



Syllabus

Cambridge O Level Pakistan Studies 2059

Use this syllabus for exams in 2027. Exams are available in the June and November series.
This syllabus is **not** available in all administrative zones.

Please check the syllabus page at www.cambridgeinternational.org/2059 to see if this syllabus is available in your administrative zone.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus

For information about changes to this syllabus for 2027, go to page 40.



1 Why choose this syllabus?

Key benefits

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge O Level Pakistan Studies is accepted by universities and employers as proof of an understanding and knowledge of the country's history, environment and development. The Cambridge O Level Pakistan Studies syllabus encourages students to develop lifelong knowledge and skills, including:

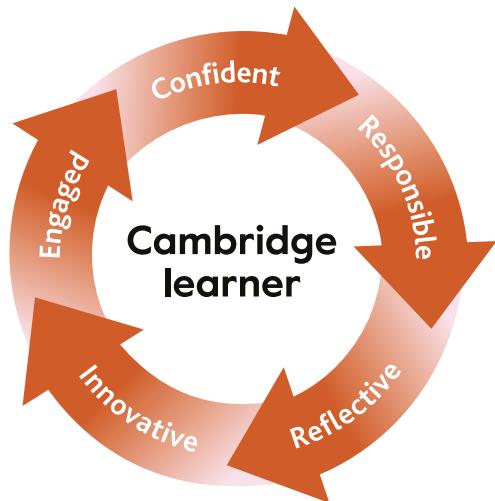
- a balanced understanding of the heritage and history of Pakistan
- an awareness of the challenges and opportunities which Pakistan faces
- how to interpret and analyse a variety of sources of information to evaluate and draw conclusions.

Cambridge O Level Pakistan Studies provides a firm foundation for more advanced study in secondary school and in higher education as well as valuable preparation for future employment in a wide range of occupations and professions.

Cambridge O Level Pakistan Studies is one of the suite of area studies offered by Cambridge International.

Our approach in Cambridge O Level encourages learners to be:

- **confident** in working with information and ideas - their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.



School feedback: 'Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.'

Feedback from: Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level Pakistan Studies gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level in related subjects.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

Learn more at www.cambridgeinternational.org/recognition

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

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Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

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2 Syllabus overview

Aims

The Cambridge O Level Pakistan Studies syllabus is divided into two:

The History and Culture of Pakistan

This part of the syllabus aims to provide insights into the origins, creation and development of Pakistan, and encourages discussion of issues facing Pakistan. It aims to enable candidates 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
- develop an understanding of the nature and use of historical evidence
- organise and communicate knowledge and understanding of history
- develop and stimulate an interest and enthusiasm for history and acquire a basis for further historical study
- develop an understanding of the nature of cause and consequence, continuity and change and similarity and difference.

The Environment of Pakistan

This part of 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.



We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

All candidates study:

The History and Culture of Pakistan

- Cultural and historical background to the Pakistan Movement
- The emergence of Pakistan 1906–47
- Nationhood 1947–99

The Environment of Pakistan

- The land of Pakistan
- Natural resources – an issue of sustainability
- Power
- Agricultural development
- Industrial development
- Trade
- Transport and telecommunications
- Population and employment

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to E.

All candidates take:

Paper 1 1 hour 30 minutes
The History and Culture of Pakistan 50%
75 marks

Section A (25 marks) – candidates answer **one** compulsory question made up of four parts: (a), (b), (c), and (d), which are linked by a common theme. Parts (a) and (b) are source-based questions using historical sources, either text or pictures/graphic. Candidates use and interpret each source in answering the questions.

Section B (50 marks) – candidates answer **two** questions from a choice of **four**.

Externally assessed

and:

Paper 2 1 hour 30 minutes
The Environment of Pakistan 50%
75 marks

Candidates answer **three** questions (25 marks each) from a choice of **five**.

Externally assessed

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1

Recall, select, use and communicate knowledge and understanding.

AO2

Demonstrate an understanding of the past through explanation, interpretation, analysis and evaluation of:

- key concepts: causation, consequence, continuity, change and significance within an historical context
- key features and characteristics of the periods studied and the relationships between them.

AO3

Apply knowledge and understanding of physical and human environments and issues through explanation, analysis and evaluation.

AO4

Apply skills and interpret a variety of environmental and historical resources/sources.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Relationship between assessment objectives and components

Assessment objective	Paper 1	Paper 2	Weighting for qualification
AO1	64%	50%	57%
AO2	26%	0	13%
AO3	0	30%	15%
AO4	10%	20%	15%
Total	100	100	100

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade A

Candidates are able to:

- very accurately recall, select and deploy factual material to support answers
- demonstrate a high level of understanding of concepts and technical terms
- show a high level of awareness and understanding of issues relating to the history, culture and environment of Pakistan
- offer well supported judgements and show a strong ability to make decisions about views and evidence
- communicate knowledge, understanding and judgements very clearly and accurately.

Grade C

Candidates are able to:

- recall, select and deploy factual material to support answers
- demonstrate some understanding of concepts and technical terms
- show some awareness and understanding of issues relating to the history, culture and environment of Pakistan
- offer some judgements and decisions about views and evidence which are not strongly supported
- communicate knowledge, understanding and judgement/decisions adequately.

Grade F

Candidates are able to:

- offer a very basic amount of correct and relevant factual material in answers
- demonstrate a very basic understanding of concepts and technical terms
- show a very limited awareness and understanding of issues relating to the history, culture and environment of Pakistan
- make some decisions about views and evidence, but these will be of a limited nature and coherence
- communicate knowledge, understanding and decisions poorly.

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners.

Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Paper 1 The History and Culture of Pakistan

Note

The syllabus content for Paper 1 is divided into three sections:

- Cultural and historical background to the Pakistan Movement
- The emergence of Pakistan 1906–47
- Nationhood 1947–99.

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 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.

1 Cultural and historical background to the Pakistan Movement

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

Focus points:

- How important were the religious reforms of Shah Waliullah?
- What influence did Syed Ahmad Barelvi exert in the revival of Islam?
- How influential was Haji Shariatullah and the Faraizi Movement?

Specified content:

- the religious reforms of Shah Waliullah and his role in the political and religious context of the time
- Syed Ahmad Barelvi and the revival of Islam in the subcontinent
- the Jihad movement and the Mujahideen
- Haji Shariatullah 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 subcontinent 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
- the East India Company's involvement in the subcontinent
- British relations with the later Mughal rulers of Delhi
- British expansion from the 1750s to the 1850s in the subcontinent
- 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.

(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 Independence 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 subcontinent
- 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?
- 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 of its origins
- the impact of his work on Muslims and the western world
- his relations with the British and the ulama
- 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 since 1947?

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, Pashto, Sindhi)

2 The emergence of Pakistan 1906–47

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 1909–19?
- How and why did relationships between Muslims and Hindus change between 1916 and 1927?

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 – its creation in 1906 and its aims
- co-operation of the Muslim League with Congress and reasons for its breakdown
- the Morley–Minto reforms, 1909
- the impact of the First World War on the subcontinent
- Congress and the Lucknow Pact, 1916
- the Rowlatt Act, 1918, and the Amritsar Massacre, 1919
- the Montagu–Chelmsford Reforms (The Government of India Act), 1919
- the Non-Cooperation Movement
- the growth of Communalism
- growing divisions in the Congress Party
- the Delhi Proposals, 1927.

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 Conferences and delegations to England, 1919–21, and reasons for failure
- the causes, course and reasons for failure of the Hijrat Movement
- Gandhi and the Non-Cooperation Movement
- reasons for the failure of the Khilafat Movement
- the impact of the Khilafat and Hijrat Movements on Muslims in the subcontinent.

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, 1927–1930
- the Nehru Report, 1928
- Jinnah's 14 Points, 1929
- Allama Iqbal's Allahabad address, 1930
- the Round Table Conferences, 1930–32
- the Communal Award of 1932
- Rahmat Ali and the Pakistan National Movement, 1933
- the Government of India Act, 1935
- the 1937 elections and their significance to the Muslim League and Congress
- 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 subcontinent in the years 1940 to 1947?**Focus points:**

- How successful were the meetings held during World War II to agree the future of the subcontinent?
- 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 subcontinent?

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
- Lord 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
- Direct Action Day, 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 Rahmat Ali to the success of the Pakistan Movement to 1947?

Focus point:

- How important were Jinnah, Allama Iqbal and Rahmat 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.

Allama Iqbal:

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

Rahmat 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.

3 Nationhood 1947–99

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 it. Impact on Muslims, Hindus and Sikhs
- the Canal Water Dispute, its course and resolution
- the role of UN mediation
- 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.

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 1949–73?

Specified content:

- Khwaja Nazimuddin
- Liaquat Ali Khan
- Ghulam Muhammad
- Iskander Mirza
- Muhammad Ayub Khan and the 'Decade of Progress'
- Yahya Khan

(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 overthrown in 1977?
- How successful were the policies of Zia-ul-Haq, 1977–88?
- What problems did Zia-ul-Haq face?

Specified content:

Zulfikar Ali Bhutto:

- controlling the army
- the Simla Agreement, 1972
- a new constitution, 1973
- industrial, agricultural, education, health, social and administrative reforms
- his overthrow. (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
- the Soviet invasion of Afghanistan, 1979. (See also below under key Question 16).

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
- inflation and unemployment
- issues in Kashmir
- her dismissal

Bhutto, 1993–96:

- Kashmir tensions
- opposition demonstrations
- unemployment/inflation
- IMF concerns following devaluation of the Pakistan rupee
- balance of payments issues
- dismissal of the Chief Minister of Punjab
- Bhutto's dismissal

Sharif:

- privatisation policy encouraged profiteering
- problems with BCCI
- loss of US aid following Pakistan's criticisms during the Gulf War
- issues in Kashmir
- removal 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?

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

Focus points:

- How has Pakistan developed as a nuclear power?
- 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

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

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

continued

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

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 Regional Cooperation for Development (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 the Central Eastern Treaty Organisation (CENTO)/Southeast Asia Treaty Organisation (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 Organisation of Islamic Conference (OIC)
- Pakistan's relationship with the Commonwealth
- the impact of the removal of Zulfikar Ali Bhutto and the Soviet invasion of Afghanistan on relations with the USA, the UK and the Commonwealth

continued

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

Relations with the United Nations (UN):

- Pakistan's place in the UN
- 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 United Nations Children's Fund (UNICEF), United National Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO), World Food Programme (WFP) and the part these agencies have played in the development of Pakistan.

Paper 2 The Environment of Pakistan

Notes

Themes across the Paper 2 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**

The understanding of feasibility involves a consideration of the advantages and disadvantages of a proposed development.

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.

Guidance on planning for teachers

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 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:

- 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.

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 Pakistan's position in relation to others in South and Central Asia.

(b) Location of administrative areas and cities

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

- the administrative areas of Pakistan
- named cities: Islamabad, Muree, Rawalpindi, Gujranwala, Lahore, Faisalabad, Multan, Sialkot, Peshawar, Chitral, Gilgit, Hyderabad, Karachi, Quetta and 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 and Dasht
- named deserts: Thar, Thal and Kharan.

Candidates should be able to:

- use the appropriate vocabulary when describing the distinguishing features of mountains, plateaux, floodplains and deserts (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 (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:
 - the influence of low temperature, ice and snow on the lives of people in the mountains
 - the influence of rain storms and flooding on agriculture, industry and communications
 - the problems caused by drought and shortage of water supply on agriculture and industry.

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)
- understand the value of water as a resource for development
- 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:
 - the development of plantations in the Indus Plain
 - afforestation on mountain slopes and plateaux
- understand the value of forests as a resource for development, 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:
 - are extracted
 - 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.

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:
 - coal as obtained by open cast, adit and shaft mining methods
 - 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)
- understand the importance of power sources for development.

(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 coal both produced in Pakistan and imported is transported to the end users
- state how much natural gas is produced by Pakistan, and how long reserves are likely to last
- describe the extent of the natural gas pipeline network in Pakistan and explain how natural gas can be taken to those parts of Pakistan away from the pipelines, and the limitations of doing this
- state how much 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
- understand that electricity can be generated in a variety of ways. In thermal power stations by burning coal, oil, gas and waste, or with nuclear energy; or with renewable sources e.g. water (including hydel), 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 to develop many parts of Pakistan.

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:
 - rice grown using traditional methods of ploughing, transplanting, irrigating, harvesting and threshing on small, fragmented holdings using family labour
 - wheat grown in areas dependent upon rainfall (barani farming areas)
 - dates and vegetables grown using karez irrigation in a desert oasis
- explain how natural factors, including climatic requirements, and human factors affect the production of cotton, rice, 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:
 - canal irrigation – karez, inundation and perennial canal
 - lift irrigation – Persian wheel and tubewell
 - understand the roles of dams, barrages, link canals, distribution canals, field channels and bunds
- explain the causes of waterlogging and salinity, and:
 - explain how land damaged by it can be restored
 - 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) 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, and 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 range of services provided by the informal sector, and their advantages and disadvantages to the development of Pakistan
- understand the importance of both the formal and informal sectors, and evaluate the contributions of both sectors to the development 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
- assess the feasibility of using global communications to enhance employment opportunities in service industries, e.g. call centres
- state and describe briefly, with an example of each, some of the natural and cultural attractions of Pakistan that are, or could be made available to tourists
- assess the feasibility of developing tourism as a means of increasing employment, development, gross national product (GNP) and gross domestic product (GDP).

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
- know and understand the meaning of GNP and GDP and the difference between them
- 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 factors that may promote and limit trade, including trading blocs, trade barriers and currency exchange rates.

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
- explain the factors which help and hinder the location, maintenance and development of roads, railways and airports
- describe improvements that have recently taken place in road, rail and air communications, and consider the feasibility of new developments
- compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people
- evaluate the development of new transport schemes, including motorway and airport development.

(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, services and trade
- understand the problems of providing telecommunications in some parts of Pakistan
- evaluate the role of telecommunications in the development of Pakistan.

8 Population and employment

(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
- 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, and identify trends in population growth
- explain the social, educational, economic and political factors which contribute to population growth over time
- explain the problems for development 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 causes of rural and urban unemployment and underemployment (that is, people who are not fully employed), and understand the problems for development 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 that unemployment and underemployment can be factors that influence GNP and GDP
- 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 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.

<i>Annotate</i>	Add labels or notes or short comments, usually to a diagram, map or photograph, to describe or explain.
<i>Assess</i>	Weigh up the factors for and against a proposal and come to a judgement.
<i>Calculate</i>	Work out a numerical answer.
<i>Compare</i>	Explain what is similar and different about two things. For a comparison, two elements or themes are required. (<i>Two separate descriptions do not make a comparison</i>)
<i>Contrast</i>	Explain the differences between two things.
<i>Define</i>	Explain the meaning of a term or phrase.
<i>Describe</i>	<p>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. describe 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 a doab</i>, etc.).</p> <p><i>Describe</i> is often linked with other command words such as <i>name</i> and <i>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 ...).</p>
<i>Describe the distribution</i>	<p>Write about the location of the required feature(s) as shown on the map(s) provided, by referring to:</p> <ul style="list-style-type: none"> their relationship to other features shown, e.g. the provinces and rivers 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. <i>Draw</i> 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>	Show with reasons why something occurs or happens.

<i>Evaluate</i>	Consider the evidence for and against a proposal, and come to a judgement.
<i>Giving your views / comment on</i>	Explain what you think about something.
<i>How</i>	Explain 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: Illustrate your answer with a labelled diagram.
<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 explain what might happen next, and justify your reasoning. 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>	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 (a figure, a table, etc.) in the question paper.
<i>Suggest</i>	Explain your ideas on or your knowledge about the given topic. It is often coupled with why; this requires a statement or an explanatory statement referring to one or more particular feature(s).
<i>To what extent</i>	Give the reasons for and against the proposal in the question and justify.
<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>	What 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 shown 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>	Explain the cause(s) of or the reason(s) for or the consequence(s) of something.

Faculty feedback: ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Components	Weighting
<p>Paper 1 The History and Culture of Pakistan</p> <p>Section A (25 marks) – candidates answer one compulsory question made up of four parts: (a), (b), (c), and (d), which are linked by a common theme. Parts (a) and (b) are source-based questions using historical sources, either text or pictures/graphic. Candidates use and interpret each source in answering the questions.</p> <p>Section B (50 marks) – candidates answer two questions from a choice of four. Each question has three parts:</p> <ul style="list-style-type: none"> one part testing knowledge (4 marks) A factual answer of no more than one short paragraph is required. one part testing knowledge and understanding includes selecting relevant and appropriate information (7 marks) Answers require at least two paragraphs of writing. one part testing knowledge, understanding and analytical and evaluative ability (14 marks) 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 an essay, in continuous prose of approximately two pages of writing, not in note form. 	50%

Total 75 marks. Externally assessed.

and:

Paper 2 The Environment of Pakistan	1 hour 30 minutes	50%
Candidates answer three questions (25 marks each) from a choice of five .		
Each question:		
<ul style="list-style-type: none"> consists of four separate parts: (a), (b), (c) and (d); each part may be divided into one or more sub-parts requires the ability to interpret and analyse resources in the question; there may be diagrams, graphs, maps, photographs, tables and written material. Part (d) of each question specifically assesses analysis skills. requires the evaluation of information. 		

Total 75 marks. Externally assessed.

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.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied Pakistan Studies.

Guided learning hours

We design Cambridge O Level syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/2059

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE Pakistan Studies (0448)
- syllabuses with the same title at the same level.

Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.

Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A* is the highest and E is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade E. ‘Ungraded’ is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- 2 to show likely future success

The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.

The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2027

The syllabus has been updated. There are no significant changes which affect teaching. This is version 1, published March 2025.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching. This syllabus has been reformatted. There are no changes to the content or assessment.

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge O Level.

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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