



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

## Higher Secondary School Certificate Examination

# GEOGRAPHY

## CLASSES XI-XII

(based on National Curriculum 2006)

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**Higher Secondary School Certificate  
Examination Syllabus**

**GEOGRAPHY**  
**CLASSES XI-XII**

**This subject is examined in the  
May Examination session only**

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#### **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](mailto:examination.board@aku.edu)  
**Website:** <http://examinationboard.aku.edu>  
<http://learningsupport.akueb.edu.pk>  
**Facebook:** [www.facebook.com/akueb](http://www.facebook.com/akueb)

# 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 Candidatess 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 Candidatess and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB Candidatess 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 which have been implemented since September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current SSC syllabuses have been revised to ensure conformity with the National Curriculum.

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 (2006)<sup>1</sup>**

1. To emphasize learning in a way that encourages comprehension, observation, creativity, questioning, application and evaluation skills.
2. To create an understanding of the key concepts, ideas, principles, nature and spirit in relation to physical and human activities.
3. To provide an understanding and appreciation of the interrelationship between physical environment and human activities and conceptual clarification of man environment system.
4. To inculcate in students the qualities of national character, love for country, and sense of national unity, integrity and gratitude to Almighty Allah for having exemplary physical and human resources.
5. To provide understanding of the basic geographical character of locality/society and day to day problems faced by human beings in which they live.
6. To develop an understanding of physical and human geography through systematic study of various content matter.
7. To develop comprehension of interpreting data presented in various forms i.e. models, charts, illustrations, statistics, maps, diagram, atlas extracts and written materials.
8. To improve the abilities of students in practical geographical skills.
9. To enhance a positive attitude towards Geography discipline as an intellectual subject relevant to everyday life.

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<sup>1</sup> Government of Pakistan (2006), *National Curriculum; Geography Classes XI-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 A) 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.
- 2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century. These additional topics have been italicized in Section 3 of this syllabus.

## **2.2 Specific Rationale of the AKU-EB Geography Examination Syllabus**

- 2.2.1 Geography at the HSSC level lays emphasis on both theory and practical. The present curriculum is developed to introduce the field of Geography and its basic concepts in a simple but comprehensive manner so that a fresh student of this discipline could also follow it without any difficulty as not all of them come into HSSC after having studied Geography at SSC level.
- 2.2.2 Students will be required to apply their knowledge in practical activities like measuring distance on the map, finding directions, identifying rocks, etc.
- 2.2.3 This course will develop a positive attitude towards Geography and to the ground realities of life in a major river valley system at the junction of three tectonic plates.
- 2.2.4 It will develop a positive attitude towards Geography as an intellectually satisfying subject leading to extended in-depth study of disciplines such as geology, cartography, meteorology, environmental management, geomorphology and landscape ecology at tertiary level of education.
- 2.2.5 Geographical skills will be developed relating to collection, processing and analysis of data/information and preparation of report including maps and graphs and use of computers where ever possible; and
- 2.2.6 Geographical knowledge will be utilized in understanding issues concerning the community such as environmental issues, socio-economic concerns, gender and become responsible and effective members of the community.

### 3. Topics and Student Learning Outcomes of the Examination Syllabus

#### Part I (Class XI)

Topics	Student Learning Outcomes		Cognitive Level <sup>2</sup>		
			K	U	A
<b>1. Understanding Geography</b>	<b>Candidates should be able to:</b>				
1.1 Introduction to Geography	1.1.1	define geography;	*		
	1.1.2	describe the purposes of geography;		*	
	1.1.3	explain the scope and main branches of geography;		*	
	1.1.4	explain the relationship of geography with other sciences;		*	
1.2 Maps and its major Components	1.2.1	describe map and its essentials;		*	
	1.2.2	explain different types of maps with the help of atlas namely: <ul style="list-style-type: none"> <li>• topographic maps</li> <li>• geo-logic maps</li> <li>• bio-geographic maps</li> <li>• environmental maps</li> <li>• physiographic maps</li> </ul>		*	
	1.2.3	explain the major features of globe reading with reference to imaginary lines of longitude, latitude, equator and tropics;		*	
	1.2.4	illustrate the ability to read a globe using grid system of latitude and longitude on the map;			*P
	1.2.5	demonstrate an ability to use topographic maps to find location and features of important monuments of Pakistan;			*P

<sup>2</sup> K = Knowledge, U = Understanding, A = Application (for explanation see Section 6: Definition of command words used in Student Learning Outcomes and in Examination Questions).

\* P = Practical component of the syllabus

NOTES

			K	U	A
	1.2.6	explain the method of finding direction without a compass using the following the methods: <ul style="list-style-type: none"> <li>• watch method</li> <li>• sun shadow method</li> <li>• Polar is the north star method</li> <li>• star method.</li> </ul>		*	
	1.2.7	illustrate how to make a compass using: <ul style="list-style-type: none"> <li>• magnet and pins</li> <li>• floating methods</li> <li>• hanging methods</li> </ul>			*P
	1.2.8	illustrate how the time zones are allocated on the globe with the help of longitude and latitude;			*P
1.3 Scale and its Application on the Maps	1.3.1	define scaling with reference to map reading	*		
	1.3.1	describe the scale and its different types;		*	
	1.3.2	explain the methods of showing scale on a physical map;		*	
	1.3.3	illustrate scale conversion;			*P
	1.3.4	illustrate the construction of plain scale;			*P
	1.3.5	explain how distance is measured between two allocated point on a map;		*	
	1.3.6	illustrate the ability of using a scale for measuring distance on the map between allocated points;			*P
1.4 Representation of Relief	1.4.1	define geographical term 'relief;'	*		
	1.4.2	describe the methods of showing relief on a map using contours from line, hill shading and layer tinting.		*	
	1.4.3	illustrate practically the methods of showing relief on a map using contours from line, hill shading and layer tinting.			*P

\* P = Practical component of the syllabus

NOTES

				K	U	A
2. Rocks and Soils		Candidates should be able to:				
2.1 Rock and Rock Formation	2.1.1	list the major types of rocks namely: <ul style="list-style-type: none"> <li>• igneous rocks</li> <li>• sedimentary rocks</li> <li>• metamorphic rocks</li> </ul>	*			
	2.1.2	describe the following types of rocks: <ul style="list-style-type: none"> <li>• igneous rocks</li> <li>• sedimentary rocks</li> <li>• metamorphic rocks</li> </ul>		*		
	2.1.3	identify the following types of rocks: <ul style="list-style-type: none"> <li>• igneous rocks</li> <li>• sedimentary rocks</li> <li>• metamorphic rocks</li> </ul>				*P
	2.1.4	list the processes that form the three types of rocks;	*			
	2.1.5	explain the processes that form the three types of rocks		*		
	2.1.6	describe what is meant by 'cycle';		*		
	2.1.7	discuss the various uses of rocks;		*		
2.2 Weathering Mass Movement	2.2.1	define the concept of 'weathering'	*			
	2.2.2	discuss the two main types of weathering namely: <ul style="list-style-type: none"> <li>• physical weathering</li> <li>• chemical weathering</li> </ul>		*		
	2.2.3	explain the chemical weathering processes such as: <ul style="list-style-type: none"> <li>• freeze thaw or frost shattering</li> <li>• exfoliation or onion weathering</li> <li>• biological weathering</li> <li>• limestone solution</li> </ul>		*		

\* P = Practical component of the syllabus

NOTES

			<b>K</b>	<b>U</b>	<b>A</b>
2.3	Mass Movement	2.3.1 2.3.2	define the term 'mass movement'; discuss the following types of mass movements: <ul style="list-style-type: none"> <li>• soil creep</li> <li>• mudflows and landslides</li> </ul>	*	*
2.4	Soil and Soil Formation	2.4.1 2.4.2 2.4.3	define the term 'soil'; explain the process of soil formation; discuss the five factors that influence soil formation namely: <ul style="list-style-type: none"> <li>• parent rock (geology)</li> <li>• topography (relief)</li> <li>• flora and Fauna</li> <li>• climate</li> <li>• time</li> </ul>	*	*
2.5	Soil Erosion	2.5.1 2.5.2 2.5.3 2.5.4	define the term soil erosion; discuss soil erosion; explain the various causes of soil erosion mainly: <ul style="list-style-type: none"> <li>• removal of vegetation</li> <li>• over cultivation and over grazing</li> <li>• agribusiness</li> </ul> demonstrate an understanding about the process of soil management.	*	*



NOTES

			K	U	A
<b>3. The Earth's Structure</b>	<b>Candidates should be able to:</b>				
3.1 The Earth as Planet	3.1.1	demonstrate an understanding about the position of the earth within the solar system;		*	
	3.1.2	demonstrate an understanding about earth's shape and size;		*	
	3.1.3	discuss the internal structure of the earth;		*	
	3.1.4	diagrammatically illustrate the various layers of the inner structure of the earth;		*	
3.2 Tectonic Activity	3.2.1	define tectonic activities;	*		
	3.2.2	discuss tectonic activities such as: <ul style="list-style-type: none"> <li>• earth quakes</li> <li>• volcanic eruption</li> </ul>		*	
3.3 Folding	3.3.1	describe the process of folding;		*	
	3.3.2	explain the formation of fold mountains;		*	
	3.3.3	identify the famous fold mountain ranges on the map of the earth;	*		
3.4 Faulting	3.4.1	describe the process of faulting;		*	
	3.4.2	explain block mountains and rift valleys.		*	
<b>4. The World of Water</b>	<b>Candidates should be able to:</b>				
4.1 Drainage Basins	4.1.1	define the following terms: <ul style="list-style-type: none"> <li>• drainage basin</li> <li>• water shed</li> </ul>	*		
	4.1.2	explain the function of drainage density;		*	
	4.1.3	define 'drainage density';	*		
	4.1.4	state the formula for calculating drainage density;	*		
	4.1.5	explain the importance of drainage basins as a source of water;		*	

NOTES

			<b>K</b>	<b>U</b>	<b>A</b>
4.2 Drainage Basin System	4.2.1	define the following inputs: <ul style="list-style-type: none"> <li>• inputs</li> <li>• outputs</li> <li>• stores</li> <li>• transfers</li> </ul>	*		
	4.2.2	define the following terms: <ul style="list-style-type: none"> <li>• in filtration</li> <li>• throughflow</li> <li>• ground water</li> <li>• surface runoff</li> <li>• overland flow</li> <li>• saturation</li> <li>• water table</li> </ul>	*		
	4.2.3	discuss the drainage basin system;		*	
	4.2.4	illustrate the drainage basin system;			*
4.3 River Discharge	4.3.1	define the following terms: <ul style="list-style-type: none"> <li>• discharges</li> <li>• velocity</li> <li>• volume</li> </ul>	*		
	4.3.2	discuss the concept of river discharge;		*	
	4.3.3	explain the important factors associated with river discharge;		*	
4.4 River Processes	4.4.1	explain the relationship between energy and rivers;		*	
	4.4.2	define the term 'wetted perimeter';	*		
	4.4.3	explain the concept of 'wetted perimeter';		*	

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			<b>K</b>	<b>U</b>	<b>A</b>
4.5 Load Transportation	4.5.1	explain the need of 'river transportation';		*	
	4.5.2	explain the four processes of river transportation namely: <ul style="list-style-type: none"> <li>• traction</li> <li>• saltation</li> <li>• suspension</li> <li>• solution</li> </ul>		*	
	4.5.3	illustrate the river transportation process;		*	
4.6 River Erosion	4.6.1	define river erosion;	*		
	4.6.2	explain the following processes of river erosion: <ul style="list-style-type: none"> <li>• attrition</li> <li>• hydraulic action</li> <li>• corrasion</li> <li>• corrosion</li> </ul>		*	
	4.6.3	explain the need erosion for rivers;		*	
4.7 Deposition	4.7.1	explain the cause of 'river deposition';		*	
	4.7.2	discuss the process of 'river deposition';		*	
4.8 River Landforms	4.8.1	discuss various river landforms such as: <ul style="list-style-type: none"> <li>• v-shaped valleys and interlocking spurs</li> <li>• waterfalls and rapids</li> <li>• meanders and ox-bow lakes</li> <li>• floodplain and levees</li> <li>• deltas</li> </ul>		*	
4.9 Glacial Systems	4.9.1	define a 'glacier';	*		
	4.9.2	explain the work of a 'glacier system';		*	
	4.9.3	discuss the process of glacier formation;		*	

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			K	U	A
4.10 Glacial Erosion	4.10.1 4.10.2	describe 'glacial erosion'; discuss the two main process of glacial erosion namely: <ul style="list-style-type: none"> <li>• abrasion</li> <li>• plucking</li> </ul>		* *	
4.11 Glacial Landforms	4.11.1	discuss the various 'glacial landforms' such as: <ul style="list-style-type: none"> <li>• cirques</li> <li>• arêtes and pyramidal peaks</li> <li>• glacial troughs</li> <li>• truncated spurs</li> <li>• hanging valleys and ribbon lakes</li> </ul>		*	
4.12 Transportation and Deposition	4.12.1 4.12.2    4.12.3	discuss 'glacial transportation and deposition'; explain various types of moraine such as: <ul style="list-style-type: none"> <li>• lateral moraine</li> <li>• medial moraine</li> <li>• ground moraine</li> <li>• terminal moraine</li> <li>• recessional moraines</li> </ul> discuss 'drumlins';		* *    *	
4.13 Coast	4.13.1 4.13.2 4.13.3	define 'coast'; explain the formation of waves; discuss the impact of waves on formation of the coast;	*	* *	
4.14 Coastal Erosion	4.14.1 4.14.2	define 'coastal erosion'; discuss the four types of coastal erosion: <ul style="list-style-type: none"> <li>• corrasion</li> <li>• attrition</li> <li>• corrosion</li> <li>• hydraulic pressure</li> </ul>	*	*	



NOTES

			<b>K</b>	<b>U</b>	<b>A</b>
4.15 Coastal Landforms	4.15.1	discuss the various types of coastal landforms such as: <ul style="list-style-type: none"> <li>• headlands and bays</li> <li>• cliffs</li> <li>• wave-cut notches</li> <li>• wave-cut platforms</li> <li>• caves,</li> <li>• arches and stacks</li> </ul>		*	
4.16 Coastal transportation and deposition	4.16.1	discuss coastal transportation and deposition.		*	
<b>5. The Atmosphere</b>	<b>Candidates should be able to:</b>				
5.1 The Air Around Us	5.1.1	list four gases that make up our atmosphere and give their appropriate percentage of the total;	*		
	5.1.2	discuss the concept of atmospheric pressure;		*	
	5.1.3	explain how a mercury barometer measures atmospheric pressure;		*	
5.2 Warming the Atmosphere	5.2.1	discuss what happens to the air temperature as the gas molecules that make up air move about more rapidly;		*	
	5.2.2	explain the concept of radiant energy;		*	
	5.2.3	explain the green house effect and how it warms the atmosphere;		*	
5.3 Moving Air	5.3.1	differentiate between warm air and cold air;		*	
	5.3.2	distinguish between the density of warm air and cold air;		*	
	5.3.3	explain the process of blowing air;		*	
5.4 Moving Atmosphere	5.4.1	discuss the reasons due to which the equator is warmer than poles;		*	
	5.4.2	explain the Coriolis effect.		*	

NOTES

			K	U	A
<b>6. Physical Environment and Man</b>	<b>Candidates should be able to:</b>				
6.1 Physical Environment	6.1.1 6.1.2 6.1.3	define 'physical environment'; explain the key features of physical environment; discuss the impact of physical environment on human life;	*	* *	
6.2 Physical Environment and Human Activity	6.2.1 6.2.2	explain human activity with reference to commercial aspect; discuss the impact of physical environment on human activity such as: <ul style="list-style-type: none"> <li>• farming</li> <li>• mining</li> <li>• fishing</li> <li>• hunting</li> <li>• gathering</li> <li>• trading</li> </ul>		* *	
6.3 Classification of Human Activity	6.3.1 6.3.2 6.3.3 6.3.4 6.3.5	explain classification of human commercial activities (i.e. primary, secondary, tertiary); discuss the key features of primary commercial activities ; discuss the key features of secondary commercial activities ; discuss the key features of tertiary commercial activities ; analyse how physical environment impacts human commercial activities with some examples from the real world;		* * * *	*
6.4 Conservation of Environment	6.4.1 6.4.2 6.4.3 6.4.4	define environmental conservation; explain the significance of environmental conservation; suggest the ways to conserve our environment; analyse the impact of conserving environment on upcoming generations.	*	*	* *

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**Part II (Class XII)**

Topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>7. The Geography of the Continents</b>	<b>Candidates should be able to</b>				
7.1 The Continents	7.1.1	discuss the position of land masses 250 million years ago- (Pangaea & Gondawana / Laurasia Lands)		*	
	7.1.2	explain the Continental Drift theory—formation of 7 continents		*	
	7.1.3	locate seven continents on the world outline map.			*
7.2 Asia	7.2.1	discuss the importance of Asia as a continent based on: <ul style="list-style-type: none"> <li>• Location</li> <li>• Size</li> </ul>		*	
	7.2.2	discuss the geostrategic importance of islands lying off the coasts of Asia: <ul style="list-style-type: none"> <li>• Japan</li> <li>• Malaysia</li> <li>• Maldives</li> <li>• Gulf</li> <li>• Indonesia;</li> </ul>		*	
	7.2.3	illustrate an understanding about the physical distribution of Asia in the following categories: <ul style="list-style-type: none"> <li>• Tropical rainforest lands</li> <li>• Temperate deserts and semi-deserts</li> <li>• Northern coniferous forest lands</li> <li>• Lands of the midnight sun</li> <li>• Tropical monsoon lands</li> <li>• Fold and fault mountain ranges</li> <li>• Rivers;</li> </ul>		*	

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			K	U	A
	7.2.4	locate the following on the map of the world: <ul style="list-style-type: none"> <li>• Tropical rainforest lands</li> <li>• Temperate deserts and semi-deserts</li> <li>• Northern coniferous forest lands</li> <li>• Lands of the midnight sun</li> <li>• Tropical monsoon lands</li> <li>• Fold and fault mountain ranges</li> <li>• Rivers</li> <li>• Waterfalls</li> <li>• Lakes;</li> </ul>			*P
	7.2.5	explain the climatic factors that affect Asia;		*	
	7.2.6	explain the temperature and its impact on the various countries of Asia: <ul style="list-style-type: none"> <li>• Pakistan</li> <li>• India</li> <li>• China</li> <li>• Iran</li> <li>• Russia</li> <li>• Saudi Arabia</li> <li>• Afghanistan;</li> </ul>		*	
	7.2.7	discuss the rainfall pattern in Asia;		*	
	7.2.8	explain the natural vegetation of the Asian continent;		*	
	7.2.9	illustrate an understanding about the various types of agricultural activities practiced in Asia;		*	
	7.2.10	discuss the industrial setup of Asia as a continent		*	
	7.2.11	discuss the population distribution in the Asian continent		*	

\* P = Practical component of the syllabus



NOTES

			K	U	A
7.3 Africa	7.3.1	describe the discovery and exploration of Africa;		*	
	7.3.2	discuss the physical features of Africa such as: <ul style="list-style-type: none"> <li>• Location and size</li> <li>• High plateau regions</li> <li>• Low plateau region</li> <li>• Inland basins</li> <li>• Fold and volcanic mountains</li> <li>• Fault mountains and The Great Rift valley of East Africa</li> <li>• River systems /Waterfalls / Lakes;</li> </ul>		*	
	7.3.3	explain the climatic factors that affect Africa;		*	
	7.3.4	explain the temperature and its impact on Africa;( northern & southern deserts / central African forests)		*	
	7.3.5	discuss the rainfall pattern in Africa;		*	
	7.3.6	explain the natural vegetation of the African continent with a special focus on: <ul style="list-style-type: none"> <li>• Tropical Rainforest</li> <li>• Savanna and Savanna Wood-Lands</li> <li>• Semi-Arid Vegetation</li> <li>• Desert</li> <li>• Temperate Grassland</li> <li>• Mediterranean Vegetation;</li> </ul>		*	
	7.3.7	locate the following on the map of the world: <ul style="list-style-type: none"> <li>• Tropical Rainforest</li> <li>• Savanna and Savanna Wood-Lands</li> <li>• Semi-Arid Vegetation</li> <li>• Desert</li> <li>• Temperate Grassland</li> <li>• Mediterranean Vegetation;</li> </ul>			*P

\* P = Practical component of the syllabus

NOTES

			K	U	A
	7.3.8	illustrate an understanding about the various types of agricultural activities practiced in Africa namely: <ul style="list-style-type: none"> <li>• Shifting Cultivation</li> <li>• Rearing cattle and other livestock</li> <li>• Plantation agriculture</li> <li>• Agriculture in the Mediterranean lands;</li> </ul>		*	
	7.3.9	discuss the main crops produced in Africa namely: <ul style="list-style-type: none"> <li>• Wheat</li> <li>• Barely</li> <li>• Maize</li> <li>• Oats</li> <li>• Potatoes</li> <li>• Yams</li> <li>• Cocoa</li> <li>• Coffee;</li> </ul>		*	
	7.3.10	discuss the importance of the Nile valley and Suez Canal for Africa;		*	
	7.3.11	discuss the mineral and power setup of Africa as a continent with reference to: <ul style="list-style-type: none"> <li>• Iron and coal</li> <li>• Gold mining</li> <li>• Copper mining</li> <li>• Diamonds</li> <li>• Cobalt</li> <li>• Tin</li> <li>• Phosphates</li> <li>• Manganese</li> <li>• Chromium</li> <li>• Uranium</li> <li>• Petroleum;</li> </ul>		*	

NOTES

			K	U	A
	7.3.12	describe the population distribution in the African continent;		*	
	7.3.13	discuss how population distribution impacts Africa;		*	
	7.3.14	illustrate an understanding about the industrial distribution and industrial setup in Africa;		*	
	7.3.15	explain the transportation system that is functional in Africa.		*	
7.4 South America	7.4.1	describe the discovery and exploration of South America;		*	
	7.4.2	discuss the physical features of South America based on: <ul style="list-style-type: none"> <li>• Location</li> <li>• Size</li> <li>• The western fold mountain system of the Andes</li> <li>• The eastern highlands and plateau of Guiana, Brazil and Patagonia</li> <li>• The central lowlands</li> <li>• River systems</li> <li>• Deserts;</li> </ul>		*	
	7.4.3	explain the climatic factors that affect South America;		*	
	7.4.4	explain the temperature and its impact on South America;		*	
	7.4.5	discuss the rainfall pattern in South America;		*	
	7.4.6	explain the natural vegetation of the South American continent focusing on: <ul style="list-style-type: none"> <li>• Tropical Rainforests</li> <li>• The llanos and campos</li> <li>• Subtropical forests and woodlands</li> <li>• Temperate grasslands</li> <li>• Semi-desert vegetation</li> <li>• West coast deserts</li> <li>• Mediterranean vegetation</li> <li>• Cool temperate forests;</li> </ul>		*	

NOTES

			K	U	A * P
	7.4.7	locate the following on the map of the world: <ul style="list-style-type: none"> <li>• Tropical Rainforests</li> <li>• The llanos and Campos</li> <li>• Subtropical Forests and Woodlands</li> <li>• Temperate Grasslands</li> <li>• Semi-Desert Vegetation</li> <li>• West Cast Deserts</li> <li>• Mediterranean Vegetation</li> <li>• Cool Temperate Forests;</li> </ul>			
	7.4.8	illustrate an understanding about the various types of agricultural activities practiced in South America namely: <ul style="list-style-type: none"> <li>• Cattle rearing</li> <li>• Sheep rearing</li> <li>• Llama and Alpacas</li> <li>• Agriculture in Mediterranean Central Chile;</li> </ul>		*	
	7.4.9	discuss the main crops produced in South America namely: <ul style="list-style-type: none"> <li>• Coffee</li> <li>• Sugar</li> <li>• Rice</li> <li>• Cotton</li> <li>• Cocoa</li> <li>• Maize</li> <li>• Wheat;</li> </ul>		*	
	7.4.10	discuss the mineral setup of South America as a continent focusing on: <ul style="list-style-type: none"> <li>• Iron and coal</li> <li>• Iron and steel</li> <li>• Copper and nitrates</li> <li>• Petroleum</li> <li>• Tin;</li> </ul>		*	

\* P = Practical component of the syllabus



NOTES

			K	U	A
	7.4.11	discuss the importance of mines and minerals for the South American continent;		*	
	7.4.12	explain the population distribution of the South American continent;		*	
	7.4.13	discuss how population distribution impacts South America;		*	
	7.4.14	discuss the important cities and ports of South America namely: <ul style="list-style-type: none"> <li>• Buenos Aries</li> <li>• Sao Paulo</li> <li>• Rio De Janeiro</li> <li>• Caracas</li> <li>• Quito</li> <li>• Guayaquil</li> <li>• Lima</li> <li>• Bogota</li> <li>• La Paz</li> <li>• Maracaibo</li> <li>• Santiago</li> <li>• Valparaiso;</li> </ul>		*	
	7.4.15	explain the transportation system that is functional in South America.		*	

NOTES

			K	U	A
7.5 North America	7.5.1	describe the discovery and exploration of North America;		*	
	7.5.2	discuss the physical features of North America based on: <ul style="list-style-type: none"> <li>• Location</li> <li>• Size</li> <li>• Islands and coastline</li> <li>• The Western Cordillera(The Rocky mountains, Intermountain Plateau, Eastern and Western Sierra Madre)</li> <li>• The Appalachians</li> <li>• The Canadian Shield</li> <li>• The Central Plains</li> <li>• Gulf of Mexico</li> <li>• River systems</li> <li>• Deserts;</li> </ul>		*	
	7.5.3	explain the climatic factors that affect North America;		*	
	7.5.4	explain the temperature and its impact on North America;		*	
	7.5.5	discuss the rainfall pattern in North America;		*	
	7.5.6	explain the natural vegetation of the South American continent focusing on: <ul style="list-style-type: none"> <li>• The Tundra</li> <li>• Northern Coniferous Forests</li> <li>• Cool Temperate Forests</li> <li>• Warm Temperate Forests</li> <li>• Tropical Forests</li> <li>• The Cool Temperate Grass-Lands (Prairies)</li> <li>• The Mediterranean Region</li> <li>• Desert and Semi Desert Vegetation</li> <li>• Mountain Vegetation;</li> </ul>		*	

NOTES

			K	U	A
	7.5.7	locate the following on the map of the world: <ul style="list-style-type: none"> <li>• The Tundra</li> <li>• Northern Coniferous Forests</li> <li>• Cool Temperate Forests</li> <li>• Warm Temperate Forests</li> <li>• Tropical Forests</li> <li>• The Cool Temperate Grass-Lands (Prairies)</li> <li>• The Mediterranean Region</li> <li>• Desert and Semi Desert Vegetation</li> <li>• Mountain Vegetation;</li> </ul>			*P
	7.5.8	explain the importance of agriculture for North America;		*	
	7.5.9	illustrate an understanding about the various types of agricultural activities practiced in North America namely in the areas of: <ul style="list-style-type: none"> <li>• Wheat</li> <li>• Corn</li> <li>• Cotton</li> <li>• Tobacco;</li> </ul>		*	
	7.5.10	discuss the intensive agriculture and mixed farming practices of North America;		*	
	7.5.11	explain the agricultural practices of Mexico especially on Haciendas;		*	
	7.5.12	discuss the minerals and mining sector of North America namely in: <ul style="list-style-type: none"> <li>• Coal</li> <li>• Petroleum and Natural Gas</li> <li>• Gold</li> <li>• Silver</li> <li>• Nickel</li> <li>• Iron ore</li> <li>• Copper;</li> </ul>		*	

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NOTES

			K	U	A
	7.5.13	<p>discuss the important industrial areas and cities of North America namely:</p> <ul style="list-style-type: none"> <li>• Canada <ul style="list-style-type: none"> <li>○ Great Lake and St. Lawrence Industrial Region</li> <li>○ Newfoundland and The Maritime Provinces</li> <li>○ The Lake Peninsula</li> </ul> </li> <li>• United States <ul style="list-style-type: none"> <li>○ The North East Industrial Region</li> <li>○ New England</li> <li>○ The Middle Atlantic Seaboard</li> <li>○ The Hudson-Mohawk Valley</li> <li>○ The Interior District</li> <li>○ Industries in the Southern State of America</li> <li>○ The Pacific Coastlands</li> </ul> </li> <li>• Mexico</li> </ul>		*	
	7.5.14	describe the transportation system that is functional in North America;		*	
	7.5.15	explain the population distribution of the North American continent;		*	
	7.5.16	discuss how population distribution impacts North America;		*	
	7.5.17	<p>discuss the important cities and ports of North America namely:</p> <ul style="list-style-type: none"> <li>• New York</li> <li>• Chicago</li> <li>• Los Angeles</li> <li>• Philadelphia</li> <li>• Washington D.C</li> <li>• Houston</li> <li>• San Francisco</li> <li>• New Orleans</li> <li>• Montreal</li> <li>• Quebec</li> <li>• Mexico City;</li> </ul>		*	



NOTES

			K	U	A
	7.5.18	explain the importance of Central America and West Indies based on: <ul style="list-style-type: none"> <li>• Relief</li> <li>• Climate and vegetation</li> <li>• Agriculture</li> <li>• The Panama Canal</li> <li>• People.</li> </ul>		*	
7.6 Europe	7.6.1	discuss the physical features of Europe based on: <ul style="list-style-type: none"> <li>• Location</li> <li>• Size</li> <li>• Peninsula</li> <li>• Islands</li> <li>• Scandinavia</li> <li>• The Great North European Plain</li> <li>• The Uplands of Central Europe</li> <li>• The Young Fold Alpine Mountain System</li> <li>• The Russian Platform of Eastern Europe</li> <li>• Rivers;</li> </ul>		*	
	7.6.2	explain the climatic factors that affect Europe;		*	
	7.6.3	explain the temperature and its impact on Europe;		*	
	7.6.4	discuss the rainfall patterns of Europe;		*	
	7.6.5	explain the natural vegetation of the European continent focusing on: <ul style="list-style-type: none"> <li>• Tundra and Mountain Vegetation</li> <li>• Coniferous Forests</li> <li>• Deciduous and Mixed Forests</li> <li>• Mediterranean Vegetation</li> <li>• Steppe Vegetation;</li> </ul>		*	

NOTES

			K	U	A
	7.6.6	locate the following on the map of the world: <ul style="list-style-type: none"> <li>• Tundra and Mountain Vegetation</li> <li>• Coniferous Forests</li> <li>• Deciduous and Mixed Forests</li> <li>• Mediterranean Vegetation</li> <li>• Steppe Vegetation;</li> </ul>			*P
	7.6.7	illustrate an understanding about the various types of agricultural activities practiced in Europe namely: <ul style="list-style-type: none"> <li>• Pastoral farming</li> <li>• Arable farming</li> <li>• Market gardening and Horticulture</li> </ul>		*	
	7.6.8	discuss the various agricultural regions of Europe such as: <ul style="list-style-type: none"> <li>• Northern Europe</li> <li>• Northern European Plain</li> <li>• The Region South of the European Plain</li> <li>• Eastern Europe</li> <li>• The Mediterranean Lands;</li> </ul>		*	
	7.6.9	discuss the industrial setup of the European continent specially with reference to: <ul style="list-style-type: none"> <li>• Coal</li> <li>• Iron Ore</li> <li>• Petroleum and natural gas</li> <li>• Hydro-electric power;</li> </ul>		*	

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			K	U	A
	7.6.10	explain about the major industrial areas such as: <ul style="list-style-type: none"> <li>• South Wales</li> <li>• North East Coast</li> <li>• Sheffield district</li> <li>• Lincolnshire</li> <li>• Midland Valley of Scotland</li> <li>• Lancashire- Cheshire-North Wales district</li> <li>• York Derby Nottingham Coalfield</li> <li>• Scottish Coalfield</li> <li>• Ruhr district</li> <li>• Ukraine Industrial Region</li> <li>• North Italian Plain</li> <li>• Scandinavian mining industries               <ul style="list-style-type: none"> <li>○ Norway</li> <li>○ Sweden;</li> </ul> </li> </ul>		*	
	7.6.11	explain the population distribution of the European continent;		*	
	7.6.12	discuss how population distribution impacts Europe;		*	
	7.6.13	discuss some of the important cities of Europe namely: <ul style="list-style-type: none"> <li>• London</li> <li>• Paris</li> <li>• Berlin</li> <li>• Moscow</li> <li>• Rome;</li> </ul>		*	
	7.6.14	explain the transportation system that is functional in Europe;		*	

NOTES

			K	U	A
7.7 Australia	7.7.1	discuss the physical features of Australia based on: <ul style="list-style-type: none"> <li>• Location</li> <li>• Size</li> <li>• Eastern Highlands</li> <li>• Central Lowlands</li> <li>• Western Plateau</li> <li>• Ayers Rock</li> <li>• Coral Reef</li> <li>• Rivers;</li> </ul>		*	
	7.7.2	explain the climatic factors that affect Australia;		*	
	7.7.3	explain the temperature and its impact on Australia;		*	
	7.7.4	discuss the rainfall patterns of Australia;		*	
	7.7.5	explain the natural vegetation of the Australian continent focusing on ; <ul style="list-style-type: none"> <li>• Monsoon Forests</li> <li>• Tropical rain forests</li> <li>• Grasslands</li> <li>• Forests</li> <li>• Deserts and semi-desert vegetation</li> </ul>		*	
	7.7.6	locate the following on the map of the world: <ul style="list-style-type: none"> <li>• Monsoon Forests</li> <li>• Tropical rain forests</li> <li>• Grasslands</li> <li>• Forests</li> <li>• Deserts and semi-desert vegetation</li> </ul>			*P

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\* P = Practical component of the syllabus



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			K	U	A
	7.7.7	illustrate an understanding about the various types of agricultural activities practiced in Australia namely: <ul style="list-style-type: none"> <li>• Wheat growing</li> <li>• Fruit growing</li> <li>• Sugarcane</li> <li>• Sheep / cattle rearing</li> </ul>		*	
	7.7.8	discuss the types of minerals mined in Australia specially: <ul style="list-style-type: none"> <li>• Coal</li> <li>• Iron Ore</li> <li>• Petroleum</li> <li>• Silver</li> <li>• Lead</li> <li>• Zinc</li> <li>• Copper</li> <li>• Gold</li> <li>• Tin</li> <li>• Bauxite</li> <li>• Uranium</li> </ul>		*	
	7.7.9	explain about the major types of industries such as: <ul style="list-style-type: none"> <li>• Industrial metals, machines and conveyances 9( ships, aircrafts, trains, motor vehicles)</li> <li>• Clothing and textile</li> <li>• Food, drink and tobacco</li> <li>• Woodwork, furniture and boxes</li> <li>• Paper, printing</li> <li>• Electronics</li> <li>• Plastic, glass and paint</li> </ul>		*	
	7.7.10	explain the population distribution of Australia;		*	
	7.7.11	discuss how population distribution impacts Australia;		*	

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			K	U	A
	7.7.12	discuss some of the important cities of Australia namely: <ul style="list-style-type: none"> <li>• Sydney</li> <li>• Canberra</li> <li>• Melbourne</li> <li>• Brisbane</li> <li>• Adelaide</li> <li>• Perth</li> </ul>		*	
	7.7.13	explain the transportation system that is functional in Australia;		*	
7.8 Oceania	7.8.1	illustrate an understanding about the regions that are a part of Oceania (Australia, New Zealand, Melanesia, Polynesia, and Micronesia);		*	
	7.8.2	describe archipelagos.		*	
<b>8. Economic Geography</b>		<b>Candidates should be able to:</b>			
8.1 Economic Geography of Pakistan	8.1.1	establish the economic importance of Pakistan with respect to its location;		*	
	8.1.2	discuss the population dynamics of Pakistan with reference to how they impact its economy;		*	
	8.1.3	list the major crops grown in Pakistan;	*		
	8.1.4	explain the various types of agricultural practices of Pakistan;		*	
	8.1.5	analyse the importance of the agricultural sector for an agrarian economy like Pakistan;			*
	8.1.6	list the major mines and minerals of Pakistan;	*		
	8.1.7	discuss the mines and mineral deposit of Pakistan;		*	
	8.1.8	analyse the importance of the mines and minerals for Pakistan as a developing nation;			*
	8.1.9	discuss the various power resources of Pakistan;		*	
	8.1.10	identify the major industries of Pakistan;	*		
	8.1.11	explain the industrial setup of Pakistan;		*	
	8.1.12	analyse the importance of the industrial sector for a developing economy like Pakistan;			*

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			K	U	A
	8.1.13	list the primary exports and imports of Pakistan;	*		
	8.1.14	discuss the importance of exports for a developing country like Pakistan;		*	
	8.1.15	explain the reason for importing industrial goods by Pakistan;		*	
	8.1.16	discuss Pakistan's balance of trade over the years.		*	
8.2 Economic Geography of China	8.2.1	establish the economic importance of China with respect to its location;		*	
	8.2.2	discuss the population dynamics of China with reference to how they impact its economy;		*	
	8.2.3	list the major crops grown in China;	*		
	8.2.4	explain the various types of agricultural practices of China;		*	
	8.2.5	analyse the importance of the agricultural sector for a country like China;			*
	8.2.6	list the major mines and minerals of China;	*		
	8.2.7	discuss the mines and mineral deposit of China;		*	
	8.2.8	analyse the importance of the mines and minerals for China as a developing nation;			*
	8.2.9	discuss the various power resources of China;		*	
	8.2.10	identify the major industries of China;	*		
	8.2.11	explain the industrial setup of China;		*	
	8.2.12	analyse the importance of the industrial sector for a developing economy like China;			*
	8.2.13	list the primary exports and imports of China;	*		
	8.2.14	discuss the importance of exports for a developing country like China;		*	
	8.2.15	explain the reason for importing raw material by China;		*	
	8.2.16	analyse China's trade relation with Pakistan over the years.			*

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			<b>K</b>	<b>U</b>	<b>A</b>
8.3 Economic Geography of Saudi Arabia	8.3.1	establish the economic importance of Saudi Arabia with respect to its location		*	
	8.3.2	discuss the population dynamics of Saudi Arabia with reference to how they impact its economy;		*	
	8.3.3	identify the major imports and exports of Saudi Arabia;	*		
	8.3.4	explain the impact that the Saudi imports and exports have on the Saudi economy;		*	
	8.3.5	discuss the way Saudi exports impact the region;		*	
	8.3.6	discuss the importance of Saudi Arabia as an oil rich country;		*	
	8.3.7	analyse the Saudi trade relations with Pakistan;			*
8.4 Economic Geography of United States	8.4.1	establish the economic importance of the United States of America with respect to its location;		*	
	8.4.2	discuss the population dynamics of the United States of America with reference to how they impact its economy;		*	
	8.4.3	list the major crops grown in the United States of America;	*		
	8.4.4	explain the various types of agricultural practices of the United States of America;		*	
	8.4.5	analyse the importance of the agricultural sector for a country like the United States of America;			*
	8.4.6	list the major mines and minerals of the United States of America;	*		
	8.4.7	discuss the mines and mineral deposit of the United States of America;		*	
	8.4.8	analyse the importance of the mines and minerals for the United States of America as a developed nation;			*
	8.4.9	discuss the various power resources of the United States of America;		*	
	8.4.10	identify the major industries of the United States of America;	*		
	8.4.11	explain the industrial setup of the United States of America;		*	
	8.4.12	analyse the importance of the industrial sector for a developed economy like the United States of America;			*



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			K	U	A
	8.4.13 8.4.14 8.4.15	list the primary exports and imports of the United States of America; discuss the importance of exports for a developed country like the United States of America; analyse the United States of America's trade relation with Pakistan over the years.	*	*	*
8.5 Economic Geography of Iran	8.5.1 8.5.2 8.5.3 8.5.4 8.5.5 8.5.6 8.5.7	<i>establish the economic importance of Iran with respect to its location;</i> <i>discuss the population dynamics of Iran with reference to how they impact its economy;</i> <i>list the major mines and minerals of Iran;</i> <i>discuss the mines and mineral deposit of Iran;</i> <i>analyse the importance of the mines and minerals deposited in Iran for Iran itself and the world ;</i> <i>discuss the industrial setup of Iran;</i> <i>discuss the economic ties that exist between Iran and Pakistan.</i>	*	* * * * * *	*
8.6 Economic Geography of India	8.6.1 8.6.2 8.6.3 8.6.4 8.6.5 8.6.6 8.6.7 8.6.8 8.6.9 8.6.10 8.6.11	<i>establish the economic importance of India with respect to its location;</i> <i>discuss the population dynamics of India with reference to how they impact its economy;</i> <i>list the major crops grown in India;</i> <i>explain the various types of agricultural practices of India;</i> <i>analyse the importance of the agricultural sector for a country like India;</i> <i>list the major mines and minerals of India;</i> <i>discuss the mines and mineral deposit of India;</i> <i>analyse the importance of the mines and minerals for India as a developing nation;</i> <i>discuss the various power resources of India;</i> <i>identify the major industries of India;</i> <i>explain the industrial setup of India;</i>	* * * * *	* * * * * * * *	* *

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			K	U	A
	8.6.12	<i>analyse the importance of the industrial sector for a developing economy like India;</i>	*		*
	8.6.13	<i>list the primary exports and imports of India;</i>			
	8.6.14	<i>discuss the importance of exports for a developing country like India;</i>		*	
	8.6.15	<i>explain the reason for importing raw material by India;</i>		*	
	8.6.16	<i>analyse India's trade relation with Pakistan over the years.</i>			*
8.7 Economic Geography of Afghanistan	8.7.1	<i>establish the economic importance of Afghanistan with respect to its location;</i>		*	
	8.7.2	<i>discuss the population dynamics of Afghanistan with reference to how they impact its economy;</i>		*	
	8.7.3	<i>discuss the role played by Pakistan in the development of trade in Afghanistan.</i>		*	
	8.7.4	<i>analyse the Pak-Afghan trade relation.</i>			*
8.8 Economic Geography of Russia	8.8.1	<i>establish the economic importance of Russia with respect to its location;</i>	*	*	
	8.8.2	<i>discuss the population dynamics of Russia with reference to how they impact its economy;</i>		*	
	8.8.3	<i>list the major mines and minerals of Russia;</i>			
	8.8.4	<i>discuss the importance of mines and mineral deposit to Russia;</i>		*	
	8.8.5	<i>discuss the industrial setup of Russia;</i>		*	
	8.8.6	<i>analyse the Russia's trade relations with Pakistan;</i>			*

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				K	U	A
<b>9. Population Geography</b>		<b>Candidates should be able to:</b>				
9.1	Introduction of Population Geography	9.1.1	describe the nature and significance of population geography;		*	
9.2	The Distribution and Density of Population	9.2.1	discuss distribution and density of population;		*	
		9.2.2	explain the factors affecting the distribution and density of population;		*	
9.3	Population Growth	9.3.1	describe the nature of population growth;		*	
		9.3.2	discuss how the resources and their development effects population growth;		*	
9.4	Population Characteristics	9.4.1	discuss some population characteristics such as age and gender structures, rural and urban composition;		*	
		9.4.2	describe the geographical impact of migration.		*	
<b>10. The Environment</b>		<b>Candidates should be able to:</b>				
10.1	Introduction	10.1.1	define the term 'environment'	*		
		10.1.2	discuss the inter relation between the people and their environment in Pakistan;		*	
		10.1.3	discuss resource management and conservation with respect to Pakistan;		*	
		10.1.4	discuss pollution, the green house effect and the depletion of Ozone with relation to human beings.		*	

NOTES

			K	U	A
<b>11. Practical Geography</b>	<b>Candidates should be able to:</b>				
11.1 Importance of Practical Geography	11.1.1	explain the importance of studying practical geography in the modern world;		*	
11.2 Map Projection	11.1.2	discuss the basic concept of map projection;		*	*P
	11.1.3	explain different types of map projections that is: <ul style="list-style-type: none"> <li>• planar projection</li> <li>• cylindrical projection</li> <li>• conical projection;</li> </ul>		*	
	11.1.4	discuss the characteristics and uses of various types of map projections namely: <ul style="list-style-type: none"> <li>• planar projection</li> <li>• cylindrical projection</li> <li>• conical projection ;</li> </ul>		*	
	11.1.5	identify different types of projection on atlas;			
11.3 Statistical Diagrams	11.3.1	describe the importance of statistical diagrams in study of geography;		*	*P
	11.3.2	demonstrate the data representation and construction of different graph types <ul style="list-style-type: none"> <li>• line graph</li> <li>• bar graph</li> <li>• pie graph</li> </ul>			
11.4 Map Distribution	11.4.1	discuss the concept of map distribution		*	*P
	11.4.2	explain the methods of map distribution namely: <ul style="list-style-type: none"> <li>• shading method</li> <li>• dot method</li> </ul>		*	
	11.4.3	illustrate an understanding of map distribution			

\* P = Practical component of the syllabus



NOTES

#### 4. Scheme of Assessment

**Table 1: Number of Student Learning Outcomes by Cognitive level**

Topics No.	Topics	No of Sub-Topics	SLOs			Total
			K	U	A	
1.	Understanding Geography	4	4	12	6	4
2.	Rocks and Soils	5	7	11	1	18
3.	The Earth's Structure	4	1	9	1	11
4.	The World of Water	16	9	23	2	34
5.	The Atmosphere	4	1	10	0	11
6.	Physical Environment and Man	4	2	9	3	14
	<b>Total</b>	<b>37</b>	<b>24</b>	<b>74</b>	<b>13</b>	<b>111</b>
	<b>Percentage</b>		<b>22</b>	<b>67</b>	<b>12</b>	<b>100</b>

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

Topic No.	Topics	No of Sub-Topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
1.	Understanding Geography	4	3	3	0	6
2.	Rocks and Soils	5	7	6	8	31
3.	The Earth's Structure	4	4	6		
4.	The World of Water	16	8	12	7	37
5.	The Atmosphere	4	4	6		
6.	Physical Environment and Man	4	4	7	0	11
	<b>Total</b>	<b>37</b>	<b>30</b>	<b>40</b>	<b>15</b>	<b>85</b>

**Table 3: Paper Specifications**

Topic No.	Topics	Marks Distribution			Total Marks
1.	Understanding Geography	MCQs 3 @ 1 Marks CRQ 1 @ 3 Marks	-		6
2.	Rocks and Soils	MCQs 7 @ 1 Marks CRQs 2 @ 3 Marks each	*ERQ 1 @ 8 Marks (choose any ONE from TWO)		31
3.	The Earth's Structure	MCQs 4 @ 1 Marks CRQs 2 @ 3 Marks each			
4.	The World of Water	MCQs 8 @ 1 Marks CRQs 3 @ 4 Marks each	ERQ 1 @ 7 Marks (choose any ONE from TWO)		37
5.	The Atmosphere	MCQs 4 @ 1 Marks CRQs 2 @ 3 Marks each			
6.	Physical Environment and Man	MCQs 4 @ 1 Marks CRQs 2 @ 3, 4 Marks	-		11
	<b>Total</b>	<b>MCQS</b>	<b>CRQs</b>	<b>ERQs</b>	<b>85</b>
		<b>30</b>	<b>40</b>	<b>15</b>	

\* *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.*

## **Class XII**

**Table 4: Number of Student Learning Outcomes by Cognitive level**

Topics No.	Topics	No of Sub-Topics	SLOs			Total
			K	U	A	
7.	The geography of the Continents	8	7	75	2	84
8.	Economic Geography	8	19	49	18	86
9.	Population Geography	4	3	4	0	7
10.	The Environment	1	1	3	0	4
11.	Practical Geography	4	0	7	3	10
	<b>Total</b>	<b>25</b>	<b>30</b>	<b>138</b>	<b>23</b>	<b>191</b>
	<b>Percentage</b>		<b>16</b>	<b>72</b>	<b>12</b>	<b>100</b>

**Table 5: Allocation of Marks for the Multiple Choice Questions (MCQs),  
Constructed Response Questions (CRQs) and  
Extended Response Questions (ERQs)**

Topic No.	Topics	No of Sub-Topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
7.	The geography of the Continents	8	12	15	7	34
8.	Economic Geography	8	12	15	8	35
9.	Population Geography	4	2	4	0	6
10.	The Environment	1	2	4	0	6
11.	Practical Geography	4	2	2	0	4
	<b>Total</b>	<b>25</b>	<b>30</b>	<b>40</b>	<b>15</b>	<b>85</b>

**Table 6: Paper Specifications**

Topic No.	Topics	Marks Distribution			Total Marks
7.	The geography of the Continents	MCQs 12 @ 1 Mark CRQs 3 @ 5 Marks each	ERQ 1 @ 7 Marks Choose any ONE from TWO		34
8.	Economic Geography	MCQs 12 @ 1 Mark CRQs 3 @ 5 Marks each	ERQ 1 @ 8 Marks Choose any ONE from TWO		35
9.	Population Geography	MCQs 2 @ 1 Mark CRQ 1 @ 4 Marks			6
10.	The Environment	MCQs 2 @ 1 Mark CRQ 1 @ 4 Marks			6
11.	Practical Geography	MCQs 2 @ 1 Mark CRQ 1 @ 2 Marks			4
	<b>Total Marks</b>	<b>MCQs</b>	<b>CRQs</b>	<b>ERQs</b>	<b>85</b>
		<b>30</b>	<b>40</b>	<b>15</b>	

\* *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 Tables 1 and 4 summarize the number and nature of SLOs for all topics of Geography. This will serve as a guide in the construction of the examination paper. The SLOs indicate that emphasis in Geography is on knowledge (22% and 16%) about Pakistan and understanding of issues it faces (67% and 72%) and application of ideas in real life (12%) respectively.
- 4.2 There will be two examinations, one at the end of Class XI and one 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 of duration of 3 hours.
- 4.4 Paper I theory will consist of 30 compulsory multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 55 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 Practical examination will be conducted separate from the theory paper. It will be based on the list of practical activities listed in the examination syllabus.
- 4.7 All constructed response questions will be in a booklet which will also serve as an answer script.
- 4.8 Practical exams to assess performance skills will carry 15 marks in class XI and 15 marks in class XII.
- 4.9 It is essential for each school to equip its laboratories with chemicals, instruments, apparatus, specimens etc. according to the requirements of the practicals. Each school will be responsible to make sure that each student is provided the opportunity to do the practicals.

List of practicals is attached as annex B.

## **5. Teaching–Learning Approaches and Classroom Activities**

- 5.1 Teaching and learning approaches should foster a sense of understanding and respect, and sensitize students with emotions and feelings of tolerance towards others.
- 5.2 Students should be taught through moral stories, dramas, skits and role play activities. They can also discuss and debate upon the moral issues derived from these activities with expected consequences and impact on individual life and on society as a whole.
- 5.3 Teachers may also engage students in project work, group discussions on images and pictures from the newspapers and magazines that depict moral issues and problems. Experiential learning be encouraged through community service and field work.
- 5.4 Customs and traditions of various communities, to which the students belong, may be celebrated to create a sense of awareness, respect and understanding of diversity and cultural pluralism.
- 5.5 Teaching approaches be geared towards fostering creativity, intellectual curiosity, generating activity-based feelings of cohesion, unity, discipline, love and respect for others and for maintaining a good civic sense
- 5.6 Students should be encouraged to engage in the following activities to stimulate their interest in the topics being studied and to develop a better understanding of the syllabus content:
  - (a) Draw, read, fill-in maps:
    - Draw an outline map of World.
    - Fill-in boundaries of World on an outline map.
    - Identify with key the different landforms on the World map.
    - Locate the distribution of forests, agricultural products and minerals on the World map.
  - (b) Make charts, graphs, tables:
    - Make charts showing imports and exports of the World.
    - Prepare organizational charts of education in the country.
  - (c) Visit and write reports or make presentations on places visited:
    - Historical places.
    - Rivers, mountains, fields, forests, mines, canal headwork.
    - Urban areas where development is taking place.
    - Museums, industries, and factories.

## **6. Recommended Texts, Reference Materials and Websites**

### **Recommended book**

1. Prof. Mian Muhammad Anwar. *Modern Physical Geography for Students of Intermediate Part 1*: White Rose Publisher, Lahore.
2. Prof. Mian Muhammad Anwar. *Regional Geography (World) for Students of Intermediate Part 2*: White Rose Publisher, Lahore.
3. Sarfaraz Ahmaed Bajwa. *Modern Physical Geography*: Publishers Emporium , Lahore.

### **Reference Books**

1. Prof. Mian Muhammad Anwar. *Modern Physical Geography for Students of Degree & other classes*: White Rose Publisher, Lahore.
2. A. Das Gupta, A. N. Kapoor. *Principles of Physical Geography*: S. Chand & Company Ltd.
3. Alan Strahler, Arthur Strahler. *Physical Geography Science and systems of the Human Environment*: John Wiley & Sons (ASIA) Pte Ltd.
4. Prof. Mian Muhammad Anwar. *Practical Geography for Intermediate Part I*: White Rose Publisher, Lahore.
5. Prof. Mian Muhammad Anwar. *Practical Geography for Intermediate Part II*: White Rose Publisher, Lahore.

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

### **7.1 Definition 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:** Only a formal statement or equivalent paraphrase is required. No examples need to be given unless specifically asked for.
- Describe:** Expects a response in words though supporting sketches and diagrams may be used where appropriate. Full credit will be given when the verbal description uses the technical terms of Geography and also give examples.
- List:** Requires a number of points, generally of one word, each with no elaboration. Where a given number of points is specified, this should not be exceeded.
- State:** Invites a concise answer with little or no supporting argument, for example, a name from memory or a map reference that can be obtained by inspection.

### **Understanding**

- Demonstrate:** Implies an answer with a detailed description of events with a supporting argument.
- Differentiate/  
Distinguish:** Identify and describe those characteristics which always or usually help us to tell two categories apart. Normally a list of features which (a) always and (b) usually differentiate is all that is required.
- Describe:** To state in words 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
- Discuss:** Expects an analytic account of the topic. There should be an introductory sentence/paragraph introducing the topic. Related material should be presented in paragraphs and there should be a concluding paragraph drawing together the main points usually in a statement of relationship or principle.
- Diagrammatically:** Make a simple free hand sketch or diagram. Care should be taken with proportions and the clear labelling of parts.



**Explain:** To reason or use some reference to theory, depending on the context.

## **Application**

**Analyse:** Suggest separating components / parts of something to discover its true nature.

**Identify:** Select the most appropriate from many possibilities on the basis of relevant characteristics.

**Illustrate:** Clarify by giving examples with the help of diagram(s).

**Suggest:** To put forward an idea or a plan for other people to think about. To write or tell about a suitable person, thing, method etc, for a particular job or purpose. To recommend some solution to the problem. To indicate an outcome.

### HSSC Scheme of Studies<sup>3</sup>

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 <b>OR</b> Pakistan Culture-I <sup>a</sup>	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Biology-I	85	15	100	English
<b>Total:</b>	<b>455</b>	<b>45</b>	<b>500</b>	

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

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II <b>OR</b> Pakistan Culture-II <sup>a</sup>	100	-	100	Urdu English
Islamiyat <b>OR</b> Ethics <sup>b</sup>	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
<b>Total:</b>	<b>555</b>	<b>45</b>	<b>600</b>	

- 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.*

<sup>3</sup> 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 <b>OR</b> Pakistan Culture-I <sup>a</sup>	100	-	100	Urdu English
Physics-I	85	15	100	English
Chemistry-I	85	15	100	English
Mathematics-I	100	-	100	English
<b>Total:</b>	<b>470</b>	<b>30</b>	<b>500</b>	

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

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II <b>OR</b> Pakistan Culture-II <sup>a</sup>	100	-	100	Urdu English
Islamiyat <b>OR</b> Ethics <sup>b</sup>	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
<b>Total:</b>	<b>570</b>	<b>30</b>	<b>600</b>	

- 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 <sup>a</sup>				English
<b>Any one subject combinations of the following:</b>				
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
<b>Total:</b>			<b>500</b>	

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

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	100	-	100	English
Urdu Compulsory-II <b>OR</b>	100	-	100	Urdu
Pakistan Culture-II <sup>a</sup>				English
Islamiyat <b>OR</b> Ethics <sup>b</sup>	50	-	50	English / Urdu
Pakistan Studies	50	-	50	English / Urdu
<b>Any one subject combinations of the following:</b>				
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
<b>Total:</b>			<b>600</b>	

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 <b>OR</b> Pakistan Culture-I <sup>a</sup>	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
<b>Total:</b>	<b>500</b>	<b>-</b>	<b>500</b>	

**HSSC Part-II (Class XII) Commerce Group**

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

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

**HSSC Part-II (Class XII) Humanities Group**

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

- 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.**

**List of Practicals**

**Class XI**

<b>S. No.</b>	<b>SLO No.</b>	<b>Objective</b>	<b>Apparatus/Slide/Material</b>
		<b>Topic 1: Understanding Geography</b>	
1	1.2.2	To identify different types of maps, its characteristics and its uses.	Different types of maps(topographic, physical, political, meteorological, environmental, geological)
2	1.2.4	To read the globe using the grid system of latitude and longitude.	Globe
3	1.2.7	To make a compass using the given method.	Magnet, pins
4	1.2.8	To calculate the time with the help of latitude and longitude.	Calculator, map
5	1.3.3	To draw a scale for the given statement.	Calculator, map
6	1.3.6	To measure distance on the map between allocated points using the given scale.	Map, calculator
7	1.4.3	To draw contours for the given landform.	Compass, ruler, map
		<b>Topic 2: Rocks and soil</b>	
8	2.1.3	To identify the given sample of rock with its characteristics	Types of rocks (sedimentary, igneous, metamorphic)

**Class XII**

<b>S. No.</b>	<b>SLO No.</b>	<b>Objective</b>	<b>Apparatus/Slide/Material</b>
		<b>Topic 7: The Geography of the Continents</b>	
1	7.2.4	To locate different landforms on the World map.	World map (showing only continents and countries)
2	7.3.7	To locate different types of vegetation on the map of the world.	World map (showing only continents and countries)
		<b>Topic 11: Practical Geography</b>	
3	11.1.5	Identify different types of projection on atlas (cylindrical, conical or Zenithal) and its characteristics.	Atlas
4	11.3.2	To represent the given data using line, bar or pie chart.	Calculator, pencil and ruler
5	11.4.3	To show the distribution of the given data on the map using qualitative or quantitative methods.	World map, calculator