

Scheme of Work

Cambridge International O Level Pakistan Studies 2059

Paper 2

For examination from 2020

In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge International O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
The land of Pakistan	It is recommended that this unit should take about 8 hours / 12.5% of the course.	1
Natural resources an issue of sustainability	It is recommended that this unit should take about 8 hours / 12.5% of the course.	2
Power	It is recommended that this unit should take about 8 hours / 12.5% of the course.	3
Agricultural development	It is recommended that this unit should take about 8 hours / 12.5% of the course.	4
Industrial development	It is recommended that this unit should take about 8 hours / 12.5% of the course.	5
Trade	It is recommended that this unit should take about 8 hours / 12.5% of the course.	6
Transport and tele-communications	It is recommended that this unit should take about 8 hours / 12.5% of the course.	7
Population and employment	It is recommended that this unit should take about 8 hours / 12.5% of the course.	8



Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge International, is listed at www.cambridgeinternational.org. Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org.

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.



How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge International O Level Pakistan Studies (2059) syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
1c The natural topography including drainage	To interpret photographs and identify features and landforms from photographs, pictures and drawings.	<p>A variety of photographs, pictures and drawings should be introduced to learners for them to identify and name the specified features from the syllabus e.g. Balochistan Plateau, Sulaiman Range, Safed Koh, Potwar Plateau, Salt Range, Hindu Kush, Karakoram and Himalaya mountain ranges, River Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hab and Dasht, Thar, Thal and Kharan Deserts.</p> <p>This could be done as a starter activity to lessons or as individual lessons.</p> <p>Suggested websites: www.cknp.org/cms/nature-research/park-environment/mountain-range/ has pictures of mountains. www.havelian.net/page/Pictures-of-Rivers-Of-Pakistan/1082 has pictures of Pakistan rivers. www.mtholyoke.edu/~mirza20s/classweb/wp-website/balochistan.html has pictures of Pakistan deserts.</p> <p>Extension activity: Produce a series of flash cards with photographs / pictures and drawings and learners have to name the features / places. (F)</p> <p>Describe the features shown referring to height, colour, shape etc. Learners should use geographical vocabulary when describing features e.g. flood plain, arête / mountain peak etc. (I)</p>
<p>Past and specimen papers</p> <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>		

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.



1. The land of Pakistan

Syllabus ref.	Learning objectives	Suggested teaching activities
<p>1a Location of Pakistan</p> <p>1b Location of Provinces and cities</p> <p>1c The natural topography, including drainage</p>	<p>To practice map skills. Identifying, naming and locating places and features on a map.</p>	<p>Whole class discussion to determine what features and places they can identify from maps.</p> <p>Learners introduced to a range of different scales of map, e.g. global, national, regional and local, and discuss the features shown. Learners should be introduced to physical and human maps and recognise and discuss the differences between them.</p> <p>Learners practice measuring distance on maps using the scale line. Practice measuring straight line/direct distance and actual distance, i.e. along a road or river using a ruler / piece of paper/length of string.</p> <p>Practice giving directions using the points of a compass i.e. a 4, 8 and 16-point compass. Identify the direction from one place to another e.g. describing a route.</p> <p>Learners practice map-skills by completing a variety of map work activities to identify, name and label human and physical features on maps as specified in the syllabus e.g. Tropic of Cancer, latitudes 30°N, 36°N, longitudes 64°E, 70°E, 76°E, Arabian Sea, countries sharing a border with Pakistan, provinces, specific cities, specified landforms, specific rivers, deserts.</p> <p>Learners can use the procedure of 'look, cover, draw' whereby they look (study carefully) at the location of a named feature or place, cover the original map / close the book and then draw it on their base map. They can continue in this way until they are confident that they know the location and names of the required features. Learners should include a north arrow and scale on their maps. (F)</p> <p>Learners can test each other and peer assess the accuracy of their map work and compare it to printed maps, i.e. from an atlas or from the internet. (F)</p> <p>These activities can be used as a starter activity for lessons or taught as discrete skills lessons.</p> <p>Suggested websites: www.mapsofworld.com/pakistan/ https://geology.com/world/pakistan-satellite-image.shtml www.mapsofworld.com/lat_long/pakistan-lat-long.html http://clipart-library.com/pakistan-map-outline.html</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Both websites have a variety of maps of Pakistan including blank map outlines which can be printed off and labelled by learners.</p> <p>Extension activity: Learners practice describing the location of specific features of the map in relation to other features. Practice measuring distance between locations and / or features using a variety of scales. Provide directions to and from places or features using the points of a compass. (I)</p>
1c The natural topography including drainage	To interpret photographs and identify features and landforms from photographs, pictures and drawings.	<p>A variety of photographs, pictures and drawings should be introduced to learners for them to identify and name the specified features from the syllabus e.g. Balochistan Plateau, Sulaiman Range, Safed Koh, Potwar Plateau, Salt Range, Hindu Kush, Karakoram and Himalaya mountain ranges, River Indus, Jhelum, Chenab, Ravi, Sutlej, Kabul, Hab and Dasht, Thar, Thal and Kharan Deserts. This could be done as a starter activity to lessons or as individual lessons.</p> <p>Suggested websites: www.cknp.org/cms/nature-research/park-environment/mountain-range/ has pictures of mountains. www.havelian.net/page/Pictures-of-Rivers-Of-Pakistan/1082 has pictures of Pakistan rivers. www.mtholyoke.edu/~mirza20s/classweb/wp-website/balochistan.html has pictures of Pakistan deserts.</p> <p>Extension activity: Produce a series of flash cards with photographs / pictures and drawings and learners have to name the features / places. (F)</p> <p>Describe the features shown referring to height, colour, shape etc. Learners should use geographical vocabulary when describing features e.g. flood plain, arête / mountain peak etc. (I)</p>
	Understand the influence of the natural topography on human activities.	<p>Discuss negative and positive impacts of topography. Complete a mind map of how people use the land. Then consider what limits this use, e.g. steep slopes. Learners should be able to explain how this prevents or limits different types of human activity such as road building, agriculture etc. They should identify on a map the areas that hinder or help human activity and link this to topography, e.g. Northern Areas versus Indus Plain. (I)</p> <p>Discuss how mountains and deserts affect road and rail networks. Learners identify areas on a map that are well served by road and rail and those which are not. Explain how the topography hinders or helps development.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Extension activity: Discuss and explain how limitations of topography can be overcome, e.g. terracing for agriculture etc. (I)</p>
1d Climate	<p>Know the distribution of temperature and rainfall in Pakistan.</p> <p>Understand the causes of the monsoon.</p> <p>Understand the seasonal and regional variations affecting them.</p>	<p>Learners study a range of maps and graphs showing the variation in temperature and rainfall across Pakistan and describe the distribution. Compare and contrast areas of high / low temperature with areas of high / low precipitation. Describe the distribution of monsoon, depressions and convectional rain. Compare different regions using climate graphs. Practice skills work by drawing and/or completing climate graphs. (F)</p> <p>Interpret a range of climate graphs, identifying patterns, calculating the temperature range and annual rainfall etc.</p> <p>Suggested website: www.pakistantoday.com.pk/2018/08/27/explainer-what-causes-the-monsoon-rains/</p> <p>Extension activity: Describe the formation of monsoon, depressions and convectional rainfall. Explain the factors contributing to temperature and rainfall including depressions, thunderstorms and cyclones. Learners can draw diagrams to show the causes of the monsoon. (I)</p>
1d Climate	<p>Be able to describe and explain specific climate characteristics.</p> <p>Understand the factors affecting climate.</p>	<p>Learners describe the characteristics of the arid, semi-arid, humid and highland regions and the seasonal variations that occur in these areas.</p> <p>Suggested websites: www.slideshare.net/Arifamuhib1/climate-and-weather-of-pakistan www.climateandweather.net/global-warming/factors-that-influence-climate.html</p> <p>Extension activity: Learners explain the characteristics of the arid, semi-arid, humid and highland regions and the seasonal variations. Explain the influence of latitude and longitude on day length and climate. (I)</p>
1d Climate	<p>Know and understand the influence of the climate on the economy and people.</p>	<p>Describe and explain how:</p> <ul style="list-style-type: none"> • low temperature, ice and snow affects the lives of people in the mountains • rain storms and flooding influence agriculture, industry and communications

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> the problems caused by drought and shortage of water supply on agriculture and industry. <p>Impacts should include both positive and negative aspects.</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>		



2. Natural resources – an issue of sustainability

Syllabus ref.	Learning objectives	Suggested teaching activities
2a Water	<p>Identify features on a map.</p> <p>Understand the importance of water.</p> <p>Explain and evaluate the causes of and solutions to the problems of water supply.</p> <p>Understand the value of water as a resource for development.</p> <p>Explain and evaluate how water supply issues can lead to conflict.</p>	<p>Provide learners with a base map of Pakistan showing the major rivers. Learners locate and label the Mangla, Tarbela and Warsak dams. They should also label two examples of barrages e.g. Marala, Rasul, Quadirabad, Jinnah, Chashma, Taunsa, Guddu, Sukkur, Kotri. Remember that they only need to know two barrages. They should learn the name of the river and province in which they are located and their location on the map. (I)</p> <p>Learners describe and explain the importance of water as a resource. They need to be able to explain how water is obtained e.g. from groundwater / rivers, through different types of irrigation / link canals; how it is maintained and controlled e.g. through dams / barrages and how it is used e.g. domestically, for agriculture, in industry and for providing Hydel power. Maps, pictures and diagrams will help with understanding this.</p> <p>Learners describe what the Indus Water Treaty is, why it was put in place and the consequences of the Treaty on people, the economy and the environment. Consequences should cover both positive and negative ideas. Learners could complete a table showing the positive and negative impacts of the treaty. (F)</p> <p>Learners identify and describe the reasons for water supply issues e.g. mismatch of availability and demand can be shown on a map. Identify areas where water is available and where it is lacking; does supply meet demand? How water is polluted and the impacts of that; how will climate change affect water supplies in the future?</p> <p>Learners independently research some examples of drought and their impact. (I)</p> <p>Whole class discussion of the factors that affect water shortages: supply (precipitation, temperature, evaporation rates, rivers, pollution and infrastructure, etc.) and demand (economic activities, population distribution and country's level of development, etc.) and illustrate with examples. Show as a mind map.</p> <p>Learners identify and evaluate possible solutions to water pollution and supply and demand issues. A debate could be held or role play activity to discuss a range of solutions to the problems identified. Learners can then identify the best solutions and give reasons for their choices. Learners must practice justifying their decisions / choices.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners explain why water is so important for the future development of Pakistan. This can include the provision of food supplies, development of industry or as a renewable resource. They should also investigate ‘what would happen if’ scenarios through role play and debate. (I)</p> <p>Learners identify a range of possible conflicts at a range of scales, e.g. international conflict between Pakistan and India due to the Indus Water Treaty; National / Provincial e.g. between Punjab and Sindh or Khyber Pakhtunkhwa and Punjab and locally between different users e.g. agricultural, and industrial or domestic and others. Learners should be able to explain the possible issues that can lead to conflict and suggest ways of preventing or overcoming the problems.</p> <p>Suggested websites: www.britannica.com/topic/Indus-Waters-Treaty www.worldbank.org/en/region/sar/brief/fact-sheet-the-indus-waters-treaty-1960-and-the-world-bank</p> <p>Extension activities: Considers the following questions:</p> <div style="text-align: center; background-color: #f4a460; padding: 10px; margin: 10px 0;"> <p>Why do water shortages occur in some parts of Pakistan and not others? or Explain why access to safe water is better in some provinces than others</p> </div> <p>Learners then extend this discussion to why some areas may have water but it is not clean, and how water can become contaminated in both urban and rural areas. Learners can research key facts about water shortages and water-related diseases using websites – add to notes on drought to build up some revision ideas. (I)</p> <p>Show learners photographs of areas suffering from a water shortage – work in pairs to discuss the impacts this is having and show ideas as a mind map.</p> <p>Learners discuss and create their own flow diagrams to show the impacts – add annotations and extra notes as required. Link the impacts on people to ideas such as health, disease, hygiene / sanitation, travelling to collect water, conflicts and the inability to work, etc. Link impact of water shortages on economic development to agriculture, industry and the development of tourism. (F)</p> <p>Role-play activity: Learners use their diagram to teach the concept to a peer or small group of learners. (I)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Explain the impact of water shortages on people and economic development.</p> <p>Learners use website research to write diary entries for different people around the Pakistan to show how water shortages have impacted upon their lives and / or how a supply of clean water has been provided and how this has changed their lives. Share entries with whole class. Discuss some solutions. (I) (F)</p> <p>Review methods of water supply in Pakistan and discuss how each of these can be used to provide clean water supply with named examples. Show photographs of each scheme. Discuss the advantages of each and also limitations. Include water transfer schemes from area of surplus to shortage – learners write up as a table. Learners make notes about different water supply schemes and also ways in which the demand for water can be reduced using website reference.</p> <p>Whole class discussion on the advice that can be given to make water safer to drink and also other methods of ensuring a clean water supply – write up ideas.</p> <p>Whole class discussion of how water can be managed – learners recap the term ‘conservation’ and update their key word glossary. The class may take the opportunity to talk about the importance of using water in a sustainable way and recap concepts.</p> <p>Learners research the ways in which people living in Pakistan can conserve water and produce a leaflet to provide advice to people about how to save water. Discuss steps that water companies, industry and agriculture can also take to reduce water use, e.g. repairing leaks, methods of irrigation, recycling, overcoming water logging and salinity, silting of dams. (I)</p>
2b Forests	<p>Understand the different types of forest.</p> <p>Identify the different forest types on a map.</p> <p>Understand the physical factors that control the distribution of forest types and the human</p>	<p>Learners know the difference between productive and protection forests and all types of forests in Pakistan including: alpine, coniferous, tropical thorn, sub-tropical scrub, riverain, mangrove and irrigated. Learners should be able to describe the characteristics of each type of forest.</p> <p>Provide learners with a base map of Pakistan and they locate and label the different forest types (named above) on the map. They could shade the areas where different types of forests grow and add a key.</p> <p>Learners identify and explain the physical (natural) factors that determine the location of different forest types. This should include altitude, latitude, soil type, climate (temperature and rainfall) etc. Explain the human factors that have reduced the extent of forests e.g. urbanisation, agriculture etc. Learners complete a mind map showing the causes of deforestation.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>factors that have reduced their extent.</p> <p>Understand the reasons for the development of plantations and afforestation in specific areas.</p> <p>Understand the value of forests as a resource for development.</p> <p>Explain the impacts of deforestation.</p> <p>Evaluate the possible solutions to the problems caused by deforestation.</p>	<p>Discuss and explain the reasons for the development of plantations in specific areas e.g. flood control, economic development, climate moderation etc. Describe the locations and reasons for the development of the plantations and how they are managed. Learners should consider how sustainable these schemes are. (I)</p> <p>Learners should understand the value of forests and how they can be used as a resource for further development in Pakistan. They should discuss and debate the benefits of forests for future development. (F) (I)</p> <p>Discuss and explain the impacts of deforestation in Pakistan on people, the economy and the environment.</p> <p>Learners identify the problems caused by deforestation and suggest solutions to each of the problems. Debate how effective / successful each solution is / will be.</p> <p>Suggested websites: www.slideshare.net/RoyalKing3/forests-of-pakistan-importance-types-causes-and-effects-92558506 www.pakistanpaedia.com/land/GEO_7.html www.aljazeera.com/news/2018/06/gold-pakistan-plants-hundreds-millions-trees-180626095806407.html</p> <p>Extension activities:</p> <p>Card sort exercise with pictures of forest types to match up with map locations and description of characteristics.</p> <p>Explain the impact of deforestation on people, the environment and economic development. Learners use website research to write diary entries for different people around Pakistan to show how deforestation has impacted upon their lives and / or how afforestation schemes have been introduced and how this has changed their lives. Share entries with whole class. Discuss sustainability. (I)</p> <p>Learners make notes about different afforestation schemes and also ways in which forests can aid future economic development using website reference.</p> <p>Whole class discussion on the benefits of forests – write up ideas.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Whole class discussion of how forests can be managed – learners recap the term ‘conservation’ and update their key word glossary. The class may take the opportunity to talk about the importance of using forests in a sustainable way and recap concepts. (F)</p>
2c Mineral resources	<p>Identify the main locations of named minerals and know the quantities in which they are extracted and exist as reserves.</p> <p>Understand the extent to which these minerals can be exploited.</p> <p>Describe the environmental problems caused by mineral extraction.</p> <p>Evaluate the benefits of developing mineral resources.</p> <p>Understand the sustainability of extraction.</p> <p>Identify the main imported minerals, where they come from and in what quantities.</p>	<p>Provide learners with a base map of Pakistan and locate and label the main locations where the following minerals are found: limestone, gypsum and rock salt. Describe what they are used for.</p> <p>Create a table showing the main metallic and non-metallic mineral resources of Pakistan with a column showing the quantities in which they are extracted and how much is left in reserve. Use the internet to find up to date information.</p> <p>Explain the extent to which these minerals can be exploited. Identify and explain any difficulties that may need to be overcome, e.g. cost, inaccessible mineral deposits, mismanagement etc. Describe and explain different methods of extraction, e.g. open cast mining, shaft mining, edit mining etc. Labelled diagrams and pictures will aid understanding.</p> <p>Learners discuss how mineral extraction affects the environment and produce a mind map e.g. different types of pollution, loss of habitats, soil erosion etc. Describe the problems discussed. They should identify and describe the uses of minerals and what the benefits of developing mineral resources are. Complete a cost benefit analysis weighing up the benefits against the problems of developing Pakistan’s mineral resources. Learners should refer to people, the environment and the economy. (F)</p> <p>Discuss and debate how sustainable mineral extraction is. Explain how sustainable management and development of mineral resources is important for the future development of Pakistan. (I)</p> <p>Learners complete a table identifying the main imported minerals to Pakistan, the name of the country from where they come and the quantity in which they import them. Complete a base map showing the names and locations of the countries from which Pakistan imports the minerals from. Use the internet for up to date information.</p> <p>Suggested websites: www.slideshare.net/junaidhassansheiks/mineral-resources-of-pakistan?next_slideshow=1 www.quora.com/How-rich-is-Pakistan-in-terms-of-Natural-Resources</p> <p>Extension activities:</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Give learners a blank map and cards showing different minerals. They should place the cards in the correct location on the map. The map should be national scale for type and extraction and international scale for imported minerals.</p> <p>Independent research on Pakistan's top 10 mineral imports, quantities and locations. (I)</p> <p>Whole class debate on the sustainability of different extraction methods and of future mineral extraction development in Pakistan. (F)</p>
2d Fish	<p>Describe the fishing methods used in both marine and inland waters.</p> <p>Know named examples of fish caught in marine and inland waters and those reared in fish farms.</p> <p>Name examples of fishing ports along the Balochistan and Sindh coasts.</p> <p>Describe the uses of the fish caught.</p> <p>Explain improvements in fishing methods and processing techniques.</p> <p>Understand the problems facing the fishing industry.</p>	<p>Learners create a table to show the fishing methods used in marine and inland waters, including fish farms, and provide a description of each of the methods used e.g. subsistence, commercial, use of boats, nets etc. (F)</p> <p>Learners produce a table with three columns and name the examples of fish caught in marine waters and those caught in inland waters and those reared on fish farms.</p> <p>Provide learners with a base map of the Balochistan and Sindh coastline and locate and label the fishing ports along the coast.</p> <p>Learners name examples of the type of fish caught and describe what it is used for.</p> <p>Learners explain how fishing methods and processing techniques have been improved in Pakistan. They can use independent internet research to find up to date information and find out how new technology is being used to improve methods etc. (I)</p> <p>Learners identify, discuss and explain the problems facing the fishing industry e.g. water pollution, over-fishing, lack of finances etc.</p> <p>Learners research and discuss ways of further developing the fishing industry in Pakistan and how it can be sustainable. Evaluate a range of ideas and debate their usefulness / suitability for future development. This should include the pros and cons.</p> <p>Suggested websites: www.pakistanfishing.com/fishing-info/fishing-industry-in-pakistan</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
	Evaluate the possibilities of the future development and sustainability of the fishing industry.	<p>www.slideshare.net/zafarsst/fishing-industry-of-pakistanpptnew www.ipsnews.net/2014/11/inside-pakistans-untapped-fishing-industry/ www.slideshare.net/RoyalKing3/fishing-industrypakistan</p> <p>Extension activities: Independent research for up to date information on the fishing methods used, technological developments that aid the fishing industry and how the industry can be further developed in a sustainable way in Pakistan. Learners write a report on their findings. This should cover marine, inland and fish farms. (I) (F)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

3. Power

Syllabus ref.	Learning objectives	Suggested teaching activities
3a Sources	<p>Describe how non-renewable fuels are extracted.</p> <p>Understand the difference between renewable and non-renewable sources of electricity.</p> <p>Explain how electricity can be generated from renewable resources.</p> <p>Understand the importance of power sources for development.</p>	<p>Learners produce labelled diagrams to show how coal, crude oil and natural gas are extracted and describe each method. Provide learners with pictures of each method and they have to describe what is happening / how the fuel is extracted.</p> <p>Learners write definitions for renewable and non-renewable fuels and provide examples of each. (F)</p> <p>Renewable energy sources named and identified from pictures and diagrams. Learners then explain how each one is used to produce electricity including: hydel, wind, solar, wave, tidal, bio-fuels and geo-thermal.</p> <p>Learners discuss and debate the importance of a variety of power sources and why they are important for the future development of Pakistan.</p> <p>Extension activity: Independent internet research to find up to date information on current developments in Pakistan of a variety of power sources being used and / or development, their location, cost and benefits. (I)</p>
3b Non-renewables	<p>Describe the quality and amount of coal in Pakistan and the different types of coal that are produced in Pakistan and those that are imported to Pakistan.</p> <p>Describe how coal is transported.</p>	<p>Identify the amount of coal in Pakistan and the different types of coal found in Pakistan and describe the quality of each type.</p> <p>Identify the amount and type of coal that is imported into Pakistan and describe the quality of it.</p> <p>Identify the methods used to transport coal (both produced in Pakistan, and that which is imported), to the end users and describe them, e.g. road / rail etc.</p> <p>Produce a table showing the areas that produce natural gas and how much is produced in each area. Add another column to show how long each reserve is likely to last for.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Know how much natural gas is produced by Pakistan and how long reserves will last.</p> <p>Describe the extent of the natural gas pipeline and the limitations of it.</p> <p>Know how much oil is produced in Pakistan and how long reserves will last and how much oil is imported.</p> <p>Explain why it is necessary to import large amounts of oil to Pakistan.</p> <p>Describe the extent of the oil pipeline in Pakistan and describe the other methods that are used to transport oil.</p> <p>Understand that electricity can be generated in a variety of ways.</p> <p>Understand that non-renewable power sources are running out, and are increasing in price.</p>	<p>Using a map of Pakistan draw and label the natural gas pipeline. Describe the extent of the pipeline and its limitations. Name / refer to provinces / cities etc. Explain how natural gas can be transported to those people / areas that are located away from the pipeline. (F)</p> <p>Independent internet research to find out up to date information on how much oil is produced in Pakistan and how long their reserves are likely to last. Independent internet research to find out how much oil is imported and where from. (I)</p> <p>Identify why oil is needed and important for Pakistan. Explain why Pakistan needs to import large amounts of oil (as a source of power, as a motor fuel etc.) (F)</p> <p>Using a map of Pakistan draw and label the oil pipeline. Describe the extent of the pipeline and its limitations. Name / refer to provinces / cities etc. Explain the other methods in which oil can be transported and to those people / areas that are located away from the pipeline. (F)</p> <p>Learners describe and explain how electricity can be generated in thermal power stations by burning coal, oil, gas and waste, or with nuclear energy; or with renewable sources e.g. water including hydel, the wind and the sun. Provide pictures and diagrams for learners to label and describe.</p> <p>Learners understand that non-renewable power sources are finite and will eventually run out. Understand the reasons for the price increases of non-renewable power sources – coal, oil, natural gas and nuclear power (uranium).</p> <p>Extension activity: Independent research on new / planned power source developments in Pakistan, their location, cost, benefits and impacts on people, the economy and environment and their sustainability. Produce a presentation to deliver to the rest of the class. (I)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
3c Renewables	<p>Explain and evaluate the advantages and disadvantages of the different methods of producing electricity from renewable resources.</p> <p>Understand the physical and human conditions that favour the development of multi-purpose hydel schemes.</p> <p>State and explain the factors, both physical and human, which promote or hinder the availability of electricity and other power resources listed, including the feasibility of small scale, renewable power generation.</p> <p>Explain why the supply of electricity is not sufficient or reliable to develop many parts of Pakistan.</p>	<p>Learners produce a table to show the advantages and disadvantages of electricity from renewable sources generated by water, wind, wave and sun. They should be able to explain each method. Ask learners to evaluate the production of each type - benefits and problems. (F) (I)</p> <p>Identify and understand the physical (natural) factors / conditions that are needed for the development of multi-purpose hydel schemes e.g. large drainage basin, steep sided valley etc. Identify and understand the human factors that are needed for the development of multi-purpose hydel schemes e.g. nearby industrial demand, financial investment etc. State the physical and human factors that promote or hinder the availability of electricity and other power resources and explain them, e.g. high number of sunshine hours for solar power.</p> <p>Identify and explain the feasibility of small scale renewable power generation e.g. individual solar panels in rural areas / wind turbines. A cost / benefit analysis can be conducted to show the pros and cons of such schemes and how they are/are not feasible for the future. (F)</p> <p>Identify the reasons why the supply of electricity is not sufficient and / or reliable to many parts of Pakistan and explain each reason, e.g. reduced flow of water in rivers in winter, siltation in reservoirs etc.</p> <p>Suggested websites: https://energypedia.info/wiki/Pakistan_Energy_Situation www.technodoze.com/energy/energy-sources-available-in-pakistan.html www.sciencedirect.com/science/article/pii/S1364032116302301</p> <p>Extension activity: Whole class debate on the future of power generation in Pakistan – small scale schemes versus large scale schemes / renewable versus non-renewable generation and its sustainability. Use of internet for up to date research on current investments and developments in power generation in Pakistan. (I)</p> <p>Small groups or pairs produce a poster to show their results and ideas to share with the rest of the class.</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**



4. Agricultural development

Syllabus ref.	Learning objectives	Suggested teaching activities
4a Agricultural systems	Understand how small-scale subsistence farming, cash crop farming and livestock farming operate as systems.	<p>Define subsistence, cash-crop and livestock farming and add to a glossary of key terms.</p> <p>Draw a systems diagram for each type of farming to show the inputs, processes and outputs, identifying the physical (natural) inputs and the human inputs. Describe and explain each system. (F)</p>
4b Crops and livestock	<p>Know where the main areas of specified crops are grown and specified animals are reared.</p> <p>Recognise specified crops and animals from photographs.</p> <p>State the main uses of specified crops.</p> <p>State the main products of specified livestock and the uses of those products.</p> <p>Identify the main areas for the cultivation and growth of specified produce and know why they are grown there and state an important use of them.</p>	<p>Learners identify and locate on a base map of Pakistan the main areas where cotton, rice, sugar-cane and wheat are grown. Also identify and locate on a base map of Pakistan the main areas where buffalo, goats, sheep and poultry are reared. Learners practice labelling maps and providing / completing a key. (F)</p> <p>Provide learners with a variety of photographs showing: fields of cotton, rice, sugar-cane and wheat for them to identify and name. Also provide photographs of buffalo, cattle, goats, sheep and poultry for learners to identify and name. Match pictures with animal and crop type.</p> <p>Learners make a table to show crop type and main uses of each crop named above.</p> <p>Learners make a table listing the livestock named above and state the products from each type of livestock and then add another column to list the uses of those products.</p> <p>Identify on a base map of Pakistan the main areas for the cultivation and growth of each of the following: apples, apricots, bananas, dates, maize, mangoes, millet, oilseeds, oranges, pulses, tobacco and vegetables. Describe their distribution. Explain why they are grown in these locations e.g. soil type, irrigation, temperature etc. State an important use of each one.</p> <p>Extension activity: Play 'say what you see' to test learners' knowledge. In pairs one has a picture and has to describe it to their partner, the partner has to guess what it is. Swap around so each person has a go at describing / guessing. This can be used for the different crop types and the different livestock. The person describing the picture must not say what it is. (F)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
4c Factors affecting production	<p>Explain how natural and human factors affect production on specified small-scale subsistence farms.</p> <p>Explain how natural factors, including climatic requirements, and human factors affect the production of specified crops under the cash-crop farming system.</p> <p>Explain how natural and human factors affect livestock farming on small-scale subsistence farms and the keeping of specified animals on nomadic or semi-nomadic basis including transhumance.</p> <p>Describe the different types of irrigation and explain the advantages and disadvantages of each for small-scale subsistence farming, and for the growing of cotton, rice, sugar cane and wheat.</p>	<p>Recap definition for subsistence farming. Define natural (physical) and human factors and add to a glossary of key terms and definitions.</p> <p>Identify and explain the natural (physical) factors, e.g. topography, climate, soils, pests, diseases and the human factors, e.g. capital, labour, size of holdings, farming practices, irrigation (types and methods), waterlogging and salinity (including solutions), governmental actions to increase production that affect production on small-scale subsistence farms for:</p> <ul style="list-style-type: none"> • rice grown using traditional methods of ploughing, transplanting, irrigating, harvesting and threshing on small, fragmented holdings using family labour • wheat grown in areas dependent upon rainfall (barani farming areas) • dates and vegetables grown using karez irrigation in a desert oasis. <p>Recap definition for cash crop farming (also known as commercial farming).</p> <p>Identify and explain the natural (physical) factors including climatic requirements, and the human factors that affect the production of cotton, rice, sugar cane, (Kharif crops) and of wheat (a Rabi crop) under the cash crop farming system.</p> <p>Define Kharif and Rabi crops and add to a glossary of key terms and definitions. (F)</p> <p>Define nomadic, semi-nomadic and transhumance and add to a glossary of key terms and definitions.</p> <p>Identify and explain how natural (physical) and human factors affect livestock farming (poultry farming, the keeping of buffalo and cattle, goats and sheep) on small-scale subsistence farms and the keeping of cattle, goats and sheep on a nomadic or semi-nomadic basis including transhumance.</p> <p>Define irrigation, canal irrigation, lift irrigation – both Persian wheel and tubewell and add to a glossary of key terms and definitions.</p> <p>Draw and annotate diagrams to show the different types of irrigation named above and describe each method. Complete a table for each type of irrigation method to show the advantages and disadvantages for each for the growing of cotton, rice, sugar cane and wheat on small-scale subsistence farms.</p> <p>Identify and explain the role of dams, barrages, link canals, distribution canals, field channels and bunds on small scale subsistence farms. (I)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Explain the causes of waterlogging and salinity and how land damaged by it can be restored. Evaluate how agricultural practice and water management can be improved to prevent it happening.</p> <p>Understand how government action has helped to increase production through a variety of specified schemes.</p> <p>Understand and evaluate the possibilities for and problems of the development of agricultural and its sustainability.</p>	<p>Provide photographs / drawings / diagrams of each type of irrigation system for learners to identify and name.</p> <p>Define waterlogging and salinity and add to a glossary of key terms and definitions. Explain the causes of waterlogging and salinity and how the land can be damaged by it. Explain how the land can be restored from waterlogging and salinity.</p> <p>Conduct internet research of a range of ways in which agricultural practice and water management can be improved to prevent waterlogging and salinity in the future. Evaluate the success and / or failure of each method/idea. (I)</p> <p>Identify and explain how government action has helped to increase production through: land reforms, the promotion of training and the use of machinery, chemicals, improved seeds and other means which can be researched on the internet and discussed. Recognise how some schemes may have been more successful than others and the reasons for that. (F)</p> <p>Identify and explain a range of ideas developing agriculture in the future. Internet research can be used to find up to date examples. Discuss the possibilities and problems of each idea and whether it is sustainable or not. Evaluate a range of ideas and debate their possibilities and limitations. (F) (I)</p> <p>Suggested websites: www.nationsencyclopedia.com/economies/Asia-and-the-Pacific/Pakistan-AGRICULTURE.html www.slideshare.net/Qalandar7869/agriculture-of-pakistan-56233503 www.ukessays.com/essays/economics/importance-of-agriculture-in-pakistans-economy-and-development-economics-essay.php</p> <p>Extension activity: Independent research on up to date developments in agriculture and water management that are sustainable and could be adopted in Pakistan or that are already being used in Pakistan and describe the advantages and disadvantages of each. Evaluate their success and sustainability for the future. (F) (I)</p>
Past and specimen papers		
Past / specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

5. Industrial development

Syllabus ref.	Learning objectives	Suggested teaching activities
5a Understanding common terms	<p>Understand the meaning of specified terms.</p> <p>Be able to define specified terms.</p>	<p>Define the following terms: raw materials, refined, processed, manufactured and value added and add to a glossary of key terms and definitions. Provide examples for each key term to show understanding. (F)</p> <p>Define infrastructure and services and add to a glossary of key terms and definitions and know the difference between them. Provide examples for each.</p> <p>Define primary industry, secondary industry and tertiary industry and add to a glossary of key terms and definitions. Provide examples for each type of industry.</p> <p>Extension activity: Card sort activity with key terms and definitions that have to be paired together. (I)</p>
5b Secondary and tertiary industries	<p>Understand the definitions used in Pakistan to distinguish between different types of industry.</p> <p>State the main products of the listed industries and whether they are destined for domestic market and/or the export market.</p> <p>State the main locations of the listed industries and explain the factors influencing their location and development.</p>	<p>Define large-scale industry, small-scale industry and cottage industry and add to a glossary of key terms and definitions. Know and understand the requirements of each type of industry stated.</p> <p>Identify and name the main products of the following industries: cement, cotton, (from ginning to clothing), sugar refining, crafts, fertiliser, iron and steel, brick, oil refining, sports goods, surgical instruments.</p> <p>Complete a table naming the industry and a list of the products and add another column to show whether they are intended for the domestic market or for export or both.</p> <p>State the main locations of the listed industries above / describe them from a map.</p> <p>Identify and explain the factors that influence their location and development including: capital, site, sources of raw materials, power, water, labour, communications, government policy and other means which can be determined through group discussion.</p> <p>Define formal and informal sector and add to a glossary of key terms and definitions. Provide examples of job types for each type of sector to show understanding. (F)</p> <p>Complete a table to show the differences between each sector.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Understand the differences between the formal sector and informal sector of industry.</p> <p>Understand the range of services provided by the informal sector, and their advantages and disadvantages to the development of Pakistan.</p> <p>Understand the importance of both the formal and informal sectors, and evaluate the contributions of both sectors to the listed industries.</p> <p>Understand the sources of capital and labour.</p> <p>State and explain how the governing authorities promote industrial growth.</p> <p>Name examples of export processing zones and other industrial estates, explain the reasons for their development and</p>	<p>Identify the range of services provided by the informal sector and complete a table showing their advantages and disadvantages to the development of Pakistan.</p> <p>Explain how each can either help or hinder the development of Pakistan. (F)</p> <p>Discuss and identify the importance of both the formal and informal sectors and explain why they are both important to the listed industries above, including tourism. Explain how they each contribute to the different industries.</p> <p>Evaluate the contributions of both sectors to the listed industries discuss the pros and cons of each sector. (F)</p> <p>Discuss and identify from where capital and labour comes from and give reasons for this. Provide a range of examples and discuss.</p> <p>Conduct independent internet research to provide up to date information on the ways in which the governing authorities are promoting industrial growth in Pakistan and explain how this is done. Discuss and collate findings. (I)</p> <p>Define export processing zone and industrial estate and add to a glossary of key terms and definitions. Name examples of export processing zones and other industrial estates and explain the reasons for their development. Describe the characteristics of export processing zones and industrial estates.</p> <p>Identify a range of global communications and describe their advantages for enhancing employment opportunities in a range of service industries like call centres.</p> <p>Discuss and debate the feasibility of using global communications in enhancing employment opportunities in a range of service industries. Assess the pros and cons of each idea.</p> <p>Learners produce a leaflet for tourists / potential tourists to include named examples of the natural and cultural attractions of Pakistan that are or could be made available to tourists. They should include named examples with a picture and description of each and locate them on a map. Examples could include: Kaghan Valley, Hunza Valley, Emperor Jehangir's mausoleum etc. The internet can be used to obtain pictures and information. (I)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>describe the characteristics.</p> <p>Assess the feasibility of using global communications to enhance employment opportunities in service industries e.g. call centres.</p> <p>State and describe briefly, with an example of each, some of the natural and cultural attractions of Pakistan that are, or could be made available to tourists.</p> <p>Assess the feasibility of developing tourism as a means of increasing employment, development, gross national product (GNP) and gross domestic product (GDP).</p>	<p>Discuss and debate the feasibility of developing tourism as a means of:</p> <ul style="list-style-type: none"> • increasing employment opportunities (identify the types of employment opportunities that could be made available and what training would be needed etc); • increasing development, how can tourism aid future development in Pakistan?; • increasing GNP and GDP – how can revenue be increased? <p>Define GNP and GDP and know the difference between the two and add to a glossary of key terms and definitions.</p> <p>Suggested websites: www.slideshare.net/FaseehAhmed6/industrial-development-in-pakistan-2 https://en.wikipedia.org/wiki/Industry_of_Pakistan</p> <p>Extension activities: Role play activities can be conducted to provide a range of viewpoints on developing tourism or using global communications to further development in Pakistan. (F)</p> <p>Further independent research or small groups can research new projects that are being planned to aid industrial development in Pakistan in order to provide up to date information. The information can be presented and shared with the rest of the class. (I)</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**



6. Trade

Syllabus ref.	Learning objectives	Suggested teaching activities
6a Major exports and imports	<p>Name the main exports and imports.</p> <p>Describe the changes in the types/amounts/value of goods exported and imported in recent years.</p> <p>Know and understand the meaning of GNP and GDP and the difference between them.</p> <p>Explain the effect of changing trends in exports and imports on Pakistan's balance of trade and economy.</p>	<p>Define import and export and add to a glossary of key terms and definitions.</p> <p>Identify and name the main imports and exports to and from Pakistan. Use the internet to find out up to date information. (I)</p> <p>Research the types of goods that have been imported and exported in recent years and produce a table to show the types, amounts and value. Use a range of graphs to show how the type, amount and value of imports and exports may have changed over time. (F) (I)</p> <p>Recap definitions for GNP and GDP and explain the difference between them.</p> <p>Define balance of trade and add to a glossary of key terms and definitions.</p> <p>Explain how the changing trends in exports and imports affects the balance of trade and the economy of Pakistan.</p>
6b Pakistan's trading partners	<p>Name and locate Pakistan's main trading partners, and name the goods Pakistan exported to them or imported from them.</p> <p>Understand the factors which may promote or hinder trade with other countries, and explain</p>	<p>Provide learners with a world map. Learners locate and name Pakistan's main trading partners on the map and the goods that are exported to them and/or imported from them. Flow lines could be used to show the value of imports and exports to and from each country.</p> <p>Discuss and identify a range of factors that either promote or hinder trade with other countries and explain the reasons for this.</p> <p>Debate the reasons why it is difficult for Pakistan as a developing country to maintain or increase its share of trade with other countries.</p> <p>Internet research can be conducted to find further up to date information. (I)</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>why it is difficult for Pakistan as a developing country to maintain or increase its share of trade with other countries.</p> <p>Understand the factors that may promote and limit trade.</p>	<p>Identify and explain the factors that can promote or limit trade in Pakistan including ideas such as: trading blocs, trade barriers, currency exchange rates. Learners should know and understand what each of these are and be able to give examples to show understanding, they could define each term and add to a glossary of key terms and definitions.</p> <p>Suggested websites: https://atlas.media.mit.edu/en/profile/country/pak/ https://wits.worldbank.org/CountryProfile/en/PAK www.worldstopexports.com/pakistans-top-10-imports/ www.worldstopexports.com/pakistans-top-import-partners/ www.worldsrichestcountries.com/top_pakistan_exporters_trade_partners.html www.theworldfolio.com/news/pakistans-largest-trading-partners/3505/</p> <p>Extension activity: Produce a report on the changes to Pakistan's imports and exports over time and the impact of this on the balance of trade. Include research and up to date information about Pakistan's trading partners and the difficulties and opportunities of improving their GNP and GDP as a developing countries. A range of enquiry questions can be asked for learners to investigate further. (F) (I)</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>		

7. Transport and telecommunications

Syllabus ref.	Learning objectives	Suggested teaching activities
7a Internal transport	<p>Interpret maps to describe the regional variations in the density and pattern of the road, rail and air transport networks within Pakistan.</p> <p>Explain the factors which help and hinder the location, maintenance and development of roads, railways and airports.</p> <p>Describe improvements that have recently taken place in road, rail and air communications, and consider the feasibility of new developments.</p> <p>Compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people.</p> <p>Evaluate the development of new transport schemes.</p>	<p>Provide learners with a range of maps – regional / provincial and national showing the road / rail / air transport networks. Learners compare and contrast the density and pattern between and within regions and describe the density and pattern shown of each type of transport network.</p> <p>Discuss and identify the factors that help or hinder the location, maintenance and development of roads, railways and airports e.g. cost, topography, availability of skilled labour etc. Explain each factor to show how it hinders or helps the development and maintenance of transport in Pakistan.</p> <p>Learners could also complete a table to show the advantages and disadvantages of each factor.</p> <p>Research up to date information from the internet to identify the improvements that have been made in road, rail and air communications and identify possible new developments and discuss their feasibility. (I)</p> <p>Summarise news reports about such projects (give learners a word limit when summarising). (F) (I)</p> <p>Describe the improvements that have been made and justify decisions on the feasibility of new projects, weighing up the pros and cons.</p> <p>Learners produce a table for each type of named transport – road, rail and air and identify the advantages and disadvantages for each mode of transport for the movement of both goods and people. Compare them to identify any similarities and differences between them.</p> <p>Research up to date information of new developments for transport schemes in Pakistan including motorway and airport development. Evaluate the development of these schemes, discussing the pros and cons. Conduct a cost benefit analysis and draw conclusions. Justify your opinion / decision. (F)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
7b International transport	<p>Identify on a map the roads, railways and passes which cross the international boundary.</p> <p>Identify on a map the named ports and the cities with international airports.</p> <p>Explain the factors which affect the location and development of cross-border transport.</p> <p>Explain what is meant by the term dry port, name an example of one and explain why they have been developed in many cities of Pakistan.</p>	<p>Provide learners with a base map of Pakistan and they locate and name the roads and the pass used (where relevant) and railways which cross the international boundary which are in use for at least part of the year.</p> <p>Provide learners with a base map of Pakistan and they locate and name the ports of Keamari, Qasim and Gwadar and the cities with international airports.</p> <p>Discuss and identify the factors that affect the location and development of cross border roads and railways, seaports, dry ports and airports. Explain each factor e.g. steep slopes, cost etc.</p> <p>Define dry port and add to a glossary of key terms and definitions. Name examples of dry ports and give reasons why they have been developed in many parts of Pakistan. Know examples of where they are to show understanding. (F)</p> <p>Suggested websites: www.pakistaneconomist.com/issue2000/issue45/i&e1.htm http://pakistanpaedia.com/comm/railway/pakistan_railways.html www.pakistantravelforum.com/threads/international-airports-in-pakistan.29/ www.pakpedia.pk/pakistan-dry-ports</p> <p>Extension activity: Explain the advantages of dry ports.</p> <p>Research new transport developments in Pakistan and produce a series of fact files including a description of the development, locate where it is on a map, who is funding it, how much it will cost, how many jobs it will create, explain the pros and cons of the development and what the impact will be on the people, economy and environment of Pakistan. Learners could work in pairs on a project and share the information with the rest of the class so that everyone has a range of examples. (I)</p>
7c Telecommunications	<p>Explain the importance of a range of technology use in the fields of education, industry, services and trade.</p>	<p>Discuss and identify why radio, television, phones, fax machines, emails and the internet are important in education, industry, services and trade. Explain the benefits of each.</p> <p>Identify from a map the distribution of e.g. internet access (and the other named telecommunications) and identify areas that lack provision. Compare maps of e.g. topography / population distribution / road networks etc. and suggest and explain reasons why it is difficult to provide telecommunications to some parts of Pakistan. Name examples to show understanding. (F)</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>Understand the problems of providing telecommunications in some parts of Pakistan.</p> <p>Evaluate the role of telecommunications in the development of Pakistan.</p>	<p>Explain how telecommunications have a role in the development of Pakistan and the importance and value of this. Learners should draw a conclusion and justify their decision. Conduct internet research to provide up to date examples. (I)</p> <p>Suggested website: www.pakistaneconomist.com/2017/05/22/top-10-telecommunication-companies-in-pakistan/</p> <p>Extension activity: Provide learners with a range of enquiry questions to assess and / or evaluate the role of different types of transport and telecommunications in the future development of Pakistan and how sustainable they are / will be. Learners should research up to date examples and ideas to inform their work. (F) (I)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

8. Population and employment

Syllabus ref.	Learning objectives	Suggested teaching activities
8a Structure and growth	<p>Understand the changing population structures (both age and sex) as shown by population pyramids for Pakistan.</p> <p>Explain and evaluate the effects of the present and projected population structures on the economy and development of Pakistan.</p> <p>Interpret graphs and statistics illustrating birth rates, death rates and the rates of natural increase in Pakistan, and identify trends in population growth.</p> <p>Explain the social, educational, economic and political factors which contribute to population growth over time.</p> <p>Explain the problems for development caused by</p>	<p>Define key terms – population structure, birth rate, death rate, natural increase, life expectancy, infant mortality rate etc.</p> <p>Learners study a range of population pyramids for Pakistan – past, present and projected. Identify and annotate the young dependents, economically active and elderly dependents. Provide reasons for the shape / structure of the population of Pakistan.</p> <p>Explain how the present population structure impacts on the economy and future development of Pakistan. The impacts / effects can be both positive and negative and learners should be able to explain both.</p> <p>They should carry out independent research to investigate the projected population structure for Pakistan and explain the potential positive and negative effects of the population for the future economy and development of Pakistan. (I)</p> <p>Learners evaluate the potential benefits and problems of the current population structure and projected population structure and e.g. Pakistan’s ability to support the population in the future. Learners should justify their decisions. (F)</p> <p>Role-play activity to investigate and discuss the challenges and opportunities of Pakistan’s current population structure.</p> <p>Learners should complete a demographic transition model for Pakistan and annotate each stage with reasons for the changes shown in the population structure. They should add to this by drawing the shape of the population pyramid for each stage of the demographic transition model (DTM). Learners need to be able to understand what the DTM is and what it shows. (F)</p> <p>Learners should describe the changes that occur at each stage. They could practice annotating a range of graphs and statistics showing the rates of natural increase and be able to identify patterns and trends shown by the data. Make sure they can accurately use terms such as: increase, decrease, stable, fluctuates etc.</p> <p>Learners create a mind map of the factors (reasons) for population growth. Classify the reasons as social, educational, economic and political factors using colour coding and a key. Following on from this they can complete a piece of extended writing to explain the different classifications of factors.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>population growth over time, consider its sustainability and evaluate possible solutions to these problems.</p>	<p>Explain how the factors can change and impact on the population growth e.g. reducing the birth or death rate. Learners identify a range of issues / problems for the development of population due to population growth over time, e.g. food supply, employment, housing etc. Understand and define the term overpopulation and discuss its implications for Pakistan in the future.</p> <p>Define sustainability and relate it to population growth. Understand the term population explosion and what that may mean for Pakistan.</p> <p>Group work to suggest plausible solutions to population growth and debate their viability. Make a judgement as to the best ideas and back up with reasons and/or examples. Evaluate the advantages and disadvantages of each solution. Define and understand the terms population policy, anti-natalist policy and pro-natalist policy.</p> <p>Suggested websites: www.pbs.gov.pk/content/telecommunications-statistics www.worldpopulationreview.com/countries/pakistan-population/ www.google.co.uk/search?q=population+structure+of+pakistan&tbm=isch&source=univ&sa=X&ved=2ahUKEwii8MWrhJHhAhXUShUIHVx5A2oQsAR6BAgKEAE&biw=1536&bih=754</p> <p>Extension activity: Research other countries and find out what their population structure was/is and what their population policy is and how successful it has been. Discuss whether these ideas could be applied to Pakistan. (I)</p>
8b Movements of population	<p>Describe and explain, with reference to both 'push' and 'pull' factors, the main causes of population movements, including rural-urban migration, seasonal migration, emigration and immigration (including refugees).</p> <p>Describe and explain the effects of these population movements, including shanty</p>	<p>Define key terms: migration, international migration, seasonal migration, rural-urban migration, emigration, immigration, refugee, push factor, pull factor.</p> <p>Identify the reasons for a variety of causes of population movements both within Pakistan and from / to other countries. Classify them into a table to show which reasons are pull factors and which are push factors.</p> <p>Describe and explain the reasons for leaving places (try to give examples) and the reasons for the choice of destination.</p> <p>Explain the reasons for population movements within Pakistan and from/to Pakistan.</p> <p>Learners study a range of maps that show the source of migrants and their destination. Identify patterns / trends and suggest reasons for the movement.</p> <p>Identify the impacts of population movements on both the area that people have moved from and the area they have moved to. Discuss the range of both positive and negative impacts. (F)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>developments in cities, tent cities and the de-population of rural areas.</p> <p>Understand the effects of population movements and evaluate the measures which may be taken to help solve the problems created, such as self-help schemes, provision of clean water and other services (including adverse outcomes such as poor housing).</p>	<p>Describe and explain the impacts on a range of locations e.g. rural areas and cities including: shanty town developments in cities and what it is like to live there. The growth of tent cities and the impacts of this. The de-population of rural areas and the impacts of this on the population structure, society, economy and environment.</p> <p>Suggest and discuss solutions to the problems caused by population movements and debate their effectiveness e.g. self-help schemes, providing clean water, electricity and other services etc. Evaluate examples of schemes that have been implemented and the success / failure of them on reducing the problems caused. (F) (I)</p> <p>Suggested websites: www.pbs.gov.pk/sites/default/files//tables/MIGRANT%20POPULATION%20BY%20REASON%20OF%20MIGRATION.pdf www.eldis.org/document/A17547</p> <p>Extension activity: Debate whether schemes should focus on preventing migration or on aiding migration in the future. (I)</p>
8c Distribution and density of population	<p>Distinguish between distribution of population and density of population.</p> <p>Recognise the variations in both distribution of population and density of population between the Provinces (including the Northern Area) and within the Provinces (including within the Northern Area).</p> <p>Explain the physical, economic, social and political factors which</p>	<p>Learners define population distribution and population density. Describe the difference between the two. Define sparsely and densely populated.</p> <p>Learners study a range of maps at different scales that show population distribution and population density. Identify and describe the variations shown both between the provinces and within the provinces. Practice describing patterns use key terminology like sparsely / densely populated etc. All provinces should be studied, including the Northern Areas.</p> <p>Learners could complete their own maps to show population distribution and density using shading and / or dot maps and annotate them. (I)</p> <p>Identify the factors that affect where people live in Pakistan and complete a mind map to record this. Classify the factors as physical (natural), social and political. Explain each factor and how it affects whether an area is densely or sparsely populated.</p> <p>Suggested websites: www.angelfire.com/super2/geopak/density.html www.google.co.uk/search?q=population+density+and+distribution+in+pakistan&source=lnms&tbn=isch&sa=X&ved=0ahUKEw-parh...AhVUtXEKHUw6B0sQ_AUIDigB&biw=1536&bih=754</p>



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	<p>contribute to these variations.</p>	<p>Extension activity: Annotate a map to show the factors that affect population distribution and / or density and classify them as physical, social and political factors. Overlay a range of maps e.g. rainfall / temperature / relief / biome etc. with population density and look for and describe patterns and correlations between them.</p>
8d Employment	<p>Define the terms primary, secondary and tertiary in relation to occupations.</p> <p>Describe and explain the proportions of the workforce engaged in each of the primary, secondary and tertiary sectors, and any changes in these proportions that may have taken place or may be taking place.</p> <p>Understand and explain the causes of rural and urban unemployment and underemployment (that is, people who are not fully employed), and understand the problems for development created by underemployment and unemployment.</p> <p>Describe and explain the availability of skilled labour (people qualified for the professions, for</p>	<p>Learners write out key terms and define them – primary, secondary and tertiary activities. Create a table with examples of job types in each sector / category.</p> <p>Learners study a range of graphs and / or data to show the proportions of Pakistan's workforce employed in each sector. Alternatively learners can construct their own graphs to show the sectors from the raw data. Up to date data can be researched from the internet. (I)</p> <p>Learners describe how the population structure changes over time as a country develops and how it may continue to change in the future. Explain the reasons for these changes both in the past and for the future. (F)</p> <p>Define unemployment and underemployment and understand the difference between them. Learners research the reasons for unemployment and underemployment and explain the causes of this. (I)</p> <p>Discuss the problems of unemployment and underemployment for the development of Pakistan created by this and explain them.</p> <p>Understand the terms skilled labour and manual labour and provide examples of occupations for both. Research up to date data from the internet about the availability of skilled and manual labour in Pakistan. (I)</p> <p>Describe and explain the availability and identify professions that are lacking in availability or have an abundance of availability and the possible reasons for this.</p> <p>Learners define gross national product (GNP) and gross domestic product (GDP) understand the difference between the two.</p> <p>Identify how unemployment and underemployment can influence the GNP and GDP of Pakistan. Explain the reasons for this.</p> <p>Define the key terms – literacy rate and education. Discuss how literacy, education and training for males and females are important for the future development of Pakistan; this should be applied to both rural and urban areas.</p>

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	<p>management and as technicians, etc.) and manual labour.</p> <p>Understand that unemployment and underemployment can be factors that influence GNP and GDP.</p> <p>Understand and evaluate the importance for Pakistan's development of literacy, education and training for both males and females, in rural as well as urban areas.</p>	<p>Debate the importance of the development of literacy, education and training in Pakistan and how it affects the future development of the country. Evaluate the success / failure of examples of strategies that have been implemented and examples of those which could be implemented in the future. Identify any barriers that may need to be overcome for successful implementation in the future. (F)</p> <p>Summarise learning by producing a mind map and / or revision cards and check learning with quizzes and/or question and answer sessions. Add key words to key word glossary. (F)</p> <p>Suggested websites: www.tribune.com.pk/story/1716529/2-pakistan-needs-generate-1-3m-jobs-every-year-undp-report/ www.google.co.uk/search?q=employment+sector+in+pakistan&source=Inms&tbn=isch&sa=X&ved=0ahUKEwjNy8zth5HhAhUISRUIHSEwBjMQ_AUIDygC&biw=1536&bih=754 www.globalpartnership.org/country/pakistan www.centralasiainstitute.org/pakistan-facts-and-figures/</p> <p>Extension activity: Independent research to determine how other countries develop literacy, education and training and how such examples may be implemented in Pakistan.</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>		

Cambridge Assessment International Education
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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