



CAMBRIDGE
International Education

Syllabus

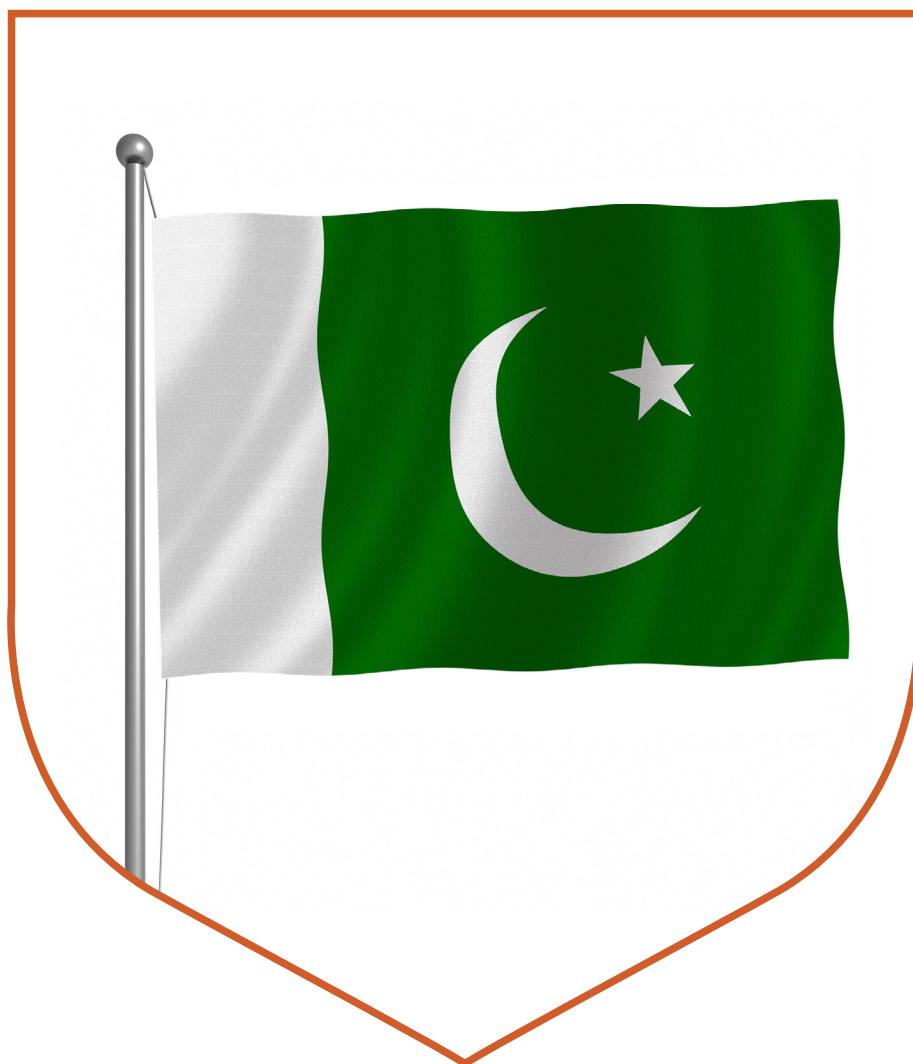
Cambridge O Level Pakistan Studies 2059

Use this syllabus for exams in 2028, 2029 and 2030.

Exams are available in the June and November series.

This syllabus is **not** available in all administrative zones.

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



Version 2

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

Cambridge
Pathway

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

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We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2028, 2029 and 2030, go to page 36.



1 Why choose this syllabus?

Key benefits

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

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

Cambridge O Level Pakistan Studies develops knowledge and understanding of the history, culture and environment of Pakistan.

It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding to provide historical explanations. Learners explore the history and culture of Pakistan from a range of perspectives, including social, political and economic.

Learners also develop geographical skills, knowledge and understanding to gain insight into how people and the economy are shaped by Pakistan's physical and human environment and are responding to climate change.

Our approach in Cambridge O Level Pakistan Studies encourages learners to be:

confident, exploring historical concepts and developing historical explanations; and in the use of a range of geographical skills and data for decision-making

responsible, developing skills of historical enquiry; and aware of the role present and future generations have in creating sustainable solutions to issues facing modern-day Pakistan

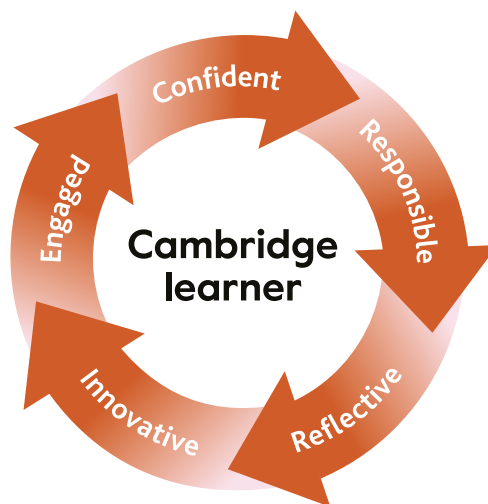
reflective, making connections between different events in the past, recognising patterns of change and continuity, and becoming secure in their own skills to raise and seek answers to historical questions; and considering the issues facing the environment, economy and communities in modern-day Pakistan

innovative, learning how to present clear, logical arguments, and being open to a variety of answers and solutions to past and modern-day issues and challenges

engaged, developing an interest in and enthusiasm for learning about and understanding Pakistan's past, cultural heritage and place in the global community, and engaging with ideas and solutions that will have a positive long-term impact on Pakistan's physical and human environment.

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

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



Qualifications that are recognised and valued worldwide

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

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

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

Learn more at [**www.cambridgeinternational.org/recognition**](https://www.cambridgeinternational.org/recognition)

Supporting teachers

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

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

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

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

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

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

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

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Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
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- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
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Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

Students following a course based on this syllabus will:

- develop an interest and enthusiasm for learning about Pakistan's past and cultural heritage and an appreciation for its environment, as a basis for further historical and geographical study
- engage with important contemporary debates on climate change, equity, globalisation, international security and cooperation, and sustainability, and consider the implications of these for Pakistan
- build a deep understanding of the national history and cultural heritage of Pakistan, its physical and human environment, and an awareness of the relationship of this environment with economic and social development
- develop a core understanding of the historical concepts of cause and consequence, continuity and change, similarity and difference, and of the geographical concepts and processes significant to Pakistan
- build future-ready skills of communication, critical thinking, decision-making, handling data and information
- develop the ability to interpret, analyse, explain and evaluate key historical and geographical issues and events impacting Pakistan
- construct informed, balanced and structured written arguments, and make reasoned and substantiated judgements and decisions that they can justify using evidence
- reflect on what they have learned about Pakistan and become a responsible citizen who can recognise challenges facing the global community and feel empowered to influence change.



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

Content overview

The syllabus content has two papers: Paper 1 and Paper 2. Candidates should study all the content in both Papers 1 and 2.

Paper 1 The History and Culture of Pakistan

Paper 1 has four topics:

- 1 The making of Pakistan, 1857–1947
- 2 The shaping of Pakistan since 1947
- 3 Pakistan and the global community
- 4 Society and culture in Pakistan

Paper 2 The Environment of Pakistan

Paper 2 has three topics. Each topic is divided into sub-topics:

- 1 The natural environment of Pakistan
 - 1.1 Pakistan's location, landforms and natural resources
 - 1.2 The climate of Pakistan
 - 1.3 Climate change and Pakistan
- 2 The people and places of Pakistan
 - 2.1 Pakistan's population
 - 2.2 Urban change in Pakistan
 - 2.3 Quality of life in Pakistan
- 3 Developing the economy of Pakistan
 - 3.1 Employment and industry in Pakistan
 - 3.2 Energy and infrastructure in Pakistan
 - 3.3 Globalisation, trade, tourism and Pakistan

Assessment overview

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

All candidates take:

Paper 1 1 hour 45 minutes
 The History and Culture of Pakistan 50%
 75 marks
 Structured questions
 Candidates answer **three** questions from a choice of four (75 marks).
 Questions are based on the Paper 1 subject content.
 Externally assessed

and:

Paper 2 1 hour 45 minutes
 The Environment of Pakistan 50%
 75 marks
 Structured questions
 Section A: Candidates answer **two** questions from a choice of three (50 marks).
 Section B: Candidates answer Question 4 (25 marks).
 Questions are based on the Paper 2 subject content.
 Externally assessed

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

Assessment objectives

The assessment objectives (AOs) are:

AO1

Candidates should be able to:

- recall, select, use and communicate knowledge of the syllabus content.

AO2

Candidates should be able to:

- apply knowledge of the history and culture of Pakistan to show understanding of, explain, interpret, analyse and evaluate:
 - key features and characteristics of Pakistan's history and culture
 - key concepts: significance, cause and consequence, continuity and change, including similarity and difference
- make a reasoned and supported judgement where required.

AO3

Candidates should be able to:

- apply knowledge of the environment of Pakistan to show understanding of, explain, interpret, analyse and evaluate:
 - key terms, factors, models, processes, changes, inter-relationships and issues affecting Pakistan's natural and human environments
 - strategies and approaches used to manage Pakistan's natural and human environments
- use a variety of resources to describe, analyse, interpret and extract relevant information
- make a reasoned and supported decision or judgement where required.

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in O Level %
AO1	45
AO2	27.5
AO3	27.5
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1	45	45
AO2	55	0
AO3	0	55
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate, you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Where 'including' is used in the syllabus subject content, candidates must study everything listed. There may be other relevant examples you may choose to study with your students.

Where 'for example' is used in the syllabus subject content, candidates may study the given example(s) but they are not compulsory.

Where there is a list within brackets or following a colon in the syllabus subject content, candidates must study everything listed. They are not required to study additional examples or content not listed.

Paper 1 – The History and Culture of Pakistan

Candidates will select three topics from a choice of four on which to answer questions in the assessment:

- Topic 1 The making of Pakistan, 1857–1947
- Topic 2 The shaping of Pakistan since 1947
- Topic 3 Pakistan and the global community
- Topic 4 Society and culture in Pakistan

A major focus across all four topics is the development and progress towards Pakistan as it is today, in terms of economic growth, political and societal change, and international relations.

1 The making of Pakistan, 1857–1947

1.1 How did differing views emerge on the governance of India?

To answer this key question, learners should explore attitudes to British rule and the beginnings of Indian nationalism.

The impact of British rule:

- reasons for the War of Independence
- measures taken by the British following the War of Independence.

The contribution of Sir Syed Ahmed Khan to:

- relations with the British
- education
- the Hindi–Urdu controversy
- the Two Nation Theory.

Reasons for and reactions to British reforms:

- the partition of Bengal (and its reversal)
- the Morley–Minto reforms
- the Montagu–Chelmsford reforms.

The beginnings of Indian nationalism:

- reasons for and reactions to the formation of the Indian National Congress (Congress) and the Muslim League
- the importance of the Lucknow Pact
- the impact of the Amritsar massacre
- the consequences of the breakdown of the Khilafat Movement.

1.2 Why was there no agreement about how India should be governed in the years 1927 to 1939?

To answer this key question, learners should consider how different views evolved on how India should be governed.

The impact of the following on relations between Congress and the Muslim League:

- the Delhi Proposals
- the Nehru Report
- Jinnah's Fourteen Points.

The importance to the Pakistan Movement of:

- Allama Muhammad Iqbal
- the Allahabad Address
- Rahmat Ali
- Muhammad Ali Jinnah.

The impact of the 1937 election results in India:

- consequences of Congress Rule, 1937–39
- the 'Day of Deliverance', 1939.

Intentions behind and responses to British attempts to reach consensus:

- the Simon Commission
- the Round Table Conferences
- the Communal Award
- the Government of India Act, 1935.

1.3 Why did the move to independence lead to the formation of Pakistan in 1947?

To answer this key question, learners should examine how changing attitudes led to the formation of Pakistan in 1947.

The impact of the following on attitudes towards independence:

- the Pakistan (Lahore) Resolution
- the Cripps Mission
- the Quit India Movement
- the Gandhi–Jinnah talks
- the Simla Conference
- the outcome of the 1945–46 elections
- the Cabinet Mission Plan
- Direct Action Day.

The impact of events leading to the formation of Pakistan:

- the work of Viscount Mountbatten
- the 3 June Plan
- the Radcliffe Award
- the Independence Act.

2 The shaping of Pakistan since 1947

2.1 How were the new nation's difficulties overcome by 1971?

To answer this key question, learners should examine Pakistan's difficulties and measures taken to overcome them by 1971.

The role and achievements of Quaid-e-Azam (Muhammad Ali Jinnah) as the architect of the new nation.

Negotiations with India and attempts to resolve:

- disputes over Kashmir and the Princely States
- the division of financial and military assets
- the refugee and accommodation crisis
- the Canal Water Dispute.

Negotiations with Britain and attempts to solve:

- political and administrative inexperience
- shortage of military leaders.

Unifying the nation:

- the promotion of Urdu and the creation of a national vision
- the creation of the State Bank of Pakistan
- attempts to resolve differences with East Pakistan and separation in 1971.

2.2 How was economic and social progress in Pakistan achieved in the years 1947 to 1999?

To answer this key question, learners should examine the policies through which Pakistan made economic and social progress by 1999.

The impact and effectiveness of economic policies:

- agricultural development and industrial progress in the years 1947–58
- Ayub Khan's agricultural and industrial reforms, and the new capital
- Zulfikar Ali Bhutto's agricultural and industrial reforms
- Zia-ul-Haq and the effects of the Afghan Miracle
- Nawaz Sharif and privatisation.

The impact and effectiveness of social policies:

- education and health in the years 1947–58
- Ayub Khan's education, family, health and housing reforms
- Zulfikar Ali Bhutto's education and health reforms
- Zia-ul-Haq's Islamisation programme and reforms in education, and the rights of minorities and women
- Benazir Bhutto's plans for social welfare and women's rights.

2.3 How was a democratic constitution achieved in the years up to 1973?

To answer this key question, learners should evaluate the steps taken towards a democratic constitution.

The 1935 Government of India Act: suitability as a constitution for the newly created state.

The significance of the following in moving towards a democratic constitution:

- the Objectives Resolution, 1949
- the Basic Principles Committee
- the One Unit Scheme, 1955
- the Basic Democracies Order.

The strengths and weaknesses of the following:

- the 1956 Constitution
- the 1962 Constitution
- the 1973 Constitution.

The significance of further constitutional amendments, 1974–2018.

Note: Learners will not be expected to know each constitution or constitutional amendment in detail, but will be expected to be able to comment on how these constitutions and amendments reflect Islamic values and brought greater democracy and human rights.

3 Pakistan and the global community

3.1 How has Pakistan developed into an important member of the global community?

To answer this key question, learners should understand the principles behind Pakistan's foreign policy from 1947 and how membership of the United Nations and other international organisations has contributed to Pakistan becoming an important member of the global community.

The beginnings of Pakistan's foreign policy:

- foreign policy and its importance for a state
- the principles and objectives of Pakistan's foreign policy.

The importance of Pakistan's role in the United Nations (UN):

- the aims and structure of the UN
- the reasons for Pakistan joining the UN
- Pakistan's contribution to the UN's peacekeeping and humanitarian work
- the UN's role in issues affecting Pakistan: Kashmir and the Princely States, the Canal Water Dispute, Afghanistan, Palestine.

The importance of Pakistan's membership of other international organisations:

- the role of Pakistan in developing positive relationships among other Asian countries: the South Asian Association for Regional Cooperation (SAARC) and the Shanghai Cooperation Organisation (SCO)
- the role of Pakistan in resolving issues in the Muslim world as a member of the Organisation of Islamic Cooperation (OIC)
- the Southeast Asia Treaty Organisation (SEATO) and Central Treaty Organisation (CENTO)
- Pakistan's contribution to the Commonwealth
- Pakistan as a member of the Colombo Plan.

3.2 How has Pakistan's foreign policy developed: looking west and east?

To answer this key question, learners should consider the reasons why Pakistan chose to ally with the west in the early 1950s and why relations with the USA have fluctuated since. Learners should also consider changing relationships with the east into the twenty-first century.

Looking west – Pakistan and the USA

The significance of:

- the development of relations with the USA: the visit of Liaquat Ali Khan, the Mutual Defence Assistance Agreement
- relations with the USA in the 1960s and 70s: US attitudes to China and India, the U-2 affair, the burning down of the US embassy
- relations in the 1980s and 90s: the Soviet–Afghan War, the nuclear issue, the Pressler Amendment, Clinton and the 'Thaw'
- 9/11 and Pakistan's role in the Global War on Terrorism (GWOT).

continued

3.2 How has Pakistan's foreign policy developed: looking west and east? continued

Looking west – Pakistan and Britain

The significance of:

- Pakistan and the Commonwealth
- Britain's recognition of Bangladesh
- British support, including financial aid during the Soviet–Afghan War.

Looking east – Pakistan and the Soviet Union

The significance of:

- the decision to reject an alliance with the Soviet Union in the 1950s
- relations in the 1960s and 70s
- the Soviet–Afghan War
- relations in the twenty-first century: Russian financial support, anti-terrorist cooperation.

Looking east – Pakistan and China

The significance of:

- relations in the 1960s: trade agreements, military support
- relations in the 1970s and 80s: Chinese investment, the Karakoram Highway, the 1986 Nuclear Cooperation Treaty
- relations in the twenty-first century: the Free Trade Agreement, the China–Pakistan Economic Corridor, the Treaty of Friendship, Cooperation, and Good Neighbourly Relations.

3.3 Why are relations with India, Afghanistan and the Gulf States important to Pakistan today?

To answer this key question, learners should consider relations between Pakistan and some of its closest neighbours, including the challenges, diplomatic solutions and mutual support.

Relations with India

The significance of:

- issues arising from partition in 1947
- the continuing issue of Kashmir
- relations in the 1970s and 80s: Indian support for East Pakistan, nuclear rivalry, Siachen Glacier, cricket diplomacy
- the Kargil Conflict
- bilateral trade.

Relations with Afghanistan

The significance of:

- relations in the 1940s, 50s and 60s: the Pakhtoonistan issue, the UN, the destruction of the Pakistani embassy in Kabul
- improved relations in the 1970s
- the Soviet–Afghan War
- relations with the Taliban
- the Global War on Terrorism (GWOT).

continued

3.3 Why are relations with India, Afghanistan and the Gulf States important to Pakistan today? continued

Relations with the Gulf States

The significance of:

- the Pakistani diaspora in the Gulf States, remittances
- investment by Gulf States and economic aid
- Pakistani military expertise and military agreements
- Pakistan's participation in the Gulf Wars.

4 Society and culture in Pakistan

4.1 How do the arts and sport shape the cultural identity of Pakistan?

To answer this key question, learners should explore the heritage of the arts and sport in Pakistan and their importance in the shaping of a cultural identity.

The importance of folklore, drama, fairs and festivals to local culture and cultural identity.

The importance of architecture to cultural identity:

- buildings from the Mughal period
- civic and educational buildings from the British period
- the building of the modern capital, Islamabad.

The importance of literature to cultural identity:

- the poetry of Allama Muhammad Iqbal and one other poet
- the work of Deputy Nazir Ahmed and one other novelist
- the work of Haseena Moin and one other playwright/screenwriter.

The importance of sport to cultural identity:

- the role of sports such as athletics, cricket, hockey, kabaddi and polo as a recreational and cultural activity
- women in sport: as competitors and in the media
- supporting the international profile of Pakistan.

4.2 How does Pakistan use its diversity to shape cultural unity?

To answer this key question, learners should have an overview of the diverse nature of Pakistan's society and regional cultures. Learners should also explore how cultural unity is being shaped through language and Sufism.

An overview of regional differences, for example, culture, economy and social structure.

The importance of languages and dialects in shaping cultural unity:

- the variety of languages and dialects in Pakistan and their role in preserving and promoting local culture
- government support for languages and dialects
- Urdu and its role in promoting national unity.

The historic influence of Sufism and the role of mystical order in shaping cultural unity.

4.3 How is Pakistan building an equitable society?

To answer this key question, learners should explore the different ways Pakistan is moving towards a society in keeping with its ideology, through supporting social justice and developing the role of citizens and healthcare and education for all.

The importance of the ideology of Pakistan:

- the contributions of early Islamic reformers (Shah Waliullah, Syed Ahmad Shaheed Bareilvi and Haji Shariatullah) to developing a Muslim identity
- the influence of political leaders in shaping the ideology of Pakistan
- the ideology of Pakistan and its role in supporting a shared future.

The importance of the following in supporting social justice:

- a free press
- the rule of law
- equality and the empowerment of women.

The contribution of citizens to an equitable society:

- the traits of a good citizen, their rights and responsibilities
- expectations of individual behaviours, for example, voting and volunteering.

The contribution of education to an equitable society:

- education for all and the challenges of providing universal provision
- the National Curriculum
- digital citizenship.

The contribution of healthcare to an equitable society:

- healthcare for all and the challenges of providing universal provision
- the health card
- increased provision of healthcare for women and children.

Paper 2 – The Environment of Pakistan

Candidates will study three topics on which to answer questions in the assessment:

- Topic 1 The natural environment of Pakistan
- Topic 2 The people and places of Pakistan
- Topic 3 Developing the economy of Pakistan

A major focus across all three topics is sustainability. In 1987, the United Nations Brundtland Commission defined sustainable development as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’.

The United Nations Sustainable Development Goals (SDGs), also known as the Global Goals, are a driving force for sustainable development in Pakistan. The United Nations SDGs were adopted by all member states as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

Content on sustainable development is integrated across Topics 1, 2 and 3.

For Pakistan, sustainable development means facilitating:

- stable economic growth and high levels of employment
- social progress which recognises the needs of everyone
- effective environmental protection and careful use of natural resources.

Sustainable development is supported by strategies that manage natural-resource use and urban growth.

Candidates will develop their knowledge, understanding and skills to examine environmental, social and economic issues for Pakistan, including sustainability.

Where the term ‘organisation’ is used in the syllabus content sections 1.3.4, 2.1.4 and 2.3.3, this means a supranational (for example, the United Nations), governmental, non-governmental (NGO), private sector or community-led organisation.

1 The natural environment of Pakistan

1.1 Pakistan’s location, landforms and natural resources

To investigate this sub-topic, learners should develop an overview of the location and physical landscape of Pakistan and its natural resources. Learners should also consider the implications for the country of using natural resources and whether this use can be managed sustainably.

1.1.1 What is the significance of Pakistan’s geographical position within Asia and the world?

- Location of the Arabian Sea.
- Location of Pakistan and neighbouring countries.
- The impact of Pakistan’s location on its economic, political, and social development.

1.1.2 How can Pakistan’s natural landforms influence social and economic development?

- Names and locations of major mountains, plateaux, deserts, rivers and plains of Pakistan.
- Features of Pakistan’s landforms: peaks, sand dunes, oases, waterfalls, meanders, floodplains, deltas.
- Influence of landforms on human activities, and the potential for further development across Pakistan.

continued

1.1 Pakistan's location, landforms and natural resources continued**1.1.3 What are Pakistan's main natural resources?**

- Forests: common types and distribution, their economic and environmental value (forest products, soil conservation, coastal protection, flood resilience and biodiversity) and impacts of deforestation.
- Metallic minerals (chromite, copper, gold and iron ore) and non-metallic minerals (gypsum, limestone, marble and rock salt): distribution, uses and impacts of mining.
- Water: sources (surface and groundwater), reasons for differences in water availability and differences in water quality.

1.1.4 How can natural resources be managed for sustainable development in Pakistan?

- Sustainable management of:
 - forest areas
 - mining areas
 - water resources (dams, barrages and irrigation systems), water pollution and water security.

1.2 The climate of Pakistan

To investigate this sub-topic, learners should examine the main features of the weather and climate of Pakistan and the challenges which weather and climate can create.

1.2.1 How are Pakistan's climatic zones different?

- Characteristics and distribution of arid, semi-arid/lowland, humid/coastal and highland climates.
- Climate data for different regions of Pakistan.
- Factors affecting temperature in Pakistan: altitude, latitude and distance from the coast.

1.2.2 What are the causes of Pakistan's climatic hazards?

- Causes of the monsoon, western depressions and cyclones.
- Causes of floods and droughts.

1.2.3 How does climate affect the people and economy of Pakistan?

- Impacts of climate on the lives of people in different regions of Pakistan.
- Impacts of climate on the economy: the effects of floods and droughts on agriculture, industry and infrastructure.

1.3 Climate change and Pakistan

To investigate this sub-topic, learners should develop an overview of the causes of climate change and the consequences for Pakistan, including responses to climate change at different scales.

1.3.1 What are the natural and human causes of climate change?

- Natural causes of climate change: orbital changes, sunspots and volcanic activity.
- Human activities causing the enhanced greenhouse effect, including the use of fossil fuels, urbanisation, deforestation and agriculture.

continued

1.3 Climate change and Pakistan continued

1.3.2 What are the consequences of climate change for Pakistan?

- Environmental impacts including glacial melting, sea level rise and extreme weather events (cyclones, floods, heatwaves, wildfires).
- Impacts on people and the economy: health, property, infrastructure and industry.

1.3.3 How is Pakistan responding to climate change?

- International and national agreements and plans to manage climate change.
- Climate change mitigation strategies, including afforestation/reforestation, increasing renewable energy supply and reducing greenhouse gas emissions.
- Climate change adaptation strategies, including cyclone and flood risk management, and increasing crop resilience.

1.3.4 Case study: responding to climate change

Study **one** approach used by an organisation to respond to climate change in Pakistan.

Choose from: a mitigation strategy or an adaptation strategy.

This should include:

- aims and how it works
- advantages and disadvantages
- how it can support sustainable development.

2 The people and places of Pakistan

2.1 Pakistan's population

To investigate this sub-topic, learners should develop an overview of the country's population structure, distribution, density and migration patterns. Learners should also examine the population change Pakistan is experiencing and implications for managing population growth sustainably.

2.1.1 What affects where people live in Pakistan?

- Names and locations of administrative areas and major cities, including megacities.
- Patterns of population distribution and density.
- Factors affecting population distribution and density:
 - physical, for example, relief
 - economic, for example, transport
 - social and political, for example, education.

2.1.2 How and why is Pakistan's population structure changing?

- Components of population structure: birth rate, death rate, natural increase and migration.
- The Demographic Transition Model (DTM) and its strengths and limitations.
- Trends affecting population change over time, including changes in fertility, mortality and life expectancy.
- Reasons for population change, including government policies, wealth, health, and education.
- Impacts of population change, including dependent populations (youthful and ageing), the positive demographic dividend and overpopulation.
- Managing population growth through family planning, education and women's empowerment.

continued

2.1 Pakistan's population continued

2.1.3 How and why does migration affect Pakistan's population?

- Different types of migration: internal, international, rural–urban, seasonal, voluntary and forced.
- Causes of migration: push and pull factors.
- Impacts of migration on the migrant, their place of origin and the destination.

2.1.4 Case study: managing population growth

Study **one** approach used by an organisation to manage population growth in Pakistan.

Choose from: a family planning, education, or women's empowerment project.

This should include:

- aims and how it works
- advantages and disadvantages
- how it can support sustainable development.

2.2 Urban change in Pakistan

To investigate this sub-topic, learners should examine land use in Pakistan's towns and cities and causes and impacts of urban growth. Learners should also consider implications of rapid urbanisation for sustainable development in Pakistan.

2.2.1 How and why are Pakistan's towns and cities changing?

- Causes of urban growth: natural increase, rural–urban migration, social, economic, environmental and political factors.
- Land use and land-use change, including commercial areas, for example, Central Business Districts (CBDs), residential areas, industrial areas, informal areas and open spaces.

2.2.2 What are the opportunities and challenges of urbanisation?

- Opportunities of urbanisation: culture, housing, services, employment, leisure and consumption.
- Challenges of urbanisation: rapid population growth and urban sprawl, service provision, development of industry, demand on infrastructure, overcrowding, traffic congestion, air quality, unplanned settlements and waste management.

2.2.3 How can Pakistan's urban areas be managed sustainably?

- Managing housing provision in urban areas: planned settlements and self-help schemes in informal areas.
- Managing pollution in urban areas: air, water and land pollution.

2.3 Quality of life in Pakistan

To investigate this sub-topic, learners should explore how quality of life is measured. Learners should also examine quality of life within Pakistan, including strategies for improving quality of life at different scales.

2.3.1 How can quality of life be measured?

- Understanding quality of life.
- Social measures: calorie intake, infant mortality rate, literacy rate, maternal mortality rate and number of people per doctor.
- Economic measures: Gross Domestic Product (GDP) per capita and Gross National Income (GNI) per capita.
- Composite measure: Human Development Index (HDI).

2.3.2 How does quality of life vary in Pakistan?

- Social, economic and environmental factors affecting quality of life: access to housing, healthcare, education and technology, employment and income, energy, food and water security.
- Differences in quality of life between different areas, genders and groups of people.
- Impacts of uneven quality of life on people.

2.3.3 How can quality of life be improved for people in Pakistan?

- Strategies used by organisations to improve quality of life, for example, the health card.
- Effectiveness of strategies to improve quality of life for people in Pakistan.

3 Developing the economy of Pakistan

3.1 Employment and industry in Pakistan

To investigate this sub-topic, learners should develop an overview of employment in Pakistan and examine the importance of different industrial sectors for sustainable economic development.

3.1.1 What are the opportunities for work in Pakistan and how are they changing?

- Industrial sectors: primary, secondary, tertiary (service), quaternary (knowledge-based), and changes in the proportion of people employed in each sector over time.
- Factors affecting types and locations of agricultural production, manufacturing and processing industries, tertiary and quaternary industries.
- Characteristics of formal and informal work, and advantages and disadvantages of each.
- Causes and impacts of unemployment and underemployment.

3.1.2 How important are agriculture and aquaculture for the economy of Pakistan?

- Farming systems (crops, livestock and fish) for subsistence and commercial farms.
- Major products of food and cash crops, livestock and fish, areas of production and their significance to the wider economy.
- Challenges affecting farming: waterlogging and salinity, disease outbreak and urbanisation.
- Aquaculture and organic farming as sustainable approaches to agricultural development.

continued

3.1 Employment and industry in Pakistan continued

3.1.3 How important are different industries for the economy of Pakistan?

- Characteristics of large-scale industries (steel, fertiliser and sugar), cottage industries (textiles and crafts), major products and their significance to the wider economy.
- Characteristics of tertiary industries (tourism, finance and public services) and their significance to the wider economy.
- Characteristics of quaternary industries (consultancy, new technologies, research and development) and their significance to the wider economy.
- Challenges affecting large-scale, cottage, tertiary and quaternary industries: labour, infrastructure, investment and sustainability.

3.1.4 Case study: increasing food security

Study **one** approach used to increase food security in Pakistan.

Choose from: biotechnology, modern agricultural technologies, modern irrigation systems or government policies.

This should include:

- aims and how it works
- advantages and disadvantages
- how it can support sustainable development.

3.2 Energy and infrastructure in Pakistan

To investigate this sub-topic, learners should develop an overview of Pakistan's energy mix and the importance of energy security. Learners should also examine how transport and communication networks support social and economic development.

3.2.1 What is Pakistan's energy mix and how can it support development?

- Energy sources, their advantages and disadvantages:
 - non-renewable: coal, natural gas (LNG), nuclear and oil
 - renewable: biofuels, fuelwood, hydroelectric power (HEP), solar, tidal, wave and wind.
- The energy mix, patterns of production and consumption, and reasons for variations in energy sources used.
- New developments in energy, including power projects and improvements in energy efficiency and security.
- The role of energy security in social and economic development.

continued

3.2 Energy and infrastructure in Pakistan continued

3.2.2 How can Pakistan's transport networks support development?

- Distribution of transport networks: air, rail, river and canal, road, sea and dry ports.
- Factors affecting the distribution of transport networks.
- New developments in transport and their opportunities and challenges, including airport, port and rail.
- The role of transport in social and economic development, including the China–Pakistan Economic Corridor (CPEC).

3.2.3 How can Pakistan's communication networks support development?

- Distribution of communication networks, including internet, radio, satellite, telephone and television.
- Factors affecting the distribution of communication networks.
- New developments in communications and their opportunities and challenges, for example, high-speed internet.
- The role of communications in social and economic development.

3.3 Globalisation, trade, tourism and Pakistan

To investigate this sub-topic, learners should examine the importance of international trade and globalisation for Pakistan's economic growth, and the contribution of tourism to sustainable development.

3.3.1 How important is international trade for Pakistan?

- Trade: imports and exports, the role of balance of trade, remittances and exchange rates.
- The role of export-oriented industries and foreign direct investment in economic growth, including export processing zones (EPZs) and the Trade Development Authority of Pakistan (TDAP).
- The role of trade relationships in economic growth, including the World Trade Organization (WTO) and other trading partners, trade blocs and trade barriers.

3.3.2 How does globalisation affect Pakistan?

- Globalisation, including transnational corporations (TNCs).
- The role of TNCs in Pakistan's economy.
- Opportunities and challenges created by globalisation for the people, economy and environment of Pakistan.

3.3.3 How can tourism support development in Pakistan?

- Types of tourism and trends: domestic, international, adventure, nature, culture and heritage.
- Opportunities and challenges created by tourism for the people, economy and environment of Pakistan.
- The role of tourism in supporting sustainable development, including ecotourism, community-based tourism, National Parks and other Protected Areas.

Skills for Paper 2

The skills listed may be examined in any Paper 2 topic.

Map skills

Candidates should be able to:

- use compass directions and measure distance using a scale shown on a map
- extract, describe, interpret and use information from a map.

Types of map to be used:

- atlas
- choropleth
- distribution
- flow line
- GIS (geographical information systems)
- isoline
- proportional symbol.

Graphical skills

Candidates should be able to extract, describe, interpret and use information shown in graphs and charts.

Types of graph and chart to be used:

- bar graph (simple, bi-polar, cumulative, divided and histogram)
- climate graph
- flow/systems diagram
- line graph
- pictogram
- pie chart
- population pyramid
- radial graph
- scatter graph (including best fit line)
- Venn diagram.

Visual image skills

Candidates should be able to extract, describe, interpret and use information shown in visual images.

Types of visual image to be used:

- aerial photograph
- cartoon
- diagram
- photograph
- picture
- satellite image.

Media source skills

Candidates should be able to extract, describe, interpret and use information shown in media sources.

Types of media source to be used:

- advertisements
- journals
- magazines
- newspapers
- websites and apps.

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

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

4 Details of the assessment

Paper 1 – The History and Culture of Pakistan

Compulsory written paper, 1 hour 45 minutes, 75 marks

Externally assessed.

Paper 1 tests assessment objectives AO1 and AO2.

Questions are based on the subject content for Paper 1.

Candidates answer **three** questions from a choice of four:

- Question 1 tests content of Topic 1 The making of Pakistan, 1857–1947
- Question 2 tests content of Topic 2 The shaping of Pakistan since 1947
- Question 3 tests content of Topic 3 Pakistan and the global community
- Question 4 tests content of Topic 4 Society and culture in Pakistan.

Each question is worth 25 marks and is divided into seven sub-parts, (a)–(g). The seven sub-parts consist of a range of multiple choice, short answer and extended response questions. Candidates answer all parts of their chosen questions.

Paper 2 – The Environment of Pakistan

Compulsory written paper, 1 hour 45 minutes, 75 marks

Externally assessed.

Paper 2 tests assessment objectives AO1 and AO3.

Questions are based on the subject content for Paper 2.

This paper contains two sections and candidates answer **three** questions in total.

Section A

Section A is worth 50 marks.

In Section A, candidates answer **two** questions from a choice of three:

- Question 1 tests content of Topic 1 The natural environment of Pakistan
- Question 2 tests content of Topic 2 The people and places of Pakistan
- Question 3 tests content of Topic 3 Developing the economy of Pakistan.

Some questions will require candidates to study resources.

Each question is worth 25 marks and is divided into four sub-parts, (a)–(d). These are broken down further into smaller parts (e.g. (i), (ii) and (iii)). The four sub-parts consist of a range of multiple choice, short answer and extended response questions. Candidates answer all parts of their chosen questions.

Section B

Section B is worth 25 marks.

In Section B, candidates answer **one compulsory** question, Question 4.

Question 4 tests content from all topics. Some questions will require candidates to study resources. The final question will require candidates to make a decision and justify that decision.

Question 4 is worth 25 marks and is divided into four sub-parts, (a)–(d). These are broken down further into smaller parts (e.g. (i), (ii) and (iii)). Candidates answer all parts of the question.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Assess	make an informed judgement
Calculate	work out from given facts, figures or information
Compare	identify/comment on similarities and/or differences
Define	give precise meaning
Describe	state the points of a topic / give characteristics and main features
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Identify	name/select/recognise
Justify	support a case with evidence/argument
Outline	set out the main points
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

Phrases such as 'How far do you agree ...?' and 'To what extent ...?' may also be seen in the assessment for this syllabus.

5 What else you need to know

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

Before you start

Previous study

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

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

Guided learning hours

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

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

This syllabus is **not** available in all administrative zones. To find out if this syllabus is available in your administrative zone, check the syllabus page at www.cambridgeinternational.org/2059

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

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

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

Combining with other syllabuses

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

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

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

Making entries

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

Exam administration

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

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

Support for exams officers

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

Retakes

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

Language

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

Accessibility and equality

Syllabus and assessment design

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

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

Access arrangements

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

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

After the exam**Grading and reporting**

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

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

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

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

These letters do not appear on the certificate.

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

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

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been updated. This is version 2, published October 2025.

You must read the whole syllabus before planning your teaching programme.

Changes to version 2 of the syllabus, published October 2025.

Other changes

- We have updated the grades that candidates will be eligible for to A* to E on page 9.

Changes to version 1 of the syllabus, published September 2025.

Changes to syllabus content

- The subject content has been updated. Some content has been reorganised, added or removed.
- Paper 1 has been restructured into four revised topics:
 - Topic 1 The making of Pakistan, 1857–1947
 - Topic 2 The shaping of Pakistan since 1947
 - Topic 3 Pakistan and the global community
 - Topic 4 Society and culture in Pakistan.
- Paper 2 has been restructured into three revised topics:
 - Topic 1 The natural environment of Pakistan
 - Topic 2 The people and places of Pakistan
 - Topic 3 Developing the economy of Pakistan.

Each topic is divided into sub-topics.
- For Paper 2, each sub-topic now includes a key question.
- For Paper 2, a list of skills that must be taught and learned is included.
- For Paper 1, an introductory explanation has been added in relation to each key question.
- For Paper 2, an introductory explanation has been added in relation to each sub-topic.
- A glossary of command words has been added to replace the Glossary of terms.
- The syllabus aims have been updated and key benefits to learners have been listed.

Changes to assessment (including changes to specimen papers)

- Papers 1 and 2 continue to be externally assessed and are each worth 50% of the O Level.
- The duration of each paper has increased to 1 hour 45 minutes.
- There are three revised assessment objectives (AOs) with new descriptions.
- The weightings of the assessment objectives in the qualification and across the components have been updated.
- Papers 1 and 2 continue to be worth 75 marks each. Candidates continue to answer three questions, but the way the papers are structured has changed:
Paper 1: Answer **three** questions (from a choice of four)
Paper 2: Answer **two** questions (from a choice of three) and answer **Question 4**.
- Paper 1 includes some new item types. Questions testing historical sources have been removed.
- Paper 2 includes some new item types. A question to test decision-making has been included in Question 4.
- The syllabus has a new Details of the assessment section to provide information on the assessment requirements.
- Updated specimen papers have been published to accompany the new syllabus. These exemplify the changes to the assessment and the subject content.
- The marking criteria have been updated with new levels-based marking grids. These are available in the specimen mark schemes that accompany the syllabus.
- Paper 1 is answered on the question paper instead of in a separate answer booklet.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

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

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

Quality management



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

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

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