Cambridge Assessment International Education

Learner Guide

Cambridge O Level
Pakistan Studies 2059

Paper 2

For examination from 2019

Cambridge Pathway

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Contents

About this guide 4

Section 1: Getting started = what you need to know about 5

Section 2: How you will be assessed 8

Section 3: What skills will be assessed 13

Section 4: Example candidate response 15

Section 5: Revision 22

Revision checklists 25

About this guide

This guide introduces you to your Cambridge O Level Pakistan Studies (2059) course and how you will be assessed. You should use this guide alongside the support of your teacher. We suggest you print off this document or if you prefer to work electronically, save it as a pdf document so that you can keep a record of your progress.

By the end of this guide, you should:

- ✓ have an overview of the course and what you will learn about
- ✓ understand the structure of the assessment that you will be taking
- ✓ be able to plan your revision

Section 1: Syllabus content

Find out what topics you will be learning about. Your teacher can give you more detail.

Section 2: How you will be assessed

Find out:

- how many examinations you will take
- how long each examination lasts
- what different question types the examination will contain
- how to tackle each examination.

Section 3: What skills will be assessed

Find out what areas of knowledge, understanding and skills you will need to demonstrate throughout the course and in your examinations.

Section 4: Example candidate response

Take a look at a learner's response taken from a real examination. Find out:

- how to interpret the question
- how to avoid common mistakes
- how to improve your exam technique.

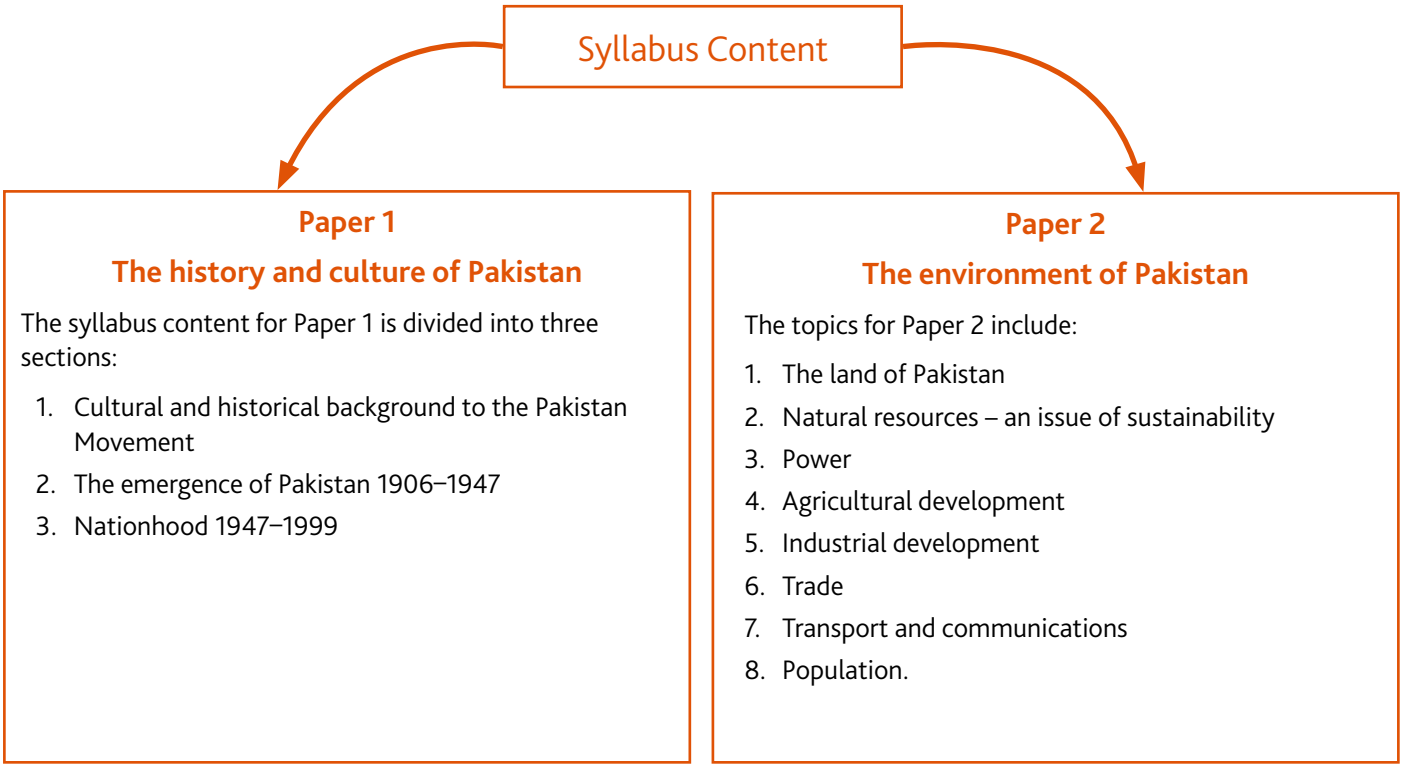
Section 5: Revision

Discover:

- ways to help you plan your revision
- example revision planners
- some basic revision skills
- some 'top revision tips'
- revision checklist for each topic.

Section 1: Syllabus content - what you need to know about

The Cambridge O Level Pakistan Studies syllabus is made up of **two compulsory components**, Paper 1 and Paper 2. Paper 1 focuses on the history and culture of Pakistan, and Paper 2 focuses on the environment of Pakistan. You can see the content of each paper below.



In Paper 1 the three sections are 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. Each section includes key questions, focus points and specified content which is listed below.

For Paper 2 it is important to note that for each topic listed above, 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
- Effects on the environment and the importance of conserving the environment
- The promotion and importance of sustainable development
- The importance of feasibility studies

Only the Topic headings and topic sub headings have been included here. The detailed content is given in the revision checklists within this guide, but ask your teacher for more detail.

You will study the eight topics and consider for each topic, the importance to the people, country and development of Pakistan of the themes across the Paper 2 syllabus, where relevant.

Pakistan Studies Paper 2 The environment of Pakistan

Themes across the Paper 2 syllabus topics:

- the problems and opportunities for Pakistan as a developing country
- effects on the environment and the importance of conserving the environment
- the promotion and importance of sustainable development
- the importance of feasibility studies

Pakistan Studies Paper 2 Syllabus topics

1. The land of Pakistan

2. Natural resources – an issue of sustainability

3. Power

4. Agricultural development

5. Industrial development

6. Trade

7. Transport and tele-communications

8. Population and employment

Pakistan Studies Paper 2 Syllabus topic content

1. The land of Pakistan

a) Location of Pakistan
b) Location of provinces and cities
c) The natural topography, including drainage
d) Climate

2. Natural resources – an issue of sustainability

a) Water
b) Forests
c) Mineral resources
d) Fish

3. Power

a) Sources
b) Non-renewables
c) Renewables

4. Agricultural development

a) Agricultural systems
b) Crops and livestock
c) Factors affecting production

5. Industrial development

a) Understanding common terms
b) Secondary and tertiary industries

6. Trade

a) Major exports and imports
b) Pakistan's trading partners

7. Transport and telecommunications

a) Internal transport
b) International transport
c) Telecommunications

8. Population and employment

a) Structure and growth
b) Movement of population
c) Distribution and density of population
d) Employment

Section 2: How you will be assessed

You will be assessed using two components:

- Paper 1 The history and culture of Pakistan (Written paper)
- Paper 2 The environment of Pakistan (Written paper)

In this booklet we are looking at Paper 2. For more information about Paper 1 have a look at the Paper 1 Learner Guide.

Paper 2 at a glance

The table summarises the key information about paper 2. You can find details and advice on how to approach paper 2 on the following pages.

Component	How long and how many marks	Skills assessed	Details	Percentage of the qualification
Paper 2 The environment of Pakistan	1 hour and 30 minutes, 75 marks	• Recall, select, use and communicate knowledge and understanding • Apply knowledge and understanding, through explanation, analysis and evaluation • Apply skills and interpret a variety of resources.	You answer **three** questions from a choice of **five**.	50%

About Paper 2

It is important that you understand the different types of question in each paper and how you should approach them.

Paper 2 The environment of Pakistan

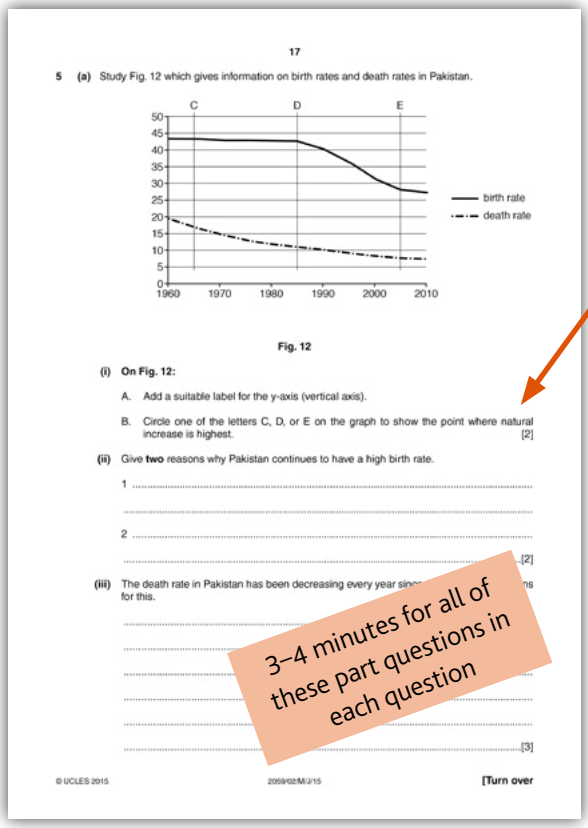
This component tests your ability to:

- recall, select, use and communicate your knowledge and understanding
- apply your knowledge and understanding of physical and human environments and issues through explanation, analysis and evaluation
- apply skills and interpret a variety of geographical resources.

You need to answer **three** questions from a choice of **five**:

Question types and advice

All of the five questions in Paper 2 are divided into sub-questions, for example 1a(i), 1a(ii) etc. and each of the parts of the question requires a different approach.



17

5 (a) Study Fig. 12 which gives information on birth rates and death rates in Pakistan.

Fig. 12

(i) On Fig. 12:

A. Add a suitable label for the y-axis (vertical axis).

B. Circle one of the letters C, D, or E on the graph to show the point where natural increase is highest. [2]

(ii) Give **two** reasons why Pakistan continues to have a high birth rate.

1 .....

.....

2 .....

.....[2]

(iii) The death rate in Pakistan has been decreasing every year sinc... for this.

.....

.....

.....

.....

.....

.....[3]

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3–4 minutes for all of these part questions in each question

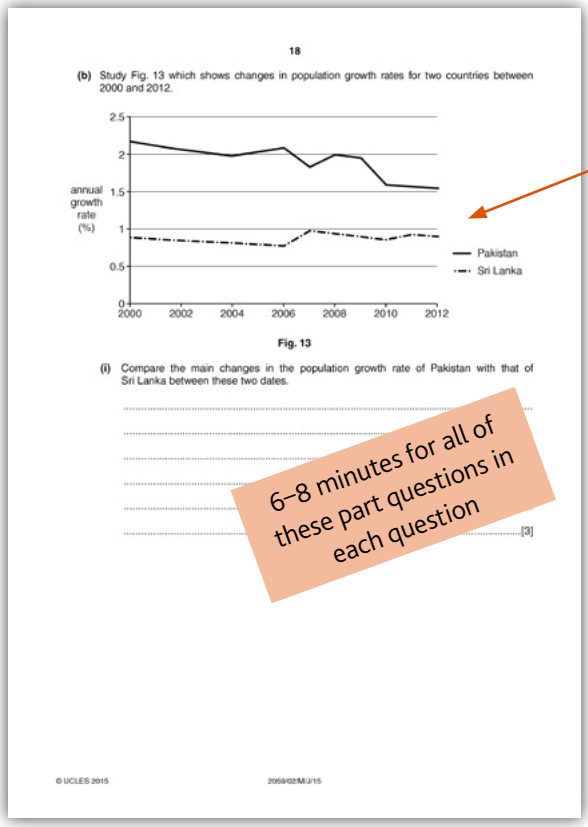
Questions that ask you to recall the name of a city, a port or a crop, for example, or ask you to write a list

- typically worth 1 or 2 marks
- will ask you a question about places, crops, maps, processes, etc. that you are expected to have knowledge of.

Read the question very carefully and be precise.

Attempt all of the questions. Give an answer even if you are not sure.

You can give very brief answers, sometimes single words, if you are asked 'to list'.



18

(b) Study Fig. 13 which shows changes in population growth rates for two countries between 2000 and 2012.

Fig. 13

(i) Compare the main changes in the population growth rate of Pakistan with that of Sri Lanka between these two dates.

.....

.....

.....

.....

.....

.....[3]

6–8 minutes for all of these part questions in each question

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Questions that use photographs/ graphs/tables/maps etc.

- typically worth 2 or 3 marks
- ask you to apply your skills to interpret a resource

or

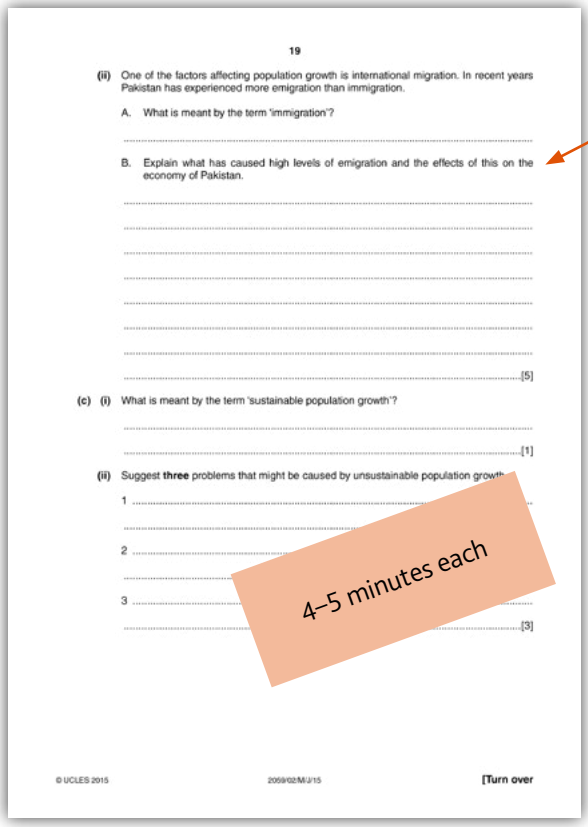
- **sometimes** ask you to apply your knowledge and understanding to a question.

You must look very carefully at the labels/titles/axis/key of the resource.

You must use units if you are being asked to provide data.

You will typically be asked to use the information in the resource to give an answer. This is because this type of question is testing your ability to use your data reading and analysis skills.

Sometimes you will be asked to use the resource and your own knowledge. This is because this type of question is testing your knowledge and understanding.



19

(ii) One of the factors affecting population growth is international migration. In recent years Pakistan has experienced more emigration than immigration.

A. What is meant by the term 'immigration'?

.....

B. Explain what has caused high levels of emigration and the effects of this on the economy of Pakistan.

.....

.....

.....

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.....

.....

.....[5]

(c) (i) What is meant by the term 'sustainable population growth'?

.....

.....[1]

(ii) Suggest **three** problems that might be caused by unsustainable population growth.

1 .....

.....

2 .....

.....

3 .....

.....[3]

4–5 minutes each

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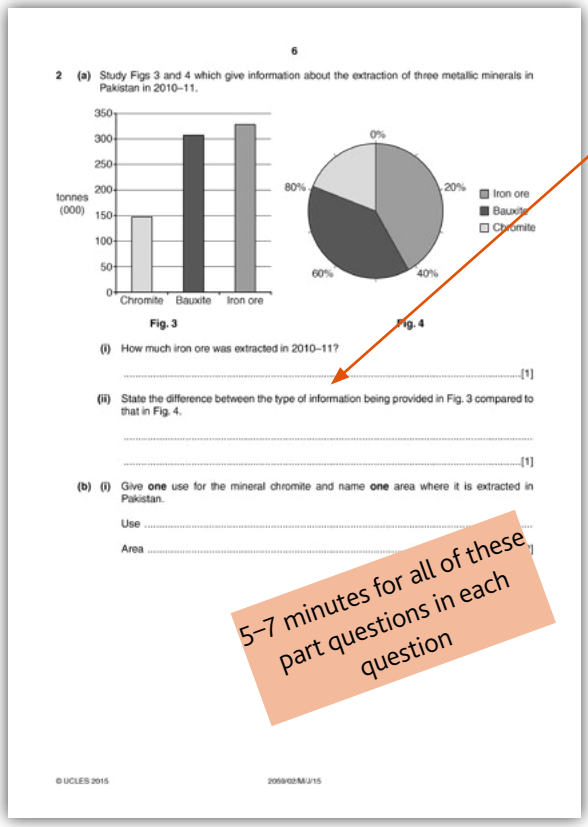
Questions that ask you to 'explain'

- worth 4 marks
- typically ask you to **explain** *why* or *how* or *what happens when*
- give reasons for the points that you make.

You must give an explanation for the points you make. Explain **why**, for example, instead of just listing ideas

These questions are asking you to think more carefully and deeply about issues.



6

2 (a) Study Figs 3 and 4 which give information about the extraction of three metallic minerals in Pakistan in 2010–11.

Fig. 3 Fig. 4

(i) How much iron ore was extracted in 2010–11?

.....[1]

(ii) State the difference between the type of information being provided in Fig. 3 compared to that in Fig. 4.

.....

.....[1]

(b) (i) Give **one** use for the mineral chromite and name **one** area where it is extracted in Pakistan.

Use .....

Area .....

5–7 minutes for all of these part questions in each question

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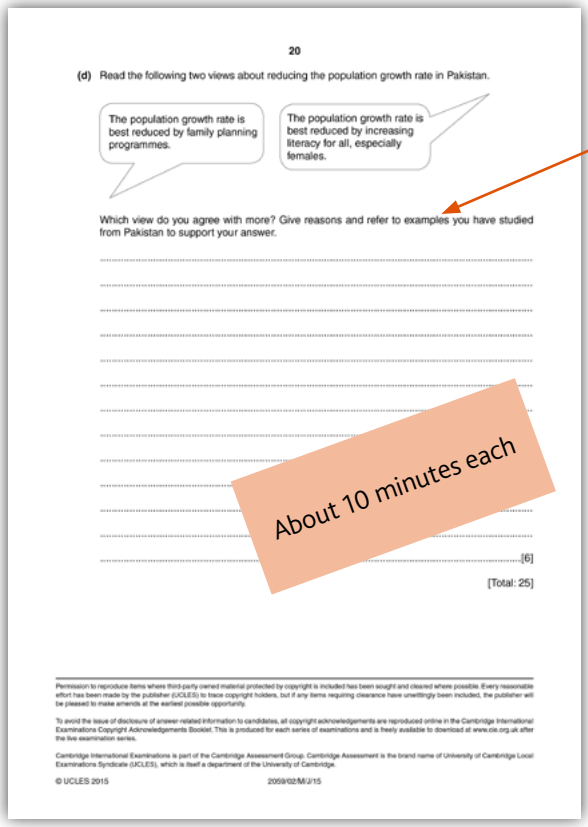
Questions that ask you to 'state' or 'describe'

- Typically worth 2 or 3 marks
- These questions are testing your knowledge and understanding,

Read the question very carefully and be precise.

The answers to these questions do not need full explanations.

However, they should be more than just a list of single words.



20

(d) Read the following two views about reducing the population growth rate in Pakistan.

The population growth rate is best reduced by family planning programmes.

The population growth rate is best reduced by increasing literacy for all, especially females.

Which view do you agree with more? Give reasons and refer to examples you have studied from Pakistan to support your answer.

.....

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.....[6]

[Total: 25]

About 10 minutes each

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Part (d) questions

- worth 6 marks
- ask you to argue for and against a statement, or statements and reach a decision about which side of the argument you support.

You must clearly show the examiner which side of the argument, or which statement you support

You must give an explanation for every point that you make. Explain why, instead of just listing ideas

You must give examples if you are asked to provide them.

You do not need to respond with a long essay, but you will need to write in continuous prose.

General advice

Be precise and accurate in your answers.

Use the subject specific vocabulary that is required for this subject. Geography is a technical subject and the specialist language that is used reflects this.

Answers should not be generalised statements, they should be informed by the physical and human environment and issues of Pakistan.

You have to answer three questions in 1½ hours.

Try to keep to these timings:

- About 10 mins for each part (d) question
- About 4 to 5 mins for each part of question that asks you to explain
- About 6 to 8 mins for all the parts of the question that use resources
- About 3 to 4 mins for all the parts of the question that ask you to write down something

- You must answer **all the parts** of the **three** questions you choose.
- Do not answer more than three questions as you will not gain any advantage.
- Look quickly through all parts of the questions before you make a decision. Don't base your decision on the first question.
- Make sure you include your own knowledge, understanding and relevant examples.
- You could answer the questions in the order you are most confident, but be careful of the number of marks each question is worth. Try to base your choice of questions on how well you can answer the high mark parts (i.e., part (d) questions and the questions that ask you to explain, rather than low mark parts.).
- If you finish early, re-read and check your answers, adding more relevant knowledge, examples and ideas if you can remember them.

Section 3: What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AO). For Paper 2, AO1, AO3 and AO4 are assessed.

AO1	AO3	AO4
Recall, select, use and communicate knowledge and understandingunderstanding.	Apply knowledge and understanding of physical and human environments and issues through explanation, analysis and evaluation.	Apply skills and interpret a variety of environmental resources.

The following tables explain what each assessment objective means and what percentage of the whole qualification is assessed using that objective. Your teacher will be able to give you more information about how each of the assessment objectives are tested in each component.

Assessment Objective	What this means	Where
AO1: An ability to recall, select, use and communicate knowledge and understanding.	**Demonstrating a knoiwledge and understanding of the physical and human geography of Pakistan.** An example of this is: You need to show that you can remember information from maps in answers where you are asked to label a map. You need to show that you remember examples from case studies, for example, named improvements in the transport systems that have recently taken place. You can use the learning techniques discussed in Section 1 to: • Study maps • Remember the location of the key cities that are named in the syllabus • Remember where the landforms, rivers and deserts are located that are named in the syllabus • Remember the main roads that cross international borders	Paper 2 (37 marks) Percentage of Cambridge O Level: 50%
AO2: The ability to apply knowledge and understanding of physical and human environments and issues through explanation, analysis and evaluation	**Demonstrating explanations informed by the geography of Pakistan.** You need to show that you *understand* the causes, reasons or factors that you provide in your answers by: • making *developed* points in those questions that ask you to explain • and additionally providing an evaluation of different points of view in your part (d) answers • making sure that the content of your part (d) answers supports the evaluation you make, i.e. don't say that you agree with Statement A more, if your response has argued strongly in favour of Statement B.	Paper 2 (23 marks) Percentage of Cambridge O Level: 30%

Assessment Objective	What this means	Where
AO4: An ability to apply skills and interpret a variety of environmental resources.	**Demonstrating data and map skills, interpreting data presented as graphs/charts/diagrams/tables/maps etc. Interpret information given in the form of photographs.** You could be asked to shade an area of a map, or label the X or Y axis of a graph. You could be asked to read data from a chart and make a calculation to provide an answer to a question. You could be asked to look at two sets of data, for example, rainfall in two cities in Pakistan, and make a comparison of the two. You could be asked to look at two sets of data and give the relationship between the two (for example a negative correlation).	Paper 2 (15 marks) Percentage of Cambridge O Level: 20%

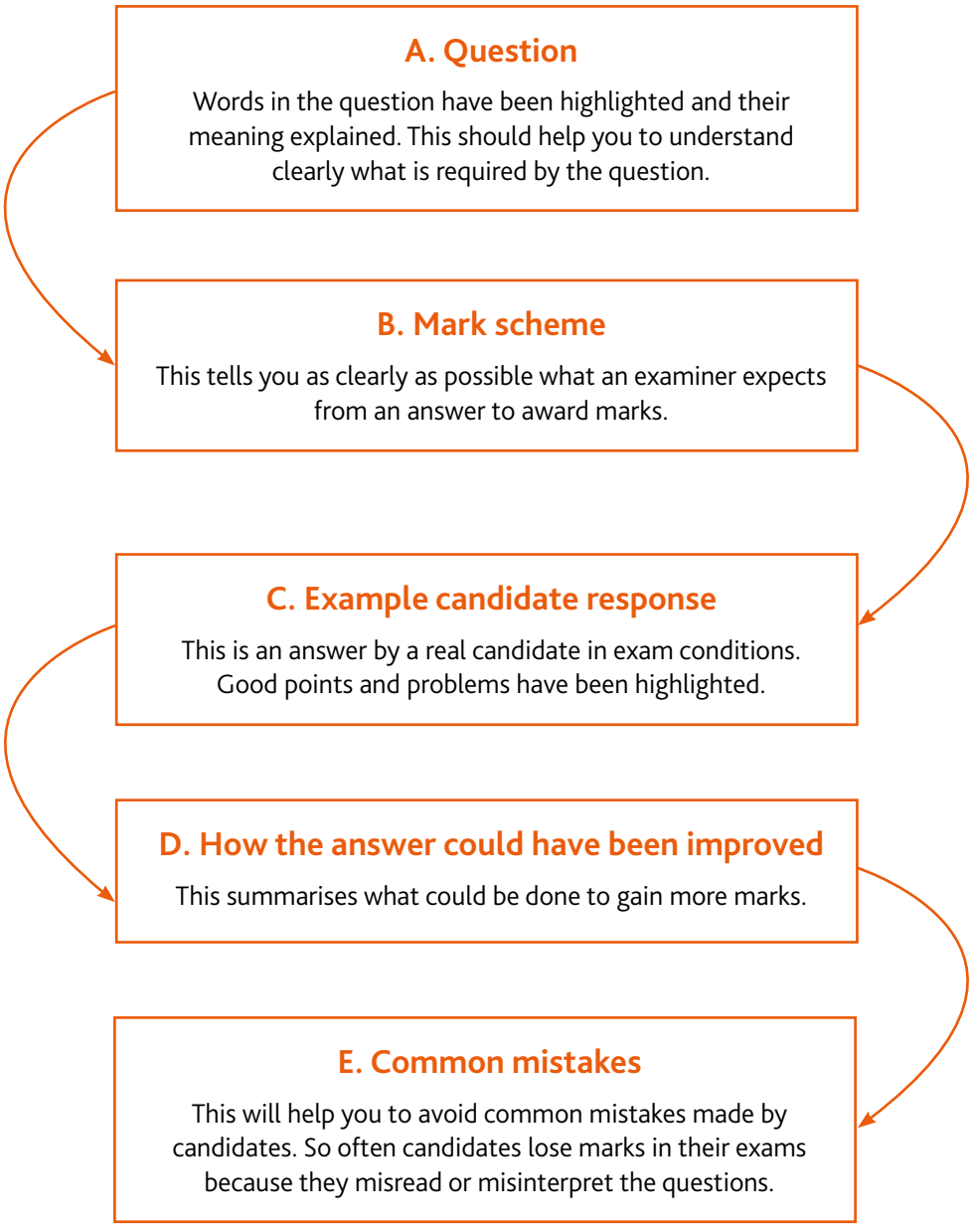
Section 4: Example candidate responses

This section takes you through an example question and learner response from a Cambridge O Level Pakistan Studies (2059) past paper.

It will help you to see how to identify words within questions and to understand what is required in your response. Understanding the questions will help you learn what you need to do with your knowledge, for example, you might need to describe something, explain something, argue a point of view, apply the knowledge in a different way, or list what you know.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is structured as follows:



A. Question

The question used in this example is a part (d) question taken from Paper 2. There are five questions to choose from in this paper, and you have to choose three questions to answer. Each of the five questions are broken down into parts, for example part 1a(ii) or 3c(i) or part 5(d). Part (d) questions are the final part of each of the five questions. They are marked differently from the other parts of the five questions, and they are testing a number of different skills. **5(d)** Read the following two views about reducing the population growth rate in Pakistan.

> "The population growth rate is best reduced by family planning programmes".
>
> " The population growth rate is best reduced by increasing literacy for all, especially females".
>
> Which view do you agree with more? Give reasons and refer to examples you have studied from Pakistan to support your answer. (6)

Now let's look more closely at the question.

5(d) Read the following two views about reducing the population growth rate in Pakistan.

> "The population growth rate **is best reduced by** family planning programmes".
>
> " The population growth rate **is best reduced by** increasing literacy for all, especially females".
>
> **Which view do you agree with more?**
>
> **Give reasons** and **refer to examples** you have studied from Pakistan **to support your answer.** (6)

...is best reduced by...

This question gives two possible ways to reduce the population growth rate in Pakistan - family planning or increased literacy - and you will be expected to argue which of the two ways is the best. You are expected to write about both views, making points and giving explanations. You can argue for and against both views and then come to a decision about which view you agree with more. Or you can argue for one view and against the other view, and then state clearly which view you agree with more.

The examiner will be looking to see that you have included a statement that clearly says which view you agree with more – your **evaluation** of the argument. They will then look to see whether the content of your answer backs up your statement. You need to make sure that if you state that you agree with view A more, that your argument demonstrates this.

Remember – this question is testing the higher-level skills of explanation, analysis and evaluation, so the examiner needs to see explanation for the points that you make.

Remember – the question is asking about the population growth rate in Pakistan – the content of your answer should be about what is happening in Pakistan. So, give specific examples, not general statements wherever you can.

B. Mark scheme

The mark scheme for the part (d) questions gives indicative content i.e. some **examples** of the knowledge that the examiner would expect to see in the response as evidence (details such as places, names of organisations, statistics, etc.). If a candidate includes points in their answers for part (d) which are not in the mark scheme but which are accurate and relevant, the examiner will award marks for these points. The mark scheme for the part (d) questions does **not** include all possible answers.

Look at the mark scheme for 5(d) below:

Indicative content (development of points or examples in parentheses)
Family planning • Policies to reduce family size effective in other countries (e.g. China's one-child policy) • Family planning can be introduced through government and NGO programmes (e.g. women and children's welfare associations, Behbud Association, Green Star clinics) • Contraceptives could be provided cheaply • Is a direct approach/can be enforced/monitored • Developing education facilities especially in rural areas is very expensive (and can be opposed in tribal/traditional areas) • Many traditional/religious societies are opposed to the use of contraceptives (because they need children to work on the farms/see children as a gift which will be provided for) • Education is a less direct approach/has more effects than just on population growth rate.
Education • Literate people would be more aware of the problems of population growth (and the need to reduce it) • Literate people would have more knowledge of family planning • More girls being educated (in secondary and higher education) would lead to later marriage/childbearing age (the time span for reproduction would decrease) • More females being educated would mean more women taking on careers (and seeking to improve their standard of living rather than having more children and contribute to economic development, decreasing the burden of population growth) • More people being skilled will generate income for country, decreasing the burden on/outweighing the effect of population growth • (Anti-natalist) population policies can be considered too harsh (unethical/too intrusive/against human rights) • Traditional/religious opposition to contraception

The examiner uses a mark scheme, a set of Level criteria (see next page) and the assessment objectives to mark the answer.

The **Level criteria** list what the candidate needs to do in order to demonstrate the assessment objectives at that Level. The assessment objectives are the areas of knowledge, understanding and skills you saw in Section 3: What skills will be assessed. Remember that AO1 and AO3 are assessed in part (d) questions and that candidates should be aiming to demonstrate the AO3 skills.

Level criteria for AO1 (recall, select, use and communicate knowledge and understanding) **and AO3** (Apply knowledge and understanding of physical and human environments and issues through explanation, analysis and evaluation).

The examiner uses the descriptions for the Level criteria to determine what Level to award an answer.

Level	Marks	What this means
Level 3	5–6 marks	6 – Evaluation between both developed points of view, with reference to appropriate example(s) 5 – Evaluation between both developed points of view
Level 2	3–4 marks	4 – Developed point(s) on both points of view 3 – Developed point(s) supporting one point of view
Level 1	1–2 marks	2 – Simple points addressing more than one point of view or statement 1 – Simple points addressing one point of view or statement 0 – No valid response

Question 5d asks the candidate to make a judgement – an evaluation, 'which view do you agree with more'? To come to a judgement, both sides of the argument need to be explained (developed) and a statement made which clearly shows which view is agreed with more. The content of the answer needs to support the evaluation.

Marks are awarded here for demonstrating the AO3 skills.

Marks are awarded here for demonstrating some of the AO3 skills. The candidate will have given explanation for the points they have made to support their argument, but not a statement which clearly shows which point of view they agree with more.

Even if a judgement is made, if the candidate has only addressed one point of view, the maximum marks which can be awarded is Level 2, 3 marks.

Marks are awarded here for demonstrating the AO1 skills. Candidates will have recalled knowledge, selected relevant points and communicated them, but the points they make have not been explained. There is no reason given as to why they have been included in the argument. No matter how many points are made, if they are not explained, the answer cannot be awarded above a Level 1.

A **strong** answer for 5(d) should include:

- **clear** structure and argument
- **explained** points given that address both points of view
- **a clear statement** about which point of view the candidate agrees with more (the evaluation)
- an argument which **supports** the evaluation.
- **relevant** examples
  - names of organisations/programmes
  - areas or cities in which the programmes have been introduced
  - key ideas and concepts
  - data and statistics

Now let's look at the example candidate response to part question 5(d) and the examiner's comments on this response.

Example candidate response

The real candidate answer is presented on the left-hand side. The response has been typed and white spaces introduced between sections to make it easier to read. The examiner comments are included inside the orange boxes.

The examiner marks the answer as a whole, taking into consideration the overall Level. However, for the purpose of this example, the examiner has made specific comments to help you see what Level is demonstrated. The candidate was graded as **Level 3, 5 marks** overall for their answer.

5(d) Read the following two views about reducing the population growth rate in Pakistan.

"The population growth rate is best reduced by family planning programmes".

" The population growth rate is best reduced by increasing literacy for all, especially females".

Which view do you agree with more? Give reasons and refer to examples you have studied from Pakistan to support your answer. (6)

"The population growth rate is best reduced by increasing literacy for all is the view I agree with more as this major problem would be solved if females gained knowledge. This is because females are the ones who conceive the child and if she has knowledge, she would plan her family properly.

Another reason is that if education was provided for all they would see the world from a modern eye, not find pride in large families and prioritise the comfortable lives of their family rather than the number of people in it.

Family planning programmes benefit the people of Pakistan to a very minimal level as most of the population of Pakistan is illiterate. They do not understand the purpose of not having more children who could be a source of income through TVs and flyers.

The family oriented also find it their duty to have an equally large family. Emphasizing and providing education for all would - if not this generation then the next – but eventually benefit them and Pakistan.

Examiner comments

Candidate starts off well. Gives clear support to one of the views. Candidate makes a point: 'females are the ones who conceive ' and gives an explanation ' and if she has knowledge, she would plan her family properly'. It's not a strong point, because the ability to plan a family also depends on the man involved, but it is a developed point that takes the candidate to Level 2.

Examiner comments

Candidate follows this up with another point, which is strong. Education gives people the ability to see the world with a 'modern eye' and because of this, people wouldn't 'find pride in large families...' This is an argument for 'literacy for all' – same as the previous point made and so the response remains at Level 2.

Examiner comments

The candidate's start to this paragraph takes them to Level 3. They are addressing the point of view about family planning being the best way to reduce the population growth rate. The candidate makes a point that there is minimal benefit to the people of Pakistan from family planning programmes because most of the people are illiterate and cannot understand the messages being sent out through the TV and flyers.

The explanation as to why illiteracy is a barrier to the family planning programmes being effective takes the candidate to Level 3, 5 marks.

How the answer could have been improved

This is a solid Level 3 response that shows clear support for both points of view. The candidate presents an argument for education being the best way to reduce the population growth rate, and an argument against family planning being the best way to reduce the population growth rate.

The response could be improved to achieve Level 3, 6 marks by using examples of education programmes for women that had been introduced, or examples of family planning programmes. The candidate could also have mentioned the percentage of people in Pakistan who are illiterate – given an example through statistics.

Common mistakes

The most common error for this question is only addressing one point of view. Many candidates give good explanation for the points that they make and give a statement that shows clear support for one point of view, but because they do not address both views, their answer can only reach a maximum of three marks.

In summary, this answer needed more examples. Examples make it clear that the answer is about Pakistan and its people and the issues that they face. This answers the question fully.

General advice

In order to do your best when answering a question, make sure you:

- actually address the question being asked; stay focussed
- think carefully about the points you want to make – are they general or are they about Pakistan
- relate any facts, or knowledge you've given to the question being asked, i.e. direct your knowledge to the question
- are clear and direct in any judgement, statements or conclusions you are making; the examiner cannot make assumptions about what you mean – you need to make it very clear
- support any judgements and statements with accurate and relevant examples and/or statistics
- make sure that the content of your answer demonstrates the judgement you have made.

Section 5: Revision

For general advice and support with revision, see the following resources on our website

www.cie.org.uk/cambridge-for/parents-and-students/in-class/study-resources/

- Video: Introduction to Learner Guides
- Video: Learner Revision Guide
- Learner Revision Guide

It is important that you plan your revision in plenty of time for the examinations and that you develop a revision technique that works for you.

Top tips for revision

On a large wall map of Pakistan, (try drawing this yourself) locate the major cities, landforms and rivers. Place sticky notes or coloured stickers, for example, which represent minerals and other natural resources, major industries, the climate of the area etc. so that you have a visual picture of what you have learnt. You will be able to see clearly the connections between for example, the large population of Karachi and the industries and transport links that are near the city. You will be able to see where the mangroves grow, or where limestone is extracted and how far away the cement factories are.

Other useful revision advice

Although there is a choice of questions on Paper 2, not every topic will be examined. Topics will typically be examined in a variety of ways that test the different Assessment Objectives – from being presented with graphs or maps or photographs and being asked to apply your skills and interpret the resources (AO4) or being asked a question where you need to describe or remember the location of a city or a land form (AO1) or explain and evaluate an aspect of a topic (AO3).

You can plan to revise in a number of different ways, such as:

- Revise by topic – revise the topics by sub-headings
- Revise by themes across the Paper 2 syllabus
- Revise by exam paper – revise the topics as they are tested in the examination Paper 2
- Revise using a mixed approach – a combination of the above ways

There is no correct way of revising so you need to choose the system that works for you.

Mixed approach revision timetable

The example below shows a simple table that applies the **mixed approach** to revision timetabling .

The example shows only a small part of the content.

Column 1 – contains the topic heading, sub-headings and detailed content.
Column 2 – lists the planned amount of time to spend revising based on the difficulty and amount of information to be learned.
Column 3 – includes a reference to past paper questions that test the topic
Column 4 – 'RAG' stands for 'Red', 'Amber' and 'Green'. Fill in this column according to your confidence in the topic. R = Red (I do not understand or I am not confident); A=Amber (I partially understand and have some confidence); G=Green (I fully understand and am completely confident).
Column 6 – write notes to yourself on what to focus on, or activities to help you revise or practise the topics and any notes that support your revision.

Topic	Time needed	Past paper	RAG	Notes/themes across the syllabus
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, longitude 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	4 hours			

Revision checklists

The checklists below can be used as a revision checklist: It doesn't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

You can use the tick boxes in the checklists to show when you have revised and are happy that you do not need to return to it. Tick the 'R', 'A', and 'G' column to record your progress. The 'R', 'A' and 'G' represent different levels of confidence, as follows:

R = **RED**: means you are really unsure and lack confidence in that area; you might want to focus your revision here and possibly talk to your teacher for help

A = **AMBER**: means you are reasonably confident in a topic but need some extra practice

G = **GREEN**: means you are very confident in a topic

As your revision progresses, you can concentrate on the **RED** and **AMBER** topics, in order to turn them into **GREEN** topics. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.

You can use the 'Comments' column to:
- add more information about the details for each point
- include a reference to a useful resource
- add learning aids such as rhymes, poems or word play
- highlight areas of difficulty or things that you need to talk to your teacher about.

Use the revision checklists on the next pages to help guide your revision.

Syllabus topics

1. **The land of Pakistan**
   a) Location of Pakistan
   b) Location of provinces and cities
   c) The natural topography, including drainage
   d) Climate

2. **Natural resources – an issue of sustainability**
   a) Water
   b) Forests
   c) Mineral Resources
   d) Fish

3. **Power**
   a) Sources
   b) Non-renewables
   c) Renewables

4. **Agricultural development**
   a) Agricultural systems
   b) Crops and livestock
   c) Factors affecting production

5. **Industrial development**
   a) Understanding common terms
   b) Secondary and tertiary industries

6. **Trade**
   a) Major exports and imports
   b) Pakistan's trading partners

7. **Transport and telecommunications**
   a) Internal transport

8. **Population and employment**
   a) Structure and growth
   b) Movements of population
   c) Distribution and density of population
   d) Employment

Revision checklists

1. The land of Pakistan

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
1. The land of Pakistan	a) Location of Pakistan	You 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	☐	☐	☐	
1. The land of Pakistan	b) Location of provinces and cities	You should be able to identify the following on a map: • the provinces, Northern Areas (Gilgit–Baltistan) and FATA • named cities: Islamabad, Muree, Rawalpindi, Gujranwala, Lahore, Faisalabad, Multan, Sialkot, Peshawar, Chitral, Gilgit, Hyderabad, Karachi, Quetta and Gwadar.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
1. The land of Pakistan	c) The natural topography, including drainage	You 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. You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
1. The land of Pakistan	d) Climate	You 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

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
2. Natural resources - an issue of sustainability	a) Water	You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
2. Natural resources - an issue of sustainability	b) Forests	You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
2. Natural resources - an issue of sustainability	c) Mineral resources	You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
2. Natural resources - an issue of sustainability	d) Fish	You 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

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
3. Power	a) Sources	You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
3. Power	b) Non-renewables	You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
3. Power	c) Renewables	You 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.	☐	☐	☐	

Topic 4. Agricultural development

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
4. Agricultural development	a) Agricultural systems	You 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.	☐	☐	☐	
4. Agricultural development	b) Crops and livestock	You 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.	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
4. Agricultural development	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	☐	☐	☐	
		You 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	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
4. Agricultural development	c) Factors affecting production (continued)	• 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 itssustainability.	☐	☐	☐	

5. Industrial development

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
5. Industrial development	a) Understanding common terms	You 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*.	☐	☐	☐	
5. Industrial development	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. You 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	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
5. Industrial development	b) Secondary and tertiary industries (continued)	• 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

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
6. Trade	a) Major exports and imports	You 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	You 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

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
7. Transport and tele-communications	a) Internal transport	You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
7. Transport and tele-communications	b) International transport	You 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.	☐	☐	☐	
7. Transport and tele-communications	c) Tele-communications	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.	☐	☐	☐	

Topic 8. Population and employment

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
8. Population and employment	a) Structure and growth	You 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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
8. Population and employment	b) Movements of population	You 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).	☐	☐	☐	
8. Population and employment	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.	☐	☐	☐	

Topic	Topic sub-headings	Syllabus detail	R	A	G	Comments/examples
8. Population and employment	d) Employment	You 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.	☐	☐	☐	

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