



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate
Examination Syllabus

Commercial Geography

Grade XII

(based on National Curriculum 2006)

Published by
Aga Khan University Examination Board
Block - C, IED - PDC, 1-5/B-VII
Federal B. Area, Karimabad, Karachi, Pakistan.

Last Revision June 2012
Latest Revision December 2019

© The Aga Khan University Examination Board, 2019

All rights and entitlements reserved.

This syllabus is developed by Aga Khan University Examination Board for distribution to all its affiliated schools only. No part of this syllabus may be copied, reproduced or used for any other purpose whatsoever without prior written permission of the Aga Khan University Examination Board.

**Higher Secondary School Certificate
Examination Syllabus**

**COMMERCIAL GEOGRAPHY
GRADE XII**

**This syllabus will be examined in both
May and September Examination sessions from
May 2022**

Table of Contents	Page No.
Preface	5
Introduction to AKU-EB Syllabi	7
Aims/ Objectives of the National Curriculum (2009)	9
AKU-EB Subject Rationale	10
Student Learning Outcomes	11
Summary of Student Learning Outcome	32
Scheme of Assessment	33
Acknowledgements	35

For queries and feedback

Address: The Aga Khan University Examination Board
 Bungalow No. 233/ E.I.Lines, Daudpota Road, Karachi-Pakistan.
Phone: (92-21) 35224702-10
Fax: (92-21) 35224711
E-mail: examination.board@aku.edu
Website: <http://examinationboard.aku.edu>
Facebook: www.facebook.com/akueb

Preface

Established in 2002 through Ordinance CXIV, the Aga Khan University Examination Board (AKU-EB) is Pakistan's first private autonomous examination body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

One of the ways in which AKU-EB achieves its vision is by developing syllabi which inculcates conceptual thinking and higher order learning skills based on the National Curriculum. The AKU-EB revises its syllabi every 4 years so that they continue to meet the needs of students, teachers and examiners.

The aims of the current syllabus review of SSC and HSSC in 2016 were to:

- Ensure continued compatibility with the goals of the National Curriculum of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During this syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academics, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order cognitive skills. This is followed by the Exam Specifications which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, the AKU-EB has been able to take the necessary steps to ensure effective implementation of the National Curriculum of Pakistan through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish all the best to students and their teachers in implementing this syllabus.



Dr Shehzad Jeeva

Director, Aga Khan University Examination Board

Assistant Professor, Faculty of Arts and Sciences, Aga Khan University

Introduction to AKU-EB Syllabi

1. The Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the latest National Curriculum of Pakistan and the National Scheme of Studies. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the students of the twenty-first century.
3. The syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
4. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi complement the national curriculum by providing enabling SLOs where needed to scaffold student learning.
5. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students’ responses.
6. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning and deriving multiple choice questions (MCQs) and constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.
7. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.

8. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
9. On the whole, the AKU-EB syllabi for Higher Secondary School Certificate (HSSC) progressively help the students to achieve the benchmarks of the national curriculum and hone in them conceptual understanding, critical thinking and problem solving skills, thereby preparing them for professional and higher education.

Aims/ Objectives of the National Curriculum (2006)¹

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 (2006), *National Curriculum; Commercial Geography Class XII, Islamabad*, Ministry of Education (Curriculum Wing)

Subject Rationale of AKU-EB Commercial Geography

What will you learn in AKU-EB Commercial Geography?

The AKU-EB Commercial Geography syllabus is designed in such a way that it provides the opportunity for students to understand, explore and evaluate the environmental and social dimensions of the world in a better manner. Through the duration of this course, the students will be able to 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.

The course adopts different methods used in commercial geographical investigations and map reading and ensures the application of the fundamental principles responsible the distributional pattern of physical and human features and phenomena through selected case studies from Pakistan and the world. Furthermore, the use of multiple learning resources and reference books are encouraged to create interest in students and provide logical understanding of fundamental concepts of Commercial Geography.

Where will it take you?²

Commercial Geography is a multi-disciplinary subject such that it integrates the concepts of commerce with that of geography. The study aids in policy making and in business and investment decisions through analysing commercial activities in different environments. Through the subject, an individual is well-equipped to make sound decisions that can be beneficial on a business and economic level.

Commercial Geography is an asset to the field of commerce where command on this subject will facilitate in other fields of commerce such as Business Management, Economics and other fields such as Public Administration. The subject provides career opportunities in

- Trade (as a businessperson, trade analysts, etc.)
- Industry (as production consultants, investment advisors, etc.)
- Government (as policy makers, advisors and analysts)
- Banking (as investment analysts, bankers, consultants)
- Education (as teachers/ researchers)

How to approach the syllabus?

The sub-topics and student learning outcomes (SLOs) will tell you the details about what you have to achieve. The exam specifications will tell you on what to expect in your examination.

² Students may be required to study others subject alongside in order to qualify for graduate studies in these fields.

Student Learning Outcomes of AKU-EB HSSC Commercial Geography Syllabus

Part II (Grade XII)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level ³		
			K	U	A
1. Introduction to Commercial Geography	Students should be able to:				
1.1 Geography and its types	1.1.1	describe geography and its branches (i.e. human geography, physical geography and its further classifications);		*	
	1.1.2	define economic geography;	*		
	1.1.3	define commercial geography;	*		
	1.1.4	differentiate between economic and commercial geography;		*	
1.2 Fundamental concepts of Mapping and Physical Geography	1.2.1	demonstrate the understanding of earth's physical features (continents, oceans and countries) with the help of a globe or world physical map;	CA ⁴		
	1.2.2	list continents, oceans and countries on the world map;	*		
	1.2.3	identify the continents, oceans, major seas and countries on the world map or globe;		*	
	1.2.4	describe geographical location and its types (i.e. relative and absolute);		*	
	1.2.5	describe the key concepts regarding graticule (i.e. latitude, longitude, equator, tropics, dateline, poles and temperate);		*	
	1.2.6	identify the locations on the map based on scales (mentioned in SLO 1.2.5) used with reference to the world map;		*	

³ K = Knowledge, U = Understanding, A = Application and other higher-order cognitive skills

⁴ CA = Classroom Activity, not to be assessed under examination conditions

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	1.2.7	describe significant features of the physical and human landscape on maps (i.e. population distribution, population movements, transport networks, settlement layout, relief and drainage); (Note: This SLO will be applied and used as a point of reference across the syllabus where detail description will be studied of these element);		*	
	1.2.8	analyse the inter-relationships between physical and human factors on maps and establish associations between observed patterns on thematic maps;			*
1.3 Scope of Commercial Geography	1.3.1	discuss the scope and significance of commercial geography;		*	
1.4 Important Expeditions and Explorers	1.4.1	discuss the contributions of the following travellers and explorers with reference to commercial and economic significance; <ul style="list-style-type: none"> • <i>Xuanzang or Hsuan-Tsang (602 - 664)</i> • <i>Muhammad al-Idrisi (1099 - 1165)</i> • <i>Marco Polo (1254 - 1324)</i> • <i>Ibn-e-Batuta (1304 - 1369)</i> • <i>Christopher Columbus (1451 - 1506)</i> • <i>Amerigo Vespucci (1454 - 1512)</i> • <i>Vasco da Gama (1460 - 1524)</i> • <i>Captain James Cook (1728 - 1779).</i> (Note: This is with reference to their trade routes and their significance with trade.)		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
2. Geographical Significance of Pakistan	Students should be able to:				
2.1 Geo-strategic Location of Pakistan and its Importance	2.1.1	discuss the location of Pakistan with reference to geographical extent (i.e. latitude, longitude and its neighbouring countries);		*	
	2.1.2	explain the importance of location of Pakistan (i.e. geo-political and geo-economical);		*	
	2.1.3	identify the major cities of Pakistan (with reference to their economic and commercial prospective);		*	
2.2 Physical Geography of Pakistan	2.2.1	discuss the major physical regions of Pakistan (northern and western mountainous regions, plateaus, indus plains, deserts, coastal belt);		*	
	2.2.2	discuss various elements of weather and climate;		*	
	2.2.3	differentiate between weather and climate;		*	
	2.2.4	explain the climatic regions of Pakistan and its salient features;		*	
	2.2.5	analyse the effect of climate on commercial and economic activities of Pakistan;			*
2.3 Soil	2.3.1	define soil;	*		
	2.3.2	explain the process of soil formation and its various factors <ul style="list-style-type: none"> • climate • organisms • relief (landscape) • parent material • time; 		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	2.3.3	explain different types of soil on the basis of their physical regions in Pakistan <ul style="list-style-type: none"> • North east mountains soils • North west mountain soils • Upper Indus plain soils • Lower Indus plain soils • Indus delta soils • Soils of plateaus • Desert soils; 		*	
	2.3.4	discuss the importance of soil for different commercial activities (i.e. agriculture, construction and pottery);		*	
	2.3.5	explain soil erosion and its causes;		*	
	2.3.6	discuss the adverse effects of soil erosion with reference to economy;		*	
	2.3.7	analyse different ways through which soil erosion can be reduced.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Environment, Economic and Commercial Activities	Students should be able to:				
3.1 Environment and Economic/ Commercial Activities	3.1.1	define environment;	*		
	3.1.2	describe various types of environment i.e. natural or physical environment and non-physical or cultural environment;		*	
	3.1.3	explain various environmental factors that influence commercial activities;		*	
3.2 Classification of Economic Activities	3.2.1	define economic activities;	*		
	3.2.2	exemplify different types of economic activities: <ul style="list-style-type: none"> • primary activities (raw materials) • secondary activities (manufacturing and industries) • tertiary activities (service sector) • quaternary activities (knowledge sector) • quinary sector (decision making sector); 		*	
3.3 Economic Development and Economic Growth	3.3.1	explain the features of economic development and economic growth;		*	
	3.3.2	differentiate between economic development and economic growth;		*	
	3.3.3	analyse the contribution of different economic sectors on economic growth and economic development of a country.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Natural Vegetation (Forest)	Students 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	discuss the commercial and economic significance of natural vegetation;		*	
	4.1.4	identify the different forests regions on the map of the world;		*	
4.2 Forests in Pakistan	4.2.1	explain the different kinds of forests in Pakistan;		*	
	4.2.2	identify the different types of forest regions on the map of Pakistan;		*	
	4.2.3	analyse the role of forests in the economic development of Pakistan;			*
	4.2.4	describe the regions where forest growth rate is low in Pakistan;		*	
	4.2.5	suggest ways to raise the forest growth rate;			*
	4.2.6	explain the impact of forests on different economic sectors of Pakistan;		*	
4.3 Lumbering	4.3.1	define lumbering;	*		
	4.3.2	explain the importance of lumbering as an economic activity;		*	
	4.3.3	analyse the economic and commercial significance of lumbering.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
5. Agriculture (Livestock)	Students should be able to:				
5.1 Fishing	5.1.1	define fishing;	*		
	5.1.2	explain the different methods and modes of fishing;		*	
	5.1.3	discuss the economic and commercial scope of fishing;		*	
	5.1.4	describe the physical and economic factors effecting fishing activities;		*	
	5.1.5	discuss the main fishing grounds of the world;		*	
5.2 Fishing in Pakistan	5.2.1	identify the main fishing areas and fisheries of Pakistan;		*	
	5.2.2	explain the importance of fishing in the economy of Pakistan;		*	
	5.2.3	analyse the reasons for the backwardness of fishing in Pakistan;			*
	5.2.4	suggest ways to improve fishing in Pakistan;			*
	5.2.5	identify the main fish farming (aqua culture) areas in Pakistan;		*	
	5.2.6	analyse the economic and commercial role of fishing (with reference to GDP, economic development and contribution to other economic sectors);			*
5.3 Farming and its Classification	5.3.1	define cattle farming;	*		
	5.3.2	explain the different types of farming (cattle farming, fish farming, poultry farming and dairy farming);		*	
	5.3.3	identify the main grounds of farming in the world;		*	
	5.3.4	analyse the economic and commercial role of farming (with reference to GDP, economic development and contribution to other economic sectors);			*
5.4 Cattle Farming in Pakistan	5.4.1	identify the main regions of cattle farming on the map of Pakistan;		*	
	5.4.2	explain the importance of cattle farming in the economy of Pakistan;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	5.4.3	explain the reasons of backwardness of cattle farming in Pakistan;		*	
	5.4.4	suggest ways to improve cattle farming in Pakistan;			*
	5.4.5	analyse the economic and commercial role of cattle farming (with reference to GDP, economic development and contribution to other economic sectors);			*
5.5 Hunting	5.5.1	define hunting;	*		
	5.5.2	identify the main regions of hunting on the world map;		*	
	5.5.3	identify the main regions of hunting on the map of Pakistan;		*	
	5.5.4	analyse the economic and commercial role of hunting (with reference to GDP, economic development and contribution to other economic sectors).			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
6. Agriculture (Agriculture Farming)	Students should be able to:				
6.1 Agriculture, Scope, Importance and types of Agricultural Farming	6.1.1	define agricultural activities and its origin;	*		
	6.1.2	define agricultural farming;	*		
	6.1.3	explain various kinds of farming i.e. mechanised farming, truck farming, plantation farming, shift farming, mixed farming, intensive subsistence cultivation and commercial farming;		*	
	6.1.4	explain economical and commercial importance of agricultural farming;		*	
	6.1.5	analyse the economic and commercial role of agriculture (with reference to GDP, economic development and contribution to other economic sectors);			*
6.2 Types of Crops	6.2.1	classify the different kinds of crops (i.e. cash and food, <i>rabi</i> and <i>kharif</i>);		*	
	6.2.2	differentiate between food crops and cash crops;		*	
	6.2.3	list the names of crops (i.e. cash, food, <i>rabi</i> and <i>kharif</i> crops);	*		
	6.2.4	analyse the economic and commercial role of crop type (with reference to GDP, economic development and contribution to other economic sectors);			*
6.3 Factors for the Production and Distribution of Crops (Wheat, Rice, Maize, Sugarcane, Cotton, Tea, Coffee, Rubber and Tobacco)	6.3.1	explain the factors (feasible conditions) of cultivating crops (mentioned in sub-topic 6.3);		*	
	6.3.2	discuss the commercial and economic importance of crops (with reference to areas, production, yield (per hectare)) in the world and Pakistan;		*	
	6.3.3	identify the major growing regions of cultivating crops in the world and Pakistan (mentioned in sub topic 6.3);		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
6.4 Agricultural Problems of Pakistan and its Solutions	6.4.1	explain major agricultural problems of Pakistan;		*	
	6.4.2	analyse the reasons for backwardness in the agricultural sector of Pakistan;			*
	6.4.3	suggest the solution for major agricultural problems in Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
7. Irrigation	Students should be able to:				
7.1 Water Resources its Importance	7.1.1	define ‘water resources’;	*		
	7.1.2	explain different types of water resources (i.e. lakes, rivers, dams, barrages, seas and springs);		*	
	7.1.3	analyse the economic and commercial role of water resources type with reference to GDP, economic development and contribution to other economic sectors;			*
7.2 Irrigation System and its Types	7.2.1	define irrigation system;	*		
	7.2.2	discuss different methods of irrigation system (surface water, ground water and lift irrigation);		*	
	7.2.3	explain the role of efficient irrigation system in the economy of a country;		*	
7.3 Irrigation System in Pakistan	7.3.1	explain the importance of various irrigational methods applied in Pakistan;		*	
	7.3.2	explain different methods of surface and ground water irrigation systems used in Pakistan;		*	
	7.3.3	explain different types of lift irrigation system used in Pakistan;		*	
	7.3.4	discuss the role of barrages and dams in the canal irrigation system of Pakistan;		*	
	7.3.5	identify the major irrigation system on the map of Pakistan;		*	
	7.3.6	analyse the problems in the irrigation system of Pakistan;			*
	7.3.7	suggest ways to improve the irrigation system of Pakistan;			*
7.4 Indus Water Treaty	7.4.1	describe Indus Water Treaty;		*	
	7.4.2	analyse the geographical and commercial significance of the Indus Water Treaty for the agricultural sector of Pakistan.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
8. Mineral Resources, Energy Resources and their Reserves	Students should be able to:				
8.1 Mineral Resources	8.1.1 define mineral resources; 8.1.2 define mining; 8.1.3 describe different types of mining; 8.1.4 explain the factors on which extraction of minerals depends; 8.1.5 explain the environmental effects of mining; 8.1.6 explain the classification of minerals (i.e. precious minerals, metallic and non-metallic minerals and power minerals (fuel);		*	*	
8.2 Major Mineral Resources, their reserves and major energy resources of the world <ul style="list-style-type: none"> • Metallic Mineral (Iron/ Gold/ Copper/ Uranium) • Non-metallic (Coal/ Limestone/ Gypsum/ Marble/ Granite) 	8.2.1 explain different types of metallic minerals; 8.2.2 identify the major metallic mineral reserves of the world; 8.2.3 describe various uses of metallic minerals; 8.2.4 analyse the economic and commercial role of metallic minerals (with reference to GDP, economic development and contribution to other economic sectors); 8.2.5 explain different types of non-metallic minerals; 8.2.6 identify the major non-metallic reserves of the world; 8.2.7 describe various uses of non-metallic resources; 8.2.8 analyse the economic and commercial role of non-metallic minerals (with reference to GDP, economic development and contribution to other economic sectors);		*	*	*
8.3 Power Resources (Energy Sector) of Pakistan	8.3.1 identify the different minerals used as power resources on the map of Pakistan; 8.3.2 explain energy resources and their usage (coal, electricity thermal/ hydro/ nuclear, natural gas, oil or petroleum); 8.3.3 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);			*	*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	8.3.4	analyse the economic and commercial role of power resources (with reference to GDP, economic development and contribution to other economic sectors);			*
	8.3.5	list major trading countries of minerals (metallic, non-metallic and power) in the world;	*		
8.4 Power Generation in Pakistan	8.4.1	list the sources of power generation in Pakistan (i.e. renewable and non-renewable sources);	*		
	8.4.2	analyse the causes of power resources shortages and their effects on the economy;			*
	8.4.3	suggest ways to overcome the shortage of power generation (electricity) in Pakistan;			*
	8.4.4	identify the potential areas of renewable power resources in Pakistan;		*	
	8.4.5	analyse the economic and commercial role of water resources type (with reference to GDP, economic development and contribution to other economic sectors).			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
9. Manufacturing and Industries		Students should be able to:				
9.1 Manufacturing Industries, importance, classification and their Geographical Distribution	9.1.1	define manufacturing industries;		*		
	9.1.2	explain different types of manufacturing industries;			*	
	9.1.3	analyse the commercial and economic importance of manufacturing industries (with reference to GDP, economic development and contribution to other economic sectors);				*
	9.1.4	analyse the factors for establishing or localisation of different types of industries (i.e. geographical, economical and socio-political factors) for iron and steel industry, textile industry, sugar industry, cement and fertiliser;				*
	9.1.5	list the major industrial zones of the world;		*		
	9.1.6	discuss the development of the industrial sector of Pakistan since its existence (with reference to steps undertaken by the government and its policies);			*	
	9.1.7	explain the reasons of backwardness of industries in Pakistan;			*	
	9.1.8	suggest the measures for the development of the industrial sector of Pakistan;				*
	9.1.9	analyse the commercial and economic importance of industrial sector (with reference to GDP, economic development and contribution to other economic sectors);				*
9.2 Iron and Steel Industry	9.2.1	describe the importance of iron and steel industry on the economy of a country;			*	
	9.2.2	list the major iron and steel producing countries of the world;		*		
	9.2.3	identify the major production regions of iron and steel industry on the map of Pakistan;			*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
9.3 Textile Industry	9.3.1	classify textile industries i.e. cotton textile, woollen textile, jute textile and silk and rayon textile industry;		*	
	9.3.2	describe its importance in an economy of a country;		*	
	9.3.3	list the major textile producing countries of the world;	*		
	9.3.4	describe the role of textile industry in the development of Pakistan;		*	
	9.3.5	identify the major production regions of textile industry on the map of Pakistan;		*	
	9.3.6	explain the major features and products of Pakistan's textile industry;		*	
9.4 Sugar Industry	9.4.1	describe role and importance of sugar industry in an economy;		*	
	9.4.2	list the major sugar producing countries of the world;	*		
	9.4.3	describe the role of sugar industry in the development of Pakistan;		*	
	9.4.4	identify the major production regions of sugar industry on the map of Pakistan;		*	
	9.4.5	explain the major developmental features of Pakistan's sugar industry;		*	
9.5 Cement Industry	9.5.1	describe its role and importance in an economy;		*	
	9.5.2	list the globally major region of cement industries;	*		
	9.5.3	elaborate the role of cement industry in the development of Pakistan;		*	
	9.5.4	identify the major production regions of cement industry on the map of Pakistan;		*	
	9.5.5	explain major features of development of Pakistan's cement industry;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
9.6 Fertiliser Industry	9.6.1	describe the role and importance of fertiliser industry in an economy;		*	
	9.6.2	list the globally major region of fertiliser industries;	*		
	9.6.3	describe the role of fertiliser industry in the development of Pakistan;		*	
	9.6.4	identify the major production regions of fertiliser industry on the map of Pakistan;		*	
	9.6.5	explain the major developmental features of Pakistan's fertiliser industry;		*	
9.7 Tourism Industry (Travel and Tour Industry)	9.7.1	explain the growth of tourism as an industry;		*	
	9.7.2	evaluate the impact of tourism on the physical and human development of the tourist places;			*
	9.7.3	discuss the government's role in the sustainable development of tourism;		*	
	9.7.4	identify the tourist attractions of Pakistan and its main features;		*	
	9.7.5	discuss the problems of the tourism industry in Pakistan		*	
	9.7.6	suggest ways to improve the tourism industry in Pakistan;			*
	9.7.7	analyse the commercial and economic importance of tourism (with reference to GDP, economic development and contribution to other economic sectors);		*	
9.8 Other Major Industries of Pakistan	9.8.1	describe other major industries of Pakistan i.e. machine tool factory, heavy mechanical complex, heavy foundry and forge, Karachi shipyard and engineering works, other metal industries, construction industries, consumers product industries, basic food industries, moto-vehicle industries, small cottage industries and miscellaneous industries;		*	
	9.8.2	evaluate the impact of growth of one industry on the development of other industries and the overall economy.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
10. Transportation and Trade	Students should be able to:				
10.1 Transportation and its modes (Landways, Waterways, Airways and Pipelines)	10.1.1	define transportation;	*		
	10.1.2	explain different modes of transportation (i.e. inland and outland);		*	
	10.1.3	analyse the economic and commercial importance of transportation sector in an economy;			*
10.2 Ports and Trade Hubs of the World	10.2.1	define ports with reference to trade;	*		
	10.2.2	explain different types of ports (i.e. seaport, dry port and airport);		*	
	10.2.3	explain the factors effecting the development of ports (characteristics of ports);		*	
	10.2.4	describe the essentials for a trade centre (trade hub);		*	
	10.2.5	analyse the commercial roles and importance of trade centres;			*
	10.2.6	list some of the important ports and trade centres of the world;	*		
	10.2.7	describe the importance of major trade routes of the world (i.e. Silk-Route, Suez Canal and Panama Canal);		*	
10.3 Means of Transportation in Pakistan	10.3.1	explain different means of transportation used in Pakistan;		*	
	10.3.2	explain the functions of different transportation modes;		*	
	10.3.3	identify the major routes of transportation modes i.e. roadways and railways on the map of Pakistan;		*	
	10.3.4	discuss the importance of CPEC with reference to the economy of Pakistan;		*	
	10.3.5	analyse the significance of development of means of transportation (with reference to GDP, economic development and contribution to other economic sectors).			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
11. Human Resource	Students should be able to:				
11.1 Population	11.1.1	define the following concepts related to population: <ul style="list-style-type: none"> • demography, • census, • fertility, • mortality, • birth rate, • death rate, • natural increase, • population growth, • migration, • dependency ratio, • demographic equation, • doubling time; 	*		
	11.1.2	explain various types of population pyramids with reference to their respective characteristics (age, gender, etc.)		*	
	11.1.3	analyse population pyramids of LDCs (less developed country) and MDCs (more developed country) with reference to occupational composition;			*
	11.1.4	classify the different regions of the world based on population density;		*	
	11.1.5	identify the different regions on the world map based on population density;		*	
	11.1.6	interpret the transition model of population;			*
11.2 Migration and Urbanisation	11.2.1	define the terms: emigration, immigration;	*		
	11.2.2	discuss the factors of migration (i.e. political, social and economic);		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	11.2.3	exemplify different types of migration (national: rural-urban, urban-rural, urban-urban, rural-rural and seasonal) and (international: legal and illegal);		*	
	11.2.4	describe the term urbanisation		*	
	11.2.5	discuss the factors responsible for the increased rate of urbanisation in the last twenty years;		*	
	11.2.6	evaluate the problems that accompanies migration and urbanisation;			*
	11.2.7	suggest ways through which the problems (as mentioned in SLO 11.2.6) can be resolved;			*
11.3 Characteristics of Pakistan's Population	11.3.1	define birth rate and death rate;	*		
	11.3.2	discuss the impact of change in birth rate and death rate on an economy;		*	
	11.3.3	discuss causes of change in birth rate and death rate on an economy;		*	
	11.3.4	analyse the cause of change in birth and death rate in Pakistan in the last twenty years;			*
	11.3.5	discuss the reason behind the uneven distribution and density of population in Pakistan;		*	
	11.3.6	analyse the effect of population on the economic development and economic growth of Pakistan;			*
	11.3.7	suggest ways to effectively use population for the economic and social development of Pakistan;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
11.4 Human Development Index (HDI)	11.4.1	describe the concept of human development/ human capital;		*	
	11.4.2	explain the key concepts of human development index as introduced by Amrita Sen and Mahboob-ul-Haq;		*	
	11.4.3	discuss ways through which the standard of living and quality of population can be measured;		*	
	11.4.4	classify countries as per the indicators of HDI into LDCs (Less Developed Countries), MDCs (More Developed Countries) , ELDCs (Economically Less Developed Countries), EMDCs (Economically More Developed Countries);		*	
	11.4.5	identify Pakistan's position with the help of key developmental indicators;		*	
	11.4.6	suggest ways to improve the Pakistan's position with reference to HDI.			*

Summary of Student Learning Outcomes (SLOs)

Grade XII

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
1.	Introduction to Commercial Geography	4	3	9	1	13
2.	Geographical Significance of Pakistan	3	1	12	2	15
3.	Environment, Economic and Commercial Activities	3	2	5	1	8
4.	Natural Vegetation (Forest)	3	2	8	3	13
5.	Agriculture (Livestock Farming)	5	3	14	7	24
6.	Agriculture (Agriculture Farming)	4	3	8	4	15
7.	Irrigation	4	2	9	4	15
8.	Mineral Resources, Energy Resources and their Reserves	4	4	14	6	24
9.	Manufacturing and Industries	8	7	29	7	43
10.	Transportation and Trade	3	3	9	3	15
11.	Human Resource	4	3	15	8	26
Total		45	33	132	46	211
Percentage			15	63	22	100

Scheme of Assessment

Grade XII

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution	Total Marks
1.	Introduction to Commercial Geography	MCQs 3 @ 1 Mark CRQs 2 @ 3 Marks each	9
2.	Geographical Significance of Pakistan		
3.	Environment, Economic and Commercial Activities	MCQs 6 @ 1 Mark CRQs 2 @ 3, 4 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO	18
4.	Natural Vegetation (Forest)		
5.	Agriculture (Livestock Farming)		
6.	Agriculture (Agriculture Farming)	MCQs 5 @ 1 Mark CRQs 2 @ 3, 4 Marks	12
7.	Irrigation		
8.	Mineral Resources, Energy Resources and their Reserves	MCQs 6 @ 1 Mark CRQs 3 @ 3 Marks each *ERQ 1 @ 5 Marks Choose any ONE from TWO	20
11.	Human Resource		
9.	Manufacturing and Industries	MCQs 5 @ 1 Mark CRQs 2 @ 3 Marks each *ERQ 1 @ 5 Marks Choose any ONE from TWO	16
10.	Transportation and Trade		
Total Marks		MCQs 25	CRQs 35
		ERQs 15	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 students will be required to attempt any ONE by making a choice out of the TWO.

- 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 the understanding (63%) Application and higher order skills (22%) to discourage rote memorization. The same has been reflected in table 1; however, they do not translate directly into marks.
- This subject is offered in class XII.
- There will be two papers; the theory paper will be in two parts: paper I and paper II. Both papers will be administered within 3 hours.
- Paper I theory will consist of 25 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 50 marks and consist of a number of compulsory, constructed response questions and a number of extended response questions. Each extended response question will be presented in an 'either/ or' form.
- All constructed response questions will be in a booklet which will also serve as an answer script.

Acknowledgements

The Aga Khan University Examination Board (AKU-EB) would like to acknowledge the contributions of all those who played an important part in the revision of the AKU-EB HSSC Part II Commercial Geography syllabus.

We would like to thank **Abdul Rahim Daudani, Lead Specialist** and **Muhammad Adil Fattani, Specialist, Commerce**, AKU-EB, for taking the **subject lead** during the entire process for revising the **Commercial Geography** syllabus.

We are particularly thankful to the **syllabus revision panel** for their time, commitment and effort in revising the syllabus. The panel included:

- **Tahreem Omar**
Aga Khan Higher Secondary School (AKHSS), Karachi
- **Saadia Abbas**
Habib Public School, Karachi
- **Dr Salman Zuberi**
University of Karachi, Karachi
- **Mahajabeen Khan**
IISAR Foundation, Karachi

We also thank the following **post-revision reviewers** for their feedback on relevance of the content, skills and resources of the syllabus:

- **Shaikh Umer**
Karachi University Business School (KUBS), Karachi

Furthermore, we thank the **External reviewer** for reviewing the syllabus for **higher education preparedness**, ensuring that the syllabus includes adequate skills and content to effectively prepare students for the next level of education.

- **Dr Sheeba Afsar**
Associate Professor- Geography Department University of Karachi

In-house Team

- **Final Reviewer and Advisor: Dr Shehzad Jeeva**
Director, AKU-EB
- **Mentor and Guide for Syllabi Review: Dr Naveed Yousuf**
Associate Director, Assessment
- **Syllabi Review Lead: Raabia Hirani,**
Manager, Curriculum Development
- **Syllabi Review Facilitator: Banazeer Yaqoob**
Associate, Curriculum Development
- **Syllabi Review Facilitator and Language Reviewer: Farah Naz Ata**
Associate, Curriculum Development
- **Internal Reviewer: Zain ul Muluk**
Manager, Examination Development
- **Administrative Support: Hanif Shariff**
Associate Director, Operations
Raheel Sadrudin
Assistant Manager, Administration
- **Syllabi Feedback Data Analysts: Tooba Farooqui, Muhammad Faheem and Muhammad Kashif**
Lead Specialist and Specialists, Assessment
- **Design Support: Hatim Yousuf**
Associate, Communications

We would like to thank the students and teachers of affiliated schools from across Pakistan who gave their valuable feedback at various stages of the review process. We also thank **Shahid Arwani, Assistant, AKU-EB**, for data compilation and formatting.