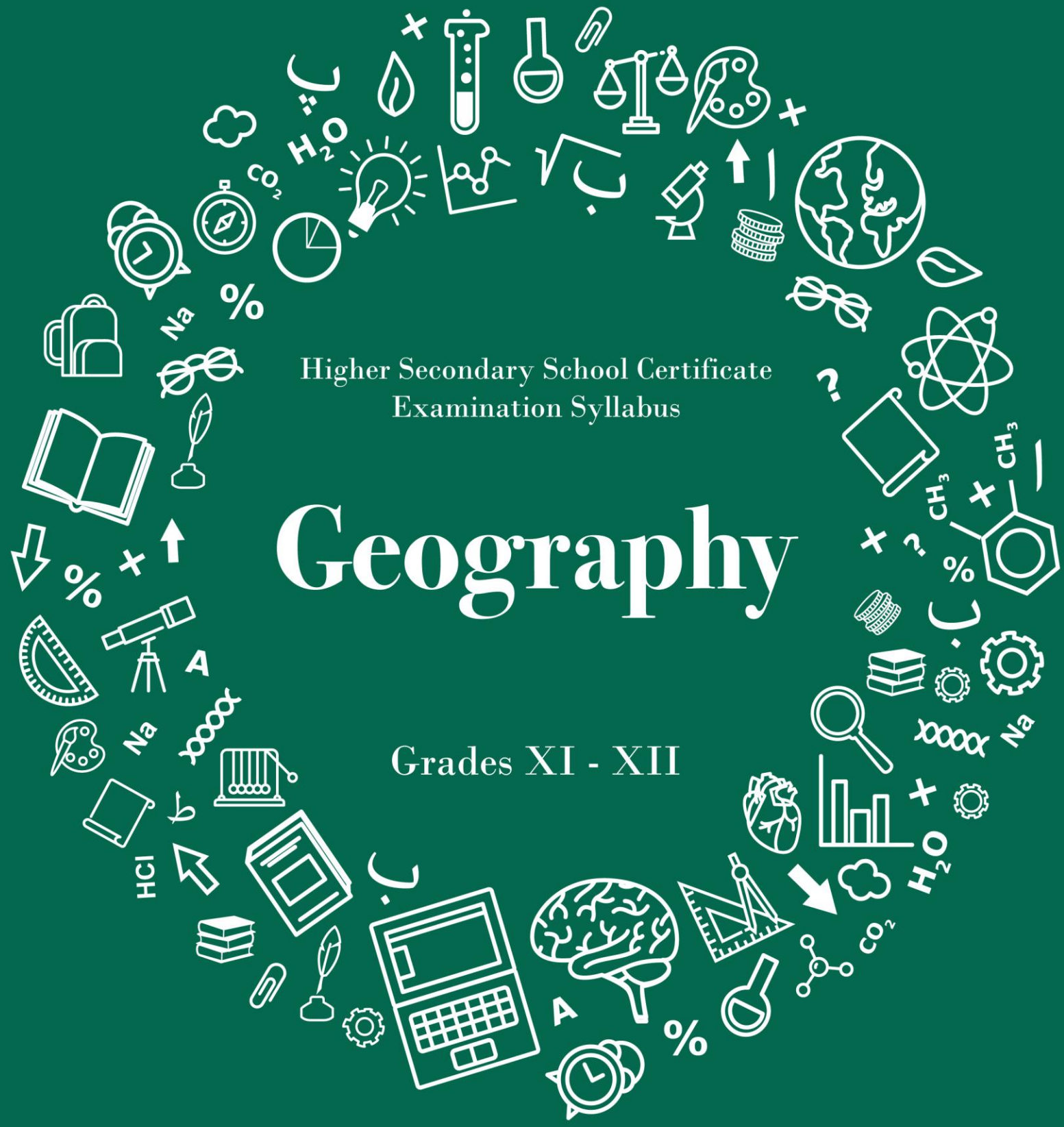
آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD



Higher Secondary School Certificate
Examination Syllabus

Geography

Grades XI - XII

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Higher Secondary School Certificate Examination Syllabus

GEOGRAPHY

GRADES XI-XII

This syllabus will be examined in Annual Examination session only from 2023 for Grade XI and 2024 for Grade XII

For queries and feedback

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Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding 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.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula 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 (SCC and HSSC).
- Ensure the readiness of students for higher education.

During the 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 academicians, 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 skills. This is followed by the Exam Specification 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, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards 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 the very best to our students and teachers in implementing this syllabus.

Dr Shehzad Jeeva
Chief Executive Officer (CEO), Aga Khan University Examination Board
Associate Professor of Practice, Faculty of Arts and Sciences, Aga Khan University

Understanding of AKU-EB Syllabi

1. The AKU-EB 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.

2. 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 also provide enabling SLOs where needed to scaffold student learning.

3. 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.

4. 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. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.

5. 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.

6. 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**.

7. On the whole, the AKU-EB syllabi for Higher Secondary School Certificate (HSSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it.

Subject Rationale of AKU-EB Geography

Why study AKU-EB Geography?

Geography is the study of places and the relationships between people and their environment. The subject allows one to explore Earth with respect to the universe especially the solar system and to the internal and external of change. The questions regarding what Earth was and how does it look like today and how it will be in future are answers that this subject guides us to investigate.

Geography ensures that you never get lost, whether you are out of its atmosphere or within it, the designing of map to that of satellite guidance the journey is interesting yet takes into account multitudes of factors. It enables one to connect the physical structure of Earth to that of human life. How one effects the other! This leads to the exploration of human activities such as agriculture, industries and trade and its dependency on the physical attributes of the Earth. It also considers the changes that has been brought on to the Earth due to various human activities such as deforestation, climate change and depletion of natural resources.

What will you learn in AKU-EB Geography?

Geography helps to understand basic physical environment that affects everyday life activities. This syllabus is designed in a way such that students will be able to explore the physical characteristics of various places on Earth in order to function more effectively in the increasingly interdependent world. Moreover, it will help in understanding the earth's movement, climatic changes, ecosystems and related topics with their effect on societies.

Where will it take you?

The study of this subject takes one to adopt different careers mentioned below

- Astronomy
- Cartography
- Meteorology
- Archaeology
- Seismography
- Pedologist etc.

How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

Student Learning Outcomes of AKU-EB HSSC Geography Syllabus

Part I (Grade XI)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level[1]		
				K	U	A
1. Understanding Geography		Students should be able to:				
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 (physical, human, environmental, political, economic, population);		*	
		1.1.4	explain the relationship of geography with other sciences (astronomy, mathematics, computer science, economics, sociology and anthropology);		*	
		1.1.5	explore the effect of geography (landforms, climate, vegetation, lifestyle) on one's daily life;			CA[2]
1.2	Maps and its Major Components	1.2.1	describe a map and its essential components;		*	
		1.2.2	explain different types of maps with the help of an atlas, namely: a. topographic maps b. geo-logic maps c. bio-geographic maps d. environmental maps e. physiographic maps;		*	
		1.2.3	identify the key elements of each type of maps mentioned in SLO 1.2.2;		*	
		1.2.4	explain the major features of globe reading with reference to imaginary lines of longitude, latitude, equator and tropics;		*	
		1.2.5	demonstrate the ability to read a globe using grid system of latitude and longitude on the map;			*P

[1] K = Knowledge, U = Understanding A= Application and other higher-order cognitive skills.

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level[2]		
				K	U	A
		Students should be able to:				
		1.2.6	demonstrate the use of topographic maps to find location and features of important landforms of Pakistan (Karakoram and Himalayan Mountains, Kohe Sulaiman Western Mountains, Makran Coast, Indus plains, Thar, Thal and Cholistan Deserts, Arabian Sea, River Indus and its tributaries);			*P[3]
		1.2.7	explore the types of maps and landforms of Pakistan using 'Google Earth';			CA
		1.2.8	explain the method of finding directions without a compass using the following methods: a. watch method b. sun shadow method c. polar as the north star method d. star method;		*	
		1.2.9	find directions using the methods mentioned in SLO 1.2.8;			*P
		1.2.10	illustrate how to make a compass using: a. magnet and pins b. floating methods c. hanging methods;			*P
		1.2.11	illustrate how time zones are allocated on a globe with the help of longitude and latitude;			*P
		1.2.12	calculate the time difference with respect to lines of longitude;			*P
1.3	The place of Earth in the Universe	1.3.1	define scaling with reference to map reading;	*		
		1.3.2	describe scale and its different types with respect to a map;		*	
		1.3.3	explain the methods of showing scale on a physical map;		*	
		1.3.4	illustrate scale conversion;			*P
		1.3.5	demonstrate the construction of plain scale;			*P

[3] P = Practical component of the syllabus

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level[3]		
			K	U	A
	Students should be able to:				
	1.3.6	explain methods to measure distance between two allocated points on a map;		*	
	1.3.7	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 the geographical term, 'relief';	*		
	1.4.2	describe methods of showing relief on a map using contours from line, hill shading and layer tinting;		*	
	1.4.3	illustrate the methods (line, hill shading and layer tinting) of showing relief on a map using contours;			*P
	1.4.4	explore 'Google Earth' with reference to the use of contours.			CA

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

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
2. Earth, Rocks and Soils		Students should be able to:				
2.1	Earth as a Planet	2.1.1	discuss the position of the planet Earth within the solar system;		*	
		2.1.2	describe Earth's shape and size;		*	
		2.1.3	discuss the internal structure of the Earth;		*	
		2.1.4	identify the layers of the atmosphere of the Earth;		*	
		2.1.5	diagrammatically illustrate the various layers of the inner and outer structures of the Earth;			*
2.2	Tectonic Activity	2.2.1	discuss tectonic activities with reference to the continental and oceanic movements;		*	
		2.2.2	discuss the impact of tectonic activities on a. earthquakes b. volcanic eruption.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
2.3	Folding	2.3.1	describe the process of folding;		*	
		2.3.2	explain the formation of fold mountains;		*	
		2.3.3	identify the famous fold mountain ranges on the map of the Earth;		*	
		2.3.4	explore the formation of fold mountains using 'Google Earth';			CA
2.4	Faulting	2.4.1	describe the process of faulting;		*	
		2.4.2	explain the formation block mountains and rift valleys;		*	
2.5	Rock and Rock Formation	2.5.1	describe the following major types of rocks with their formation: a. igneous rocks b. sedimentary rocks c. metamorphic rocks;		*	
		2.5.2	classify the following types of rocks based on their characteristic features: a. igneous rocks b. sedimentary rocks c. metamorphic rocks;			*P
		2.5.3	explain 'rock cycle';		*	
		2.5.4	discuss the various uses of types of rocks mentioned in SLO 2.5.2;		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
2.6 Weathering		2.6.1	define the concept of 'weathering';	*		
		2.6.2	discuss the following types of weathering: a. physical weathering b. chemical weathering c. biological weathering;		*	
		2.6.3	explain the following weathering processes: a. freeze-thaw or frost shattering b. exfoliation or onion weathering c. limestone solution		*	
2.7	Mass Movement	2.7.1	define the term, 'mass movement';	*		
		2.7.2	discuss the given types of mass movements: a. soil creep b. rockfall c. rotational slip d. mudflows and landslides;		*	
2.8	Soil and Soil Formation	2.8.1	define the term, 'soil';	*		
		2.8.2	explain the process of soil formation;		*	
		2.8.3	discuss the following factors that influence soil formation: a. parent material (geology) b. topography (relief) c. flora and fauna d. organisms e. climate f. time;		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
2.9	Soil Erosion	2.9.1	define the term, 'soil erosion';	*		
		2.9.2	explain the various causes of soil erosion namely: a. removal of vegetation b. over cultivation and over grazing c. agribusiness;		*	
		2.9.3	discuss the effect of soil erosion on the environment;		*	
		2.9.4	elaborate the process of soil management.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
3. Major Landforms of the World		Students should be able to:				
3.1	Asia	3.1.1	discuss the geographical location of Asia with respect to its latitude and longitude;		*	
		3.1.2	discuss the relief features of Asia, that are, plains. deserts and semi-deserts, mountain ranges (fold and ridges), plateaus, rivers;		*	
		3.1.3	analyse the importance of Asia with respect to its relief features;			*
		3.1.4	locate the relief features mentioned in SLO 3.1.2 on the map of Asia;			CA
		3.1.5	explore the relief features of Asia using 'Google Earth';			CA
3.2	Europe	3.2.1	discuss the geographical location of Europe with respect to its latitude and longitude;		*	
		3.2.2	discuss the relief features of Europe, that are, plains. deserts and semi-deserts, mountain ranges (fold and ridges), plateau, rivers;;		*	
		3.2.3	analyse the importance of Europe with respect to its relief features			*
		3.2.4	locate the relief features mentioned in SLO 3.2.2 on the map of Europe;			CA
		3.2.5	explore the relief features of Europe using 'Google Earth';			CA

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
3.3	Africa	3.3.1	discuss the geographical location of Africa with respect to its latitude and longitude;		*	
		3.3.2	discuss the relief features of Africa (plains, deserts and semi-deserts, mountain ranges (fold and ridges), plateaus, rivers);		*	
		3.3.3	analyse the importance of Africa with respect to its relief features;			*
		3.3.4	locate the relief features mentioned in SLO 3.3.2 on the map of Africa;			CA
		3.3.5	explore the relief features of Africa using 'Google Earth;			CA
3.4	North America	3.4.1	discuss the geographical location of North America with respect to its latitude and longitude;		*	
		3.4.2	discuss the relief features of North America (plains, deserts and semi-deserts, mountain ranges (fold and ridges), plateau, rivers);		*	
		3.4.3	analyse the importance of North America with respect to its relief features;			*
		3.4.4	locate the relief features mentioned in SLO 3.4.2 on the map of North America;			CA
		3.4.5	explore the relief features of North America using 'Google Earth';			CA
3.5	South America	3.5.1	discuss the geographical location of North America with respect to its latitude and longitude;		*	
		3.5.2	discuss the relief features of South America (plains, deserts and semi-deserts, mountain ranges (fold and ridges), plateau, rivers);		*	
		3.5.3	analyse the importance of South America with respect to its relief features;			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
		3.5.4	locate the relief features mentioned in SLO 3.5.2 on the map of South America;			CA
		3.5.5	explore the relief features of South America using 'Google Earth';			CA
3.6	Australia	3.6.1	discuss the geographical location of Australia with respect to its latitude and longitude;		*	
		3.6.2	discuss the relief features of Australia (plains, deserts and semi-deserts, mountain ranges (fold and ridges), plateau, rivers);		*	
		3.6.3	analyse the importance of Australia with respect to its relief features;			*
		3.6.4	locate the relief features mentioned in 3.6.2 on the map of Australia;			CA
		3.6.5	explore the relief features of Australia using 'Google Earth';			CA
3.7	Antarctica	3.7.1	discuss the geographical location of Antarctica with respect to its latitude and longitude;		*	
		3.7.2	analyse the importance of Antarctica with respect to its relief features.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
4. The World of Water		Students should be able to:				
4.1	Glacial Systems	4.1.1	define the term, 'glacier';	*		
		4.1.2	explain the functions of a 'glacier system';		*	
		4.1.3	discuss the process of glacier formation;		*	
4.2	Glacial Erosion	4.2.1	describe the term, 'glacial erosion';		*	
		4.2.2	discuss the two main processes of glacial erosion namely: a. abrasion b. plucking;		*	
4.3	Glacial Landforms	4.3.1	discuss the following 'glacial landforms': a. cirques b. arêtes and pyramidal peaks c. glacial troughs d. truncated spurs e. hanging valleys and ribbon lakes;		*	
4.4	Transportation and Deposition	4.4.1	discuss 'glacial transportation and deposition';		*	
		4.4.2	explain the given types of moraines such as: a. lateral moraine b. medial moraine c. ground moraine d. terminal moraine e. recessional moraines;		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
		4.4.3	explore the types of moraine using 'Google Earth';			CA
		4.4.4	discuss 'drumlins';		*	
4.5	River Processes	4.5.1	explain the relationship between energy and rivers;		*	
		4.5.2	define the term, 'wetted perimeter';	*		
		4.5.3	explain the concept of 'wetted perimeter';		*	
4.6	Load Transportation	4.6.1	explain the need of 'river transportation';		*	
		4.6.2	explain the four processes of river transportation namely: a. traction b. saltation c. suspension d. solution;		*	
		4.6.3	illustrate, diagrammatically and in words, the river transportation processes;			*
4.7	River Erosion	4.7.1	define the term, 'river erosion';	*		
		4.7.2	explain the following processes of river erosion: a. attrition b. hydraulic action c. corrasion d. corrosion;		*	
		4.7.3	explain the need of erosion for rivers;		*	
4.8	Deposition	4.8.1	explain the causes of 'river deposition';		*	
		4.8.2	discuss the process of river deposition;		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
4.9	River Landforms	4.9.1	discuss the following types of river landforms: a. v-shaped valleys and interlocking spurs b. waterfalls and rapids c. meanders and ox-bow lakes d. floodplain and levees e. deltas;		*	
		4.9.2	explore various river landforms using 'Google Earth';			CA
4.10	River Discharge	4.10.1	define the following terms with respect to rivers: a. discharges b. velocity c. volume;	*		
		4.10.2	discuss the concept of river discharge;		*	
		4.10.3	explain the important factors associated with river discharge;		*	
4.11	Drainage Basins	4.11.1	define the following terms: a. drainage basin b. water shed;	*		
		4.11.2	explain the sources of drainage basin;		*	
		4.11.3	explain the functions of drainage basin;		*	
		4.11.4	define 'drainage density';	*		
		4.11.5	calculate the length of a stream and volume and speed of a river;			CA
		4.11.6	state the formula for calculating drainage density;	*		
		4.11.7	calculate the drainage density of the drainage basin;			*
4.12	Coast	4.12.1	define 'coast';	*		
		4.12.2	explain the formation of waves;		*	
		4.12.3	discuss the impact of waves on the formation of coasts;		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
4.13	Coastal Erosion	4.13.1	define ‘coastal erosion’;	*		
		4.13.2	discuss the following types of coastal erosion: a. corrasion b. attrition c. corrosion d. hydraulic pressure;		*	
		4.13.3	discuss the following types of coastal landforms: a. headlands and bays b. cliffs c. wave-cut notches d. wave-cut platforms e. caves, f. arches and stacks;		*	
		4.13.4	explore various coastal landforms using ‘Google Earth’;			CA
4.14	Coastal Transportation and Deposition	4.14.1	discuss coastal transportation and deposition.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
5. Physical Environment and Man		Students should be able to:				
5.1	Physical Environment	5.1.1	define 'physical environment';	*		
		5.1.2	explain the key features of physical environment;		*	
		5.1.3	discuss the impact of the physical environment on human life;		*	
5.2	Physical Environment and Human Activity	5.2.1	explain human activity with reference to commercial aspect;		*	
		5.2.2	discuss the impact of physical environment on human activity such as: a. farming b. mining c. fishing d. hunting e. gathering f. trading;		*	
5.3	Classification of Economic Activity	5.3.1	explain classification of economic activities (i.e. primary, secondary, tertiary);		*	
		5.3.2	classify economic activities into primary, secondary and tertiary;		*	
		5.3.3	analyse the impact of the physical environment on human commercial activities with some examples from the real world;			*
5.4	Conservation of Environment with respect to Pakistan	5.4.1	discuss the relationship between the people and their environment in Pakistan;		*	
		5.4.2	discuss resource management and conservation with respect to Pakistan;		*	
		5.4.3	discuss pollution, the greenhouse effect and the depletion of ozone in relation to human beings.		*	

Part II (Grade X)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
6. The Physical Geography of the Continents		Students should be able to:				
	6.1 The Continents	6.1.1	locate the seven continents on the world map;	*		
		6.1.2	explain the Continental Drift theory—formation of seven continents;		*	
		6.1.3	discuss the position of land masses of 250 million years ago (Pangaea & Gondawana / Laurasia Lands);		*	
	6.2 Continents on the Map • Asia • Africa • Europe • Australia • Antarctica • North America • South America	6.2.1	locate the given relief features and vegetation on the map of Asia: a. Tropical Rainforest Lands b. Temperate Deserts and Semi-Deserts c. Northern Coniferous Forest Lands d. Lands of the Midnight Sun e. Tropical Monsoon Lands f. Fold And Fault Mountain Ranges g. Rivers;			*P

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	6.2.2	locate the given relief features and vegetation on the map of Africa; a. High Plateau Regions b. Low Plateau Regions c. Inland Basins d. Fold and Volcanic Mountains e. Fault Mountains and The Great Rift Valley of East Africa f. River Systems /Waterfalls / Lakes g. Tropical Rainforest h. Savanna and Savanna Woodlands i. Semi-Arid Vegetation j. Deserts k. Temperate Grasslands l. Mediterranean Vegetations m. High Plateau Regions;			*P

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	6.2.3	locate the given relief features and vegetation on the map of South America a. Western Fold Mountain System of Andes b. Eastern Highlands and Plateau of Guiana, Brazil and Patagonia c. Central Lowlands d. River Systems e. Deserts f. Tropical Rainforests g. Llanos and Campos h. Subtropical Forests and Woodlands i. Temperate Grasslands j. Semi-Desert Vegetation k. West Cast Deserts l. Mediterranean Vegetation m. Cool Temperate Forests;			*P

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	6.2.4	locate the given relief features and vegetation on the map of North America; a. Western Cordillera (The Rocky Mountains, Intermountain Plateau, Eastern and Western Sierra Madre) b. Appalachians c. Canadian Shield d. Central Plains e. Gulf of Mexico f. River Systems g. Deserts h. Northern Coniferous Forests i. Cool Temperate Forests j. Warm Temperate Forests k. Tropical Forests l. Cool Temperate Grasslands (Prairies) m. Desert and Semi-Desert Vegetation;			*P
	6.2.5	locate the given relief features and vegetation on the map of Europe; a. Peninsulas b. Islands c. Scandinavia d. The Great North European Plain e. The Uplands of Central Europe f. The Young Fold Alpine Mountain System g. The Russian Platform of Eastern Europe h. Rivers i. Tundra and Mountain Vegetation j. Coniferous Forests k. Deciduous and Mixed Forests l. Steppe Vegetation;			*P

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	6.2.6	locate the given relief features and vegetation on the map of Australia: a. Eastern Highlands b. Central Lowlands c. Western Plateau d. Ayers Rock e. Coral Reef f. Rivers g. Monsoon Forests h. Tropical Rainforests i. Grasslands j. Deserts and Semi-Desert Vegetation;			*P
	6.2.7	explore the relief features and vegetations mentioned in SLO 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6 using 'Google Earth'.			CA

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
7. Climate of the Continents		Students should be able to:				
7.1	Climate	7.1.1	differentiate between weather and climate;		*	
		7.1.2	discuss the factors that affect the climate;		*	
		7.1.3	locate the different climatic zones of the world with reference to Köppen Tropical; a. Wet (Rainforest) b. Monsoon c. Wet and Dry (Savanna) Dry a. Arid b. Semiarid Mild a. Mediterranean b. Humid Subtropical c. Marine Continental a. Warm Summer b. Cool Summer c. Subarctic (Boreal) Polar a. Tundra b. Ice Cap;			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
7.2	Climate of the Continents • Asia • Africa • South America • North America • Europe • Australia • Antarctica	7.2.1	identify the climatic regions within each continent mentioned in subtopic 7.2;			*
		7.2.2	explain the climatic factors that affect each continent mentioned in subtopic 7.2;		*	
		7.2.3	discuss the temperature and rainfall pattern of each continent mentioned in subtopic 7.2;		*	
		7.2.4	analyse the impact of climate on the vegetation of each continent with special reference to the given features; Asia: a. Tropical Rainforest Lands b. Temperate Deserts and Semi-Deserts c. Northern Coniferous Forest Lands; Africa: a. Tropical Rainforest b. Savanna and Savanna Woodlands c. Semi-Arid Vegetation d. Desert e. Temperate Grassland f. Mediterranean Vegetation; South America: a. Tropical Rainforests b. Llanos and Campos c. Subtropical forests and Woodlands d. Temperate Grasslands e. Semi-Desert Vegetation f. West Cast Deserts;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
		North America: a. Northern Coniferous Forests b. Cool Temperate Forests c. Warm Temperate Forests d. Tropical Forests e. Cool Temperate Grasslands (Prairies) f. Desert and Semi-Desert Vegetation g. Mediterranean Vegetation h. Cool Temperate Forests; Europe: a. Tundra and Mountain Vegetation b. Coniferous Forests c. Deciduous and Mixed Forests d. Steppe Vegetation; Australia: a. Monsoon Forests b. Tropical Rainforests c. Grasslands; d. Desert and Semi-Desert Vegetation;			
	7.2.5	analyse the impact of climate on the social and economic aspect of human life with reference to each continent.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
8. The Political Geography of the Continents		Students should be able to:				
8.1	Asia	8.1.1	discuss the importance of Asia as a continent based on its a. location b. size;		*	
		8.1.2	analyse the geo-strategic importance of the following islands lying off the coast of Asia: a. Japan b. Malaysia c. Maldives d. Gulf e. Indonesia;			*
8.2	Africa	8.2.1	discuss the importance of Africa as a continent based on its a. location b. size;		*	
		8.2.2	analyse the geo-strategic and economic importance of the Nile Valley and Suez Canal for Africa;			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
8.3	South America	8.3.1	discuss the importance of South America as a continent based on its a. location b. size;		*	
		8.3.2	analyse the importance of the given cities and ports of South America for the continent namely: a. Buenos Aries b. Sao Paulo c. Rio De Janeiro d. Caracas e. Quito f. Guayaquil g. Lima h. Bogota i. La Paz j. Maracaibo k. Santiago l. Valparaiso;			*
8.4	North America	8.4.1	discuss the importance of North America as a continent based on its a. location b. size;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	8.4.2	analyse the importance of the given areas of North America namely: a. Canada • Great Lake and St. Lawrence Industrial Region • Newfoundland and The Maritime Provinces • The Lake Peninsula; b. United States • The North East Industrial Region • New England • The Middle Atlantic Seaboard • The Hudson-Mohawk Valley • The Interior District • Industries in the Southern State of America • The Pacific Coastlands • Mexico;			*
	8.4.3	analyse the importance of Panama Canal for North America;			*
8.5 Europe	8.5.1	discuss the importance of Europe as a continent based on its a. location b. size;		*	
	8.5.2	analyse the importance of the given areas for Europe a. South Wales b. North-East Coast c. Sheffield district d. Eastern Europe e. Central Europe;			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
8.6	Australia	8.6.1	discuss the importance of Australia as a continent based on its a. location b. size;		*	
		8.6.2	analyse the importance of the given areas for the Continent of Australia namely: a. Sydney b. Canberra c. Melbourne d. Brisbane e. Adelaide f. Perth;			*
		8.6.3	describe 'archipelagos';		*	
		8.6.4	discuss the political and economic importance of archipelagos for the continent of Australia.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
9. Population Geography		Students should be able to:				
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	explain the terms '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 effect population growth;		*	
9.4	Population Characteristics	9.4.1	discuss population characteristics such as age and gender structures, rural and urban composition;		*	
		9.4.2	describe the geographical impact of migration;		*	
9.5	Population Geography of the Continents	9.5.1	explain the population distribution of each of the continents;		*	
		9.5.2	evaluate the impact of climate and relief on the population distribution and density of each continent;			*
		9.5.3	discuss the impact of the population distribution and population density on each continent;		*	
		9.5.4	interpret the population distribution and population density of each of the continent using pie-chart, bar-graph and line graph;			*P

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
9.6	Population geography of the countries	9.6.1	analyse the population dynamics of each country mentioned in topic 10 (Pakistan, China, Saudi Arabia, the United States of America) with reference to age, gender, rural and urban compositions;			*
		9.6.2	analyse the impact of the population dynamics on the economy of each country (with reference to population pyramids and future forecast of the population);			*
		9.6.3	illustrate population demographics with the help of pie-chart, bar-graph and line graph.			*P

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
10. Economic Geography of the Countries		Students should be able to:				
10.1 Economic Geography of Pakistan	10.1.1	discuss the geo-strategic location of Pakistan on the map of Asia and on the map of the world;			*	
	10.1.2	analyse the economic importance of Pakistan with respect to its location;				*
	10.1.3	analyse the population dynamics of Pakistan with reference to its impact on the country's economy;				*
	10.1.4	list the major crops grown in Pakistan;		*		
	10.1.5	explain the various types of agricultural practices of Pakistan;			*	
	10.1.6	analyse the importance of the agricultural sector for an agrarian economy like Pakistan;				*
	10.1.7	list the major mines and minerals of Pakistan along with its region;		*		
	10.1.8	analyse the importance of mines and minerals for Pakistan as a developing nation;				*
	10.1.9	discuss the various power resources of Pakistan;			*	
	10.1.10	explain the industrial setup of Pakistan;			*	
	10.1.11	analyse the importance of an industrial sector for a developing economy like Pakistan;				*
	10.1.12	list the primary exports and imports of Pakistan along with its major partners;		*		
	10.1.13	discuss the importance of exports for the economy of Pakistan;			*	
	10.1.14	discuss Pakistan's balance of trade over the years;			*	
	10.1.15	evaluate the reasons that have contributed towards Pakistan's balance of trade over the years;				*
	10.1.16	illustrate the economic activities of Pakistan with the help of pie-chart, bar-graph, line graph;				*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
10.2	Economic Geography of China	10.2.1	discuss the geo-strategic location of China on the map of Asia and the map of the world;		*	
		10.2.2	analyse the economic importance of China with respect to its location;			*
		10.2.3	analyse the population dynamics of China with reference to its impact on the country's economy;			*
		10.2.4	list the major crops grown in China;	*		
		10.2.5	explain the various types of agricultural practices of China;		*	
		10.2.6	analyse the importance of the agricultural sector for a country like China;			*
		10.2.7	list the major mines and minerals of China along with its regions;	*		
		10.2.8	analyse the importance of the mines and minerals for China as a developing nation;			*
		10.2.9	discuss the various power resources of China;		*	
		10.2.10	explain the industrial setup of China;		*	
		10.2.11	analyse the importance of the industrial sector for China;			*
		10.2.12	list the primary exports and imports of China along with its partners;	*		
		10.2.13	analyse the importance of exports and imports for the economy of China;			*
		10.2.14	illustrate the economic activities of China with the help of pie-chart, bar-graph and line graph;			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
10.3	Economic Geography of Saudi Arabia	10.3.1	discuss the geo-strategic location of Saudi Arabia on the map of Asia and the map of the world;		*	
		10.3.2	analyse the economic importance of Saudi Arabia with respect to its location;			*
		10.3.3	analyse the population dynamics of Saudi Arabia with reference to its impact on the country's economy;			*
		10.3.4	list the major imports and exports of Saudi Arabia and its trading partners;	*		
		10.3.5	analyse the impact that the Saudi imports and exports have on the Saudi economy;			*
		10.3.6	discus the ways through which Saudi Arabia's economic policies impact the region with special reference to petroleum;		*	
		10.3.7	illustrate the economic activities of Saudi Arabia with the help of pie-chart, bar-graph, line graph;			*
10.4	Economic Geography of United States	10.4.1	discuss the geo-strategic location of United States on the map of Asia and the on map of the world;		*	
		10.4.2	analyse the economic importance of the United States with respect to its location;			*
		10.4.3	analyse the population dynamics of the United States of America with reference to its impact on the country's economy;			*
		10.4.4	list the major crops grown in the United States of America;	*		
		10.4.5	explain the various types of agricultural practices of the United States of America;		*	
		10.4.6	analyse the importance of agricultural sector for the United States of America;			*
		10.4.7	list the major mines and minerals of the United States of America along with its regions;	*		

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	10.4.8	analyse the importance of mines and minerals for the United States of America;			*
	10.4.9	discuss the various power resources of the United States of America;		*	
	10.4.10	list the major industries of the United States of America;	*		
	10.4.11	explain the industrial setup of the United States of America;		*	
	10.4.12	analyse the importance of the industrial sector for a developed economy of the United States of America;			*
	10.4.13	list the primary exports and imports of the United States of America along with its partners;	*		
	10.4.14	analyse the importance of exports and imports for the economy of the United States;			*
	10.4.15	illustrate the economic activities of the United States with the help of pie-chart, bar-graph and line graph.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
11. Practical Geography		Students should be able to:				
11.1	Importance of Practical Geography	11.1.1	explain the importance of studying practical geography in the modern world;		*	
11.2	Map Projection	11.2.1	discuss the basic concept of map projection;		*	
		11.2.2	explain different types of map projections that is: a. planar projection b. cylindrical projection c. conical projection;		*	
		11.2.3	discuss the characteristics and uses of various types of map projections namely: a. planar projection b. cylindrical projection c. conical projection		*	
		11.2.4	identify different types of projections on atlas;			*P
11.3	Map Distribution	11.3.1	discuss the concept of map distribution;		*	
		11.3.2	explain the methods of map distribution namely: a. shading method b. dot method;		*	
		11.3.3	demonstrate the application of map distribution methods.			*P

* P = Practical component of the syllabus

Scheme of Assessment

Grade XI

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Understanding Geography	4	3	12	10	25
2.	Earth, Rocks and Soils	9	4	22	2	28
3.	Major Landforms of the World	7	0	13	7	20
4.	The World of Water	14	9	26	2	37
5.	Physical Environment and Man	4	1	9	1	11
	Total	**39**	**17**	**82**	**22**	**121**
	Percentage		**14**	**68**	**18**	**100**

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Understanding Geography	11	Total 2 Marks (1 CRQ)		13
2.	Earth, Rocks and Soils	10	Total 2 Marks (1 CRQ)		12
3.	Major landforms of the World	11	Total 4 Marks (1 CRQ)		15
4.	The World of Water	9	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	22
5.	Physical Environment and Man	9	Total 4 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	23
	Total	**50**	**15**	**20**	**85**
	Practical*				**15**
	Total				**100**

Grade XII

Table 3: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
6.	The Physical Geography of the Continents	2	1	2	6	9
7.	Climate of the Continents	2	0	4	4	8
8.	Political Geography of the Continents	6	0	8	8	16
9.	Population Geography	6	0	9	5	14
10.	Economic Geography of the Countries	4	11	16	25	52
11.	Practical Geography	3	0	6	2	8
	Total	**23**	**12**	**46**	**49**	**107**
	Percentage		**11**	**43**	**46**	**100**

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
6.	The Physical Geography of the Continents	5	Total 3 Marks (1 CRQ)		8
7.	Climate of the Continents	11	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	35
8.	Political Geography of the Continents	8	Total 3 Marks (1 CRQ)		
9	Population Geography	11	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	38
10.	Economic Geography of the Countries	11	Total 3 Marks (1 CRQ)		
11.	Practical Geography	4	-		4
	Total	**50**	**15**	**20**	**85**
	Practical*				**15**
	Total				**100**

- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.
- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades XI and XII respectively. 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 (68% in XI and 43% in XII), Application and higher order skills (18% in XI and 46% in XII) to discourage rote memorization. Tables 1 and 3, however, do not translate directly into marks.
- There will be two examinations, one at the end of grade XI and one at the end of grade XII.
- In each grade, the theory paper will be of 3 hours and will consist of two parts: paper I and paper II.
- Paper I theory will consist of 50 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 35 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.
- All constructed response questions will be in a booklet which will also serve as an answer script.

***Practical:**

- Practical examination will be conducted separate from the theory paper.
- Practical examination will be based on the list of practical activities given in the examination syllabus. Schools may design their own practical manuals based on these activities.
- Practical journal/ portfolio should be developed by students and endorsed by a figure of authority, such as a teacher or principal, and submitted at the time of the practical examination.
- It is essential for each school to equip its laboratories with chemicals, instruments, apparatus, specimens etc. according to the requirements of the practical activities. Each school will be responsible to make sure that each student is provided the opportunity to do the practical activities.

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