

Dawood Public School
Course Outline 2020-21
Cambridge O Level Pakistan Studies – Geography 2059
Grade IX

Paper 2 (2059/02)

| Month | Contents |
|-----------|--|
| August | Fishing Industry (Review) Forests of Pakistan (Review) |
| September | Location Of Pakistan |
| October | The Natural Topography, Including Drainage |
| November | Climate |
| December | Mid-Year Examination 2018 |
| January | Water Resources |
| February | Agriculture |
| March | Trade Mineral Resources(Review) |
| April | Revision for Final Exam |
| May | Final Examination 2019 |

Syllabus aims:

The syllabus aims is 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.

The 'Aims and Objectives' is to include interpretation, analysis and evaluation of resources. Whilst knowledge and understanding are important, the syllabus also aims to develop skills in using resources such as maps and graphs. It also aims to stimulate discussion on the issues and a challenge raised and helps to develop resource skills and encourage the students to express opinions and make evaluations.

List of Content:

1. The land of Pakistan

a) Location of Pakistan:

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

- Tropic of Cancer, latitudes 30°N, 36°N, longitudes 64°E, 70°E and 76°E.
- Arabian Sea
- Countries sharing a border with Pakistan, and Pakistan's position in relation to others in South and Central Asia.

b) Location of provinces and cities:

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

- Provinces, Northern Areas (Gilgit–Baltistan) and FATA.
- Cities: Islamabad, Muree, Rawalpindi, Gujranwala, Lahore, Faisalabad, Multan, Sialkot, Peshawar, Chitral, Gilgit, Hyderabad, Karachi, Quetta and Gwadar.

c) The natural topography, including drainage:

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

- Landforms: Balochistan Plateau, Sulaiman Range, Safed Koh, Potwar Plateau, Salt Range, Hindu Kush, Karakoram and Himalaya mountain ranges.
- Rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hab and Dasht
- Deserts: Thar, Thal and Kharan.

Students should be able to:

- use 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:

Students should be able to:

- 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

Students 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

Students 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 plateau.
- 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

Students should be able to:

- identify the main locations of limestone, gypsum and rock salt extraction on 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

Students 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. Agricultural development

a) Agricultural systems

Students 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

Students 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; recognize (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), water logging and salinity (including solutions), governmental actions to increase production.

Students 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 tube well.
- 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.

4. Trade

a) Major exports and imports

Students 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

Students 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.

Book list

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| <p>Geography Today Pupil Book 1 Revised Edition New Recommended</p> <p>The Pupil Books and Skills Books provide: up-to-date information as a solid base for learning, a complete set of resources which illustrate and supplement the text, numerous purposeful tasks which develop pupils' understanding of the text and lead to a sense of achievement.</p> <p>Author: Crawford, D ISBN: 1901458008</p> <p>Published in 2013.</p> <p>Published by Peak Publishing Ltd, UK</p> |
| <p>Geography Today Pupil Book 2 Revised Edition New Recommended</p> <p>The Pupil Books and Skills Books provide: up-to-date information as a solid base for learning, a complete set of resources which illustrate and supplement the text, numerous purposeful tasks which develop pupils' understanding of the text and lead to a sense of achievement.</p> <p>Author: Crawford, D ISBN: 1901458016</p> <p>Published in 2013.</p> <p>Published by Peak Publishing Ltd, UK</p> |
| <p>Geography Today Pupil Book 3 Revised Edition New Recommended</p> <p>The Pupil Books and Skills Books provide: up-to-date information as a solid base for learning, a complete set of resources which illustrate and supplement the text, numerous purposeful tasks which develop pupils' understanding of the text and lead to a sense of achievement.</p> <p>Author: Crawford, D ISBN: 1901458024</p> <p>Published in 2011.</p> <p>Published by Peak Publishing Ltd, UK</p> |
| <p>Oxford School Atlas for Pakistan New Edition Endorsed</p> <p>The Oxford School Atlas for Pakistan is the new edition of the New Oxford Atlas for Pakistan. It has been completely revised and represents the latest in the field of local geographic reference material. Based on the most up-to-date statistics, this full-colour volume incorporates a range of invaluable information on both Pakistan and the world.</p> <p>Author: Khan, F. K.</p> <p>ISBN: 9780195475807</p> <p>Published in 2008.</p> <p>Published by Oxford University Press, Pakistan</p> |
| <p>Issues in Pakistan's Economy Suggested</p> <p>For use with Paper 2059/02.</p> <p>Author: Zaidi, S A ISBN: 0195790529</p> <p>Published in 1999.</p> <p>Published by Oxford University Press, PO Box 13033, 5 Bangalore Town, Sharae Faisal, Karachi 75350, Pakistan</p> |
| <p>Pakistan: Geography, Economy and People Endorsed</p> <p>Author: Khan, F K</p> <p>ISBN: 0195471547</p> <p>Published in 2006.</p> <p>Edition: 3</p> <p>Published by Oxford University Press, No. 38, Sector 15, Korangi Industrial Area, Karachi-74900, Pakistan.</p> |
| <p>The Environment of Pakistan, Pakistan Studies Suggested</p> <p>Distributed by Danesh Publications (Pvt) Ltd, 241/1-E, Khawaja Street, Block 2, P.E.C.H.S., Karachi, Pakistan. To order this book please contact danesh@cyber.net.pk</p> <p>Author: Huma Naz Sethi</p> <p>ISBN: 1-901458490</p> <p>Published in 2007. Edition: 2</p> |

Other resources

Journal of the Pakistan Geographer Association (published annually)

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

Useful websites:

www.pakistan.gov.pk

Official website of the government of Pakistan – this site contains much relevant information and useful statistics: www.nssd.net/pakistan.html

Pakistan section on the National Strategies for Sustainable Development website, from the OECD: www.finance.gov.pk/survey/survey.htm

Pakistan Economic Survey – an annual publication of the Pakistan Government www.finance.gov.pk

Home page of the Ministry of Finance, Islamabad: www.onlinenewspapers.com/pakistan.htm

Link to an index of Pakistan newspapers, with hyperlinks to the homepage of each Resource are also listed on Cambridge's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated through the year.