of his successors as rulers
- problems of controlling the Empire
- the rise of the Maratha and Sikh empires

External reasons for the decline of the Mughal Empire:

- foreign invasions from Persia and Afghanistan
- reasons for the East India Company's involvement in the sub-continent
- British relations with the later Mughal rulers of Delhi
- British expansion from the 1750s to 1810

[NB The two focus points on British expansion do not require detailed teaching, but are essential to provide a full picture of Mughal problems during this period, and are regarded as suitable background and context for British colonial rule of the territory now encompassed by Pakistan, as well as for the War of 1857–58. Candidates may be asked to use this information in questions related to the background to the events of 1857–58.]

- a general overview of the course of, and reasons for, British annexation of the territories which now encompass Pakistan (including the Anglo-Sikh wars and the annexations of Lahore, the Punjab and Peshawar)
- the British search for a 'natural' and 'scientific' NW Frontier
- British policy towards Tribal Territory

Key Question 3: What were the causes and consequences of the War of Independence 1857–58?

Focus points:

- What were the long-term causes of the War?
- What were the immediate causes of the War?
- Why was independence not achieved?
- What were the immediate consequences of the War?

Specified content:

- the immediate and underlying causes of the War
- the attitude of Bahadur Shah Zafar
- the course of the War, with particular reference to the roles played by the Muslim rulers and populations of what is now Pakistan
- reasons for failure
- an assessment of the short-term impact of the War on Muslims in the sub-continent
- British reaction during and immediately after the War (including the major constitutional, educational and administrative reforms which followed)

Key Question 4: How important was the work of Sir Syed Ahmad Khan to the development of the Pakistan Movement during the 19th century?

Focus points:

- What was his contribution to education, politics and religion?
- How important was his 'Two-Nation' Theory?
- What was the Hindi-Urdu Controversy?

Specified content:

- his contribution to the education of Muslims and the revitalisation of their national consciousness: an overview of his main educational works and their importance
- an understanding of his social and political theory, and of its origins
- the impact of his work on Muslims and the western world

- How successful was the Aligarh Movement?

- his relations with the British and the ullama
- the reasons for the foundation of Aligarh College
- his role in the Indian National Congress and the Muslim League
- the meaning and origin of his 'Two-Nation' Theory and the Hindi–Urdu controversy

Key Question 5: To what extent have Urdu and regional languages contributed to the cultural development of Pakistan?

Focus points:

- Why did Urdu become the national language?
- How successful has the promotion of regional languages been since 1947?

Specified content:

- 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
- the promotion of provincial languages (Balochi, Punjabi, Pushto, Sindhi)

A.2 The emergence of Pakistan 1906–1947

Key Question 6: How far did the Pakistan Movement develop during the early 20th century?

Focus points:

- What were the aims and origins of the Muslim League?
- How successful was British rule and attempts at constitutional reform during the years 1909–27? (including reactions in India among Muslims and Hindus)

Specified content:

The main features of:

- the Partition of Bengal controversy 1905–11
- the Simla Deputation 1906
- reasons for the establishment of the Muslim League 1906
- the 1906 Manifesto
- the All-India Muslim Educational Conference 1906
- co-operation of the Muslim League with Congress in the early period and reasons for breakdown of the same
- the Morley–Minto reforms 1909
- Congress and the Lucknow Pact 1916
- the impact of the First World War on rulers and ruled in the sub-continent
- the Rowlatt Act 1918 and the Amritsar Massacre 1919
- the Montague–Chelmsford Reforms 1919
- the Non-Cooperation Movement

Key Question 7: How successful was the Khilafat Movement in advancing the cause of the Pakistan Movement?

Focus points:

- What were the origins, aims and main features of the Khilafat Movement?
- Why did the Khilafat Movement fail?

Specified content:

- reasons for the rise of the movement
- the objectives of the Khilafat Conference 1918
- the Khilafat Delegation to England 1920 and reasons for failure
- the causes, course and reasons for failure of the Hijrat Movement
- the impact of the Khilafat and Hijrat movements on Muslims in the sub-continent

Key Question 8: How successful was the Pakistan Movement in the years 1927 to 1939?

Focus points:

- Why did Jinnah produce his 14 Points of 1929?
- How successful were the three Round Table Conferences of 1930–32?
- How important was the Government of India Act 1935?
- Why was Congress Rule (1937–39) unpopular with many Muslims?

Specified content:

- the Simon Commission 1927
- the Nehru Report 1928
- Jinnah's 14 Points
- Allama Iqbal's Allahabad address 1930
- the Round Table Conferences
- the Communal Award of 1932
- the Government of India Act 1935
- Rehmat Ali and the Pakistan National Movement
- Congress rule 1937–39, its significance to the Pakistan Movement and the 'Day of Deliverance' 1939

Key Question 9: How successful were attempts to find solutions to the problems facing the sub-continent in the years 1940 to 1947?

Focus points:

- How successful were the meetings held during World War II to agree the future of the sub-continent?
- How did the success of the Muslim League in the 1945–46 elections lead to changes in British attempts to solve the problems of the sub-continent?

Specified content:

- the Second World War (1939–45) in relation to India and the 'Quit India' Movement
- the Pakistan Resolution 1940
- the Cripps Mission 1942
- the Gandhi–Jinnah talks 1944
- Wavell and the Simla Conference 1945
- the elections of 1945–46 in India, reasons for Muslim League success and the consequences thereof
- the Cabinet Mission Plan 1946
- the June 3 Plan 1947
- the Radcliffe Commission and Award 1947
- the Indian Independence Act 1947

Key Question 10: How important were the contributions of Jinnah, Allama Iqbal and Rehmat Ali to the success of the Pakistan Movement to 1947?

Focus point:

- How important were Jinnah, Allama Iqbal and Rehmat Ali to the Pakistan Movement?

Specified content:

Jinnah as an advocate of Hindu–Muslim unity:

- his role in the Muslim League, the Pakistan Movement and as negotiator with the British
- his relations with Gandhi, Nehru and the All-India Congress *[NB Study should include the evolution of Jinnah’s thought and reasons for his change from advocating Hindu–Muslim unity to support for the Pakistan Movement]*

Allama Iqbal:

- views on Hindu–Muslim future as separate nations, Allahabad address 1930

Rehmat Ali:

- views on a separate Muslim homeland, his pamphlet ‘Now or Never’ 1933 and the name ‘Pakistan’
- differences between his views and those of Allama Iqbal

A.3 Nationhood 1947–1999

Key Question 11: How successful was the establishment of an independent nation between 1947 and 1948?

Focus points:

- What immediate problems faced Pakistan in the establishment of an independent nation?
- How successful were their attempts to solve these problems?
- How important was the role of Jinnah in solving these problems?

Specified content:

- outcome of the Radcliffe Award and reactions of the Pakistan and Indian governments to the same
- the Canal Water Dispute, its course and resolution
- the role of UN mediation and an assessment of the same
- the division of assets between Pakistan and India
- an overview of problems with the Princely States (especially Jammu and Kashmir)
- the refugee and accommodation crisis
- economic, social and administrative problems
- the issue of national language
- India’s reactions to these problems and their on-going significance in later tensions/wars with India *[See also below under Key Question 16]*
- an assessment of Jinnah’s role and achievements as Governor-General *[NB Much of this material will have been covered under Section 2 above]*

Key Question 12: How far did Pakistan achieve stability following the death of Jinnah?*Focus points:*

- What were the main achievements of the various ministries in the years 1948–58?
- What were the achievements of the ‘Decade of Progress’ (1958–69)?
- What attempts were made to establish a new constitution in the years 1949–69?

Specified content:

- Khwaja Nazimuddin
 - Liaqat Ali Khan
 - Ghulam Muhammad
 - Iskandar Mirza
 - Muhammad Ayub Khan and the ‘Decade of Progress’
 - Yahya Khan
- [NB Candidates will need to compare the more significant achievements of various ministries and discuss main features of their domestic reforms and foreign policies] [See also below under Key Question 16]*
- the origin, reasons and principles of the 1949 Objectives Resolution, reasons for its adoption by the Constituent Assembly and details of its Islamic provisions
 - later constitutional changes (including the reasons for and the principles on which they were based), with particular reference to Islamic provisions in the 1956, 1962 and 1973 Constitutions

Key Question 13: Why did East Pakistan seek and then form the independent state of Bangladesh?*Focus points:*

- Why did East Pakistan seek independence from West Pakistan?
- What roles did Sheikh Mujib-ur-Rahman and the Awami League play in the independence movement?

Specified content:

- tensions between East and West Pakistan from 1947 (including earlier problems over the Partition of Bengal)
 - the rise of the Awami League
 - Sheikh Mujib and Zulfikar Ali Bhutto
 - the main features of Sheikh Mujib’s Six Points, reasons for their rejection
- outline of the subsequent war, including the role of India *[See also below under Key Question 16]*

- How did Bangladesh achieve independence in 1971?

Key Question 14: How successful was Pakistan in the twenty years following the 'Decade of Progress'?

Focus points:

- How successful were the policies of Zulfikar Ali Bhutto 1971–77?
- Why was Bhutto executed in 1978?
- How successful were the policies of Zia-ul-Haq 1977–88?
- Why was he assassinated?

Specified content:

Zulfikar Ali Bhutto:

- controlling the army
- the Simla Agreement 1972
- a new constitution
- industrial, agricultural, education, health, social and administrative reforms
- his overthrow and execution [See also below under Key Question 16]

Zia-ul-Haq:

- the Islamisation programme
- overview of the constitutional and Islamic legal position of women and ethnic and religious minorities
- law and government, elections and issues of martial law and the Eighth Amendment
- problems facing Zia, his assassination

Key Question 15: How effective were Pakistan's governments in the final decade of the 20th century?

Focus points:

- How successful were the policies of Benazir Bhutto (1988–90, 1993–96)?
- How successful were the policies of Nawaz Sharif (1990–93, 1997–99)?
- Why did General Musharraf take power in 1999?

Specified content:

Bhutto 1988–90:

- conflict with Nawaz Sharif and growth of separatist movements
- difference with President Ishaq over judicial appointment
- opposition 'no confidence' motion – failure, but damaging effects
- inflation and unemployment
- drug trafficking
- use of family members in government
- problems in Kashmir
- her dismissal

Bhutto 1993–96:

- Kashmir tensions
- opposition demonstrations and prosecution of opposition members

- terrorism/bombings 1995–2000
- banking scandal
- unemployment/inflation
- IMF concerns following devaluation of the Pakistan rupee
- balance of payments problems
- unrest in the army
- dismissal of the Chief Minister of Punjab
- Bhutto's dismissal

Sharif:

- growth of crime and use of drugs
- privatisation policy encouraged profiteering
- BCCI criticised for corruption
- failure of Co-operative Societies in Punjab
- loss of US aid following Pakistan's criticisms during Gulf War
- clashes in Kashmir
- overthrow of Sharif and imposition of military rule
[See also below under Key Question 16]

Key Question 16: How important has Pakistan's role been in world affairs since 1947?

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 and emerging nuclear status.

Focus points:

- Pakistan as a nuclear power: nuclear testing, nuclear weapons, non-proliferation
- How successful has Pakistan been in its relations with Bangladesh, India, Afghanistan, Iran, China, the USSR/Russia, the USA, the UK and the Commonwealth, and the United Nations?*[See also above under Key Questions 11–15]*

Specified content:

Pakistan – a nuclear power:

- nuclear weapons programme established 1972
- Indian nuclear test 1974
- nuclear testing race with India
- Pakistan nuclear tests 1987
- US concerns
- Pakistan nuclear tests 1998
- refusals to sign the Nuclear Non-Proliferation Treaty

Relations with Bangladesh:

- relations from 1971, residual problems from secession, e.g. repatriation and indemnity *[See also above under Key Question 13]*

Relations with India:

- problems and tensions from 1947 (including Jammu and Kashmir, the creation of Bangladesh, nuclear weapons, issues of trade)
- attempts to develop more friendly relations [*See also above under Key Questions 11 and 13–15*]

Relations with Afghanistan:

- issues related to Pakhtoonistan and Tribal Territory
- Daud Khan, the Pakhtoonistan issue and Zulfikar Ali

Bhutto

- the Soviet invasion and its impact on Pakistan's foreign policy in respect of the Soviet Union, the USA and Afghanistan
- the post-Soviet legacy affecting Pakistan (especially refugees, drugs, arms, smuggling, terrorism)

Relations with Iran:

- relations prior to and after Iran's Islamic Revolution 1979
- trade, political and religious links
- impact of the Islamic Revolution on Pakistan's bilateral relations
- Iran's role in the RCD

Relations with China:

- trade and bilateral relations
- China's relations with India as compared to those with Pakistan
- the Karakoram Highway project
- Pakistan's policy towards Muslim minorities in China and its impact on relations with Beijing

Relations with USSR/Russia:

- relations with the USSR and its Central Asian republics
- impact of the Soviet invasion of Afghanistan on Pakistan's policy in respect of Afghanistan and the USA
- the development of closer ties with Russia post-1991
- Nawaz Sharif's visit to Moscow 1999

Relations with USA, the UK and the Commonwealth:

- relations with the USA and the UK from 1947 in relation to CENTO/SEATO and reasons why Pakistan left/later rejoined these organisations
- the issue of non-alignment in relation to the West and the 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 relations with the USA, the UK and the Commonwealth

Relations with the UN:

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

Section B: The environment of Pakistan (Paper 2)

Notes

Themes across Section B syllabus topics

It is important to note that for each topic, the importance to the people, country and development of Pakistan of the following themes should be considered, where relevant:

- **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 is an obvious disadvantage for any developing country. The development of manufacturing industries requires huge amounts of money. Pakistan spends more than it earns and this results in Pakistan becoming burdened by serious debt.

- **Effects on the environment and the importance of conserving the environment**

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; all farmland in Sindh was previously desert. 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. Soils are being eroded and pollution is affecting water supplies. There is more pressure on the environment from the need for development. Transport, processing and manufacturing are seriously polluting the air, especially in most of the cities of Pakistan. It is expensive to reduce 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 ways that future generations will also benefit from the resources that Pakistan has.

- **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 are both struggling because they were placed in areas with inadequate water supplies. 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 project, if providing an adequate supply of water was impossible
- or* limit the size of the project to fit the amount of water available.

Whether a new dam is to be built, a forest planted, a mine developed, a cash crop farm developed, a factory built, a hotel built, an airport or a road built, and whether a project is large, medium or small, a feasibility study is vital before any plan for its site and/or size/scope and/or route is drawn up and decisions are taken.

Schemes of work

The syllabus content is intended to give guidance to teachers when devising their scheme of work and when planning individual lessons. It does not represent a definitive scheme of work or 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.

Teachers are advised to plan their scheme of work to produce as much cohesion as possible between the topics in sections B.1–B.8. In this way, candidates will achieve not only a sound knowledge of each topic but, equally important, an understanding of the inter-relationships which exist between them.

Examples of these inter-relationships include:

- natural topographical features, climate and population density
- cash crop farming, cotton production, agricultural raw materials, processing and manufacturing, transport and export
- large-scale manufacturing and the distribution of population
- floods, water for irrigation, industrial and domestic use and hydel power including multi-purpose schemes.

Subject-specific vocabulary

Teachers should ensure that their candidates acquire, and are able to use, the specialist vocabulary required for this subject. Attention must be paid to the definition of terms specified in the syllabus.

Use of resources

Whenever possible, teaching should incorporate the use of diagrams, graphs, statistical tables, maps, newspaper articles and other written material, photographs and the many resources available via the internet. Teachers should demonstrate to their candidates the importance of such resources in providing information about the environment of Pakistan, and help the candidates to use them to develop their understanding.

Use of the internet

Candidates should be encouraged to use the internet to access a wider and more up-to-date range of information than is available via textbooks, both in class and in their own studies. URLs to some suggested websites can be found in the Resources List.

B.1 The land of Pakistan

a) Location of Pakistan

Candidates should be able to identify the following on a map:

- the Tropic of Cancer, latitudes 30°N, 36°N, longitudes 64°E, 70°E and 76°E
- the Arabian Sea
- the countries sharing a border with Pakistan, and its position in relation to others in South and Central Asia

b) Location of provinces and cities

Candidates should be able to identify the following on a map:

- the provinces, Northern Areas (Gilgit-Baltistan) and FATA
- named cities: cities Islamabad, Rawalpindi, Gujranwala, Lahore, Faisalabad, Multan, Sialkot, Peshawar, Chitral, Gilgit, Hyderabad, Karachi, Quetta, Gwadar

c) The natural topography, including drainage

Candidates should be able to identify the following on a map:

- named landforms: Balochistan Plateau, Sulaiman Range, Safed Koh, Potwar Plateau, Salt Range, Hindu Kush, Karakoram and Himalaya Mountain Ranges
- named rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hab, Dasht
- named deserts: Thar, Thal, Kharan

Candidates should be able to:

- use the appropriate vocabulary when describing the distinguishing features of mountains, plateaux, floodplains and deserts *[NB Knowledge of the formation of the natural topography of Pakistan is NOT required]*
- identify and name the above features on a photograph or drawing
- understand the influence of the natural topography on human activities
 - steep slopes and flat land on the way that the land is used
 - mountains and deserts on the road and rail networks

d) Climate

Candidates should:

- know the distribution of temperature and rainfall, including monsoon, depressions and convectional rain
- know seasonal and regional variations, and the factors contributing to them, including depressions, thunderstorms and cyclones (typhoons)
- understand the causes of the monsoon [NB Knowledge of the causes of other types of rain is NOT required]
- describe and explain the characteristics of the climate of the arid, semi-arid, humid and highland regions, including seasonal variations
- know the influence of latitude and longitude on day length and climate
- understand the influence of the climate (both the benefits it brings and the problems it causes) on the economy and on the lives of the people
 - (i) the influence of low temperature, ice and snow on the lives of people in the mountains
 - (ii) the influence of rain storms and flooding on agriculture, industry and communications
 - (iii) the problems caused by drought and shortage of water supply on agriculture and industry

B.2 Natural resources – an issue of sustainability**a) Water**

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 purposes are obtained, maintained and controlled as well as used; understand the reasons for, and consequences of, the Indus Water Treaty
- explain and evaluate the causes of and solutions to the problems of water supply (including pollution)
- explain and evaluate how water supply issues can lead to conflict

b) Forests

Candidates should be able to:

- understand the different types of forest and identify on a map their main locations
- 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
 - (i) the development of plantations in the Indus Plain
 - (ii) afforestation on mountain slopes and plateaux
- understand the value of forests as a resource, and the importance of their sustainability
- explain the effects of deforestation, such as soil erosion, silting and flooding
- evaluate possible solutions to the problems caused by deforestation

c) Mineral resources

Candidates should be able to:

- identify the main locations of limestone, gypsum and rock salt extraction from a map, and understand their uses
- identify the main metallic and non-metallic mineral resources of Pakistan, and in what quantities they
 - (i) are extracted
 - (ii) exist as reserves
- understand the extent to which these can be exploited
- describe the environmental problems caused by mineral extraction
- evaluate the benefits of developing mineral resources and understand the sustainability of extraction
- identify the main imported minerals, where they come from, and in what quantities

d) Fish

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
- explain improvements in fishing methods and processing techniques
- understand the problems facing the fishing industry and evaluate the possibilities for its further development and sustainability

B.3 Power

a) Sources

Candidates should be able to:

- describe, with the help of a simple diagram for each method, how non-renewable fuels (coal, crude oil and natural gas) are extracted
 - (i) coal as obtained by open cast, adit and shaft mining methods
 - (ii) natural gas and crude oil obtained by exploration and drilling
- understand the difference between renewable and non-renewable sources of electricity
- explain (briefly) how electricity can be generated from renewable resources (hydel, wind, solar, and other possibilities such as wave, tidal, biofuels, geothermal)

b) Non-renewables

Candidates should be able to:

- describe the quality and 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 both coal produced in Pakistan and imported are 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 oil is produced by Pakistan, how long reserves will last and how much oil is imported, and explain why it is necessary to import large amounts of oil
- describe the extent of the oil pipeline network in Pakistan and describe the other methods that are used to transport both imported oil and oil produced in Pakistan
- explain the different ways by which electricity is generated
 - (i) in thermal power stations by burning coal, natural gas or oil
 - (ii) in nuclear power stations
 - (iii) in hydel power stations
 - (iv) from other renewable sources such as the wind and the sun
- understand that non-renewable power sources are running out, and are increasing in price

c) Renewables

Candidates should be able to:

- explain and evaluate the advantages and disadvantages of the different methods of producing electricity from renewable resources (generated by water, wind, wave and sun)
- understand the physical and human conditions that favour the development of multi-purpose hydel schemes
- state and explain the factors, both physical and human, which promote or hinder the availability of electricity and other power resources listed, including the feasibility of small-scale, renewable power generation
- explain why the supply of electricity is not sufficient or reliable in many parts of Pakistan

B.4 Agricultural development

a) Agricultural systems

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) Crops and livestock

Candidates should be able to:

- identify on a map the main areas where cotton, rice, sugar cane and wheat are grown, and the main areas where buffalo, cattle, goats, sheep and poultry are reared
- recognise (from photographs) fields of cotton, rice, sugar cane and wheat; 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
- identify the main areas for the cultivation and growth of each of the following: apples, apricots, bananas, dates, maize, mangoes, millet, oilseeds, oranges, pulses, tobacco and vegetables. Know why they are grown there and state an important use of each

c) Factors affecting production

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), governmental actions to increase production

Candidates should be able to:

- explain how natural and human factors affect production on small-scale subsistence farms, including
 - (i) rice grown using traditional methods of ploughing, transplanting, irrigating, harvesting and threshing on small, fragmented holdings using family labour
 - (ii) wheat grown in areas dependent upon rainfall (barani farming areas)
 - (iii) 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, sugar cane (kharif crops) and of wheat (a rabi crop) under the cash crop farming system
- explain how natural and human factors affect livestock farming (poultry farming, the keeping of buffalo and cattle, 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, sugar cane and wheat
 - (i) canal irrigation – karez, inundation and perennial canal
 - (ii) lift irrigation – persian wheel and tubewell
 - (iii) understand the roles of dams, barrages, link canals, distribution canals, field channels and bunds

- explain the causes of waterlogging and salinity, and
 - (i) explain how land damaged by it can be restored
 - (ii) evaluate how agricultural practice and water management can be improved to prevent it happening
- understand how government action has helped to increase production through land reforms, the promotion of training and the use of machinery, chemicals, improved seeds and other means
- understand and evaluate the possibilities for and problems of the development of agriculture and its sustainability

B.5 Industrial development

a) Understanding common terms

Candidates should:

- understand the meaning of the terms *raw materials, refined, processed, manufactured* and *value-added*
- understand the meaning of the terms *infrastructure* and *services*
- be able to define the terms *primary industry, secondary industry, tertiary industry*

b) Secondary and tertiary industries

Processing and manufacturing industries to be studied: cement, cotton (from ginning to clothing), sugar refining, crafts, fertiliser, iron and steel, brick, oil refining, sports goods, surgical instruments. Tourism

Candidates should be able to:

- understand the definitions used in Pakistan to distinguish between large-scale industry, small-scale industry and cottage industry
- state the main products of the listed industries and whether they are destined for the domestic market and/or for the export market
- state the main locations of the listed industries and explain the factors influencing location and development – capital, site, sources of raw materials, power, water, labour, communications, government policy and other means
- understand the differences between the formal sector and informal sector of industry
- understand the importance of both the formal and informal sectors, and evaluate the contributions of both sectors to each of the listed industries
- understand sources of capital and labour
- state and explain how the governing authorities promote industrial growth

- name examples of export processing zones and other industrial estates, explain the reasons for their development and describe their characteristics
- understand how industry can attract private and foreign investment for growth and development
- identify the services provided by the formal sector (the professions) and their importance to the development of Pakistan
- assess the feasibility of using global communications to enhance employment opportunities, e.g. call centres
- state, with an example of each, the types of tourist attractions (natural and cultural) which exist in Pakistan
- understand the range of services provided by the informal sector, and their advantages and disadvantages to the development of Pakistan
- evaluate the advantages and disadvantages of developing a tourist industry
- state and describe briefly some of the natural and cultural attractions of Pakistan that have been or could be made available to tourists
- assess the feasibility of developing tourism as a means of increasing
 - (i) employment
 - (ii) development

B.6 Trade

a) Major exports and imports

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) Pakistan's trading partners

Candidates should be able to:

- name and locate Pakistan's main trading partners and name the goods Pakistan exported to them or imported from them
- understand the factors which may promote or hinder trade with other countries and explain why it is difficult for Pakistan as a developing country to maintain or increase its share of trade with other countries
- understand the significance of trading blocs, trade barriers, currency exchange rates

B.7 Transport and telecommunications

a) Internal transport

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 hinder the location, maintenance and development of roads, railways and airports
- compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people
- consider the sustainability of motorway and airport development
- evaluate the development of new transport schemes

b) International transport

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 the ports of 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, dry ports and 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) Telecommunications

Candidates should be able to:

- explain the importance of radio, television, phones, fax machines, emails and the internet in the fields of education, industry and business
- understand the problems of providing telecommunications in some parts of Pakistan
- evaluate the role of telecommunication in the development of Pakistan

B.8 Population

a) Structure and growth

Candidates should be able to:

- understand the changing population structures (both age and sex) as shown by population pyramids for Pakistan and for areas of Pakistan
- explain and evaluate 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 as a whole as well as areas within Pakistan, and identify trends in population growth
- explain the social, educational, economic and political factors which contribute to population growth over time
- explain the problems caused by population growth over time, consider its sustainability and evaluate possible solutions to these problems

b) Movements of population

Candidates should be able to:

- describe and explain, with reference to both 'push' and 'pull' factors, the main causes of population movements, including rural-urban migration, seasonal migration, emigration and immigration (including refugees)
- describe and explain the effects of these population movements, including shanty developments in cities, tent cities and the de-population of rural areas
- understand the effects of population movements and evaluate the measures which may be taken to help solve the problems created, such as self-help schemes, provision of clean water and other services (including adverse outcomes such as poor housing)

c) Distribution and density of population

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) Employment

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 place or may be taking place
- understand and explain the cause of rural and urban unemployment and under employment (that is, people who are not fully employed), and understand the problems created by underemployment and unemployment
- describe and explain the availability of skilled labour (people qualified for the professions, for management and as technicians, etc.) and manual labour
- understand and evaluate the importance for Pakistan's development of literacy, education and training for both males and females, in rural as well as urban areas

5. Glossary of terms for Paper 2

This glossary of terms for **Paper 2: The Environment of Pakistan** should prove helpful to teachers and candidates as a guide, although it is not exhaustive and the descriptions of meanings have been kept brief. Candidates should appreciate that the meaning of a term must depend in part on its context. They should also note that the number of marks allocated for any part of a question is a guide to the depth of treatment required for the answer.

| | |
|--|---|
| Annotate | Add labels or notes or short comments, usually to a diagram, map or photograph, to describe or explain. |
| Assess | Weigh up the factors for and against a proposal and come to a judgement. |
| Calculate | Work out a numerical answer. |
| Compare | Explain what is similar and different about two things. For a comparison, two elements or themes are required. <i>[NB Two separate descriptions do not make a comparison]</i> |
| Contrast | Explain the differences between two things. |
| Define | Explain the meaning of a term or phrase. |
| Describe | Write about what something is like or where it is. <i>Describe</i> may be used in questions about resources (on a figure, a 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.). <i>Describe</i> 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 ...). |
| Describe the distribution | 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. |
| Describe the pattern of | 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. |
| Draw | Make a sketch showing the required features. <i>Draw</i> may be extended to <i>Draw a labelled diagram</i> (draw a diagram with written notes to identify its features). |
| Explain/Account for/ Give reasons for | Show with reasons why something occurs or happens. |
| Evaluate | Consider the evidence for and against a proposal, and come to a judgement. |
| Giving your views/ Comment on | Explain what you think about something. |

| | |
|--|--|
| How | Explain in what way/to what extent/by what means/methods something happens. |
| Identify | Pick out something from information given in text or on a map/diagram/etc. |
| Illustrating your answer, describe/ explain | 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> |
| Insert/Label | Place specific names or details on a map/diagram/etc. in response to a particular requirement. |
| Justify | Explain why you chose something or why you think in a certain way about an issue. |
| List | Identify and name a number of features to meet a particular purpose. |
| Locate | Find where something is placed or state where something is found or mark it on a map or diagram. |
| Name | 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. |
| Predict | Use your own knowledge and understanding to explain what might happen next, and justify your reasoning. Probably information will be provided to help you to come to a decision. |
| Refer to/With reference to | 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. |
| State | Refer to an aspect of a particular feature by a short statement or by a few words or by a single word. |
| Study | Look carefully at; usually at one of the resources (a figure, a table, etc.) in the question paper. |
| Suggest | Explain 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). |
| To what extent | Give the reasons for and against the proposal in the question. |
| Use/Using the information provided | Base your answer on the information you have been given. |
| With the help of information | Write an answer which uses some/all of the information provided, as well as additional information from your own knowledge. |
| What | <i>What</i> is used to form a question concerned with the selection of ideas/details/factors. |
| What differences are | 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. |
| Where | State at what place/to what place/from what place. |
| Why | Explain the cause(s) of or the reason(s) for or the consequence(s) of something. |

6. Resources list

6.1 Resources for Paper 1

| Author | Title | Date | Publisher | ISBN |
|--|--|------|-----------------------|---------------|
| Standard textbooks for candidates | | | | |
| F. Bajwa | <i>Pakistan: An Historic and Contemporary Look</i> | 2002 | OUP, Karachi | 0 19 579592 X |
| J. Hussain | <i>An Illustrated History of Pakistan, Books 2 & 3</i> | 1998 | OUP, Karachi | 0 19 577299 7 |
| N. Kelly | * <i>The History and Culture of Pakistan</i> | 2010 | Peak Publishing | 1 901 45867 9 |
| K. Mumtaz & Y. Mithra | <i>Pakistan, Tradition and Change</i> | 1996 | Oxfam Country Profile | 0 855 98336 1 |
| | <i>The New Oxford Atlas for Pakistan</i> | 1998 | OUP, Karachi | 0 19 577637 2 |
| N. Smith | * <i>Pakistan. History, Culture and Government</i> | 2007 | OUP, Karachi | 0 19 547075 8 |
| Reference works for teachers | | | | |
| M. Ali | <i>Readings in Pakistan's Foreign Policy 1971–1998</i> | 2001 | OUP, Karachi | 0 19 579393 2 |
| S. Amin | <i>Pakistan's Foreign Policy. A Reappraisal</i> | 2006 | OUP, Karachi | 0 19 579801 2 |
| J. Hussain | <i>A History of the Peoples of Pakistan. Towards Independence</i> | 2001 | OUP, Karachi | 0 19 579220 1 |
| M. Kazimi | <i>Liaquat Ali Khan. His Life and Work</i> | 2003 | OUP, Karachi | 0 19 579788 6 |
| M. Kazimi | <i>A Concise History of Pakistan</i> | 2008 | OUP, Karachi | 0 19 547506 7 |
| H. Malik & Y. Gankovsky (eds) | <i>The Encyclopedia of Pakistan</i> | 2006 | OUP, Karachi | 0 19 597735 6 |
| S. Mahmood | <i>Pakistan: Political Roots and Development 1947–1999</i> | 2003 | OUP, Karachi | 0 19 579806 7 |
| A. Sattar | <i>Pakistan's Foreign Policy 1947–2005</i> | 2007 | OUP, Karachi | 0 19 547167 0 |
| K. Sayeed | <i>Pakistan: The Formative Phase 1857–1948</i> | 1991 | OUP, Karachi | 0 19 577114 5 |
| N. Smith | * <i>Pakistan. History, Culture and Government Teacher's Guide</i> | 2007 | OUP, Karachi | 0 19 547076 5 |
| S. Wolpert | <i>Zulfi Bhutto of Pakistan</i> | 1994 | OUP, Karachi | 0 19 577547 1 |
| S. Wolpert | <i>Jinnah of Pakistan</i> | 2005 | OUP, Karachi | 0 19 577462 7 |
| L. Ziring | <i>Pakistan in the Twentieth Century. A Political History</i> | 2000 | OUP, Karachi | 0 19 579276 8 |

| Textbooks providing a good basis for preparatory study for Pakistan Studies | | | | |
|---|--|------|-----------------|--------------|
| T. Crompton & B. Stimson | <i>History in Focus Book 1</i> | 2004 | Peak Publishing | 1 904 189709 |
| T. Crompton & B. Stimson | <i>History in Focus Book 2</i> | 2004 | Peak Publishing | 1 904 189717 |
| T. Crompton | <i>History in Focus Book 3</i> | 2004 | Peak Publishing | 1 904 189725 |
| A. Coulson | <i>History in Focus, Teacher Resource Books 1, 2 & 3</i> | 2004 | Peak Publishing | |
| A. Coulson | <i>History in Focus Skills Book 1</i> | 2004 | Peak Publishing | 1 904 189733 |
| A. Coulson | <i>History in Focus Skills Book 2</i> | 2004 | Peak Publishing | 1 904 189741 |
| A. Coulson | <i>History in Focus Skills Book 3</i> | 2004 | Peak Publishing | 1 904 189754 |

Notes

* Book endorsed by University of Cambridge International Examinations

Peak Publishing books are available through Danesh Publications, Pakistan: danesh@cyber.net.pk

6.2 Resources for Paper 2

| Author | Title | Date | Publisher | ISBN |
|---|--|------|-----------------------------------|---------------|
| Standard textbooks/atlasses for students | | | | |
| F. Khan | * <i>Pakistan: Geography, Economy and People</i> (revised edn) | 2006 | OUP, Karachi | 0 195 471547 |
| H. Sethi | <i>The Environment of Pakistan, Pakistan Studies</i> | 2010 | Peak Publishing, London | 1 901 458490 |
| | <i>The New Oxford Atlas for Pakistan</i> | 1998 | OUP, Karachi | 0 195 776372 |
| Reference works for teachers | | | | |
| | <i>Atlas of Pakistan</i> | | Survey of Pakistan, Rawalpindi | |
| M. Anwar | <i>Pakistan Studies</i> | 2000 | White Rose Publishers ** | |
| R. Ahmed | <i>Pakistan – A Descriptive Atlas; a Comprehensive Geo-Politics Course</i> | 2000 | Ferozsons (Pvt.) Ltd | 9 690 015257 |
| K. Bengali (ed) | <i>The Politics of Managing Water</i> | 2003 | OUP, Karachi | 0 19 579792 3 |
| H. Malik & Y. Gankovsky (eds) | <i>The Encyclopedia of Pakistan</i> | 2006 | OUP, Karachi | 0 19 597735 6 |
| S. Zaidi | <i>Issues in Pakistan's Economy</i> | 2005 | OUP, Karachi | 0 19 597914 1 |

Notes

- * Book endorsed by University of Cambridge International Examinations
- + available from Kitabistan Paper Products, 22 Urdu Bazar, Lahore
- ** White Rose Publishers, 1 Yousaf Market, Ghazni Street, Urdu Bazar, Lahore

Other resources

Journal of the Pakistan Geographer Association (published annually)

WWF – *Pakistan Spellathon* provides valuable resources on environmental issues facing Pakistan (World Wildlife Fund, PO Box 5180, 54600 Lahore)

Useful websites

www.pakistan.gov.pk

Official website of the government of Pakistan – this site contains much relevant information and useful statistics

www.nssd.net/pakistan.html

Pakistan section on the National Strategies for Sustainable Development website, from the OECD

www.finance.gov.pk/survey/survey.htm

Pakistan Economic Survey – an annual publication of the Pakistan Government

www.finance.gov.pk

Home page of the Ministry of Finance, Islamabad

www.onlinenewspapers.com/pakistan.htm

Link to an index of Pakistan newspapers, with hyperlinks to the homepage of each

7. Additional information

7.1 Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

7.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Pakistan Studies previously.

7.3 Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE Pakistan Studies are well prepared to follow courses leading to Cambridge International AS and A Level Pakistan Studies, or the equivalent.

7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

7.5 Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
- ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
- ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

7.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

7.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to www.cie.org.uk/igcse. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website <http://teachers.cie.org.uk> which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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