

O Level Pakistan Studies (2059)

Do I need to cover all parts of the syllabus?

Both Papers 1 and 2 provide a choice of questions with candidates having to answer three out of five questions. Some of the questions will go across a number of topics/themes, so if you do not cover all the syllabus candidates will not only have a restricted choice, they may also find that there is a part of every question that they cannot answer. Therefore teachers are advised to cover the whole syllabus.

Why does the syllabus contain Syllabus Content and Notes for Guidance? Don't they both say the same thing?

The Syllabus Content provides a fairly brief list of the topics to be covered. It is useful in long term planning, such as the order in which units will be taught. The Notes for Guidance aim to provide teachers with a precise explanation of what they need to cover with their students. As such it is to be used in preparing short term plans and individual lesson plans. It can also be used as a check list when ensuring coverage of the syllabus is complete.

How will the 2005 syllabus be different from the 2004 syllabus?

Paper 1

The changes here are fairly small. For the most part the changes are re-wordings of the previous syllabus in an attempt to make it clearer to teachers what they have to cover. There are a few deletions and the decline of the Mughal Empire is now specified rather than implied.

Paper 2

Here the changes are rather larger. The assessment of skills has increased whilst the assessment of knowledge has decreased. A number of themes have been identified which cut across several syllabus topics. For example the 'development of Pakistan' is an important issue in all Sections of the syllabus, whilst sustainability is prominent in Sections 2, 3 and 4.

The syllabus now has seven rather than six sections. The extra one is Transport and Communications. This is an expansion of part of the former trade section. Industry and Industrial Resources has been expanded to include tertiary (service) industries as these are of increasing importance to Pakistan. This specifically mentions the new theme of tourism. Candidates should also look at feasibility studies when considering possible future developments for Pakistan. For both tourism and feasibility studies the 2005 syllabus provides even more detail than normal Notes for Guidance to help teachers covering such topics for the first time.

Many of the other changes are simply designed to clarify the wording of the syllabus so teachers know exactly what they have to cover,

Are any future changes planned for the History and Culture Paper?

Paper 2 already includes the assessment of appropriate skills using a variety of resources that are included in the question paper. Paper 1 has no such resources or assessment, but it is felt that questions which require candidates to interpret and evaluate historical and cultural sources should be part of the assessment as they should be used in the teaching of the subject. Next time there is a syllabus review it is intended that source-based questions will be included in Paper 1. This advance warning gives teachers the chance to incorporate the analysis and evaluation of sources into their teaching.

At present the period of study of the syllabus ends in 1988. This time frame will continue in the revised syllabus, but at some time in the future it will be necessary to move the time-frame forward. No definite plans exist for when this will occur or what the new end date will be.

Are any future changes planned for the Environment of Pakistan Paper?

Not in the foreseeable future.

Which textbooks are recommended?

Full resource lists are included in the syllabus and also on the CIE website. However these are the most useful and up-to-date texts.

Bajwa, F; *Pakistan: An Historic and Contemporary Look*; OUP Karachi, 2002; ISBN 019579592X

Kelly N; *History & Culture of Pakistan*; Peak Publishing, 2003; ISBN 1901458679

Fazle Karim Khan; *Pakistan: Geography, Economy and People*; OUP, Karachi 2002; ISBN 0195795903

Huma Naz Sethi; *The Environment of Pakistan, Pakistan Studies*; Peak Publishing, London 2001; ISBN 1901458709

The New Oxford Atlas for Pakistan; OUP Karachi 1998; ISBN 019 5776372

Do the textbooks reflect the changes in the syllabus?

CIE works closely with publishers so that they are informed of changes in the syllabus and can amend texts as necessary.