

General Certificate of Education
Ordinary Level

Revised Syllabus

PAKISTAN STUDIES 2059

For examination in June and November 2010

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PAKISTAN STUDIES

GCE ORDINARY LEVEL

(Syllabus 2059)

Available in the June and November examination sessions

Revised syllabus for first examination June 2010

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Exclusions

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

0448 Pakistan Studies (IGCSE)

INTRODUCTION

After a series of consultations with teachers in Pakistan, the syllabus for both papers has been revised, for first examination in June 2010.

The Pakistan Studies syllabus consists of two distinct elements and all candidates take both. Paper 1 is concerned with the historical and cultural development of Pakistan to 1999. Paper 2 is concerned with the environment of Pakistan. Candidates preparing for the examination in Pakistan Studies will thus develop knowledge and understanding of:

- Pakistan's history and environment;
- Pakistan's political, social and economic situation;
- domestic and international issues facing Pakistan today;

as well as core skills in:

- interpreting and analysing a variety of sources of information;
- evaluating a range of evidence and drawing conclusions.

SCHEME OF ASSESSMENT

Paper 1: The 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].

TIMING GUIDELINES

The examination for each paper will be one and a half hours in duration so 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 subsection of each questions.

THE HISTORY AND CULTURE OF PAKISTAN

Paper 1 (2059/01)

SUMMARY OF SYLLABUS REVISIONS

Syllabus content: The ending has been extended to 1999. Elsewhere, minor alterations have been made to make the syllabus clearer and keep it manageable. The Content and Notes have been merged so that teachers have a single guide to what must be taught. Each topic has 'Focus Points' around which teaching and learning should concentrate.

Assessment: In every question, sub-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 students 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.

AIMS AND OBJECTIVES

The syllabus 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.

There are three assessment objectives:

	Weighting
AO1 Ability to demonstrate knowledge of the material specified.	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%

SCHEME OF ASSESSMENT

The examination will consist of one written paper of 1½ hours' duration. Five questions will be set, at least one on each of the three sections. Candidates must answer **any three** questions. All answers must be written in English.

Each question will contain three sub-parts and carry a total of 25 marks, as follows:

- (a) One question 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. [Total: 4 marks].
- (b) One question testing **knowledge** and **understanding** (includes selecting relevant and appropriate information). Answers require two paragraphs of writing. [Total: 7 marks].
- (c) 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. [Total: 14 marks].

SYLLABUS CONTENT (Paper 1)

The syllabus is divided into three sections, but the material within each section is inter-related. Different parts of individual questions may require knowledge of more than one item within a section, and the essay 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.

SECTION 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 eighteenth and nineteenth 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; 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.

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.

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 nineteenth 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?
- How successful was the Aligarh Movement?

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 its origins; the impact of his work on Muslims and the western world; 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).

SECTION 2: The Emergence of Pakistan 1906-1947**Key Question 6: How far did the Pakistan Movement develop during the early twentieth 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'; the differences between his views and those of Allama Iqbal.

SECTION 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 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?
- How did Bangladesh achieve independence in 1971?

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.]

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 twentieth 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 resulted in 2m losing life savings; 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?**Focus Points:**

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

Specified Content:

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.

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; Pakistan and India refuse to sign the Nuclear Non-Proliferation Treaty.

Bangladesh: Pakistan's relations with Bangladesh from 1971, residual problems from secession, e.g. repatriation and indemnity. [see also above under Key Question 13].

India: problems and tensions with India from 1947 (including Kashmir, the creation of Bangladesh, nuclear weapons, issues of trade). Various attempts to develop more friendly relations. [see also above under Key Questions 11 and 13-15]

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).

Iran: relations with Iran prior to and after the latter's Islamic Revolution 1979; trade, political and religious links; the impact of the Islamic Revolution on 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 Muslim minorities in China and its impact on relations with Beijing.

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.

USA, United Kingdom and the Commonwealth: relations with the USA and Britain 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.

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, the Indo-Pakistan Wars, war with Bangladesh; 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.

TEXTBOOKS AND TEACHERS' RESOURCES

STANDARD TEXTBOOKS FOR TEACHERS AND CANDIDATES

*Bajwa F *Pakistan: An Historic and Contemporary Look* (OUP, Karachi 2002)
ISBN 0 19 579592 X

Hussain J *An Illustrated History of Pakistan*, Books 2 & 3 (OUP, Karachi 1998)
ISBN 0 19 577299 7

*Kelly N *The History & Culture of Pakistan* (Peak Publishing 2004) ISBN 1 901 45867 9

Mumtaz K & Mithra Y *Pakistan, Tradition and Change* (Oxfam Country Profile 1996)
ISBN 0 855 98336 1

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

*Smith N *Pakistan. History, Culture and Government* (OUP, Karachi 2007) ISBN 0 19 547075 8
+

*Smith N *Pakistan. History, Culture and Government. Teacher's Guide* (OUP, Karachi 2007)
ISBN 0 19 547076 5

In addition, a good basis for preparatory study for Pakistan Studies is provided by the following series:

Crompton T & Stimson B *History in Focus Book 1* (Peak Publishing 2004) ISBN 1 904 189709

Crompton T & Stimson B *History in Focus Book 2* (Peak Publishing 2004) ISBN 1 904 189717

Crompton T *History in Focus Book 3* (Peak Publishing 2004) ISBN 1 904 189725

Coulson A *History in Focus, Teacher Resource Books 1, 2 & 3* (Peak Publishing 2004)

Coulson A *History in Focus Skills Book 1* (Peak Publishing 2004) ISBN 1 904 189733

Coulson A *History in Focus Skills Book 2* (Peak Publishing 2004) ISBN 1 904 189741

Coulson A *History in Focus Skills Book 3* (Peak Publishing 2004) ISBN 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

THE ENVIRONMENT OF PAKISTAN

Paper 2 (2059/02)

SUMMARY OF SYLLABUS REVISIONS

The 'Aims and Objectives' have been amended to include interpretation, analysis and evaluation of resources provided with examination questions. Whilst knowledge and understanding are important, the syllabus also aims to develop skills in using resources such as maps and graphs. It also aims to stimulate discussion on the issues and challenges raised. Teachers need therefore to develop candidates' resource skills and should encourage their candidates to express opinions and make evaluations. Some examples of this have been incorporated in the 'Notes for Guidance' below.

In order to do this, the weighting of the marks in questions testing knowledge and understanding has been reduced. That said, it is important that teachers understand that the new objectives cannot be achieved without a sound basis of knowledge and understanding. The World Wide Web offers an extensive resource for studies and it is hoped that all teachers and pupils will use this as an aid to study.

The identified Themes (see p.17) have been incorporated into the 'Syllabus Content' and 'Notes for Guidance' as well as appearing as a separate list. The concepts of 'development' and 'sustainability' will be included in every question.

The following review of changes is not exhaustive. Teachers are advised to read the new syllabus thoroughly and amend their teaching plans accordingly.

1 THE LAND OF PAKISTAN

latitude 30°N and longitude 70°E

list of rivers revised

'distribution of temperature and rainfall' replaces 'climatic regions'.

2 NATURAL RESOURCES

water shortages and pollution

forests as a resource

listed minerals reduced to limestone, gypsum and rock salt

power resources have been moved to a new section

problems of development of mineral resources

development of the fishing industry

the issues of the sustainability of these resources is introduced.

3 POWER

This is a new section incorporating parts of [2C] and [4B] in the previous syllabus.

Knowledge of the importance of renewable energy sources has been introduced.

4 AGRICULTURAL DEVELOPMENT

Although the word 'development' has been added to the title, this section is largely unchanged.

More understanding of the advantages and disadvantages of agricultural development will be expected.

The issue of the sustainability of agricultural development is introduced.

5 INDUSTRIAL DEVELOPMENT

Again, the word 'development' has been added.

Part A has been changed to include the understanding of more terms.

Parts B and C have been put together as many industries have both secondary and tertiary parts.

Bricks have been added to the listed industries.

More emphasis has been put on the contrasts between formal and informal employment.

The issue of the sustainability of industry in Pakistan is introduced.

Tourism has been reduced, but is still included as a good example of possible development.

6 TRADE

This section is largely unchanged.

7 TRANSPORT AND TELECOMMUNICATIONS

This section is again largely unchanged. The title has been amended to include the large range of global communications available to industries, business and education.

8 POPULATION

This section is largely unchanged. It is expected that candidates will use their knowledge of the present changing population structure to assess the sustainability of development issues in Pakistan.

AIMS AND OBJECTIVES

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 of their inter-relationships.

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

	Approx. Weighting
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%

SCHEME OF ASSESSMENT

The examination consists of one written paper of 1½ hours' duration. Five questions will be set, each made up of a series of sub-parts. Candidates must answer **any three** questions. All answers must be written in English.

Each question:

- will be based on the Assessment Objectives and reflect their weightings;
- will consist of three to five separate sections. Each section may be divided into one or more sub-questions;
- will carry a total of 25 marks;
- will be based on one or more of the topics in the Syllabus Content;
- 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.

SYLLABUS CONTENT

Teachers should study the 'Notes for Guidance' below. These amplify the content, indicating in greater detail what teaching and learning for each item need to cover.

THEMES WHICH GO ACROSS 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:

- problems and opportunities as a developing country;
- matters affecting the environment and the importance of conserving it;
- the promotion and importance of sustainable development;
- the need for, and the nature of, feasibility studies before developments are planned.

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 – including FATA and the Northern Area – named cities.

C The natural topography, including drainage

Locations and main features of landforms, rivers and deserts, including identification of these and other natural landforms on a map, drawing or photograph – the influence of the natural topography on human activities.

D Climate

The distribution of temperature and rainfall within Pakistan – seasonal and regional variations and the factors contributing to them, including the monsoon, depression thunderstorm rainfall, and cyclones (typhoons) – the causes of the monsoon.

The characteristics of the main climatic regions – the influence of latitude and longitude on day length and climate – the influence of climate, including storms and floods (benefits and problems), on the economy and on the lives of the people.

2 Natural Resources – An Issue of Sustainability

A Water

Origins of water supplies – Indus Water Treaty – uses of water (agricultural, industrial and domestic) – problems, conflicts and solutions, including pollution and sustainability.

B Forests

Types and distribution – plantations and afforestation – effects of deforestation, including problems and solutions, the value of forests as a resource and their sustainability.

C Mineral resources

Distribution and uses of limestone, gypsum and rock salt – other metallic and non-metallic mineral resources of Pakistan and to what extent they can be exploited, environmental problems and sustainability of mineral extraction.

D Fish

Marine and inland fishing, a primary industry – fishing methods, including fish farming – main types of fish caught – fishing ports – future development of fishing and its sustainability.

3 Power**A Sources**

Non-renewable: coal, crude oil and natural gas, how they are extracted

Renewable: hydel, wind, solar, and other possibilities such as wave, tidal, biofuels, geothermal.

B Non-renewables

Amounts available – transport – imports – electricity generation in thermal, hydel and nuclear power stations.

C Renewables

Electricity generation in water, wind, wave and sun – their advantages and disadvantages – physical and human feasibility of these schemes-small scale power schemes – reliability of all electricity supplies.

4 Agricultural Development**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) important areas and use of other crops – apples, apricots, bananas, dates, maize, mangoes, millet, oilseeds, oranges, pulses, tobacco and vegetables.

Livestock – main areas where kept – uses of buffaloes, cattle, goats, sheep, 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.

Development: the possibilities and problems of the development of agriculture and its sustainability.

5 Industrial Development**A Understanding common terms**

'raw materials', 'refined', 'processed', 'manufactured', 'value-added', 'primary industry', 'secondary industry', 'tertiary industry', 'infrastructure', 'services'.

B Secondary and Tertiary industries

Processing and manufacturing industries – large and small scale, including cottage industries – formal and informal sectors – tourism.

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 and sources of capital, labour supply and employment.

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.

6 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.

7 Transport and Telecommunications

A Internal transport

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 transport

Roads, railways, ports, dry ports and airports – factors affecting their locations and development.

C Telecommunications

Their contribution to educational, industrial and business development, and the importance of this contribution to the development of Pakistan.

8 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 (including refugees) – causes and effects of population movements, including solutions to the problems, such as poor housing conditions 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, education and training.

NOTES FOR GUIDANCE

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 syllabus and when planning individual lessons.

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 will be adequately prepared for the examination.

GENERAL RECOMMENDATIONS

Teachers are advised to plan their scheme of work to produce as much cohesion as possible between the topics in Sections 1-8. 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:

- (i) natural topographical features, climate and population density;
- (ii) cash crop farming, cotton production, agricultural raw materials, processing and manufacturing, transport and export;
- (iii) large-scale manufacturing and the distribution of population;
- (iv) 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 World Wide Web. 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 WEB: Candidates should be encouraged to use the World Wide Web 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 will be found in the list on p.25.

THEMES WHICH GO ACROSS SYLLABUS TOPICS

Important themes that go across all or some of the individual syllabus sections should always be considered, where relevant. Some examples are given below. Many more exist in the syllabus and could have been given, but this is not a textbook.

- **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. 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, forest planted, mine developed, cash crop farm developed, factory built, 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.

1 THE LAND OF PAKISTAN

- A 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 Candidates should be able to identify the following on a map:
- the provinces, Northern Area and FATA;
 - Islamabad, Rawalpindi, Gujranwala, Lahore, Faisalabad, Multan, Sialkot, Peshawar, Chitral, Gilgit, Hyderabad, Karachi, Quetta, Gwadar.
- C 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 these features on a photograph or drawing;
 - understand the influence of the natural topography on human activities
 - (i) steep slopes and flat land on the way that the land is used,
 - (ii) mountains and deserts on the road and rail networks.
- D Candidates should:
- know the distribution of temperature and rainfall, including monsoon, depressions and convectional rain;
 - know regional variations, and the factors contributing to 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 climates 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 human activities
 - (i) the influence of low temperature, ice and snow on the lives of people in the mountains,
 - (ii) the influence of rain and flooding on agriculture, industry and communications,
 - (iii) the problems caused by drought and shortage of water supply on agriculture and industry.

2 NATURAL RESOURCES – AN ISSUE OF SUSTAINABILITY

- 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 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 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
 - (i) the development of plantations in the Indus Plain, and
 - (ii) afforestation on mountain slopes and plateau areas,
- understand the value of forests as a resource;
- explain the effects of deforestation, such as soil erosion, silting and flooding; and
- evaluate possible solutions to the problems caused by deforestation.

C Candidates should be able to:

- identify the main locations of limestone, gypsum and rock salt extraction from a map;
- identify the main mineral resources of Pakistan, and in what quantities they
 - (i) are extracted,
 - (ii) exist as reserves.
- understand why the reserves of these and other minerals cannot always be exploited;
- describe the environmental problems caused by mineral extraction; and
- evaluate the benefits of developing mineral resources;
- state the main uses of limestone, gypsum and rock salt;
- identify the main imported minerals, where they come from, and in what quantities.

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

3 POWER

A Candidates should be able to:

- describe, with the help of a simple diagram for each method, how 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.

B 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 coal 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 Candidates should be able to:

- explain and evaluate the advantages and disadvantages of the different methods of producing electricity from renewable resources;
- 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.

4 AGRICULTURAL DEVELOPMENT

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;
- 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 of these crops.

C 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, sugarcane (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, sugarcane 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.

5 INDUSTRIAL DEVELOPMENT

A 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 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 locations 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;
- 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 and other means;
- understand the differences between the formal sector and informal sector of industry;
- show an understanding of the importance of both the formal and informal sectors, and evaluate the contributions of both sectors to each of the listed industries;
- state and explain how the governing authorities promote industrial growth;
- understand how industry can attract private and foreign investment for growth and development;
- name examples of Export Processing Zones and other industrial estates, explain the reasons for their development and describe their characteristics;
- 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.

6 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 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.

7 TRANSPORT AND TELECOMMUNICATIONS

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 and maintenance 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 and telecommunications schemes.

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 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 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, 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.

8 POPULATION

A Candidates should be able to:

- understand the changing population structures (both age and sex) as shown by population pyramid graphs 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;
- explain the problems caused by population growth, consider its sustainability and evaluate possible solutions to these problems.

B Candidates should be able to:

- describe and explain, with reference to both 'push' and 'pull' factors, the main causes of population movements;
- 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.

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 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.

GLOSSARY OF COMMAND WORDS

Paper 2: The Environment of Pakistan

It is hoped that this glossary of command words used in Pakistan Studies Paper 2 (and relevant only to this Paper) will prove helpful to teachers and 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 s/he has 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>Assess</i>	Consider the factors for and against a proposal.
<i>Calculate</i>	Work out a numerical answer.
<i>Compare</i>	Write about what is similar and different about two things. For a comparison, two elements or themes are required. [NB Two separate descriptions do not 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 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.). 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>Evaluate</i>	Consider the evidence for and against a proposal.
<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 ...

TEXTBOOKS AND TEACHERS' RESOURCES

STANDARD TEXTBOOKS/ATLASES FOR STUDENTS

Fazle Karim Khan *Pakistan: Geography, Economy and People* (OUP, Karachi revised 2006)
ISBN 0-19-547154-7

Huma Naz Sethi *The Environment of Pakistan, Pakistan Studies* (Peak Publishing, London 2003)
ISBN 1-901458-49-0

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)

Journal of the Pakistan Geographer Association, published annually

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 2005) ISBN 0-19-597914-1

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

<http://www.pakistan.gov.pk/>

[official website of the government of Pakistan. This site contains much relevant information and useful statistics]

<http://www.nssd.net/pakistan.html>

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

<http://www.finance.gov.pk/survey/survey.htm>

[Pakistan Economic Survey, an annual publication of the Pakistan Government]

<http://www.finance.gov.pk/>

[home page of the Ministry of Finance, Islamabad]

www.onlinenewspapers.com/pakistan.htm

[link to an index of Pakistan newspapers, complete with hyperlinks to the homepage of each]

TEXTBOOKS providing an introduction to Pakistan Studies in the Lower School

Doreen Crawford *Geography for Pakistan – Books 1-3* (Peak Publishing, London 2002)
ISBN 1-901-458-717, 1-901-458-725 and 1-901-458-733

Peter Moss *Geography Alive – Book Two (The Geography of Pakistan)* (OUP, Karachi 2000)
ISBN 0-19-579192-4 [NB now out of print]