

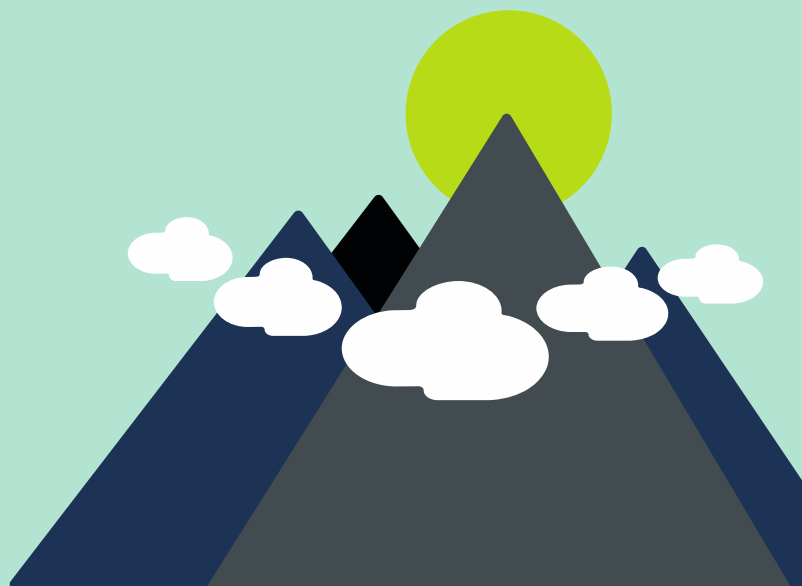
Delegate Booklet

Course Title:

**Pearson Edexcel International
GCSE Pakistan Studies: Welcome to Pearson
(Module 1)**

Course Code:

4PA1-20IO1





About this event

Course Title:

Welcome to Pearson Edexcel International GCSE Pakistan Studies: Module 1

Course Code:

4PA1-20IO1

Aims and Objectives

This online event is designed for teachers who are delivering our Pearson Edexcel International GCSE Pakistan Studies (2017)

As part of this session delegates will:

- identify how the qualification is devised and fundamental documentation
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the assessment of the qualification and how to prepare students
- identify support available from Pearson



Agenda

Time	Item
08:00-08:05	Welcome & Introductions
08:05-08:20	General information about Pearson and the qualification features
08:20-09:00	The History and Culture of Pakistan (Paper1)
09:00-09:05	Break
09:05-09:50	The Landscape, People and Economy of Pakistan (Paper 2)
09:50-10:00	Support available from Pearson and questions
10:00	Thank you for attending and close of course



Activity 1

Introductory poll

Purpose:

- To help delegates and the trainer to get to know each other.
- To establish if any delegates have taught the specification.

Poll 1 – introductory poll to establish delegate backgrounds and learning requirements

Take part in the poll as it appears on the screen.

Activity 2

Paper 1 options

Purpose:

- To share options chosen from Section B and C, reasons for those choices.

See slides 17/18 (option topics for Sections B and C). Identify what you chose as your options and why you chose these option Topics from

Section B selection:

Section C selection:



Activity 3 (Paper 2)

Purpose: To suggest and share teaching strategies.

See slides 34/35

The material below will be used when Landscape, People and Economy is discussed.

Content	Exemplar Tasks
a) Tectonic processes affecting Pakistan and the formation of the Himalayan landscape (fold mountains)	<p>1.2(a) Students might research information for a presentation describing and explaining tectonic processes.</p> <p>Students might construct a series of detailed annotated diagrams or maps to explain the formation of the Himalayan fold mountains.</p> <p>Teachers might assess knowledge and understanding with questions such as SAMs question 1(c).</p>

Suggest an additional teaching strategy for teaching this section of the Specification. Share your ideas on the chat box.

Notes on teaching strategies:



Activity 4

Purpose: To suggest and share teaching strategies.

See slides 36/37

Content	Exemplar Tasks
c) The challenges of the transport system and its impact on Pakistan's economic development.	2.2(c). Students might share their own experiences of using the transport system in Pakistan. They might work in groups to research and create a presentation covering one type of transport and its impact on Pakistan's economic development. Teachers might assess knowledge and understanding with questions such as SAMs question 2(f).

See the suggested lesson plan below. What do you think of this? Would you amend or add to it in any way? Share your comments and suggestions with the group.



Suggested outline lesson plan: The challenges of Pakistan's transport system

The challenges of Pakistan's transport system	
Subject. <i>Pakistan Studies</i>	Name.
Assessment level. <i>International GCSE</i>	Date.
Specification section. <i>2.2(c)</i>	Lesson length. <i>2 x 1 hours</i>
<p>Key objective. To understand that the transport system of Pakistan creates a number of challenges</p>	
<p>Expectations By the end of the lesson all students will be able to:</p> <ul style="list-style-type: none"> • <i>Name Pakistan's transport system types</i> • <i>Understand that each transport system type has its own challenges. Construct a table for each type.</i> • 	
<p>Key terms/vocabulary</p> <ul style="list-style-type: none"> • 	
<p>Summary of student task/actions</p> <ul style="list-style-type: none"> • <i>To identify Pakistan's transport systems/networks and locate these on a base map</i> • • 	
<p>Evidence of learning</p> <ul style="list-style-type: none"> • <i>Teacher devised multiple choice questions. Command word Identify. (Assessment criteria AO3).</i> • <i>Teacher devised six-mark question. Command word Explain. (Assessment criteria (AO1 (3 marks)/AO2 (3 marks)).</i> 	
<p>Home learning tasks</p> <ul style="list-style-type: none"> • • 	
<p>Next lesson</p> <ul style="list-style-type: none"> • <i>Investigate the impact of identified challenges on Pakistan's economy.</i> 	



Activity 5

Purpose: To suggest and share teaching strategies

See slides 38/39

Content	Exemplar Tasks
b) Case study of the particular challenges and opportunities in one megacity (Karachi, Lahore, Faisalabad).	3.3(b) Students and teachers might select the megacity nearest to their location to study. Following a visit to the megacity, or based on research, students might prepare presentations of either the challenges or the opportunities of their chose city, which they teach to the remainder of the class. Teachers might assess knowledge and understanding with question such as SAMs questions 3(d).

Suggest some additional strategies for preparing students for SAMs question 3(d).

3(d) Explain the challenges of rapid population growth for people living in a named megacity in Pakistan.

(6)

Named megacity



Focus on key words: Explain the challenges of rapid population growth for people living in a named megacity in Pakistan