



Syllabus

Cambridge IGCSE™ Pakistan Studies 0448

Use this syllabus for exams in 2024.
Exams are available in the June series.



Version 3

Please check the syllabus page at www.cambridgeinternational.org/0448 to see if this syllabus is available in your administrative zone.

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

Changes to the syllabus for 2024

This syllabus has been updated. The latest syllabus is version 3, published July 2023.

Changes to version 2, published April 2022

On pages 21, 22, 23 and 24 there are changes to Key Questions 14, 15 and 16.

Changes to version 1 of the syllabus, published September 2021.

The hyperlink on page 10 has been updated.

You are strongly advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **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.

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the reformed GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

Cambridge Assessment International Education is 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.



Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cambridgeinternational.org/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cambridgeinternational.org/eoguide

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted. Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cambridgeinternational.org/igcse

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Pakistan Studies?

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

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

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

Prior learning

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

Progression

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

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

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

1.5 How can I find out more?

If you are already a Cambridge school

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

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cambridgeinternational.org/join

Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

You can go to our public website at www.cambridgeinternational.org/igcse to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from the School Support Hub. Go to www.cambridgeinternational.org/support (username and password required). If you do not have access, speak to the School Support coordinator at your school.

2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

You can find resources to support this syllabus by clicking the Published resources link on the syllabus page www.cambridgeinternational.org/0448

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See www.cambridgeinternational.org/events for further information.

3. Syllabus 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

4. Assessment at a glance

Candidates take two compulsory components, Paper 1 and Paper 2. Candidates will be eligible for grades A* to G.

Components	Weighting
<p>Paper 1 The history and culture of Pakistan 1 hour 30 minutes</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.</p> <p>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. <p>Total 75 marks. Externally assessed.</p>	50%
and:	
<p>Paper 2 The environment of Pakistan 1 hour 30 minutes</p> <p>Candidates answer three questions (25 marks each) from a choice of five.</p> <p>Each question:</p> <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. <p>Total 75 marks. Externally assessed.</p>	50%

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.

Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is not available in all administrative zones. To find out about the availability visit the syllabus page at www.cambridgeinternational.org/0448

Detailed timetables are available from www.cambridgeinternational.org/timetables

Combining this with other syllabuses

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

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

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

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The Cambridge IGCSE 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.

5.2 Assessment objectives

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

5.3 Relationship between assessment objectives and components

Assessment objective	Paper 1	Paper 2	Weighting for qualification
AO1 Recall, select, use and communicate knowledge and understanding	64%	50%	57%
AO2 Demonstrate an understanding of the past through explanation, interpretation, analysis and evaluation	26%	0	13%
AO3 Apply knowledge and understanding of physical and human environments and issues through explanation, analysis and evaluation	0	30%	15%
AO4 Apply skills and interpret a variety of environmental and historical resources/sources	10%	20%	15%
Total	100%	100%	100%

5.4 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.

6. Syllabus 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.

	<p>External reasons for the decline of the Mughal Empire:</p> <ul style="list-style-type: none"> • 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.
<p>(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.)</p>	

<p>Key Question 3: What were the causes and consequences of the War of Independence 1857–58?</p>	
<p>Focus points:</p> <ul style="list-style-type: none"> • 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? 	<p>Specified content:</p> <ul style="list-style-type: none"> • 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, Pushto, 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:
 - issues 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
- 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
- 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.

7. 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>	Write about what something is like or where it is. <i>Describe</i> may be used in questions about resources (on a figure, a table, etc.) in the question paper (e.g. <i>describe</i> the trend of a graph, the location of an industry on a map, etc.). It may also be used when you need to describe something from memory (e.g. <i>describe</i> a doab, etc.). <i>Describe</i> is often linked with other command words such as <i>name and describe</i> (name the feature and say what it is like), <i>describe and explain</i> (write about what it is like and give reasons for ...).
<i>Describe the distribution</i>	Write about the location of the required feature(s) as shown on the map(s) provided, by referring to: <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: <i>Illustrate your answer with a labelled diagram.</i>
<i>Insert / label</i>	Place specific names or details on a map / diagram / etc. in response to a particular requirement.
<i>Justify</i>	Explain why you chose something or why you think in a certain way about an issue.
<i>List</i>	Identify and name a number of features to meet a particular purpose.
<i>Locate</i>	Find where something is placed or state where something is found or mark it on a map or diagram.
<i>Name</i>	State or specify or identify. Give the word or words by which a specific feature is known or give examples which illustrate a particular feature.
<i>Predict</i>	Use your own knowledge and understanding to 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 <i>why</i> ; 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>	<i>What</i> is used to form a question concerned with the selection of ideas / details / factors.
<i>What differences are</i>	Use comparative statements to state the differences involved or the changes that have occurred or are <i>shown</i> between two points on a map / diagram / etc. Complete descriptions of the two things are not required.
<i>Where</i>	State at what place / to what place / from what place.
<i>Why</i>	Explain the cause(s) of or the reason(s) for or the consequence(s) of something.

8. Other information

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an 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.

Additional information

Language

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

Making entries

Exams officers are responsible for submitting entries to Cambridge International. 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 a copy of 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 one 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.

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending) and X (no result) may also appear on the statement of results but not on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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