

# *The City School*

## ***Pakistan Studies – Paper 2***

### ***The Environment of Pakistan***



### ***Syllabus Break Up for Class 10***

***AY 2018 -19***

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### Scheme of Work

The total number of **active teaching weeks** for AY 2018-19 is **24 till Mock Examination (excluding revision and examination weeks)**

- **First term: 14 weeks**
- **Second term: second term: 10 weeks till Mock Examination**

TERM I	
Units	Weeks
<b>Review of Class 9 Syllabus</b>	Week # 1 - 2
<b>Industrial Development;</b> (Understanding Common Terms, Secondary and Tertiary Activities, )	Week # 3 - 6
<b>Trade;</b> (Major Exports and Imports, Pakistan's Trading Partners)	Week # 7 - 10
<b>Transport and Telecommunications;</b> (Internal Transport, International Transport, Telecommunications)	Week # 11 - 14
<b>Revision</b>	
TERM II	
Units	Weeks
<b>Population and Employment;</b> Structure and Growth, Movements of Population, Distribution and Density of Population, Employment)	Week # 1 - 4
Revision (Past Paper Practice)	Week # 5 till Mock Examination

# Term I



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**Subject/Area of development: The Environment of Pakistan**

**Class: 10**

**Unit/Content /Strand: Review of Class 9 Syllabus**

**Term: I**

**Duration: 1<sup>st</sup> – 2<sup>nd</sup> Week/s**

Sub Section	Content	Context in CAIE Syllabus
Class 9 Topics	Review through diagnostic assessment (One Week for Review)	



*The City School*

**Subject/Area of development: The Environment of Pakistan**

**Class: 10**

**Unit/Content /Strand: Industrial Development**

**Term: I**

**Duration: 3<sup>rd</sup> – 6<sup>th</sup> Week/s**

Sub Section	Content	Context in CAIE Syllabus
Understanding Common Terms	1. understand the meaning of the terms <i>raw materials</i> , <i>refined</i> , <i>processed</i> , <i>manufactured</i> and <i>value-added</i> understand the meaning of the terms <i>infrastructure</i> and <i>services</i> - be able to define the terms <i>primary industry</i> , <i>secondary industry</i> , and <i>tertiary industry</i> .	1. Meanings and definitions of the terms related to Industrial development.
Secondary and Tertiary Activities	1. understand the definitions used in Pakistan to distinguish between large-scale industry, small-scale industry and cottage industry 2. state the main products of the listed industries and whether they are destined for the domestic market and/or for the export market 3. state the main locations of the listed industries and explain the factors influencing location and development – capital, site, sources of raw materials, power, water, labour, communications, government policy and other means	1. Processing and manufacturing industries to be studied: cement, cotton (from ginning to clothing), sugar refining, crafts, fertiliser, iron and steel, brick, oil refining, sports goods, surgical instruments. Tourism. 2. Identify the locations of named industries on a map

	<ol style="list-style-type: none"> <li>4. understand the differences between the formal sector and informal sector of industry</li> <li>5. understand the range of services provided by the informal sector, and their advantages and disadvantages to the development of Pakistan</li> <li>6. understand the importance of both the formal and informal sectors, and evaluate the contributions of both sectors to the development of the listed industries</li> <li>7. understand sources of capital and labour</li> <li>8. state and explain how the governing authorities promote industrial growth</li> <li>9. name examples of export processing zones and other industrial estates, explain the reasons for their development and describe their characteristics</li> <li>10. assess the feasibility of using global communications to enhance employment opportunities in service industries, e.g. call centres</li> <li>11. 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</li> <li>12. assess the feasibility of developing tourism as a means of increasing employment, development, gross national product (GNP) and gross domestic product (GDP)</li> </ol>	
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*The City School*

**Subject/Area of development: The Environment of Pakistan**

**Class: 10**

**Unit/Content /Strand: Trade**

**Term: I**

**Duration: 7<sup>th</sup> – 10<sup>th</sup> Week/s**

Sub Section	Content	Context in CAIE Syllabus
Major Exports and Imports	<ol style="list-style-type: none"> <li>1. name the main exports and imports</li> <li>2. describe the changes in the types/amounts/value of goods exported and imported in recent years</li> <li>3. know and understand the meaning of GNP and GDP and the difference between them</li> <li>4. explain the effect of changing trends in exports and imports on Pakistan's balance of trade and economy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the meaning of the terms related to Trade</li> <li>2. Distinguishing between GNP and GDP</li> <li>3. Study trends in the Exports and Imports and the impact on the country's BOT</li> </ol>
Pakistan's Trading Partners	<ol style="list-style-type: none"> <li>1. name and locate Pakistan's main trading partners, and name the goods Pakistan exported to them or imported from them</li> <li>2. understand the factors which may promote or hinder trade with other countries, and explain why it is difficult for Pakistan as a developing country to maintain or increase its share of trade with other countries</li> </ol>	<ol style="list-style-type: none"> <li>1. Locating Pakistan's trading partners on map.</li> <li>2. Factors affecting trade with other countries and maintaining share in trade.</li> </ol>

	3. understand the factors that may promote and limit trade, including trading blocs, trade barriers and currency exchange rate	3. Factors affecting trade due to trading blocs and other trade barriers and currency exchange rate
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**Subject/Area of development: The Environment of Pakistan**

**Class: 10**

**Unit/Content /Strand: Transport and Telecommunications**

**Term: I**

**Duration: 11<sup>th</sup> – 14<sup>th</sup> Week/s**

Sub Section	Content	Context in CAIE Syllabus
Internal Transport	<ol style="list-style-type: none"> <li>1. describe the regional variations in the density and pattern of the road, rail and air transport networks within Pakistan</li> <li>2. explain the factors which help and hinder the location, maintenance and development of roads, railways and airports</li> <li>3. describe improvements that have recently taken place in road, rail and air communications, and consider the feasibility of new developments</li> <li>4. compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people</li> <li>5. evaluate the development of new transport schemes, including motorway and airport development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpretation of description through maps</li> </ol>
International Transport	<ol style="list-style-type: none"> <li>1. Studying the pattern of roads and passes they use and railways</li> <li>2. Studying the locations of ports and cities with international airports</li> </ol>	<ol style="list-style-type: none"> <li>1. identify on a map those roads (including the name of the pass they use, where relevant) and railways which cross the international</li> </ol>

	<ol style="list-style-type: none"> <li>3. explain the factors which affect the location and development of cross-border roads and railways, seaports, dry ports and airports</li> <li>4. explain what is meant by the term <i>dry port</i>, name an example of one and explain why they have been developed in many cities of Pakistan.</li> </ol>	<ol style="list-style-type: none"> <li>boundary and are in use for at least part of the year</li> <li>2. identify on a map the ports of Keamari, Qasim and Gwadar, and the cities with international airports</li> </ol>
Telecommunications	<ol style="list-style-type: none"> <li>1. explain the importance of radio, television, phones, fax machines, emails and the internet in the fields of education, industry, services and trade</li> <li>2. understand the problems of providing telecommunications in some parts of Pakistan</li> <li>3. evaluate the role of telecommunications in the development of Pakistan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Importance of telecommunications in different fields to understanding the problems regarding provision of telecommunications and finally evaluating the role of telecommunication</li> </ol>



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**Subject/Area of development: Environment of Pakistan**

**Class: 10**

**Unit/Content /Strand: REVISION**

**Term: \_\_I\_\_**

**Duration: One Week**

Sub Section	Content	Context in CAIE Syllabus
Industrial Development	All the content taught during the first term to be revised.  <b><u>Important Note: Students will be assessed from all the topics taught in Class 9 ( both terms included) and Class 10 1<sup>st</sup> Term topics in the MY Examination 2018.</u></b>	
Trade		
Transport and Telecommunications		

Worksheets and Past Papers to be used for practice. Special attention to be given to analytical part of every question. A very clear rubric to be given to the students to attempt the analytical question (part d of every question)

# Term II



*The City School*

**Subject/Area of development: The Environment of Pakistan**

**Class: 10**

**Unit/Content /Strand: Population and Employment**

**Term: II**

**Duration: 1<sup>st</sup> – 4<sup>th</sup> Week/s**

Sub Section	Content	C Context in CAIE Syllabus ontext in CIE
Structure and Growth	<ol style="list-style-type: none"> <li>1. understand the changing population structures (both age and sex) as shown by population pyramids for Pakistan</li> <li>2. explain and evaluate the effects of the present and projected population structures on the economy and development of Pakistan</li> <li>3. explain the social, educational, economic and political factors which contribute to population growth over time</li> <li>4. explain the problems for development caused by population growth over time, consider its sustainability and evaluate possible solutions to these problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Population pyramids/Age Pyramid/Age Picture to be studied closely to enable to answer the questions.</li> <li>2. interpret graphs and statistics illustrating birth rates, death rates and the rates of natural increase in Pakistan, and identify trends in population growth</li> </ol>
Movements of Population	<ol style="list-style-type: none"> <li>1. 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)</li> </ol>	<ol style="list-style-type: none"> <li>1. Study the factors which cause different type of population movement</li> </ol>

	<ol style="list-style-type: none"> <li>2. describe and explain the effects of these population movements, including shanty developments in cities, tent cities and the de-population of rural areas</li> <li>3. 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).</li> </ol>	
Distribution and Density of Population	<ol style="list-style-type: none"> <li>1. distinguish between <i>distribution of population</i> and <i>density of population</i></li> <li>2. 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)</li> <li>3. explain the physical, economic, social and political factors which contribute to these variations</li> </ol>	<ol style="list-style-type: none"> <li>1. Study the population distribution patterns and the factors causing this variation</li> </ol>
Employment	<ol style="list-style-type: none"> <li>1. define the terms <i>primary</i>, <i>secondary</i> and <i>tertiary</i> in relation to occupations</li> <li>2. 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</li> <li>3. 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</li> </ol>	<ol style="list-style-type: none"> <li>1. Study the different sectors and types of employment</li> </ol>

	<ol style="list-style-type: none"><li>4. describe and explain the availability of skilled labour (people qualified for the professions, for management and as technicians, etc.) and manual labour</li><li>5. understand that unemployment and underemployment can be factors that influence GNP and GDP</li><li>6. understand and evaluate the importance for Pakistan's development of literacy, education and training</li></ol>	
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**Subject/Area of development: The Environment of Pakistan**

**Class: 10**

**Unit/Content /Strand: REVISION**

**Term: II**

**Duration: 5<sup>th</sup> - 10<sup>th</sup> Week/s**

Sub Section	Content	Context in CAIE Syllabus
The Land of Pakistan	<b>As Per Class 9 Syllabus</b>	<b>As Per Class 9 Syllabus</b>
Natural Resources: an issue of sustainability		
Power		
Agricultural Development		
Industrial Development	All the content taught during the first and second term to be reinforced.  <b><u>Important Note: Students will be assessed from all the topics taught in Class 9 (both terms included) and Class 10 in the Mock Examination 2019.</u></b>	<b>As given in the syllabus</b>
Trade		
Transport and Telecommunications		
Population and Employment		

Worksheets and Past Papers to be used for practice. Special attention to be given to analytical part of every question. A very clear rubric to be given to the students to attempt that question.