

## Section 2: Content Getting Ready to teach Pakistan Studies (paper 2) 17IOAH04 on Getting Ready to Teach the Pearson Edexcel

### International GCSE Pakistan Studies (9-1) (4PA1)

#### 2.1 Content of the qualification

This section details how the content for the *Pearson Edexcel International GCSE in Pakistan Studies* has been developed.

Subject content	
Legacy Int GCSE subject content	New International GCSE specification content reference / rationale for removal
Section 1 This section requires no specific content but covers a range of general human and physical short answer questions. In the examination Section 1 contains compulsory short answer and multiple choice questions. Section 1(a) is usually be based on a map. The content for the Section 1 question is found in Sections 2, 3 and 4 of the specification.	This information will now be examined throughout the paper rather than in a specific section.
Section 1 – <b>Physical Geography</b>	This section no longer exist. Section A The Physical Environment covers much of the previous content.
<b>1.1 Location</b> Students should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge of the location of Pakistan in the world.</li> </ul>	1.1 Location, climate and biomes. This covers the location of Pakistan, climatic features and a new topic, biomes.
<b>1.2 Relief and Drainage</b> Students should be able to: <ul style="list-style-type: none"> <li>• locate and name the main features of relief and drainage of Pakistan and discuss the influence of physical features on economic and human activities.</li> </ul>	This is mostly covered in <b>Section A 1.3</b> Relief, drainage and hydrometeorological hazards. The revised specification provides focused guidance to centres and candidates, for example naming specific locations such as the Indus, Jhelum, Sutlej, Chenab and Ravi floodplains and Indus deltaic coastline.
<b>1.3 Climate</b> Students should be able to: <ul style="list-style-type: none"> <li>• describe and explain the main features of the climates of Pakistan, including the nature and causes of the regional variations in rainfall quantities and distribution</li> <li>• analyse and use climatic data.</li> </ul>	1 Much of the content is covered in Section <b>A 1.1</b> Location, climate and biomes. b) The nature and causes of seasonal variations in precipitation and temperature, including the characteristics and causes of the Southwest Monsoon and Western Disturbances. The revised specification provides greater guidance.

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<p><b>1.4 Natural Hazards</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the causes, effects and responses to storms, floods, droughts and earthquakes.</li> </ul>	<p>1.2 Tectonic and glacial processes and landforms, and geophysical hazards</p> <p>1.3 Relief, drainage and hydro-meteorological hazards</p> <p>There is greater emphasis on responses to and management of hazards in the new specification.</p>
Not covered	<p><b>Section A. 1.2</b> Glacial processes that operate in the Himalayan landscape (long-term and seasonal accumulation/ablation of glacial systems).</p> <p>This had been added in order to include the important physical processes that operate in north Pakistan</p>
<p><b>1.5 Soils and Natural Vegetation</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• outline the basic soil forming processes; describe the nature and causes of soil erosion and schemes to control it; describe the causes of soil salinity and methods of treatment</li> <li>• describe the nature, distribution and exploitation of areas of natural forest; identify conservation schemes; explain the reasons for the conservation and preservation of forest resources</li> </ul>	<p>There is no longer a requirement to study soil formation.</p> <p>The remainder of the soil content and the exploitation of forests is covered in <b>Section B 2.4</b> The challenges of economic development for Pakistan. c) Impact of the primary and secondary sectors on the physical environment, to include <b>two</b> of the following: water pollution, air pollution, waste management, deforestation, and/or soil erosion. The distribution of forests is included in <b>1.1</b> Location, climate and biomes. c) Distribution and characteristics of large-scale ecosystems (i.e. biomes). The revised specification provides both greater guidance and some choice of topics.</p>
<p><b>Section 2 Population</b> <b>2.1 Distribution and Density</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the distribution and density of population within Pakistan; explain the factors influencing these</li> <li>• describe and explain the factors influencing the growth and characteristics of the population.</li> </ul> <p><b>2.2 Growth and Structure</b> Students should be able to:</p>	<p>Much of the content can be found in <b>Section C: Challenges for Pakistan.</b></p> <p>a) The characteristics used to determine the level of development of a country: gross domestic product (GDP), demographic data (population density/structure, birth/death rates and natural increase).</p>

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<ul style="list-style-type: none"> <li>• analyse and use statistics and indices of population, including birth and death rates, natural growth rate, infant mortality rate and life expectancy; interpret population pyramids</li> <li>• discuss the problems caused by population growth and the attempts to reduce it.</li> </ul>	<p>b) The physical and human factors influencing the distribution, density and structure of the population of Pakistan.</p> <p>c) The trends in fertility rates, infant/maternal mortality rates, and life expectancy and their implications for service provision such as education, healthcare and employment.</p> <p>The revised specification extends the content to be studied, provides greater guidance and is more relevant to present day Pakistan.</p>
<p><b>2.3 Migration</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the reasons for, and effects of, migration within Pakistan and migration to other countries</li> <li>• describe and explain the similarities and differences between urban and rural life</li> <li>• describe and explain the recent changes in rural life with reference to case studies.</li> </ul>	<p>Much of the content is covered in <b>Section C: 3.2 Quality of life in rural Pakistan: challenges of life in rural communities</b> 3.1 Indicators of development, population patterns and trends and 3.3 Quality of life in urban Pakistan: Challenges of life in urban communities.</p>
<p><b>2.4 Settlement</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe and explain the reasons for rapid urbanisation; discuss the problems associated with this and the attempts to resolve them; illustrate their answers with reference to case studies</li> <li>• locate, with reasonable accuracy, the main cities of Pakistan</li> <li>• describe the site and situation of any two major cities</li> <li>• describe and explain the urban structure/zones and sphere of influence of at least one major city.</li> </ul>	<p>Much of the content is covered in <b>Section C: Challenges for Bangladesh: 3.3 Quality of life in urban Pakistan: challenges of life in urban communities</b></p> <p>Students are no longer required to study the internal structure of cities.</p>
<p><b>2.5 Welfare</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe, with reference to case studies, improvements in the quality of life, health, welfare, nutrition and education</li> <li>• discuss the problems caused by illiteracy and describe the attempts to reduce it</li> <li>• describe and evaluate the impact of government policies and the role of international aid agencies, with reference to specific examples.</li> </ul>	<p>Much of the content is covered in <b>Section C: Challenges for Bangladesh, especially in 3.2 Quality of life in rural Pakistan: challenges of life in rural communities and 3.3 Quality of life in urban Pakistan: challenges of life in urban communities.</b></p> <p>The revised specification provides more guidance, for example it specifies that students are required to study Government (top-down) and NGO/local community (bottom-up) strategies in response to the challenges of living in large urban areas.</p>

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<p><b>2.6 Society</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• discuss regional diversity in society, culture and language</li> <li>• discuss the problems caused by class differences and social inequalities</li> <li>• discuss the role of women in society and economic life, the attempts to improve the status of women and the difficulties encountered.</li> </ul>	<p>Much of the content is covered by 3.2 Quality of life in rural Pakistan: challenges of life in rural communities, b) Challenges facing Pakistan's rural population: population structure of rural communities, poverty, education, gender equality: subsistence agriculture and rural-based craft industries, and impact of remittances. c) Incentives and strategies to support rural communities.</p>
<p><b>Section 3 Economic Activity</b> <b>3.1 Agriculture</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the main features of land tenure, their distribution and the attempts to reform land rights</li> <li>• describe and explain the distribution of major crops, including rice, wheat, cotton and sugar and describe the methods of production</li> <li>• describe and apply simple agricultural systems, to include inputs, processes and outputs</li> <li>• describe the attempts and associated problems of increasing agricultural production and assess the contribution of the 'Green Revolution'</li> <li>• locate and describe the different types of animal husbandry</li> <li>• discuss the changes and reforms in agriculture.</li> </ul>	<p><b>Section B The Human Environment</b> <b>2.1 Pakistan's economy: the primary sector and the need for food security</b> The revised specification provides additional guidance of factors to be studied.</p> <p>There is no longer a requirement to study agricultural systems.</p> <p>The revised specification emphasis food security.</p>
<p><b>4.1 Agriculture</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the distinctive character of agriculture as compared with other activities in the primary sector and with those of the secondary and tertiary sectors</li> <li>• describe and understand the inputs, processes and outputs of different agricultural systems (particularly the production of commercial crops and livestock)</li> <li>• explain why the use of irrigation, fertilisers and pesticides is necessary, and describe the problems associated with them</li> <li>• describe the attempts and associated problems of increasing agricultural production and assess the contribution of the 'Green Revolution'.</li> </ul>	<p><b>Section B The Human Environment</b> <b>2.1 Bangladesh's economy: the primary sector and the need for food security</b> The revised specification provides guidance of factors to be studied.</p> <p>Agricultural systems are no longer required.</p> <p>The revised specification emphasis food security.</p>
<p><b>3.2 Irrigation</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain why the use of irrigation is necessary and describe the problems associated with the extension of irrigated areas</li> <li>• describe the different methods of irrigation, locate the areas where these are found and locate</li> </ul>	<p>Some of this content is now found in <b>2.1 Pakistan's economy: the primary sector and the need for food security, section b) Strategies to increase agricultural output</b> (land rights reforms, plant breeding programmes, fertilisers/pesticides, education, water management and</p>

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<p>and name the main sources of water and the major dams</p> <ul style="list-style-type: none"> <li>• explain the reasons for the development of multi-purpose schemes</li> <li>• discuss the problems caused by irrigation and the ways of resolving these.</li> </ul>	<p>appropriate/intermediate technology).</p> <p>Note that the content has been reduced and become more focused.</p>
<p><b>3.3 Energy and Mineral Resources</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• locate and describe the main sources of energy and discuss their relative importance; assess the need for, and effects of, extending reliable supplies to all parts of the country</li> <li>• locate and describe the methods of production of mineral resources and assess the significance of these to the national economy</li> <li>• locate and assess the potential future sources of both energy and minerals.</li> </ul>	<p>Some of the content is now in <b>section A 1.4</b> Natural resources and their exploitation. a) The distribution and exploitation of <b>two</b> natural resources (water, forest products, fish/shellfish and/or minerals). b) Energy resources – renewable and non-renewable – their distribution and exploitation: examples of <b>one</b> renewable and <b>one</b> non-renewable resource. c) Environmental impacts resulting from the exploitation of <b>one</b> of natural resource (water, forest products, fish/shellfish or minerals) and <b>one</b> renewable and <b>one</b> non-renewable energy resource.</p> <p>The revised specification provides additional guidance.</p> <p>Students are no longer required to study the methods used to produce minerals.</p>
<p><b>3.4 Manufacturing Industry</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• locate and describe, with reference to case studies, the factors influencing the location of the main manufacturing industries</li> <li>• describe the characteristics and assess the contribution of multi-national companies</li> <li>• discuss the problems associated with the expansion of industrialisation, including pollution and access to capital</li> <li>• describe, and assess the contribution of, craft and cottage industries</li> <li>• discuss labour conditions, including bonded labour and the use of child labour.</li> </ul>	<p>Much of the content is covered in <b>Section B 2.2</b> Pakistan economy secondary, tertiary/quaternary sectors and transport systems, especially a) Factors affecting the type and location of manufacturing (secondary sector), including rural-based craft industries. b) Factors affecting the type and location of formal and informal services (tertiary sector) and knowledge-based services (quaternary sector). 2.3 Globalisation, including (transnational corporations) TNCS, can cause rapid change for economies such as Pakistan, especially a) <b>One</b> case study of a TNC operating in Pakistan (global structure and networks).</p>

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	<p>b) The benefits and challenges of TNCs for the people and government of Pakistan.</p> <p>c) The impact of globalisation on Pakistan (international transport and communication improvements, spread of global culture): Are there winners and losers?</p> <p>In addition, there are sections of <b>2.4</b> The challenges of economic development for Pakistan, i.e. c) Impact of the primary and secondary sectors on the physical environment, to include <b>two</b> of the following: water pollution, air pollution, waste management, deforestation, and/or soil erosion.</p> <p>The revised specification provides more focused approach and guidance.</p>
<p><b>3.5 Transport</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• locate, describe and explain the networks of rail, road and air transport and their uses; account for the variations in density of transport systems</li> <li>• discuss the need for, problems associated with and likely effects of improvements in transport systems</li> <li>• describe the seaport facilities and the problems associated with their further development.</li> </ul>	<p>Most of the content is covered in Section B <b>2.2</b> Pakistan economy secondary, tertiary/quaternary sectors and transport systems. The key section is part c) The challenges of the transport system and its impact on Pakistan's economic development.</p>
<p><b>3.6 Trade and Economy</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the main patterns of trade and identify the main imports/exports and trading partners of Pakistan, and assess the importance of invisible exports</li> <li>• describe the characteristics of the trade balance and discuss the recent changes and attempts to improve it</li> <li>• discuss the economic contribution, and potential problems, of tourism.</li> </ul>	<p>Much of this section is covered in <b>Section B 2.4</b> The challenges of Economic development for Pakistan, especially part a) The trade balance between imports and exports, including remittances, to ensure economic stability.</p> <p>There is also some overlap with <b>2.2</b> Pakistan economy secondary, tertiary/quaternary sectors and transport systems</p>
<p><b>4 Environment</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the interrelationships between people and their environment in Pakistan</li> <li>• discuss the nature, severity and causes of environmental pollution; describe the attempts made to reduce it</li> </ul>	<p>This important topic has been subdivided between sections of the specification.</p> <p>Section A <b>1.4</b> Natural resources and their exploitation. Section B <b>2.4</b> The challenges of</p>

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<ul style="list-style-type: none"> <li>• describe attempts made to undertake resource management and conservation</li> </ul>	Economic development for Pakistan. Section C <b>3.3</b> Quality of life in urban Pakistan: challenges of life in urban communities.
<b>5 Regional Development</b> Students should be able to: <ul style="list-style-type: none"> <li>• describe and explain the reasons for and problems caused by the differential economic development of the regions of Pakistan</li> <li>• describe the ways in which these problems are being resolved.</li> </ul>	This section is not a discrete section in the new specification, however part are covered in all parts of <b>Section C</b> .