

The City School

Pakistan Studies – Paper 2

The Environment of Pakistan



Syllabus Break Up for Class 9

AY 2019 -20

Scheme of Work

The total number of **active teaching weeks** for AY 2019-20 is **30 (excluding revision and examination weeks)**

- **First term: 14 weeks**
- **Second term: 16 weeks**

TERM I	
Units	Weeks
Introduction to Pakistan Studies	Week # 1
The Land of Pakistan; (Location, Topography and Drainage, Climate)	Week # 2 - 9
Natural Resources, an issue of sustainability; (Water, Forests)	Week # 10 - 14
Revision	
TERM II	
Units	Weeks
Natural Resources, an issue of sustainability; (Continued) (Mineral Resources, Fishing)	Week # 1 - 6
Power; (Sources, Renewables, Non-Renewables)	Week # 7 - 11
Agricultural Development; (Agricultural Systems, Crops and Livestock, Factors Affecting Production)	Week # 12 - 16
Revision	

Term I



The City School

Subject/Area of development: The Environment of Pakistan

Class: 9

Unit/Content /Strand: Introduction to Pakistan Studies

Term: I

Duration: 1st Week

Sub Section	Content	Context in CAIE Syllabus
Introductory Week	<ol style="list-style-type: none"> 1. Introduction and Provision of CAIE Syllabus & relevant websites 2. Introduction and Provision of Paper Format (Sample attached at the end of the syllabus) 3. Introduction and Provision of Mark Schemes 4. Introduction to Past Papers 5. Introduction to Examiner Reports 6. Introduction and Provision to Candidate Response Booklets 7. Introduction and Provision to Revision Checklist 	

Important Note:

1. Assessment is an important learning tool. Students learn through assessments as well. Introduce the paper structure before introducing the students to the past papers. The monthly class tests and written work should be based upon paper pattern so that students are familiarized with the kind of questions they will have to attempt in the examination.
2. The importance of written work in the notebooks must be emphasized upon from the beginning. Students get enough practice to understand how to organize facts and how to put them down on paper.
3. Encourage students to keep time for the written tasks. It would help them work within the stipulated time frame both in the class as well as during examinations.



The City School

Subject/Area of development: The Environment of Pakistan

Class: 9

Unit/Content /Strand: The Land of Pakistan

Term: I

Duration: 2nd – 9th Week/s

Unit	Content/ Learning objectives	Context in CAIE Syllabus
Introduction of Location/position of Pakistan	Candidates will be able to identify on a map <ol style="list-style-type: none"> the Tropic of Cancer, latitudes 30°N, 36°N, longitudes 64°E, 70°E and 76°E the Arabian Sea the countries sharing a border with Pakistan, and Pakistan's position 	<ol style="list-style-type: none"> Identification on a Map Practice of map sketching locate Pakistan on the world map
Location of Provinces and Cities	<ol style="list-style-type: none"> the provinces, Northern Areas (Gilgit–Baltistan) and FATA named cities: Islamabad, Muree, Rawalpindi, Gujranwala, Lahore, Faisalabad, Multan, Sialkot, Peshawar, Chitral, Gilgit, Hyderabad, Karachi, Quetta and Gwadar. 	
The natural topography, including drainage and effects on human lives	Candidates will be able to identify on a map <ol style="list-style-type: none"> name landforms: Balochistan Plateau, Sulaiman Range, Safed Koh, Potwar Plateau, Salt Range, Hindu Kush, Karakoram and Himalaya mountain ranges - Named rivers: Indus, Jhelum, Chenab, Ravi, Sutlej, 	<ol style="list-style-type: none"> Use the appropriate vocabulary when describing the distinguishing features of mountains, plateaux, floodplains and deserts

		<p><u>Important Note: (knowledge of the formation of the natural topography of Pakistan is not required)</u></p> <p>identify and name the above features on a photograph or drawing</p> <p>understand the influence of the natural topography on human activities:</p> <ul style="list-style-type: none"> – steep slopes and flat land on the way that the land is used – mountains and deserts on the road and rail networks.
Climate	<ol style="list-style-type: none"> 1. Define and explain the following: Temperature and rainfall, including monsoon, depressions and convectional rain. seasonal and regional variations, and the factors contributing to them, including depressions, thunderstorms and cyclones (typhoons) 2. Explain the causes of the formation of monsoon. Describe and explain the characteristics of the climate of the arid, semi-arid, humid and highland regions, including seasonal variations. 3. Latitude and longitude 4. Identify and explain the influence of climate (both the benefits it brings and problems it causes) on the economy and lives of the people. 5. Study the graphs and interpret the given data carefully. 6. Study the given photographs in the unit and develop inferences. 	<ol style="list-style-type: none"> 1. Describe the Distribution of temperature and rainfall including types of rainfall. Knowledge of seasonal and regional variations, and the factors contributing to them, including depressions, thunderstorms and cyclones (typhoons) 2. <u>Important Note: (knowledge of the causes of types of rain other than monsoon rain is not required)</u> 3. Know the influence of latitude and longitude on day length and climate 4. the influence of low temperature, ice and snow on the lives of people in the mountains – the influence of rain storms and flooding on agriculture, industry and communications – the problems caused by drought and shortage of water supply on agriculture

Unit	Content	Context in CAIE Syllabus
<p>Subject/Area of development: Environment of Pakistan Class: 9</p> <p>Unit/Content /Strand: Natural Resources: an issue of sustainability Term: I Effects on the environment and the importance of conserving the environment Duration: 10th – 14th Week/s</p>		
Water	<p>Candidates will be able to identify and locate</p> <ol style="list-style-type: none"> 1. Mangla, Tarbela and Warsak dams, and name two examples of barrages 2. Explain the importance of water as a resource; understand how supplies for agricultural, industrial and domestic purposes are obtained, maintained and controlled as well as used; understand the reasons for, and consequences of, the Indus Water Treaty 3. Explain and evaluate the causes of and solutions to the problems of water supply (including pollution) 4. Analyze the value of water as a resource for development 5. Explain and evaluate how water supply issues can lead to conflict. 	<ol style="list-style-type: none"> 1. Identification of named dams and barrages on the map.
Forests	<ol style="list-style-type: none"> 1. Identify and describe the different types of forest 2. Explain the physical factors that control the distribution of the different types of forest, and the human factors which have reduced their extent 3. Explain the reasons for: – the development of plantations in the Indus Plain 	<ol style="list-style-type: none"> 1. Identify on a map the main locations of the forest types

	<ul style="list-style-type: none">– afforestation on mountain slopes and plateaux <ol style="list-style-type: none">4. Evaluate the value of forests as a resource for development, and the importance of their sustainability5. Analyse the effects of deforestation, such as soil erosion, silting and flooding6. Evaluate possible solutions to the problems caused by deforestation.	
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Subject/Area of development: Environment of Pakistan	Class: 9
Unit/Content /Strand: <u>REVISION</u>	Term: I
Duration: <u>One Week</u>	

Sub Section	Content	Context in CAIE Syllabus
The Land of Pakistan	All the content taught to be revised in week 13th.	Discuss techniques of answering & point marking
Natural Resources: an issue of sustainability	All the content taught to be revised during the revision week.	Marking schemes must be discussed for answering part d questions

Note: Students must be informed that they have to answer three questions (25 marks each) from a choice of five.

Each question;

- consists of four separate parts: (a), (b), (c) and (d);
- each part may be divided into one or more sub-parts
- requires the ability to interpret and analyse resources in the question; there may be diagrams, graphs, maps, photographs, tables and written material. Part (d) of each question specifically assesses analysis skills.
- requires the evaluation of information.

Term II

Unit/Strand	Content	Context in CAIE Syllabus
Mineral Resources: mining processes/usage with a consequent damaging effect on both natural and human environments. Soils are being eroded and pollution is affecting water supplies	<p>Candidates will be able to</p> <ol style="list-style-type: none"> 1. Name the main locations of limestone, gypsum and rock salt extraction and understand their uses 2. identify the main metallic and non-metallic mineral resources of Pakistan, and in what quantities they: <ul style="list-style-type: none"> – are extracted – exist as reserves 3. Explain the extent to which these can be exploited 4. describe the environmental problems caused by mineral extraction 5. evaluate the benefits of developing mineral resources and evaluate ways for the sustainability of extraction 6. identify the main imported minerals, where they come from, and in what quantities. 	<ol style="list-style-type: none"> 1. Identify the main locations of named minerals from a map 2. Feasibility studies which involve a consideration of the advantages and disadvantages of a proposed development.
Fishing /sustainable development of fisheries	<ol style="list-style-type: none"> 1. describe the fishing methods used in both marine and inland waters, including fish farms 	

	<ol style="list-style-type: none">2. give examples of the fish caught in both marine and inland waters, and of the fish reared on fish farms3. give examples of the fishing ports on both the Balochistan and Sindh coasts4. describe the uses of the fish caught5. explain improvements in fishing methods and processing techniques6. understand the problems facing the fishing industry and evaluate the possibilities for its further development and sustainability	
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Subject/Area of development: The Environment of Pakistan	Class: 9
Unit/Content /Strand: Power	Term: <u>II</u>
Duration: 7th – 11th Week/s	

Unit/Strand	Content	Context in CAIE Syllabus
Power Sources _____	<p>Candidates will be able to</p> <ol style="list-style-type: none"> 1. Describe how non-renewable fuels (coal, crude oil and natural gas) are extracted. 2. differentiate between renewable and non- renewable sources of electricity 3. explain (briefly) how electricity can be generated from renewable resources (hydel, wind, solar, and other possibilities such as wave, tidal, biofuels, geothermal) 4. Explain the importance of power sources for development. 	<ol style="list-style-type: none"> 1. Description to be done with the help of a simple diagram for each method given below: <ul style="list-style-type: none"> – coal as obtained by open cast, adit and shaft mining methods – natural gas and crude oil obtained by exploration and drilling – Draw a diagram of anticline in which oil is trapped
Non-Renewables	<ol style="list-style-type: none"> 1. describe the quality and the amount of coal available from within Pakistan and how long reserves are likely to last, and also describe the types of coal which have to be imported for industrial purposes 	<ol style="list-style-type: none"> 1. Identify the named minerals with their locations on a map.

	<ol style="list-style-type: none"> 2. describe how coal both produced in Pakistan and imported is transported to the end users 3. state how much natural gas is produced by Pakistan, and how long reserves are likely to last 4. describe the extent of the natural gas pipeline network in Pakistan and explain how natural gas can be taken to those parts of Pakistan away from the pipelines, and the limitations of doing this 5. state how much oil is produced by Pakistan, how long reserves will last and how much oil is imported, and explain why it is necessary to import large amounts of oil 6. describe the extent of the oil pipeline network in Pakistan and describe the other methods that are used to transport both imported oil and oil produced in Pakistan 7. understand that electricity can be generated in a variety of ways. 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 8. understand that non-renewable power sources are running out, and are increasing in price. 	
Renewables	<ol style="list-style-type: none"> 1. explain and evaluate the advantages and disadvantages of the different methods of producing electricity from renewable resources (generated by water, wind, wave and sun) 2. identify and explain the physical and human conditions that favour the development of multi-purpose hydel schemes 3. state and explain the factors, both physical and human, which promote or hinder the availability of electricity and other 	<ol style="list-style-type: none"> 1. Identify the hydel/oil/gas projects on a map.

	<p>power resources listed, including the feasibility of small-scale, renewable power generation</p> <p>4. Explain why the supply of electricity is not sufficient or reliable to develop many parts of Pakistan.</p>	
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The City School

Subject/Area of development: The Environment of Pakistan

Class: 9

Unit/Content /Strand: Agricultural Development

Term: II

Duration: 12th – 16th Week/s

Sub Section	Content	Context in CAIE Syllabus
Agricultural Systems	Candidates will be able to 1. define and differentiate small-scale subsistence farming, cash crop farming and livestock farming operate as systems made	1. Identify the agriculture as a system with the help of a flow chart/diagram.
Crops and Livestock	1. identify the main areas where cotton, rice, sugar cane and wheat are grown, and the main areas where buffalo, cattle, goats, sheep and poultry are reared 2. recognize fields of cotton, rice, sugar cane and wheat; recognise buffalo, cattle, goats, sheep and poultry from the photographs 3. state the uses of the crops named above 4. state the main products of the livestock named above and the uses of those products 5. identify 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. Know why they are grown there and state an	1. Identify the main areas of the named crops and livestock and poultry on a map 2. Recognition of fields of named crops and livestock and poultry to be done through photographs

<p>Factors affecting Production</p>	<ol style="list-style-type: none"> 1. Natural factors: topography, climate (for both kharif and rabi crops), soils, pests and diseases Human factors: capital, labour, size of holdings, farming practices, irrigation (types and methods), waterlogging and salinity (including solutions), governmental actions to increase production 2. explain how natural and human factors affect production on small-scale subsistence farms 3. explain how natural factors, including climatic requirements, and human factors affect the production of cotton, rice, sugar cane (kharif crops) and of wheat (a rabi crop) under the cash crop farming system 4. explain how natural and human factors affect livestock farming (poultry farming, the keeping of buffalo and cattle, the keeping of livestock) on small-scale subsistence farms and the keeping of cattle, goats and sheep on a nomadic or semi-nomadic basis, including transhumance 5. 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: 6. explain the causes of waterlogging and salinity, and: <ul style="list-style-type: none"> – explain how land damaged by it can be restored – evaluate how agricultural practice and water management can be improved to prevent it happening 7. understand how government action has helped to increase production through land reforms, the promotion of training 	<p><u>Natural and human factors affect production on small-scale subsistence farms:</u></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><u>Different types of Irrigation</u></p> <p>Advantages and disadvantages of different types of irrigation, such as:</p> <ul style="list-style-type: none"> – canal irrigation – karez, inundation and perennial canal – lift irrigation – persian wheel and tubewell – understand the roles of dams, barrages, link canals, distribution canals, field channels and bunds
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	<p>and the use of machinery, chemicals, improved seeds and other means</p> <p>8. understand and evaluate the possibilities for and problems of the development of agriculture and its sustainability</p>	
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<p>Subject/Area of development: The Environment of Pakistan</p> <p>Unit/Content /Strand: <u>REVISION</u></p> <p>Duration: <u>One Week</u></p>	<p>Class: <u>9</u></p> <p>Term: <u>II</u></p>
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Sub Section	Content	Context in CAIE Syllabus
<p>The Land of Pakistan</p> <p>Natural Resources, and issue of sustainability</p> <p>Natural Resources: an issue of sustainability(Continued from 1st Term)</p> <p>Power</p> <p>Agricultural Development</p>	<ul style="list-style-type: none"> - All the content taught during the second term to be revised along with the first term topics. - Students must practice part d questions related to each unit. - Marks schemes must be discussed in the class. - Differentiated worksheets can be used for classroom practice. <p><u>Important Note: Students will be assessed from all the topics taught in Class 9 (both terms included) in the EoY Examination 2019.</u></p>	<p>-Paper pattern and answering techniques must be revised in line with CAIE.</p>