

OxfordAQA

International GCSE

Pakistan Studies (9236)

Scheme of work – Paper 2

For teaching from September 2024 onwards

For International GCSE exams in June 2026 onwards

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Introduction

These outline schemes of work are intended to help teachers plan and implement the teaching of the Oxford AQA International AS/A-level/GCSE Pakistan Studies (9236) specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. Each scheme has been produced by a practicing subject expert. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

Assumed coverage

This scheme assumes that the GCSE Pakistan Studies (9236) content is a two year GCSE course with approximately 65 taught hours per year (approximately 2 hours per week). These suggested hours are on the basis of teaching all four units. Candidates will have the option to answer questions on 3.2.3 and 3.2.4. Work would also need to be completed outside of lessons, although this would ultimately depend on the amount of contact time available and the extent to which assessment activities take place within lesson time.

The scheme of work included here focuses on Paper 2 The human and physical geography of Pakistan. The guided learning hours are 120-140 for whole qualification so 60-70 for Paper 2.

The landscape and natural resources of Pakistan

Specification reference

- 3.2.1.1 Physical landscape

Specification content

- the distribution and characteristics of major biomes in Pakistan, including deserts, forests and mangroves.
- the distribution and characteristics of the landscape of Pakistan, including mountains, plateaus, rivers, flood plains, deserts and coastal areas.
- the formation, processes and landforms of rivers and glaciers in Pakistan.
- the human and physical causes and impacts of physical hazards, earthquakes, tsunamis and floods.

Learning outcomes

- **Biomes**
Students will be able to understand:
 - the characteristics of major biomes in Pakistan, including deserts, forests and mangroves, and their distribution across the country.
- **Landforms**
Students will be able to understand:
 - the characteristics of the landscape of Pakistan, including mountains, plateaus, rivers, flood plains, deserts and coastal areas, and their distribution across the country.
 - how river and glacier landforms are created, and the processes involved.
 - the human and physical causes and impacts of physical hazards, earthquakes, tsunamis and floods.

Suggested timing

5 hours

Possible teaching and learning activities

- **Biomes**
 - Introduce students to the different biomes that can be found in Pakistan. This [video](#) (4 mins) provides an overview of the different biomes, their characteristics and locations. Students could create their own maps of Pakistan to show the distribution of different biomes and annotate it with key characteristics.
 - Students could research an example of an area with a desert, forest and mangrove forest to be able to describe their specific location and features.

- **Landforms**

- Students should be introduced to the key terms needed to understand the different landscape features of Pakistan (including mountains, plateaus, rivers, flood plains, deserts and coastal areas). It would be useful for teachers to use photographs of specific examples. Students could annotate these photographs to be able to describe the features of the different landscapes and their landforms.
- To understand the different processes taking place in rivers students can use the following BBC [webpage](#) which also includes a quiz to check knowledge. Students can create annotated diagrams to explain the different processes and formation of landforms.
- To understand the different processes taking place on glaciers students can view the following BBC pages: [glacial processes and landforms](#), [glacial landforms created by erosion](#), [processes of glacial transportation](#), [glacial landforms created by deposition](#). Students can then choose one of the [glaciers in Pakistan](#) to find images of to try and find evidence of the processes and landforms.

- **Natural hazards**

- Earthquakes: This [webpage](#) includes a map of earthquake distribution, and data for previous earthquake events including depth, magnitude and depth. Students can explore this data to consider the varied impacts based on different earthquake features. Students could also compare the distribution of earthquakes to [this Pakistan earthquake zone](#) map to consider the risk of earthquakes across the country.
- To explain how earthquakes can lead to tsunamis, [this webpage](#) includes a description of the process and a diagram. The [Sindh Disaster Management of Authority webpage](#) provides details which students could explore of previous tsunamis.
- Students to create profile for a flood event in Pakistan to identify the main causes, and impacts. Students can then compare the events to create a list of reasons why floods take place. The teacher can then provide details of additional causes of flooding have not been covered. A basic list of the physical and human causes of flooding can be found on [this BBC webpage](#).

Specification reference

- 3.2.1.2 Climate

Specification content

- Seasonal and regional differences in the climate of Pakistan, and factors affecting these differences.
- The influence of the monsoon and western disturbances on the environment and people of Pakistan.
- Causes of tropical cyclones and their impacts on the environment and people of Pakistan.
- Natural and human causes of climate change, and its impacts on people, the economy and the environment.

Learning outcomes

- **Climate**

Students will be able to understand:

- features of a climate graph
- the seasonal and regional differences in the climate of Pakistan
- factors affecting the differences in climate in Pakistan
- characteristics of the monsoon and how it is formed
- influence of the monsoon and western disturbances on the environment and people of Pakistan.
- causes of tropical cyclones and their impacts on the environment and people of Pakistan.

- **Climate change**

Students will be able to understand:

- natural causes of climate change
- human causes of climate change
- the impact of climate change on the people, economy and environment of Pakistan.

Suggested timing

5 hours

Possible learning activities and resources

- **Climate**

- Introduce the different climate zones of Pakistan. Students can compare climate graphs from different regions to consider seasonal and regional differences in the climate of Pakistan. Students can create a climate graph for a location of their choice using this [climate data](#).
- Provide an overview of the different factors that can affect differences in climate in Pakistan, including latitudinal effect, continental effect, altitude, cloud cover, monsoon, urbanization and climate change.
- This [video](#) (7 mins) from the Met Office provides an explanation of the monsoon. Students can then research the impacts of the monsoon on Pakistan, including flooding as described in this [BBC news article](#).
- Information from this [BBC article](#) can be used to explain the formation of tropical cyclones. Students should create their own annotated diagram of the formation of tropical cyclones.
- This [news article](#) provides an overview of some of the major cyclones that have affected Pakistan in recent years. Students should create a profile for one of these events to explore the impacts of the cyclone.

- **Climate change**

- Students should be introduced to the natural and human causes of climate change (including the enhanced greenhouse effect). This video (3 mins) from National Geographic provides an overview of the causes and effects of climate change. Students can make a list of causes and categorise them into physical and human. Students can then investigate if there are any other causes using articles such as [this one](#) from the Natural Resources Defence Council (NRDC).
- Ask students to consider reasons for the pattern shown in this graph of [per capita CO2 emissions](#) in Pakistan. This could be compared with emissions from other countries over time.
- The [Climate Change Knowledge Portal](#) provides details of relevant climate data for Pakistan, including change over time. Students can be set tasks to consider the different climate scenarios that may take place depending on global CO2 emissions.
- Students should be introduced to the varied impacts of climate change. This [video](#) (3 mins) provides an overview of why Pakistan is so susceptible to climate change. Some resources to act as a starting point: [an article](#) on glacier melt, [a video](#) on flooding (10mins), [a video](#) on the impacts of agriculture (11 mins), [a video](#) on the rise of malaria, details of health implications ([page 3 of WHO report](#)), Students can create an infographic to highlight the key impacts of climate change for Pakistan. Students should create a table to document the different impacts of climate change affecting human lives, the economy and the environment.

Specification reference

- 3.2.1.3 Natural resources

Specification content

- Distribution of natural resources found in Pakistan, including minerals, forests and water; and factors affecting their use.
- Distribution of mineral resources in Pakistan, including metallic and non-metallic minerals, and factors affecting their use.
- Processes and environmental impacts of mineral extraction in Pakistan.
- The importance of natural resources for the economic development of Pakistan.

Learning outcomes

- **Natural resources**

Students will be able to understand:

- the distribution of natural resources found in Pakistan (including minerals, forests and water)
- factors affecting their use.
- the distribution of mineral resources in Pakistan
- metallic and non-metallic minerals found in Pakistan
- factors affecting the use of metallic and non-metallic minerals found in Pakistan.
- the importance of natural resources for the economic development of Pakistan.

- **Mineral extraction**

Students will be able to understand:

- the distribution of mineral resources in Pakistan
- metallic and non-metallic minerals found in Pakistan
- factors affecting their use.
- the processes involved in mineral extraction in Pakistan.
- environmental impacts of mineral extraction in Pakistan

Suggested timing

4 hours

Possible learning activities and resources

- **Natural resources:**

- Students should be introduced to the distribution of different natural resources. A list of key minerals found in Pakistan can be found [here](#). Students could be tasked with creating their own maps of distribution for different resources.

- This [article](#) provides information on the different types of forests found in Pakistan. Students could create a map and table of the distribution of the different forest types and use images to support this.
 - Students can research different types of natural resources and how they are used for different industries and purposes. These can be collated as a class to demonstrate the range of natural resources in Pakistan.
 - Students should explore the importance of forest for economic development, using this [report](#) used as a starting point.
- **Mineral extraction**
 - Introduce students to key metallic and non-metallic minerals and then ask them to investigate levels of production. Students can explore the document, [the USGS Minerals Yearbook for Pakistan](#), to research the production of key metallic and non-metallic mineral and how these have changed over time.
 - Students should be introduced to the different processes involved in mining in open-pits and underground. Students can create diagrams to explain the processes and should annotate photographs to explain how these processes work.
 - This [article](#) can be used to start a discussion of why mining is important for the economic development of Pakistan. Students could take part in a class discussion assessing the environmental challenges against the economic benefits.

Specification reference

- 3.2.1.4 Energy and water

Specification content

- Changes in the production and consumption of non-renewable (coal, natural gas, oil and nuclear) and renewable (hydel, solar, wind, tidal, bioenergy, geothermal) energy resources in Pakistan.
- Advantages and disadvantages of using non-renewable and renewable energy resources for the economy and environment of Pakistan.
- Use of water as a natural resource, management of water supplies and implications for the economy and people of Pakistan.
- Importance of maintaining supplies of energy and water resources to support social and economic development of Pakistan.

Learning outcomes

- **Energy**

Students will be able to understand:

- the different types of non-renewable energy resources (coal, natural gas, oil and nuclear).
- the different types of renewable energy resources (hydel, solar, wind, tidal, bioenergy, geothermal).
- advantages and disadvantages of different energy resources.
- the importance of different energy resources for the economy and the environment.

- **Water, energy and development**

Students will be able to understand:

- important water sources for Pakistan and how it is distributed.
- how water supplies can affect the population of Pakistan.
- the importance of maintaining supplies of energy and water resources to support social and economic development of Pakistan.
- the importance of water for the economy of Pakistan

Suggested timing

4 hours

Possible learning activities and resources

- **Energy**

- Introduce students to the differences between renewable and non-renewable energy. This BBC [webpage](#) includes a video (1 min) and a short quiz to check understanding. Students should be introduced to the different types of renewable and non-renewable energy resources. An overview of non-renewable resources is provided in this National Geographic [webpage](#), an overview of renewable resources are provided in [this webpage](#). To check understanding students should be asked to categorise non-renewable and renewable energy.
- For each energy type a table of advantages and disadvantages should be created.
- Data to explore the energy mix for Pakistan can be found on the [IEA webpage](#) including the total energy supply, production, electricity and consumption. This can be used for a class discussion of the importance of energy for the social and economic development of Pakistan. Students could be provided with the data to create their own graphs related to the energy resources produced and used by Pakistan, in preparation for the discussion.

- **Water, energy and development**

- Students can create a map of the main dams in Pakistan and consider the advantages and disadvantages of managing water through dams. This [webpage](#) provides a list. This could be compared with a map of hydel power stations in Pakistan, which could be created using [this list](#). This [article](#) provides a discussion of some of the impacts, which students could use as a starting point.
- This [report](#) from the World Bank can be used to explore the importance of water for the economy of Pakistan. The teacher can use some of the data and information from the report or students could be assigned certain pages to explore issues around: water use, water management and water quality.

The people and economy of Pakistan

Specification reference

- 3.2.2.1 Population

Specification content

- Population structure of Pakistan and the factors that have affected how it has changed over time.
- Population growth and factors affecting the changes, including: birth rates; death rates; infant mortality rates; life expectancy and natural increase.
- Physical and human factors affecting population density and distribution in Pakistan.
- Factors affecting internal and international migration and the impact on Pakistan's culture, economy and society.

Learning outcomes

- **Population distribution**

Students will be able to understand:

- Key features of the population of structure of Pakistan
- how the population structure of Pakistan has changed over time
- how population change is measured including birth rates, death rates, infant mortality rates, life expectancy and natural increase.
- the factors that affecting population change in Pakistan.

- **Population density**

Students will be able to understand:

- how physical and human factors affect population density and distribution in Pakistan.

- **Migration**

- how factors affect internal and international migration and the impact on Pakistan's culture, economy and society.

Suggested timing

4 hours

Possible learning activities and resources

- **Population structure**

- Introduce students to key terms used to explore demographic characteristics.
- Teachers can use graphs to demonstrate key trends including [life expectancy](#). Data to explore the different trends can be found on the World Bank [webpage](#) including [birth rate](#), [death rate](#) and [fertility rate](#). A homework task could be to explore how these trends differ to other countries to consider reasons for these differences.
- Introduce how population structure for a country can be explored using a population pyramid. This BBC [webpage](#) provides an overview which could be used. Students can then create population pyramids for Pakistan for different years and consider reasons for the changes. This [webpage](#) explains how to create a population pyramid, including an excel worksheet which can be adapted for Pakistan. The data for the population pyramid can be obtained from the UN [webpage](#).

- **Population density and migration**

- Use [this map](#) to discuss with students the meaning of population density and the physical and human factors that may have affected this pattern.
- Introduce students to the patterns of migration into and out of Pakistan. Ask students to explore maps produced by Our World in Data to compare patterns of [where people move from](#) and [where people move to](#). Discuss the patterns shown in the maps and reasons for these patterns.

Specification reference

- 3.2.2.2 Industry and employment

Specification content

- Changes in the importance of different industries (economic sectors) in Pakistan over the past 100 years.
- Factors influencing the distribution of agricultural production and changes in primary sector employment in Pakistan.
- Factors affecting the type and location of manufacturing (secondary sector) in Pakistan, the types of products produced in Pakistan, and changes in secondary sector employment.
- Factors affecting the type and location of services, and changes in tertiary/quaternary sector employment in Pakistan.

Learning outcomes

- **Industry and employment**

Students will be able to understand:

- the characteristics of different economic sectors (primary, secondary, tertiary and quaternary).
- how the proportions of economic sectors have changed in Pakistan over the past 100 years, and their relative importance to the economy.
- how factors influence the distribution of agricultural production and changes in primary sector employment in Pakistan.
- how factors affect the type and location of manufacturing in Pakistan, the types of products produced in Pakistan, and changes in secondary sector employment.
- how factors affect the type and location of services, and changes in tertiary/quaternary sector employment in Pakistan.

Suggested timing

5 hours

Possible learning activities and resources

- **Industry and employment**

- Students should be introduced to different types of industries (primary, secondary, tertiary and quaternary). This BBC [webpage](#) can be used as an overview. The class could cooperate to create a table of jobs to be found in each of these sectors, or teachers could provide students with a list of industries and jobs and they should categorise them by sector.
- Data from the World Bank [webpage](#) can be used to explore changes in the percentage of employment in the different sectors. Introduce students to basic input and output commands, declaring variables (if required by language), and using arithmetic operations.
- This [map](#) can be used to display the distribute of some industries in Pakistan, this can be used to discuss the physical and human factors that affect the distribution. A summary of some general factors that affect the location of industries can be found on this [webpage](#), students can discuss if and how they are relevant for particular industries in Pakistan.

Specification reference

- 3.2.2.3 Trade and economic development

Specification content

- Growth of the Pakistan economy, including different indicators such as Gross Domestic Product (GDP), Human Development Index (HDI), Foreign Direct Investment (FDI) and international trade.
- Key imports and exports for Pakistan and how this contributes to the balance of trade (including the role of remittances).
- Key trading partners for Pakistan, and factors affecting trade with Pakistan.
- The importance of trade blocs for the economy of Pakistan and the role of international institution in trade relationships (including the World Trade Organisation).

Learning outcomes

- **Economy**

Students will be able to understand:

- trends in the Pakistan economy, including different indicators such as Gross Domestic Product (GDP), Human Development Index (HDI), Foreign Direct Investment (FDI) and international trade.
- the key imports and exports for Pakistan and how this contributes to the balance of trade (including the role of remittances).

- **Trade relationships**

Students will be able to understand:

- the key trading partners for Pakistan, and the factors that affect trade with Pakistan.
- the importance of trade blocs for the economy of Pakistan and the role of international institution in trade relationships (including the World Trade Organisation).

Suggested timing

4 hours

Possible learning activities and resources

- **Economy**

- Show students the graph of [GDP per capita, 1950 to 2018](#) and ask them to discuss reasons for the pattern shown.
- The [UNDP website on HDI](#) (Human Development Index) explores how it is measured and provides data for 1990 to 2022. Students can explore the trend in HDI score for Pakistan and discuss reasons for these changes. Students could also compare the HDI scores to other countries in the region, and to other regions in the globe, and consider reasons for these differences. The full HDI data is available to download from this website which could be used for an activity for students to create line graphs of HDI scores over time.
- Students should explore trends in FDI in Pakistan. Data from 1960 to 2024 is available on this [webpage](#).
- This [webpage](#) provides some information on FDI in Pakistan. There are also a series of strong and weak points related to investment in Pakistan. This information could be given to students as statements which they could then discuss and consider if they are an advantage or disadvantage for expanding FDI in Pakistan.
- Students should be introduced patterns in the balance of trade for Pakistan. Data for 1960 to 2024 is available on this [webpage](#). The class should discuss reasons for this trend, and factors that can affect it.
- Data is available for [exports](#) and [imports](#) for Pakistan over time. Students should explore these and then research which key products have contributed to these trends.

- **Trade relationships**

- Show students this [map](#) of merchandise exports from Pakistan and [this map](#) of merchandise imports to introduce the topic of international trade. Ask students to discuss reasons why this pattern exists. Students can also explore the role of the World Trade Organisation and its relationship with Pakistan. This [video](#) provides an introduction to the WTO and its role.
- The World Bank provides [data on key trading partners for Pakistan](#). This data can be explored to find out which are the key products that are involved for these trading partners. Students should make a list of the most important products for these key trading partners.
- Students could research how the potential for development with key trading partners by exploring the [research studies](#) from the Pakistan Business Council.

Specification reference

- 3.2.2.4 Urbanisation

Specification content

- Trends of urbanisation in Pakistan and the physical and human factors affecting the rates of growth, including rural to urban migration and the development of megacities (Karachi, Lahore and Faisalabad).
- Economic, social and environmental opportunities created by urbanisation in Pakistan, including education, innovation and investment.
- Economic, social and environmental challenges created by urbanisation in Pakistan, including employment, housing and forms of pollution.
- Importance of urban areas for economic development in Pakistan, and strategies to supporting improving quality of life in cities.

Learning outcomes

- **Urbanisation**

Students will be able to understand:

- trends of urbanisation in Pakistan and the physical and human factors that have affected the rates of growth, including rural to urban migration and the development of megacities (Karachi, Lahore and Faisalabad).
- economic, social and environmental opportunities created by urbanisation in Pakistan, including education, innovation and investment.
- economic, social and environmental challenges created by urbanisation in Pakistan, including employment, housing and forms of pollution.
- the importance of urban areas for economic development in Pakistan, and strategies to supporting improving quality of life in cities.

Suggested timing

5 hours

Possible learning activities and resources

- **Urbanisation**

- Students can be introduced to the concept urbanisation and definitions of megacities with [this video](#) from the Economist (1 min).
- Data from the World Bank can be used to explore trends in urbanisation in Pakistan, including: [percentage of urban population](#), and [urban population growth](#). Teachers could choose to provide students with the data for this and run an activity to produce graphs to find the trends in urbanisation.
- This [article](#) provides more details on rural to urban migration in Pakistan and the impact this has on cities.

- Teachers may find [this presentation](#) useful for information on the patterns of urbanisation across Pakistan over time, and the impacts of these patterns.
- Students should investigate the trends and impacts of urbanisation in a key city in Pakistan. This [news article](#) focusing on Islamabad may provide a starting point. This also includes an audio version of the article.

Globalisation, transport and communication in Pakistan

Specification reference

- 3.2.3.1 Globalisation

Specification content

- Positive and negative impacts of globalisation on the economy, people and environment of Pakistan.
- Characteristics of transnational corporations (TNCs) and their role in the economy.
- Positive and negative impacts of TNCs on people, the economy and the environment of Pakistan.
- Changing consumer cultures in Pakistan (including the rise of digital consumers, the influence of global brands, growth of shopping malls).

Learning outcomes

- **Globalisation and TNCs**

Students will be able to understand:

- the positive and negative impacts of globalisation on the economy, people and environment of Pakistan.
- the characteristics of transnational corporations (TNCs) and their role in the economy.
- the positive and negative impacts of TNCs on people, the economy and the environment of Pakistan.

- **Consumer culture**

Students will be able to understand:

- how consumer cultures in Pakistan are changing (including the rise of digital consumers, the influence of global brands, growth of shopping malls).

Suggested timing

5 hours

Possible learning activities and resources

- **Globalisation and TNCs**

- Students should be introduced to the concept of globalisation. This [video](#) (2 mins) provides an animated overview.
- Students should consider:
 - Ways that Pakistan is connected to other countries.

- How their lives are connected to other countries?
 - What globalisation means to their lives?
- Students to find an example of a TNC that operates in Pakistan and create a map of the countries it operates in, including where the headquarters are based. This [webpage](#) has a list of TNCs which operate in Pakistan, [Wikipedia page](#) has some examples of TNCs that have headquarters in Pakistan. As a class there can be a discussion about if there are common patterns between the TNCs chosen by the students.
- Create a table of the positive and negative impacts of TNCs on the people of Pakistan, and repeat for the economy of Pakistan, and the environment of Pakistan. Students can then assess the overall impact of TNCs in Pakistan.
- **Consumer culture**
 - Teachers could read [the journal article](#) which compares shopping centres to open street bazaars in Karachi. This could be used to provide information for an exploration of consumer cultures in Karachi. Students could use [this news article](#) to introduce the topic.
 - Students can investigate key features and consumer experiences of shopping malls by exploring the [Tripadvisor website](#) to consider the key features of these new developments, and reasons for their growth.

Specification reference

- 3.2.3.2 Transport networks

Specification content

- Factors affecting the distribution of different transport networks in Pakistan (road, rail, air river, sea).
- Opportunities and challenges for the developments in road and rail transport networks in Pakistan.
- Opportunities and challenges for development in dry ports, seaports and airports in Pakistan.
- Importance of transport for the economic development in Pakistan (including the role of CPEC).

Learning outcomes

- **Transport**

Students will be able to understand:

- the distribution of different transport networks in Pakistan.
- the factors that affect how transport networks have developed and prospects for future development.
- the opportunities and challenges for the developments in road, rail, port and airport transport networks in Pakistan.
- the importance of transport for the economic development in Pakistan (including the role of CPEC).

Suggested timing

5 hours

Possible learning activities and resources

- **Transport**

- Students should be introduced to the distribution of road, rail, air river and sea networks. Maps of road networks can be found [here](#), and rail networks can be found [here](#). Students should compare the distribution of these networks and discuss factors that affect the pattern. These could be categorised into human and physical factors.
- This [article](#) provides an introduction to the different seaports in Pakistan. This [news article](#) explores the importance of seaports for Pakistan. Students should prepare a summary of why ports are important for the economic development of Pakistan.
- The [CPEC website](#) has information on different projects and provides updates on the progress of the various elements to CPEC. This [article](#) provides details of the various benefits and challenges of CPEC. Students should produce an

- infographic to assess the benefits and challenges of the expansion of transport networks via CPEC.
- Students could make a table of the different opportunities and challenges for different transport networks. They should consider if there are similarities and differences between networks, and why these might occur.

Specification reference

- 3.2.3.3 Expanding networks

Specification content

- Factors affect the development of communication networks in Pakistan, including the importance of radio, television, telephones and the internet.
- Opportunities for expanding communication networks in Pakistan and their role in supporting economic development.
- Challenges for expanding communication networks in Pakistan.
- Financial systems and their importance for the economic development in Pakistan.

Learning outcomes

- **Communication**

Students will be able to understand:

- Understand how factors affect the development of communication networks in Pakistan, including the importance of radio, television, telephones and the internet.
- Understand the opportunities and challenges for expanding communication networks in Pakistan and their role in supporting economic development.

- **Financial systems**

Students will be able to understand:

- Understand the features of financial systems and their importance for the economic development in Pakistan.

Suggested timing

4 hours

Possible learning activities and resources

- **Communication**

- Students should be introduced to the different communication networks present in Pakistan. This can be complemented with maps of different networks so students can compare the distribution. [FM Radio coverage](#), [Broadband coverage](#), [Mobile phone coverage](#).
- This [news article](#) can be used to explore factors affecting development of communication networks in Pakistan.
- Students can research the development of radio and television as a communication form in Pakistan and why this has been important. This [article about the development of television in Pakistan](#) and this [article about the development of radio](#) in Pakistan can be used as a starting point.

- **Financial systems**

- As an introduction to financial systems [this article from Britannica](#) can be used to highlight key features.
- To consider the role of financial systems in supporting the environmentally sustainable development of Pakistan, students can read [this policy brief from UNDP](#). Students could explore how important the finance system is for responding to climate change.

Creating a sustainable future for Pakistan

Specification reference

- 3.2.4.1 Environmental issues

Specification content

- Causes and consequences of pollution (air, water, soil, noise) in Pakistan.
- Causes and impacts of deforestation in Pakistan, and strategies to address the impacts of deforestation.
- Causes and impacts of desertification in Pakistan, and strategies to address the impacts of desertification.
- Strategies from different stakeholder (local, national, international) to support protection of natural environments and biodiversity in Pakistan.

Learning outcomes

- **Environmental issues**

Students will be able to understand

- the causes and consequences of pollution (air, water, soil, noise) in Pakistan.
- the causes and impacts of deforestation in Pakistan, and strategies to address these impacts.
- the causes and impacts of desertification in Pakistan, and strategies to address the impacts of desertification.
- the different strategies used to support protection of natural environments and biodiversity in Pakistan.

Suggested timing

5 hours

Possible learning activities and resources

- **Pollution**

- A discussion activity can take place using this [Fact Sheet](#) on air pollution and the Air Quality Life Index. Students could use the data to explore the different levels of PM2 concentration. Key discussion questions could include:
 - What is the pattern of air pollution in Pakistan?
 - Why is measuring air pollution levels important?
- Students to read the blog from the World Bank on river pollution in Pakistan.
- The [report from the World Bank](#) on pollution in the river Indus can be used with students to explore more details of the types of pollution, their impacts and potential responses to try and reduce pollution.
- This [infographic](#) based on findings from the study could be used with students to discuss sources of pollution and factors affecting levels of pollution.

- **Deforestation:**

- Students to be given an overview of the different causes of deforestation. Teachers may find this [journal article](#) useful to understand specific causes of deforestation in KPK. Students to consider which are the most significant causes of deforestation and how this varies by region. Students could research deforestation in different regions to consider how the variation in causes of deforestation.
- Students to read the [blog from the World Bank](#) on deforestation on Pakistan.

- **Desertification:**

- This [video](#) (6 mins) provides an overview of the causes of desertification. Students can then discuss which of these are particularly relevant for Pakistan.
- This [video](#) (5 mins) provides an overview of impacts of desertification.
- Students could use [this news article](#) to identify causes of desertification in Pakistan and strategies to combat it.

- **Protecting the natural environment**

- This [video from UNEP](#) on natural environments and their protection in Pakistan can be used to introduce the variety of environments in Pakistan that require protection and some of the efforts to do so.
- Students to research different strategies used to reduce pollution, deforestation and desertification. This could include activities supported by national policies, local actions and projects from NGOs.
- Students can explore the potential for rainwater harvesting as a method to reduce desertification, as explained by the Pakistan Council of Research in Water Resources in [this article](#).
- Students can explore the Ten Billion Tree Tsunami which can be introduced with [this video](#) (2 mins) and this [news article](#). Students can discuss the potential of the project and its impacts.

Specification reference

- 3.2.4.2 Managing climate change

Specification content

- Understanding the consequences of climate change for the environment, people and the economy of Pakistan.
- International agreements on climate change and government policies, including the Paris Agreement and Pakistan's National Adaptation Plan.
- Understanding how and why climate change mitigation strategies are used in Pakistan, including strategies to reduce CO₂ emissions, increase renewable energy use and encourage reforestation.
- Understanding how and why climate change adaptation strategies are used in Pakistan, including the use of warning systems, improving disaster response and preparedness, and developing flood resilience.

Learning outcomes

- **Consequences of climate change**

Students will be able to understand:

- the consequences of climate change for the environment, people and the economy of Pakistan.
- the role of international agreements on climate change and government policies, including the Paris Agreement and Pakistan's National Adaptation Plan in responding to climate change

- **Climate change mitigation and adaptation.**

Students will be able to understand:

- the difference between climate change adaptation and mitigation.
- key climate change mitigation strategies used in Pakistan, and why they are implemented.
- key climate change adaptation strategies used in Pakistan, and why they are implemented.

Suggested timing

5 hours

Possible learning activities and resources

- **Consequences of climate change**

- Students should be introduced to the global impacts of climate change, there is information provided on the Met Office [webpage](#), although effects more specific to Pakistan are summarised on this [webpage](#).
- The National Adaptation Plan of Pakistan available on this [webpage](#) explores some of the specific consequences of climate change for Pakistan and this can be used with students to explore the data on this issue.
- Students should be introduced to the key international agreements on climate change and why these are important. A timeline is available on this [webpage](#) of the key international agreements and discussions that have taken place on climate change.
- Students could explore the different IPCCs for scenario for climate change and discuss the potential implications for Pakistan. The IPCC reports are lengthy and technical, this [infographic](#) summarises key information which could be used with students.

- **Climate change mitigation and adaptation**

- Students should be introduced to the difference between climate change mitigation and adaptation. This [video](#) (1 min) provides a short overview. There are other videos which could also be used to extend the introduction to this, such as this [video](#) from the IMF on Adapting to climate change IMF video (3 mins) or this [longer video](#) from the IPCC (13 mins).
- Students can then be given a particular adaptation strategy as outlined in the National Adaptation Plan to explore developments, how this may affect Pakistan.

Specification reference

- 3.2.4.3 Supporting development and equality

Specification content

- Factors affecting regional differences in development within Pakistan.
- Understand the effectiveness of strategies designed to reduce uneven development within Pakistan.
- The importance of strategies to improve education and address gender equality in Pakistan.
- Understanding the experience and development of food security in Pakistan to support the people, economy and environment of Pakistan.

Learning outcomes

- **Development**

Students will be able to understand:

- the regional differences in development within Pakistan.
- the different factors that affect regional differences in development within Pakistan
- the types of strategies used to support development within Pakistan
- the effectiveness of strategies used.

- **Equality**

Students will be able to understand:

- issues facing education and gender equality in Pakistan.
- strategies used to improve education and gender equality in Pakistan.
- the food security issues affecting Pakistan
- how food security can affect the economy and environment of Pakistan
- efforts being made to improve the food security of Pakistan.

Suggested timing

4 hours

Possible learning activities and resources

- **Development**

- Students to be introduced to how development can be measured through indicators related to income, health and education.
- Students to discuss regional differences in income and education and discuss the human and physical factors which may have influenced these differences. For example a map of poverty in Pakistan and the [associated report summary](#) can be used to support students explore these issues. There are seven suggested reasons for the differences shown in the map, students could individually or in groups research further details of these to discuss with the class.
- A similar activity can be completed for differences in literacy rate which are provided in [this map](#).

- **Equality**

- Students can explore data from the [Pakistan Bureau of Statistics](#) for different regions including indicators on poverty, labour and employment, education, and housing, water and sanitation.
- As a homework activity students could watch the United Nations [press conference](#) (51 mins) which discusses food security in Pakistan and actions to address it. Students could be asked to write a summary of the press conference to highlight the key issues and actions.
- Students can investigate strategies used to improve food security in Pakistan. This can be actions at different scales from actions coordinated by the World Food Programme as outlined in this [country brief](#), to actions of NGOs as outlined on this [webpage](#) from Action Against Hunger.