

# *International GCSE* **Pakistan Studies**

(9236) Specification



**For teaching** from September 2024 onwards

**For exams** May/June 2026 onwards

**For teaching and examination** outside  
the United Kingdom



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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at **[oxfordaqa.com/9236](https://oxfordaqa.com/9236)**
- We will write to you if there are significant changes to the specification.

# 1 Introduction

## 1.1 Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at [oxfordaqa.com](https://oxfordaqa.com)

## 1.2 Why choose our International GCSE Pakistan Studies?

We have worked closely with teachers to develop a relevant, engaging and up-to-date Pakistan Studies specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

Our specification provides a mixture of compulsory and optional topic areas have been carefully selected to provide a coherent and engaging course of study, while also providing choice and opportunities for specialisation. With a focus on important contemporary themes and issues, our specification brings the study of Pakistan's history and culture right up to the modern day, while also addressing important and prominent issues and debates such as sustainability, globalisation and other key areas of focus and discussion in the study of the human and physical geography of Pakistan.

Our assessments are designed to differentiate across the ability range, with clear and straightforward questions that balance considerations of accessibility and challenge. In this way, we aim to allow students to demonstrate what they know and understand, and to apply their knowledge and understanding in support of reasoning, analysis, evaluation, and the construction of arguments.

You can find out about all our International GCSE Pakistan Studies qualifications at [oxfordaqa.com/9236](https://oxfordaqa.com/9236)

## 1.3 Recognition

OxfordAQA meet the needs of international students. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK. Our qualifications have been independently benchmarked by UK ENIC, the UK national agency for providing expert opinion on qualifications worldwide. They have confirmed they can be considered 'comparable to the overall GCE A-level and GCSE standard offered in the UK'.

To read their report and see the latest list of universities who have stated they accept these international qualifications, visit [oxfordaqa.com/recognition](https://oxfordaqa.com/recognition)

## 1.4 The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.



## 1.5 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you may have limited time to find or develop good quality materials.

That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training and support to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- command words with exemplars
- GCSE Pakistan Studies vocabulary with definitions.

### Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries.

### Analyse your students' results with Enhanced Results Analysis (ERA)

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

### Help and support

Visit our website for information, guidance, support and resources at [oxfordaqa.com/9236](https://oxfordaqa.com/9236)

You can contact the subject team directly at [info@oxfordaqa.com](mailto:info@oxfordaqa.com) or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

**Please note: We aim to respond to all email enquiries within two working days.**

**Our UK office hours are Monday to Friday, 8am – 5pm.**



## 2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Pakistan Studies.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

### 2.1 Subject content

#### Paper 1 – The history and culture of Pakistan

All students will study the following **two** compulsory topics:

- The Pakistan movement (1857-1947)
- Pakistan in to the 21st Century: from independence to 2022

Students will then study **one** of the following two optional topics:

- Islam in the subcontinent (c700-c1831)
- The Mughal Empire (c1526-c1850s)

#### Paper 2 – The human and physical geography of Pakistan

All students will study the following **two** compulsory topics:

- The landscape and natural resources of Pakistan
- The people and economy of Pakistan

Students will then study **one** of the following two optional topics:

- Globalisation, transport and communication in Pakistan
- Creating a sustainable future for Pakistan



## 2.2 Assessments

Paper 1 – The history and culture of Pakistan	+	Paper 2 – The human and physical geography of Pakistan
<p><b>What's assessed</b></p> <p><b>Section A</b> The Pakistan movement (1857-1947)</p> <p><b>Section B</b> Pakistan in to the 21st Century: from independence to 2022</p> <p><b>Section C</b> <b>Either</b> Islam in the subcontinent (c700-c1831) <b>or</b> The Mughal Empire (c1526-c1850s)</p>		<p><b>What's assessed</b></p> <p><b>Section A</b> The landscape and natural resources of Pakistan</p> <p><b>Section B</b> The people and economy of Pakistan</p> <p><b>Section C</b> <b>Either</b> Globalisation, transport and communication in Pakistan <b>or</b> Creating a sustainable future for Pakistan</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 77 marks</li> <li>• 50% of GCSE</li> </ul>		<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 77 marks</li> <li>• 50% of GCSE</li> </ul>
<p><b>Questions</b></p> <p><b>Section A</b> 28 marks, comprised of multiple choice, short and extended response questions.</p> <p><b>Section B</b> 28 marks, comprised of multiple choice, short and extended response questions.</p> <p><b>Section C</b> 21 marks, comprised of short and extended response questions.</p>		<p><b>Questions</b></p> <p><b>Section A</b> 28 marks, comprised of multiple choice, short and extended response questions.</p> <p><b>Section B</b> 28 marks, comprised of multiple choice, short and extended response questions.</p> <p><b>Section C</b> 21 marks, comprised of short and extended response questions.</p>

## 3 Subject content

### 3.1 The history and culture of Pakistan

This paper initially aims to help students understand the origins of the independent nation of Pakistan, focusing on the key issues and developments that characterised the period between the end of the 1857 War of Independence and the withdrawal of Britain and the establishment of an independent Pakistan 90 years later.

Students will then examine the development of politics, culture and the political structure of Pakistan since independence, before focusing on more recent developments in politics, international relations and for women in Pakistan in the 21st Century.

Finally, students are offered a choice of topics in the final section of the paper, with the option to focus on either the development of Islam on the subcontinent from the medieval period until the modern era, or to examine the establishment, expansion, decline and impact of the Mughal Empire.

#### 3.1.1 The Pakistan movement (1857-1947)

This is a compulsory topic. It is assessed in Paper 1, Section A.

Key development	Detailed content
3.1.1.1 The War of Independence, its impact, and the development of the Pakistan movement (1857-1906)	<ul style="list-style-type: none"> <li>The reasons for the outbreak of War of Independence (1857), key events in the conflict, and the reasons for failure.</li> <li>The long-term consequences of the War of Independence, including: British reforms; changing British attitudes towards Muslims; the development of nationalism on the subcontinent; the formation of the Indian National Congress.</li> <li>The importance of Syed Ahmad Khan and the impact of the two-nation theory.</li> <li>The formation of the Muslim League; origins, aims, and early relations with Congress.</li> </ul>
3.1.1.2 Controversy, crises and reaction to repression (1905-1927)	<ul style="list-style-type: none"> <li>The partition of Bengal controversy; the Morley Minto reforms (1909); the First World War and its impact on the subcontinent.</li> <li>British repression, including the impact of the Amritsar Massacre (1919).</li> <li>The Khilafat movement and its importance for Muslim-Hindu relations.</li> <li>Non-cooperation and the growth of communalism 1920-27: the increase in the influence of Congress; the Delhi proposals (1927).</li> </ul>
3.1.1.3 Stagnation and stalemate (1927-1939)	<ul style="list-style-type: none"> <li>Attempts at political solutions, including the Indian Statutory Commission and the Nehru report.</li> <li>Muhammad Ali Jinnah and the Fourteen Points: aims and importance. Allama Iqbal, Chaudry Rahmat Ali and their contributions to the Pakistan movement</li> <li>Further attempts to find a political solution, and the reasons for failure: the Simon Report; the three Round Table Conferences (1930-32); The Government of India Act (1935).</li> <li>Congress Rule 1937-1939: the reasons for Congress' electoral victory in 1937 and the importance of the Congress Rule.</li> </ul>

3.1.1.4 Road to independence (1939-47)	<ul style="list-style-type: none"> <li>● The Second World War and its effects on the Indian subcontinent, including the 'Day of Deliverance'; the Lahore resolution (1940) and its importance.</li> <li>● The Quit India movement – aims and impact; the 1942 Cripps mission.</li> <li>● The 1944 Gandhi-Jinnah talks; the elections 1945-1946; 'Direct Action Day' and its impact.</li> <li>● The events of 1947: the role of the Lord Mountbatten; the Independence Act, and the formation of an independent Pakistan.</li> </ul>
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## 3.1.2 Pakistan in to the 21st Century: from independence to 2022

This is a compulsory topic. It is assessed in Paper 1, Section B.

Key development	Detailed content
3.1.2.1 Politics, culture and the political structure of Pakistan since independence.	<ul style="list-style-type: none"> <li>● Challenges and opportunities facing independent Pakistan in 1947; Muhammad Ali Jinnah's role as Governor General; the development of Pakistan's constitution over time; the development of Pakistan's constitution over time, including the Objectives resolution (1949), and the constitutions of 1956, 1962, and 1973. Key constitutional features such as the roles and importance of the President and Prime Minister and federalism.</li> <li>● Key democratic concepts in Pakistan, including transparency, the rule of law and accountability. Pakistan's political parties and their formation, role and importance.</li> <li>● The constitutional role and cultural significance of Urdu; other regional languages and their importance to society, culture, and national integration; sports and recreation as important aspects of culture.</li> </ul>
3.1.2.2 Political developments, 1999-2022	<ul style="list-style-type: none"> <li>● Pervez Musharraf: key achievements and challenges faced by his government.</li> <li>● Changes under Asif Ali Zardari, including the 18<sup>th</sup> and 19<sup>th</sup> Amendments; the 2013 elections, and the policies of the Pakistan Muslim League (PML) led government.</li> <li>● Key features and outcomes of the 2018 elections; government policies between 2018-2022.</li> <li>● The Covid-19 pandemic: government responses, and the impact of the pandemic on Pakistan.</li> </ul>
3.1.2.3 International relations	<ul style="list-style-type: none"> <li>● Relations with India; conflict, tension and diplomacy over Kashmir.</li> <li>● Bilateral relations with the People's Republic of China including military ties, investments in agriculture, and infrastructure development.</li> <li>● Relations with the Muslim world, including Pakistan's relationships with Turkey, the Kingdom of Saudi Arabia and the United Arab Emirates.</li> <li>● Relations with the United States of America; the impact of the US-led Afghan war on Pakistan.</li> <li>● Pakistan and multinational organisations: the impact of the World Economic Crisis and the role of the International Monetary Fund (IMF) in supporting Pakistan; Pakistan's role in supporting United Nations missions.</li> </ul>
3.1.2.4 Women's empowerment in Pakistan	<ul style="list-style-type: none"> <li>● The role and contributions of women in politics, society and culture, including the significance of Benazir Bhutto.</li> <li>● Developments in education and healthcare, including the impact of the work of Dr Sania Nishtar.</li> <li>● Developments in women's rights and welfare, including the importance of recent legislation.</li> <li>● The nature of equality in Pakistan by 2022: opportunities and challenges.</li> </ul>

### 3.1.3 Islam in the subcontinent (c700-c1831)

This is one of two optional topics that are assessed in Paper 1, Section C.

Key development	Detailed content
3.1.3.1 The expansion of Islam in the subcontinent c700-c1700: key events and individuals	<ul style="list-style-type: none"> <li>● Sufism: origins and key features.</li> <li>● Muhammad bin Qasim, the expansion of the Umayyad Caliphate in the subcontinent, and its religious impact.</li> <li>● The importance of Abdul Hamid al Ghazali, including the impact of the publication of 'Revival of Religious Sciences.'</li> <li>● Ahmad Sirhindi: background, key beliefs, and the importance of his reforms and the revival of Sufism in the subcontinent; later key religious developments under Emperor Aurengzeb.</li> </ul>
3.1.3.2 Shah Waliullah's reforms in religion in the 18 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>● Reasons for weaknesses and divisions in Muslim community in the subcontinent by the early 18<sup>th</sup> Century, including the decline of the Mughal Empire.</li> <li>● Shah Waliullah: Background, early life, and education.</li> <li>● The nature and aims of Shah Waliullah's religious reforms, including his regard for Sharia law and understanding the Qur'an.</li> <li>● The impact of Shah Waliullah's work and influence in bringing about political change.</li> </ul>
3.1.3.3 Syed Ahmad Barelvi and the Islam revival in the 19 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>● The political, social, cultural and religious context in the subcontinent by the early 19<sup>th</sup> century.</li> <li>● Syed Ahmad Barelvi: background, early life, military service, and key beliefs.</li> <li>● The Jihad movement: it's religious and political aims, opponents, and key achievements.</li> <li>● Military campaigns; Syed Ahmad Barelvi's death; his contribution to the revival of Islam in the subcontinent; his importance to the Ahl-i Hadith and Deobandi movement.</li> </ul>

### 3.1.4 The Mughal Empire (c1526-c1850s)

This is one of two optional topics that are assessed in Paper 1, Section C.

Key development	Detailed content
3.1.4.1 Earlier Mughal emperors (c1526–1658)	<ul style="list-style-type: none"> <li>● The political, social, cultural and religious context of India and Central Asia in the early 16<sup>th</sup> century.</li> <li>● Babur: background and character; his establishment of the Mughal Empire; later expansion under Humayan, Akbar, Jehangir, and Shah Jehan.</li> <li>● Political, military, and economic developments up to 1658, including the expansion of trade and commerce.</li> <li>● Social and cultural developments up to 1658, including religion, literature, education, music and architecture.</li> </ul>
3.1.4.2 Aurangzeb's Mughal Empire (c1658–1707)	<ul style="list-style-type: none"> <li>● Aurangzeb: background, character and rise to power.</li> <li>● Aurangzeb's administration, and his social, cultural and religious reforms; the establishment of Sharia and Islamic economics throughout the Indian subcontinent.</li> <li>● The expansion of the Mughal Empire into the Indian subcontinent under Aurangzeb.</li> <li>● The condition of the Empire upon Aurangzeb's death: strengths and weaknesses.</li> </ul>
3.1.4.3 The decline and downfall of the Mughal Empire (1707 – c1850s)	<ul style="list-style-type: none"> <li>● The problems faced by Aurangzeb's successors including: weak leadership; the invasion of Nadir Shah; the Battle of Karnal; the Sack of Delhi (1739).</li> <li>● The East India Company's involvement in the subcontinent; importance of the Battle of Plassey (1757) for the Indian subcontinent.</li> <li>● The expansion of the Sikh and Maratha empires, and their impact on the Mughal Empire.</li> <li>● Further British colonial expansion in the Indian subcontinent from the 1750s to the 1850s.</li> </ul>

## 3.2 The human and physical geography of Pakistan

This paper helps students understand the human and physical landscape of Pakistan and the processes, and interactions, that affect its features and development.

The aims of this paper are to develop an understanding of the landscape and natural resources of Pakistan, the features of the people, environment and economy of Pakistan, and the processes that are taking place which shape the country, its environment and development.

### 3.2.1 The landscape and natural resources of Pakistan

This is a compulsory topic. It is assessed in Paper 2, Section A.

Key development	Detailed content
3.2.1.1 Physical landscape	<ul style="list-style-type: none"> <li>● Distribution and characteristics of major biomes in Pakistan, including deserts, forests and mangroves.</li> <li>● Distribution and characteristics of the landscape of Pakistan, including mountains, plateaus, rivers, flood plains, deserts, and coastal areas.</li> <li>● Formation, processes and landforms of rivers and glaciers in Pakistan.</li> <li>● Human and physical causes and impacts of physical hazards: earthquakes, tsunamis and floods.</li> </ul>
3.2.1.2 Climate	<ul style="list-style-type: none"> <li>● Seasonal and regional differences in the climate of Pakistan, and factors affecting these differences.</li> <li>● The influence of the monsoon and western disturbances on the environment and people of Pakistan.</li> <li>● Causes of tropical cyclones and their impacts on the environment and people of Pakistan.</li> <li>● Natural and human causes of climate change, and its impacts on people, the economy and the environment.</li> </ul>
3.2.1.3 Natural resources	<ul style="list-style-type: none"> <li>● Distribution of natural resources found in Pakistan, including minerals, forests and water; and factors affecting their use.</li> <li>● Distribution of mineral resources in Pakistan, including metallic and non-metallic minerals, and factors affecting their use.</li> <li>● Processes and environmental impacts of mineral extraction in Pakistan.</li> <li>● The importance of natural resources for the economic development of Pakistan.</li> </ul>
3.2.1.4 Energy and water	<ul style="list-style-type: none"> <li>● Changes in the production and consumption of non-renewable (coal, natural gas, oil, nuclear) and renewable (hydel, solar, wind, tidal, bioenergy, geothermal) energy resources in Pakistan.</li> <li>● Advantages and disadvantages of using non-renewable and renewable energy resources for the economy and environment of Pakistan.</li> <li>● Uses of water as a natural resource, management of water supplies and implications for the economy and people of Pakistan.</li> <li>● Importance of maintaining supplies of energy and water resources to support social and economic development of Pakistan.</li> </ul>

## 3.2.2 The people and economy of Pakistan

This is a compulsory topic. It is assessed in Paper 2, Section B.

Key development	Detailed content
3.2.2.1 Population	<ul style="list-style-type: none"> <li>Population structure of Pakistan and the factors that have affected how it has changed over time.</li> <li>Population growth and factors affecting the changes, including: birth rates; death rates; infant mortality rates; life expectancy and natural increase.</li> <li>Physical and human factors affecting population density and distribution in Pakistan.</li> <li>Factors affecting internal and international migration, and the impact on Pakistan's culture, economy and society.</li> </ul>
3.2.2.2 Industry and employment	<ul style="list-style-type: none"> <li>Changes in the importance of different industries (economic sectors) in Pakistan over the past 100 years.</li> <li>Factors influencing the distribution of agricultural production and changes in primary sector employment in Pakistan.</li> <li>Factors affecting the type and location of manufacturing (secondary sector) in Pakistan, the types of products produced in Pakistan, and changes in secondary sector employment.</li> <li>Factors affecting the type and location of services, and changes in tertiary/quaternary sector employment in Pakistan.</li> </ul>
3.2.2.3 Trade and economic development	<ul style="list-style-type: none"> <li>Growth of the Pakistan economy, including different indicators such as Gross Domestic Product (GDP), Human Development Index (HDI), Foreign Direct Investment (FDI) and international trade.</li> <li>Key imports and exports for Pakistan and how this contributes to the balance of trade (including the role of remittances).</li> <li>Key trading partners for Pakistan, and factors affecting trade with Pakistan.</li> <li>The importance of trade blocs for the economy of Pakistan and the role of international institutions in trade relationships (including the World Trade Organisation).</li> </ul>
3.2.2.4 Urbanisation	<ul style="list-style-type: none"> <li>Trends of urbanisation in Pakistan and the physical and human factors affecting the rates of growth, including rural to urban migration and the development of megacities (Karachi and Lahore).</li> <li>Economic, social and environmental opportunities created by urbanisation in Pakistan, including education, innovation and investment.</li> <li>Economic, social and environmental challenges created by urbanisation in Pakistan, including employment, housing and forms of pollution.</li> <li>Importance of urban areas for economic development in Pakistan, and strategies to support improving quality of life in cities.</li> </ul>



### 3.2.3 Globalisation, transport and communication in Pakistan

This is one of two optional topics that are assessed in Paper 2, Section C.

Key development	Detailed content
3.2.3.1 Globalisation	<ul style="list-style-type: none"> <li>● Positive and negative impacts of globalisation on the economy, people and environment of Pakistan.</li> <li>● Characteristics of transnational corporations (TNCs) and their role in the economy.</li> <li>● Positive and negative impacts of TNCs on people, the economy and the environment of Pakistan.</li> <li>● Changing consumer cultures in Pakistan (including the rise of digital consumers, the influence of global brands, growth of shopping malls).</li> </ul>
3.2.3.2 Transport networks	<ul style="list-style-type: none"> <li>● Factors affecting the distribution of different transport networks in Pakistan (road, rail, air, river, sea).</li> <li>● Opportunities and challenges for the developments in road and rail transport networks in Pakistan.</li> <li>● Opportunities and challenges for developments in dry ports, sea ports and airports in Pakistan.</li> <li>● Importance of transport and for economic development in Pakistan (including the role of CPEC).</li> </ul>
3.2.3.3 Expanding networks	<ul style="list-style-type: none"> <li>● Factors affecting the development of communication networks in Pakistan, including the importance of radio, television, telephones and the internet.</li> <li>● Opportunities for expanding communication networks in Pakistan and their role in supporting economic development.</li> <li>● Challenges for expanding communication networks in Pakistan.</li> <li>● Financial systems and their importance for economic development in Pakistan.</li> </ul>

## 3.2.4 Creating a sustainable future for Pakistan

This is one of two optional topics that are assessed in Paper 2, Section C.

Key development	Detailed content
3.2.4.1 Environmental issues	<ul style="list-style-type: none"> <li>● Causes and consequences of pollution (air, water, soil, noise) in Pakistan.</li> <li>● Causes and impacts of deforestation in Pakistan, and strategies to address the impacts of deforestation.</li> <li>● Causes and impacts of desertification in Pakistan, and strategies to address the impacts of desertification.</li> <li>● Strategies from different stakeholders (local, national, international) to support protection of natural environments and biodiversity in Pakistan.</li> </ul>
3.2.4.2 Managing climate change	<ul style="list-style-type: none"> <li>● Understanding the consequences of climate change for the environment, people and economy of Pakistan.</li> <li>● International agreements on climate change and government policies, including the Paris Agreement and Pakistan's National Adaptation Plan.</li> <li>● Understanding how and why climate change mitigation strategies are used in Pakistan, including strategies to reduce CO<sub>2</sub> emissions, increase renewable energy use and encourage reforestation.</li> <li>● Understanding how and why climate change adaptation strategies are used in Pakistan, including the use of warning systems, improving disaster response and preparedness, and developing flood resilience.</li> </ul>
3.2.4.3 Supporting development and equality	<ul style="list-style-type: none"> <li>● Factors affecting regional differences in development within Pakistan.</li> <li>● Understanding the effectiveness of strategies designed to reduce uneven development within Pakistan.</li> <li>● The importance of strategies to improve education and address gender equality in Pakistan.</li> <li>● Understanding the experience and development of food security in Pakistan to support the people, economy and environment of Pakistan.</li> </ul>

## 4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at [oxfordaqa.com/9236](https://oxfordaqa.com/9236)

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our International GCSE exams and certification for this specification are available for the first time in May/June 2026 and then every May/June and November for the life of the specification.

All materials are available in English only.

### 4.1 Aims and learning outcomes

The aims of this syllabus are to enable students to:

- Acquire and demonstrate knowledge and understanding of the history and culture of Pakistan across different time periods.
- Acquire and demonstrate knowledge and understanding of the physical and human geography of Pakistan.
- Develop skills of explanation and analysis in relation to Pakistan's history, culture and geography through the application of knowledge and understanding.
- Demonstrate skills of evaluation and argument, construct extended responses and make substantiated judgements.

### 4.2 Assessment Objectives

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of key information, issues, ideas, concepts, processes, and themes.
- AO2: Apply knowledge and understanding to support explanation and analysis.
- AO3: Evaluate key themes and issues, and make substantiated judgements.

#### 4.2.1 Assessment Objective weightings

Assessments Objectives (AO's)	Paper 1 (%)	Paper 2 (%)	Overall weighting of AO's (approx. %)
AO1	28.5%	28.5%	57%
AO2	15.5%	15.5%	31%
AO3	6%	6%	12%
Overall weighting of components (%)	50%	50%	100%

## 4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	77	X1	77
Paper 2	77	X1	77
Total scaled mark:			154

## 5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at [oxfordaqa.com/exams-admin](https://oxfordaqa.com/exams-admin)

For any immediate enquiries please contact [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

**Please note: We aim to respond to all email enquiries within two working days.**

**Our UK office hours are Monday to Friday, 8am – 5pm local time.**

### 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE Pakistan Studies	9236

Please check the current version of the Entry Codes book and the latest information about making entries on [oxfordaqa.com/exams-admin](https://oxfordaqa.com/exams-admin)

Exams will be available May/June and in November.

### 5.2 Overlaps with other qualifications

There are no overlaps with other qualifications.

### 5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at [oxfordaqa.com](https://oxfordaqa.com)

### 5.4 Resits

Candidates can retake the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be resat.

You only need to make one entry for each qualification – this will cover all the question papers and certification.

### 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

## 5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the *UK Equality Act 2010* to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

## 5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at [oxfordaqa.com/centreapprovals](https://oxfordaqa.com/centreapprovals)

## 5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at: [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.







## Fairness *first*

Thank you for choosing OxfordAQA,  
the international exam board that puts  
fairness first.

Benchmarked to UK standards, our  
exams only ever test subject ability, not  
language skills or cultural knowledge.

This gives every student the best  
possible chance to show what they can  
do and get the results they deserve.



## Get in touch

You can contact us at  
[oxfordaqa.com/contact-us](https://oxfordaqa.com/contact-us)

or email [info@oxfordaqa.com](mailto:info@oxfordaqa.com)