



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

**Higher Secondary School Certificate
Examination Syllabus**

**COMMERCIAL
GEOGRAPHY
CLASS XII**

(based on National Curriculum 2002)

Published by
Aga Khan University Examination Board
Bungalow # 233, E.I.Lines,
Daudpota Road, Karachi, Pakistan.

September 2008
Last Revised July 2009

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Examination Syllabus**

**COMMERCIAL
GEOGRAPHY
CLASSES XII**

**This subject is examined in both
May and September Examination sessions**

Sr. No.	Table of Contents	Page No.
	Preface	5
1.	Aims/Objectives of the National Curriculum (2002)	7
2.	Rationale of the AKU-EB Examination Syllabuses	8
3.	Topics and Student Learning Outcomes of the Examination Syllabus	10
4.	Scheme of Assessment	34
5.	Teaching-Learning Approaches and Classroom Activities	37
6.	Recommended Texts and Reference Materials	38
7.	Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers	39
	Annex : HSSC Scheme of Studies	41

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PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education has begun a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or higher secondary school. Needless to say this is not an exclusive offer. Private candidates and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- It is in large part a reproduction, with some elaboration, of the Class XI and XII National Curriculum of the subject.
- It makes the National Curriculum freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of higher secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academicians, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed textbook which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study to take effect in September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current HSSC syllabuses have been revised to ensure conformity with the new National Curriculum 2006.

We stand committed to all students who have embarked upon the HSSC courses in facilitating their learning outcomes. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Aims/Objectives of the National Curriculum (2002)¹

Objectives

To acquaint the students of commercial geography (HSSC/Intermediate Commerce) with its bases regarding commercial activities in different environments, referring to world resources in general and Pakistan in particular.

Specific Objectives

- To identify the early commercial activities in the world reflecting different occupations in various environments.
- To note, shift and change from primitive activities, and to understand the different stages of agricultural development.
- To comprehend the importance of manufacturing industries and handi-crafts in the world as commercial activities.
- Growth of population, its trends and distribution.
- To acquaint the students with the importance of human resources, agricultural produce, mineral and their distribution in the world, to acquire specific knowledge about the production of food – crops in the world – their consumption and short-falls.
- To know the geographic location of Pakistan with reference to her physical environments.
- To understand the utilization of human resources of Pakistan and mode of their exploitation.

¹ Government of Pakistan (2002), *National Curriculum; Commercial Geography Class XII, Islamabad*, Ministry of Education (Curriculum Wing)

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes XI and XII. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its HSSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class XI and in Class XII;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

2.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking [skills]” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.

2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.

2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.

2.1.5 The AKU-EB has classified SLOs under the three cognitive levels, Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.

2.2 Specific Rationale of the AKU-EB Commercial Geography Examination Syllabus

The course of Commercial Geography will help the learner to:

- understand, explore and evaluate the environmental and social dimensions of the world in a better manner.
- explore the relationship between people and their environment, which includes studies of physical and human environment and their interactions at different scales; local, regional, and global.
- understand fundamental principles responsible the distributional pattern of physical and human features and phenomena.
- application of these principles would be taken up through selected case studies from Pakistan and the world.
- enable, recognize and understand the processes and patterns of the spatial arrangement of human features and natural phenomena.
- adopt different methods used in commercial geographical investigations and map reading.
- be familiar with the terms, key concepts and basic principles of geography.
- understand and analyze the inter-relationship between human and physical environments and their impact.
- apply geographical knowledge and methods of inquiry in new situations or problems at different levels; local, regional, and global;
- develop geographical skills, relating to collection, processing and analysis of data and preparation of report including maps, graphs and use of computers whereas possible;
- utilize geographical knowledge in understanding issues concerning the community such as environmental issues and socio-economic concerns.
- to become a responsible and effective member of the local and global community.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part I (Class XII)

Topic	Student Learning Outcomes		Cognitive Level ²		
			K	U	A
1. Scope and Field of Commercial Geography	Candidates should be able to:				
1.1 Definition of commercial geography and its branches	1.1.1 1.1.2	define commercial geography; describe different branches of commercial geography i.e. economic and commercial geography, physical geography, political geography, mathematical geography;	*	*	
1.2 Scope, purpose and importance of the study of commercial geography	1.2.1 1.2.2 1.2.3	make a relation among commercial, economic and commercial geography of commerce, economics and commercial geography; explain the scope of study of commercial geography; describe the value of study of commercial geography, i.e. educational and practical value;		* * *	
1.3 <i>Muslim contributions in field of commercial geography</i>	1.3.1	<i>explain the contribution of Muslim geographers in field of commercial geography, i.e. Ibn-e-Batuta, Al-Beruni.</i>		*	

² K = Knowledge, U = Understanding, A= Application (for explanation see Section 8: Definition of command words used in Student Learning Outcomes and in Examination Questions).

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			K	U	A
2. Environment and Human Activities	Candidates should be able to:				
2.1 Definition of environment and human activities	2.1.1	define environment and human activities;	*		
	2.1.2	describe types of environment and human activities i.e. natural or physical environment and non-physical or cultural environment;		*	
	2.1.3	differentiate between natural and unnatural environment;		*	
2.2 Influences and effects of environment on human activities	2.2.1	describe the effect of environment and geographical conditions on commercial activities;		*	
	2.2.2	<i>analyze the influences of geographical conditions on the commercial activities of a country;</i>			*
	2.2.3	analyze the influence of lakes and rivers, climate and weather, soil, natural vegetation, geographical location and physical form (area), coastal environment, minerals, social and cultural environment on human economical activities.			*
2.3 Classification of economic activities	2.3.1	describe classification of economic activities and non-economic activities;		*	
	2.3.2	explain primary, secondary and tertiary activities and their further on classification;		*	
	2.3.3	describe factors of economic activities i.e. climate, natural resources, topography, location, soil, coastal areas;		*	
	2.3.4	differentiate between primary and secondary economic activities;		*	
3. Live stock and fishing activities	Candidates should be able to:				
3.1 Fishing	3.1.1	define fishing;	*		
	3.1.2	describe the physical and economical factors effecting the fishing industries;		*	
	3.1.3	explain the different methods and modes of fishing;		*	
	3.1.4	identify the main fishing ground of the world;	*		

NOTES

			K	U	A
3.2 Fishing in Pakistan	3.2.1	locate the main fishing areas of Pakistan;	*		
	3.2.2	explain the importance of fishing in the economy of Pakistan;		*	
	3.2.3	analyze find out the reasons for backwardness of fishing;			*
	3.2.4	suggest steps/ways to improve fishing in Pakistan;			*
	3.2.5	explain the problems faced by fisher man and fisheries in Pakistan;		*	
3.3 Cattling (animal's husbandry/ herding/ farming)	3.3.1	define cattling, animal husbandry and farming;	*		
	3.3.2	explain the role of cattling or animal farming in human life;		*	
	3.3.3	identify the main grounds of the cattle farming in the world;	*		
3.4 Cattling in Pakistan	3.4.1	locate the main regions of cattle farming in the map of Pakistan;	*		
	3.4.2	explain the importance of cattle farming in the economy of Pakistan;		*	
	3.4.3	explain the reasons of backwardness of cattle farming in Pakistan;		*	
	3.4.4	Suggest ways to improve cattle farming in Pakistan.			*
3.5 Hunting	3.5.1	define hunting;	*		
	3.5.2	<i>explain evolution of hunting as an human occupation and its economical features;</i>		*	
4. Natural Vegetation or Forestation	Candidates should be able to:				
4.1 Natural vegetation and its types and importance	4.1.1	define natural vegetation;	*		
	4.1.2	describe various types of natural vegetation i.e. forests, grasslands, desert vegetation;		*	
	4.1.3	explain the importance of natural vegetation;		*	
	4.1.4	explain direct and indirect uses or advantages of natural vegetation;		*	

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			K	U	A
4.2 Classification and regions	4.2.1	explain the classification of forests around the world;		*	
	4.2.2	point out the major regions of forests in the world;	*		
	4.2.3	define lumbering;	*		
	4.2.4	explain the importance of cutting and lumbering of wood as an economic activity;		*	
4.3 Forests in Pakistan	4.3.1	identify the different kinds of forests of Pakistan;	*		
	4.3.2	point out the main forest regions on the map of Pakistan;	*		
	4.3.3	explain the importance of forests in the economy of Pakistan (productive and proactive);		*	
	4.3.4	describe the reasons of low forest growth rate in Pakistan;		*	
	4.3.5	suggest ways to raise the forest growth rate;			*
	4.3.6	analyze role of forest in economic development of a country;			*
5. Agricultural Activities	Candidates should be able to:				
5.1 Defining agriculture and its scope and importance	5.1.1	define agricultural activities and its origin;	*		
	5.1.2	explain its scope and importance in human civilization;		*	
	5.1.3	explain and highlight different methods and modes of agriculture in the world;		*	
5.2 Farming	5.2.1	explain farming and its kinds i.e. mechanized farming, truck farming, plantation farming, shift farming, mixed farming, intensive subsistence cultivation, commercial farming, dairy farming.		*	
	5.2.2	explain economical and commercial importance of farming;		*	

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			K	U	A
5.3 Crops categories and importance	5.3.1	classify the different kinds of crops;	*		
	5.3.2	differentiate between food crops and cash crops;		*	
	5.3.3	list the names of cash crops and food crops;	*		
	5.3.4	analyze role of cash and food crops in an economy of a country;			*
5.4 Methods of cultivating, feasible conditions, major areas and importance of cultivation of different crops in the world.	5.4.1	explain the methods of cultivating wheat, rice, maize, sugarcane, cotton, tea coffee, rubber and tobacco;		*	
	5.4.2	explain the feasible conditions for cultivating wheat, rice, maize, sugarcane, cotton, tea, coffee, rubber and tobacco;		*	
	5.4.3	locate the major growing regions of cultivating wheat, rice, maize, sugarcane, cotton, tea, coffee, rubber and tobacco in the world and Pakistan;	*		
	5.4.4	explain the economical and commercial importance of food crops and cash crops in the development of a country.		*	
5.5 Agriculture problems and solutions	5.5.1	explain major agricultural problems of Pakistan;		*	
	5.5.2	suggest solution for major agricultural problems in Pakistan;			*
	5.5.3	analyze reasons of backwardness of agriculture sector of Pakistan.			*
6. Water Resources of the World	Candidates should be able to:				
6.1 Defining water resources its importance and utilization	6.1.1	define the term 'water resources';	*		
	6.1.2	describe the importance of water resources and its utilization;		*	
	6.1.3	explain the importance of water resources in a commercial activity;		*	
6.2 Irrigation	6.2.1	define irrigation;	*		
	6.2.2	describe different methods and techniques of irrigation;		*	

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			K	U	A
6.3 Irrigation system of Pakistan	6.3.1	explain the different systems or methods of irrigation in Pakistan;		*	
	6.3.2	explain the importance of canal system of Pakistan and highlight its major features;		*	
	6.3.3	define barrages and dams;	*		
	6.3.4	describe role of barrages and dams in the canal irrigation system in Pakistan;		*	
	6.3.5	locate the major irrigation system on the map of Pakistan;	*		
	6.3.6	define and explain Indus water treaty between India and Pakistan and its importance;		*	
	6.3.7	analyze the lacks of irrigation system of Pakistan;			*
	6.3.8	suggest ways to improve irrigation system of Pakistan.			*
7. Mineral resources, energy resources and their reserves		Candidates should be able to:			
7.1 Defining mineral resources and energy resources	7.1.1	define mineral resources and mining;	*		
	7.1.2	explain the factors on which exploitation of minerals depends;		*	
	7.1.3	explain classification of minerals;		*	
	7.1.4	explain further classification of the metallic and non-metallic mineral resources;		*	
	7.1.5	describe the importance of mineral resources in the economy of a country;		*	
	7.1.6	locate the different mineral resources and their regions on the map of Pakistan;	*		
	7.1.7	explain energy resources and their application (coal, electricity thermal/hydro/nuclear, natural gas, oil or petroleum)		*	
	7.1.8	explain the different methods of electrical power generation i.e. hydro electricity, thermal power, nuclear power, solar power, biogas, wind power, and tidal waves power;		*	

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			K	U	A
7.2 Major mineral resources of the world and their reserves Major energy resources	7.2.1	point out the major reserves and mining areas of coal in the world;	*		
	7.2.2	describe its commercial and economical importance and its use;		*	
	7.2.3	explain different types of coal;		*	
	7.2.4	name major exporter and importer of coal;	*		
	7.2.5	point out the major areas of reserves and extraction of petroleum and natural gas in the world;	*		
	7.2.6	describe its commercial and economical importance and its use;		*	
	7.2.7	explain different types of petroleum and natural gas products;		*	
	7.2.8	name major exporter and importer of petroleum and natural gas;	*		
	7.2.9	point out the major reserves and mining areas of iron ore and ferro-alloy metals in the world;	*		
	7.2.10	describe its commercial and economical importance and its use;		*	
	7.2.11	explain different types of iron ore and ferro-alloy metals products;		*	
	7.2.12	name major exporter and importer of iron ore and ferro-alloy metals;	*		
7.3 Major energy resources	7.3.1	describe the sources of power generation in Pakistan;		*	
	7.3.2	analyze causes of shortage of power resources and its effects on economy.			*
8. Manufacturing and Industries	Candidates should be able to:				
8.1 Manufacturing industries, its importance and classification	8.1.1	define manufacturing industries and its evolution;	*		
	8.1.2	describe the importance of manufacturing industries;		*	
	8.1.3	explain the classification of manufacturing industries;		*	
	8.1.4	point out the industrial zones globally and explain its features;	*		
	8.1.5	elaborate the factors of establishing or localization of an industry i.e. geographical, economical and socio-political factors;		*	
	8.1.6	explain the silent features of Pakistan's industrial sector;		*	
	8.1.7	explain the reasons of backwardness of industries of Pakistan;		*	

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			K	U	A
	8.1.8 8.1.9	suggest the measures for the development of industrial sector of Pakistan; describe the development of industrial sector of Pakistan since its existence with reference to government steps and policies;		*	*
8.2	Iron and steel industry	8.2.1 define iron steel industry; 8.2.2 explain and elaborate the procedure of making iron and steel; 8.2.3 list major production regions of iron and steel industry in the world; 8.2.4 describe its importance in the economy of a country; 8.2.5 elaborate the factors of establishing or localization of iron and steel industry i.e. geographical, economical and socio-political factors;	* *	* * *	
8.3	Textile industry	8.3.1 define textile industries; 8.3.2 classify textile industries i.e. cotton textile, woollen textile, jute textile and silk and rayon textile industry; 8.3.3 describe its role and importance in an economy; 8.3.4 point out the globally major region of textile industries; 8.3.5 elaborate the factors of establishing or localization of textile industry i.e. geographical, economical and socio-political factors;	* *	* *	
8.4	Textile industry in Pakistan	8.4.1 point out the location of textile industry in Pakistan; 8.4.2 explain major features and products of Pakistan's textile industry;	*	*	
8.5	Sugar industry	8.5.1 define Sugar industries; 8.5.2 describe its role and importance in an economy; 8.5.3 point out the globally major region of sugar industries; 8.5.4 elaborate the factors of establishing or localization of sugar industry i.e. geographical, economical and socio-political factors;	* *	* *	

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				K	U	A
8.6	Sugar industry in Pakistan	8.6.1 8.6.2	point out the location of sugar industry in Pakistan; explain major features of development of Pakistan's sugar industry;	*	*	
8.7	Cement industry	8.7.1 8.7.2 8.7.3 8.7.4	define cement industries; describe its role and importance in an economy; point out the globally major region of cement industries; elaborate the factors of establishing or localization of cement industry i.e. geographical, economical and socio-political factors;	*	*	
8.8	Cement industry in Pakistan	8.8.1 8.8.2	point out the location of cement industry in Pakistan; explain major features of development of Pakistan's cement industry;	*	*	
8.9	Fertilizer industry	8.9.1 8.9.2 8.9.3 8.9.4	define fertilizer industries; describe its role and importance in an economy; point out the globally major region of fertilizer industries; elaborate the factors of establishing or localization of fertilizer industry i.e. geographical, economical and socio-political factors;	*	*	
8.10	Fertilizer industry in Pakistan	8.10.1 8.10.2	point out the location of fertilizer industry in Pakistan; explain major features of development of Pakistan's fertilizer industry;	*	*	
8.11	Other major industries of Pakistan	8.11.1	describe other major industries of Pakistan i.e. Pakistan machine tool factory, heavy mechanical complex, heavy foundry and forge, Karachi shipyard and engineering works, other metal industries, consumers product industries, basic food industries, moto-vehicle industry, small cottage industries, miscellaneous industries.		*	

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				K	U	A
9. Transportation and trade		Candidates should be able to:				
9.1	Define transportation its modes and importance	9.1.1	define transportation;	*		
		9.1.2	explain the different modes and means of transportation;		*	
		9.1.3	analyse the importance and scope of modes of transportation in the modern world and its economic activities;			*
		9.1.4	differentiate between inland and outland transportation;		*	
9.2	Ports and trade centres of world	9.2.1	define ports and trade centre of the world;	*		
		9.2.2	describe the classification of ports;		*	
		9.2.3	explain the factors effecting growth and development of ports;		*	
		9.2.4	describe the essentials for a trade centre;		*	
		9.2.5	analyze role and importance of trade in the modern world;			*
		9.2.6	list some of the important ports and trade centres of the world;	*		
		9.2.7	define a sea port and its types;	*		
		9.2.8	define and explain characteristics of a good sea port;		*	
		9.2.9	explain the commercial importance of a sea port in the modern world;		*	
		9.2.10	describe the importance of Suez canal and Panama canal in the world trade;		*	
9.3	Means of transportation in Pakistan	9.3.1	define and explain different means of transportation in Pakistan;	*		
		9.3.2	point out the major roads and highways on the map of Pakistan;	*		
		9.3.3	describe and explain the railway system of Pakistan;		*	
		9.3.4	point out the major railway routes on the map of Pakistan;	*		
		9.3.5	explain the function of seaport in Pakistan trade and commerce;		*	
		9.3.6	explain the function of air routes in Pakistan's trade.		*	

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			K	U	A
10. World Population Growth		Candidates should be able to:			
10.1 Population its effects	10.1.1	define population growth;	*		
	10.1.2	describe world distribution of population;		*	
	10.1.3	explain and describe the reasons of rapid increase in population growth;		*	
	10.1.4	<i>explain Malthusian theory of population;</i>		*	
	10.1.5	point out densely populated regions of the world;	*		
	10.1.6	highlight the main trends of population growth on the global level;			*
	10.1.7	define distribution of world population continent wise;	*		
	10.1.8	describe effect of population growth on an economic growth of a country;		*	
10.2 Characteristics of Pakistan's population	10.2.1	describe define the characteristics of population;		*	
	10.2.2	analyze the cause of rapid increase in birth and death rate;			*
	10.2.3	classify the distribution of population into urban and rural areas;	*		
	10.2.4	analyze the effects of population in the development of Pakistan;			*
	10.2.5	analyze the causes of high population rate in Pakistan;			*
	10.2.6	suggest measures to control high population growth rate of Pakistan.			*
11. Commercial Geography of Pakistan		Candidates should be able to:			
11.1 Location of Pakistan and its importance	11.1.1	determine the boundaries of Pakistan;	*		
	11.1.2	explain importance of location Pakistan with reference to trade and commerce;		*	
	11.1.3	describe the main characteristics of physical features of Pakistan;		*	
	11.1.4	describe and explain the main physical divisions of Pakistan;		*	
	11.1.5	describe and explain administrative or political divisions;		*	
	11.1.6	describe and illustrate the geographical account of provinces and tribal areas (FATA);		*	
	11.1.7	locate the important cities on the map of Pakistan;	*		

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			K	U	A
11.2 Climate of Pakistan	11.2.1	<i>differentiate between weather and climate of a region;</i>		*	
	11.2.2	describe factors effecting climate;		*	
	11.2.3	explain and describe the climatic regions of Pakistan and highlight salient features of the regions;		*	
	11.2.4	analyze the effect of climate on the living style;			*
	11.2.5	analyze the effect of climate on vegetation;			*
	11.2.6	analyze the effect of climate on agriculture and trade;			*
11.3 Soil of Pakistan	11.3.1	explain types soil found in Pakistan;		*	
	11.3.2	describe the soil formation;		*	
	11.3.3	explain soil erosion and steps taken for its protection;		*	
	11.3.4	analyze the role of soil in the agriculture sector.			*

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4. Scheme of Assessment

Class XII

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No	Topic	No. of Sub Topic	SLOs			Total
			K	U	A	
1.	Scope and Field of Commercial Geography	3	1	5	0	6
2.	Environment and Human Activities	3	1	7	2	10
3.	Live Stock and Fishing Activities	5	7	8	4	19
4.	Natural Vegetation or Forestation	3	5	7	2	14
5.	Agricultural Activities	5	4	9	3	16
6.	Water Resources of the World	3	4	7	2	13
7.	Mineral Resources, Energy Resources and their Resources	3	8	13	1	22
8.	Manufacturing and Industries	11	17	23	1	41
9.	Transportation and Trade	3	7	11	2	20
10.	World Population Growth	2	4	6	5	15
11.	Commercial Geography of Pakistan	3	2	11	4	17
	Total	44	60	107	26	193
	Percentage		31	55	14	100

**Table 2: Allocation of Marks for Multiple Choice Questions (MCQs),
Constructed Response Questions (CRQs) and
Extended Response Questions (ERQs)**

Topic No	Topic	No. of Sub-Topic	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
1.	Scope and Field of Commercial Geography	3	3	6	0	9
2.	Environment and Human Activities	3				
3.	Live Stock and Fishing Activities	5	6	7	5	18
4.	Natural Vegetation or Forestation	3				
5.	Agricultural Activities	5				
6.	Water Resources of the World	3	4	7	0	11
7.	Mineral Resources, Energy Resources and their Resources	3				
8.	Manufacturing and Industries	11	6	9	5	20
9.	Transportation and Trade	3				
10.	World Population Growth	2	6	5	6	17
11.	Commercial Geography of Pakistan	3				
	Total	44	25	34	16	75

Table 3: Paper Specifications

Topic No.	Topic	Marks Distribution			Total Marks
1.	Scope and Field of Commercial Geography	MCQs 3 @ 1 Mark CRQs 2 @ 3 Marks each			9
2.	Environment and Human Activities				
3.	Live Stock and Fishing Activities	MCQs 6 @ 1 Mark CRQs 2 @ 3, 4 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			18
4.	Natural Vegetation or Forestation				
5.	Agricultural Activities				
6.	Water Resources of the World	MCQs 4 @ 1 Mark CRQs 2 @ 3, 4 Marks			11
7.	Mineral Resources, Energy Resources and their Resources				
8.	Manufacturing and Industries	MCQs 6 @ 1 Mark CRQs 3 @ 3 Marks each *ERQ 1 @ 5 Marks Choose any ONE from TWO			20
9.	Transportation and Trade				
10.	World Population Growth	MCQs 6 @ 1 Mark CRQ 1 @ 5 Marks *ERQ 1 @ 6 Marks Choose any ONE from TWO			17
11.	Commercial Geography of Pakistan				
Total Marks		MCQs 25	CRQs 34	ERQs 16	75

* Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph rather than a word or a single sentence.

* There will be TWO questions and the candidates will be required to attempt any ONE by making a choice out of the TWO.

- 4.1 Table 1 indicates the number and nature of SLOs in each topic in class XII. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to understanding (55%) application and higher order skills (14%) in class XII to discourage rote memorization. The same has been reflected in table 1. (Do not translate directly into marks.)
- 4.2 There will be one examination, at the end of Class XII.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be administrated within 3 hours.
- 4.4 Paper I theory will consist of 25 compulsory, multiple choice items. These questions will involve four response options.

4.5 Paper II theory will carry 50 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.

4.6 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching–Learning Approaches and Classroom Activities

5.1 As AKU-EB syllabuses focus on understanding and higher order thinking skills, teachers need to encourage activity and problem-based classroom practices.

5.2 The following strategies are recommended:

5.2.1 Before starting any topic, teachers should give the relevant information from that topic to build up and recall their previous knowledge if any.

5.2.2 Lecture should be well organised and completed within limited time period with current and practical examples.

5.2.3 To understand the cognitive level of ongoing topics, teacher(s) should provide hard copies of the syllabus to the students.

5.2.4 During lecture, teacher(s) should ask question randomly from the students to assess whether they are understanding or not.

5.2.5 If a teacher feels that a student does not understand, the student should be called to the board to clarify the concept. This will facilitate the student to comprehend more accurately.

5.2.6 Encourage students to present selected and applied topics of the syllabus

5.2.7 Arrange educational trips to different organisations and institutes, i.e. banks and financial institutions.

5.2.8 Assign tasks to the students to search relevant material from other sources, i.e. library, internet and news papers etc.

5.2.9 Organise group discussions among students to share their views about current topics.

5.2.10 Plan to organise meeting of students with different professionals and intellectuals. This will broaden their horizons and boost their confidence levels.

6. Recommended Texts and Reference Materials

Recommended Books

1. Fazal Ahmed (2007-08) *Part II for Intermediate: Commercial Geography of World and Pakistan*. Karachi: Orient Publishers Karachi
2. Fazle Karim Khan (2007-08) *Part II for Intermediate: Commercial Geography*. Karachi: Oxford University Press.
3. Naveed Nawab (2007-08) *Part II for Intermediate: Iqra Commercial Geography World and Pakistan*. Karachi: Iqra Publisher Urdu Bazar Karachi.
4. Prof.Saeed Ahmed Siddiqui for intermediate: *economic and commercial geography (world and Pakistan)*. Karachi: Commerce publications Karachi.

Reference Books

1. R. N. Chauhan. (2007-2008). *Commercial Geography*. Oxford Book Company
Isbn- 818947314X.
2. Fazle Karim Khan (2004). *Pakistan Geography, Economy and people* Oxford University Press ISBN 0195798422

Reference Materials

1. Newspaper and magazine articles.
2. Commercial information published by government and other public bodies such as the Department for Business Enterprise and Regulators Reform and the Offices of Trading.

Websites

The internet provides a vast amount of information from a wide range of sources including businesses, trade associations and government. Search engines such as Google (www.google.com), Yahoo (www.yahoo.com), and Ask Jeeves (www.ask.com) provide good search facilities.

www.wikipedia.com

www.bicusa.org

www.elsevier.com

www.bis.org

www.biggerbooks.com

www.jstor.org

www.wikipedia.com

www.answer.com

www.britanica.com

www.encyclopedia.com

www.naturalencyclopedia.com

7. Definition of Cognitive Levels and Command Words in the Student Learning Outcomes in Examination Papers

7.1. Definitions of Cognitive Levels (Knowledge, Understanding and Application)

Knowledge:

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

Understanding:

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarise, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

Application:

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: distinguish, analyse, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, re-arrange, reconstruct/recreate, re-organize, predict consequences etc.

7.2 Definition of Command Words:

Knowledge:

Define (the term or terms): Only a formal statement or equivalent paraphrase is required. No examples need to be given.

List: Name item-by-item, usually in one or two words, precise information such as dates, characteristics, places, names.

Write: Implies making a list of desired entities or data.

Understanding:

Compare: List the main characteristics of two entities clearly identifying similarities (and differences).

Describe:	Requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
Differentiate:	Identify those characteristics which always or some times distinguish two categories.
Draw:	Implies a simple free hand sketch or diagram. Care should be taken with proportions and the clear labelling of parts.
Explain:	May imply reasoning or some reference to theory, depending on the context.
Identify:	Select the most appropriate from many possibilities on the basis of relevant characteristics. It will not normally be expected that the candidate justifies the choice unless specifically asked to do so.
Make a relationship:	Put different items together to develop a set of related data.
Prove:	Propose a base to support the outcome.
Point out:	Pick out and recognise specific information from a given content and/or situation.
State:	Implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.
Summarise:	Write a shorter version of a given text capturing the main points and eliminating detail. The writing must be grammatical and the referent of each statement must be clear.

Application:

Analyse:	Use information to relate different features of the components of specified material so as to draw conclusions about common characteristics.
Clarify:	Implies further explanation of any given information that elaborates the key components.
Classify:	State a basis for categorization of a set of related entities and assign examples to categories.

HSSC Scheme of Studies³

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised HSSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. The marks allocated to subjects in the revised National Scheme of Studies have been followed.

HSSC I-II (Classes XI-XII) subjects on offer for examination

HSSC Part-I (Class XI) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Biology-I	85	15	100	English
Total:	455	45	500	

HSSC Part-II (Class XII) Science Group (Pre-Medical)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Biology-II	85	15	100	English
Total:	555	45	600	

- Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

³ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

HSSC Part-I (Class XI) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Mathematics-I	100	-	100	English
Total:	470	30	500	

HSSC Part-II (Class XII) Science Group (Pre-Engineering)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Physics-II	85	15	100	English
Chemistry-II	85	15	100	English
Mathematics –II	100	-	100	English
Total:	570	30	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

HSSC Part-I (Class XI) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I	100	-	100	Urdu
Pakistan Culture-I ^a				English
Any one subject combinations of the following:				
Physics-I	85	15	300	English
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
*Statistics-I	85	15		English
Economics-I	100	-	300	English / Urdu
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Physics-I	85	15	300	English
Mathematics-I	100	-		English
Computer Science-I	75	25		English
Mathematics-I	100	-	300	English
*Statistics-I	85	15		English
Computer Science-I	75	25		English
Total:			500	

HSSC Part-II (Class XII) Science Group (Science General)

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR	100	-	100	Urdu
Pakistan Culture-II ^a				English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Any one subject combinations of the following:				
Physics-II	85	15	300	English
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
*Statistics-II	85	15		English
Economics-II	100	-	300	English / Urdu
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Physics-II	85	15	300	English
Mathematics-II	100	-		English
Computer Science-II	75	25		English
Mathematics-II	100	-	300	English
*Statistics-II	85	15		English
Computer Science-II	75	25		English
Total:			600	

a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.

b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subject is offered ONLY in the May examination.**

HSSC Part-I (Class XI) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	100	-	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	-	100	Urdu English
Principles of Accounting-I	100	-	100	English
Principles of Economics	75	-	75	English
Principles of Commerce	75	-	75	English
Business Mathematics	50	-	50	English
Total:	500	-	500	

HSSC Part-II (Class XII) Commerce Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	-	100	Urdu English
Islamiyat OR Ethics ^b	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
Principles of Accounting-II	100	-	100	English
Commercial Geography	75		75	English
*Computer Studies OR Banking	60 OR 75	15 -	75	English
Business Statistics	50	-	50	English
Total:	600		600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***This subjects are offered ONLY in the May examination.**

HSSC Part-I (Class XI) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	100	English
Urdu Compulsory-I OR Pakistan Culture-I ^a	100	Urdu English
Any three of the following Elective Subjects	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English
1. Civics-I		
2. Computer Science-I (75+25 practical)		
3. Economics-I		
4. *Education-I		
5. *Geography-I (85+15 practical)		
6. *Islamic Studies-I		
7. *Islamic History-I		
8. Literature in English-I		
9. Mathematics-I		
10. *Psychology-I (85+15 practical)		
11. *Statistics-I (85+15 practical)		
12. *Sociology-I		
13. Urdu Literature-I		
14. *Fine Arts-I		
Total:	500	

HSSC Part-II (Class XII) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	100	English
Urdu Compulsory-II OR Pakistan Culture-II ^a	100	Urdu English
Islamiyat OR Ethics ^b	50	English / Urdu
Pakistan Studies	50	English / Urdu
Any three of the following Elective Subjects	300 (100 each)	English / Urdu English English / Urdu English / Urdu English / Urdu English / Urdu English English English / Urdu English English / Urdu Urdu English
1. Civics-II		
2. Computer Science-II (75+25 practical)		
3. Economics-II		
4. *Education-II		
5. *Geography-II (85+15 practical)		
6. *Islamic Studies-II		
7. *Islamic History-II		
8. Literature in English-II		
9. Mathematics-II		
10. *Psychology-II (85+15 practical)		
11. *Statistics-II (85+15 practical)		
12. *Sociology-II		
13. Urdu Literature-II		
14. *Fine Arts-II		
Total:	600	

- a. Foreign students may opt for Pakistan Culture in lieu of Urdu Compulsory, subject to the Board's approval.
- b. For non-Muslim candidates in lieu of Islamiyat.

Note: Pakistan Studies, Islamiyat / Ethics will be taught in Classes XI and XII, but the examination will be conducted at the end of Class XII.

***These subjects are offered ONLY in the May examination.**