آغا خان یونیورسٹی ایگزامینیشن بورڈ

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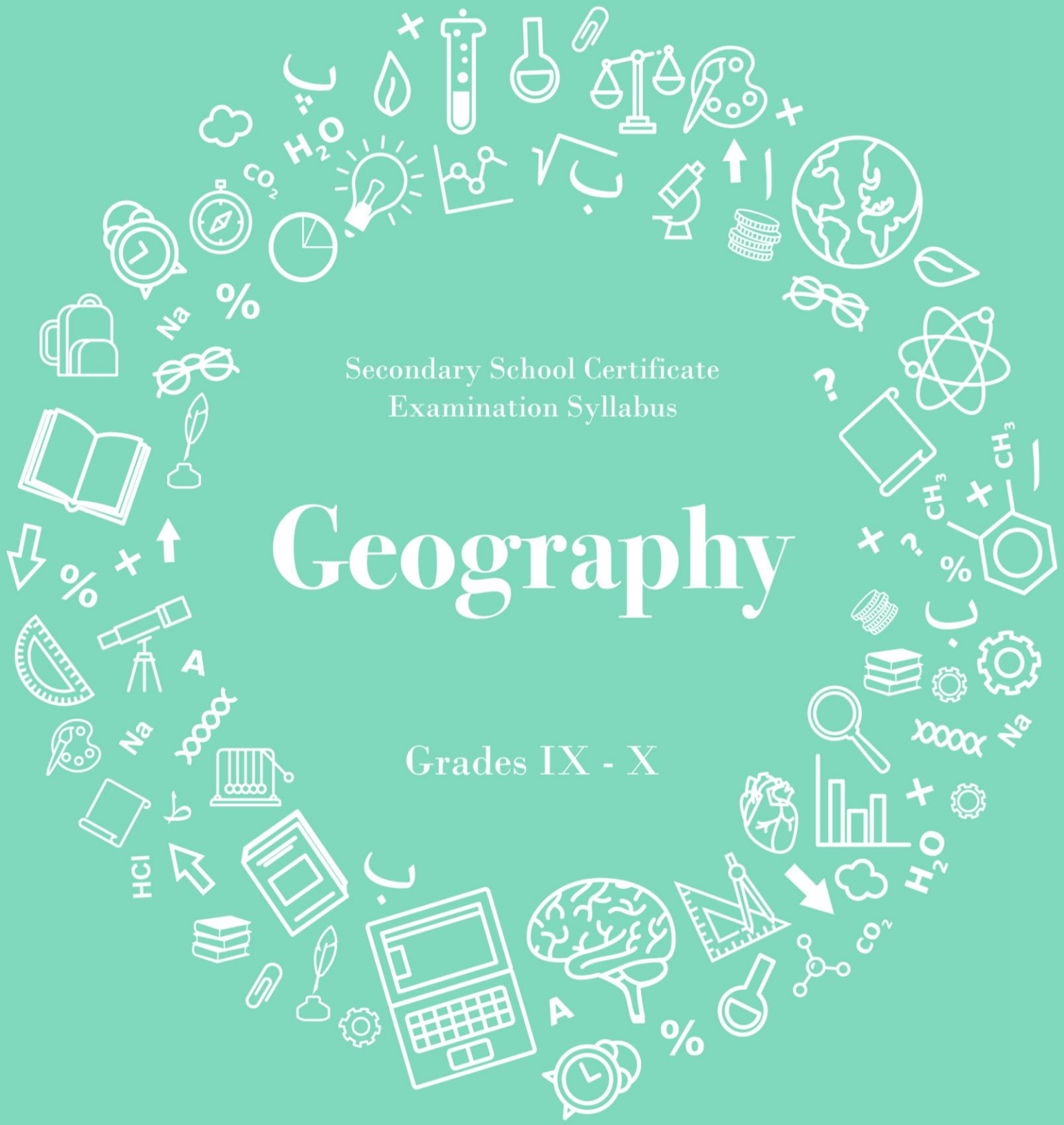

Secondary School Certificate
Examination Syllabus

Geography

Grades IX - X

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Secondary School Certificate Examination Syllabus

GEOGRAPHY

GRADES IX-X

This syllabus will be examined in Annual Examination session only from 2023 for Grade IX and 2024 for Grade X

For queries and feedback

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Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SCC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.

Dr Shehzad Jeeva
Chief Executive Officer (CEO), Aga Khan University Examination Board
Associate Professor of Practice, Faculty of Arts and Sciences, Aga Khan University

Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.

2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.

3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.

4. The topics of the syllabi are grouped into themes derived from the national curriculum. The connection between various themes and topics is highlighted in the '**concept map**' provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.

5. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.

6. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.

7. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.

8. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Subject Rationale of AKU-EB Geography

Why study AKU-EB Geography?

Geography is the study of places and the relationships between people and their environment. The subject allows one to explore Earth with respect to the universe especially the solar system and to the internal and external of change. The questions regarding what Earth was and how does it look like today and how it will be in future are answers that this subject guides us to look into.

Geography actually ensures that you never get lost, whether you are out of its atmosphere or within it, the designing of map to that of satellite guidance the journey is interesting yet takes into account multitudes of factors. It enables one to connect the physical structure of Earth to that of human life. How one effects the other! This leads to the exploration of human activities such as agriculture, industries and trade and its dependency on the physical attributes of the Earth. Also, it also takes into account the changes that has been brought on to the Earth due to various human activities.

What will you learn in AKU-EB Geography?

Geography helps to understand basic physical environment that affects everyday life activities. This syllabus is designed in a way such that students will be able to explore the physical characteristics of various places on Earth in order to function more effectively in the increasingly interdependent world. Moreover, it will help in understanding the earth's movement, climatic changes, ecosystems and related topics with their effect on societies.

Where will it take you?

The study of this subject takes one to adopt different careers that includes

- Astronomer
- Cartographer
- Meteorologist
- Archaeologist
- Seismographer
- Pedologists etc.

How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

Student Learning Outcomes of AKU-EB SSC Geography Syllabus

Part I (Grade IX)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level[1]		
				K	U	A
1. Understanding Geography		Students should be able to:				
1.1	Branches, Scope and its Relations with Other Subjects	1.1.1	define the term, 'geography';	*		
		1.1.2	explain the main branches of geography, i.e.: a. physical b. human c. environment;		*	
		1.1.3	explain the relationship between the main branches of geography;		*	
		1.1.4	describe the scope and importance of geography in our daily lives;		*	
		1.1.5	explain the relationship of geography with other disciplines such as a. physics b. biology c. economics d. history e. chemistry f. sociology;		*	

[1] K = Knowledge, U = Understanding A = Application and other higher-order cognitive skills.

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
1.2	Muslim Contributions	1.2.1	state the contributions of the given geographers in the development of geography, i.e.: a. Al-Khwārizmi, Abdullah al-Mamun (786-833) b. Abu al-Hasan Ali ibn al-Husayn al-Masudi (895-957) c. Ibn-Haukal, Al-Balkhi (943 – 978) d. Abu Rayhan Al-Biruni (973 – 1048) e. Muhammad Al Idrisi (1100 – 1165) f. Ibn-e-Battuta (1304 – 1377) g. Ibn-e-Khaldun (1332 – 1406);	*		
1.3	The Place of Earth in the Universe	1.3.1	explain the Island Universe Theory;		*	
		1.3.2	identify the position of the Earth in the solar system;		*	
		1.3.3	calculate the approximate circumference of the Earth in kms and the approximate distance in kms from the Earth to the Sun and other planets in the solar system;			*
1.4	The Movement of the Earth	1.4.1	describe the shape of the Earth;		*	
		1.4.2	explain the given movements of the Earth: a. movement on its axis and b. movement around the sun;		*	
		1.4.3	differentiate between rotation and revolution of the Earth;		*	
		1.4.4	explain the effects of rotation and revolution on the Earth.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
2. Map Reading		Students should be able to:				
2.1	The Importance of Maps	2.1.1	define the term, 'map';	*		
		2.1.2	describe the basic terms, i.e.: 'heading', 'scale', 'key' and 'direction' with reference to a map;		*	
		2.1.3	identify different components of a map (legend/ key, scale) on different types of maps;		*	
		2.1.4	recognise how different man-made features are represented by conventional symbols;		*	
		2.1.5	interpret contours for different types of slopes;			*
		2.1.6	draw a sketch map of the given places (school, neighbourhood, shopping malls, park, playground) with its immediate surroundings by using appropriate scale, heading, key and directions;			*
2.2	Types of Maps	2.2.1	explain the given types of maps: a. general reference map b. physical map c. political map d. climate map e. topographic map f. economic or resource map g. road map h. thematic maps;		*	
		2.2.2	compare different types of maps in terms of their use and representation;		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
2.3 Longitude and Latitude	2.3.1	explain lines of latitude and longitude with reference to its position and use;			*	
	2.3.2	calculate time with reference to longitude;				*
	2.3.3	explain the importance of International Date Line;			*	
	2.3.4	explain the division of latitude with reference to climatic zones;			*	
	2.3.5	locate the given countries and the continents on the map of the world with the help of latitude and longitude a. Asia: Pakistan, Japan, Saudi Arabia, Sri Lanka b. Europe: Turkiye, Germany, Russia c. North America: Canada, United States of America, Alaska d. South America: Brazil, Argentina, Venezuela e. Africa: Sudan, Zambia, Mauritania f. Oceania: New Zealand, Australia.				*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
3. The Earth		Students should be able to:				
3.1	The Structure of the Earth	3.1.1	explain the internal structure of the Earth with the help of a diagram;		*	
3.2	Physical Features of the Earth	3.2.1	explain the given physical features of the Earth, i.e.: a. mountains b. islands c. plains d. deserts e. plateaus f. oasis g. hills h. rainforests i. grasslands j. volcanoes k. seas l. oceans m. rivers n. glaciers o. lakes;		*	
		3.2.2	explore the physical features of the Earth mentioned in SLO 3.2.1 using Google Earth;			CA
		3.2.3	compare the physical features of the Earth mentioned in SLO 3.2.1;		*	
		3.2.4	analyse the impacts of the physical features mentioned in SLO 3.2.1 on human life;			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	3.2.5	discuss tectonic movements (towards each other, away from each other and slide past each other) and landforms resulting from these movements i.e.: a. fold mountains b. volcanoes c. ridges d. sea floor spreading;		*	
3.3 Agents of Change	3.3.1	describe the given internal and external agents of change on the Earth a. internal; • earthquake and volcanoes b. external; • wind, ice and water;		*	
	3.3.2	describe the actions of river erosion, transportation and deposition on the formation of land;		*	
	3.3.3	describe landforms produced by erosion and deposition, i.e.: a. headlands and bays b. cliffs c. wave-cut platforms d. caves e. arches f. stacks g. beaches spits h. bars;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	3.3.4	describe the landforms resulting from the action of rivers, seas and oceans, i.e.: a. alleys b. floodplains c. deltas (wave characteristics and erosion; longshore drift; wave deposition);		*	
	3.3.5	explain the importance of rivers.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
4. Oceans, Seas and Coasts		Students should be able to:				
4.1	The Oceans and Seas	4.1.1	distinguish between oceans, seas, gulf, isthmus and coasts;		*	
		4.1.2	locate the five oceans and main seas on the world map;			*
		4.1.3	discuss the importance of oceans and seas on human life;		*	
4.2	Ocean Currents	4.2.1	describe the term, 'ocean current';		*	
		4.2.2	describe the types of ocean currents and their distribution;		*	
		4.2.3	explain the reasons for ocean currents being warm and cold;		*	
		4.2.4	explain the influences of warm and cold ocean currents on adjoining coasts;		*	
		4.2.5	discuss the effects of ocean currents on human life;		*	
		4.2.6	analyse the importance of coastal ecosystems and biodiversity on the environment;			*
4.3	Tides	4.3.1	describe the formation of tides;		*	
		4.3.2	describe the effect of tides on coastlines;		*	
		4.3.3	describe the effects of tides on human life;		*	
		4.3.4	elaborate different types of methods used for coastal protection: soft and hard defences;		*	
		4.3.5	analyse the effects of tourism and other human development on the coastline.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
5. The Atmosphere		Students should be able to:				
5.1	Composition and Extent	5.1.1	describe the composition of the atmosphere;		*	
		5.1.2	discuss the importance of the atmosphere;		*	
5.2	Weather	5.2.1	describe the elements of weather: temperature, air, humidity, precipitation, atmospheric pressure, winds, sunshine duration, and clouds;		*	
		5.2.2	distinguish between weather and climate;		*	
5.3	Water Cycle	5.3.1	explain the process of water cycle;		*	
		5.3.2	explain the formation of clouds;		*	
		5.3.3	discuss different types of clouds;		*	
		5.3.4	discuss the types of rainfall, i.e.: a. relief b. convectional c. frontal;		*	
5.4	Climate	5.4.1	discuss how atmospheric temperature changes with height and in horizontal temperature zones;		*	
		5.4.2	describe atmospheric pressure and pressure belts;		*	
		5.4.3	explain the major types of wind: planetary (westerly and polar), trade, monsoon, local and seasonal;		*	
		5.4.4	discuss the given types of climates and their world distributions, i.e.: a. monsoon b. Mediterranean c. equatorial;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	5.4.5	analyse the influence of climate on agriculture;			*
	5.4.6	evaluate the given problems associated with different types of climates: a. floods b. droughts c. landslides.			*

Part II (Grade X)

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
6. Human Settlement		Students should be able to:				
6.1	Types of Human Settlement	6.1.1	describe the concept of human settlement;		*	
		6.1.2	explain the key features of rural and urban settlements in Pakistan;		*	
		6.1.3	explain the key features of slum areas (*Kachi Abadis*) in Pakistan;		*	
		6.1.4	evaluate the problems of rural and urban settlements with reference to its physical, social, and political dynamics;			*
		6.1.5	analyse the problems of slum areas (*Kachi Abadis*) with reference to its physical, social, and political dynamics;			*
6.2	Trade and Commerce	6.2.1	describe functions of the given settlements: a. industrial b. commercial c. residential d. administrative;		*	
		6.2.2	explain the relationship between function and size of settlements mentioned in SLO 6.2.1;		*	
		6.2.3	analyse the socio-economic impact of each settlement mentioned in SLO 6.2.1 on the cities and villages of Pakistan;			*
6.3	The Growth of Urban Settlements	6.3.1	describe the process of urbanisation including sub-urbanisation and counter-urbanisation;		*	
		6.3.2	discuss the main factors for planning an urban settlement;		*	
		6.3.3	evaluate reasons for the growth of urban settlements in Pakistan;			*
		6.3.4	analyse the problems associated with rapid urbanisation in Pakistan;			*
		6.3.5	suggest ways to counter the problems associated with rapid urbanisation in Pakistan.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
7. Human Geography		Students should be able to:				
	7.1 Introduction	7.1.1	describe the given branches of human geography: a. cultural b. economic c. historical d. political e. population f. rural g. urban h. transport i. social;		*	
		7.1.2	discuss the relationship of various branches of human geography with each other;		*	
	7.2 Population Structure	7.2.1	describe the sources of population data;		*	
		7.2.2	compare population structure with reference to age and gender;		*	
		7.2.3	interpret population pyramids with reference to death rate, birth rate, gender, age, etc.;			*
	7.3 Population Distribution and Population Density	7.3.1	distinguish between population distribution and population density;		*	
		7.3.2	identify the broad pattern of high, medium and low densities of population on a world map;		*	
		7.3.3	analyse the factors that affect the distribution and density of the world population;			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
7.4	Migration	7.4.1	define the term, 'migration';	*		
		7.4.2	describe the given types of migration: a. internal migration (rural to urban, rural to rural, urban to rural, urban to urban) b. immigration c. emigration;		*	
		7.4.3	discuss the factors of migration;		*	
7.5	Population Growth	7.5.1	define the term, 'population growth';	*		
		7.5.2	describe the term, 'natural increase';		*	
		7.5.3	discuss the causes of population growth in Pakistan;		*	
		7.5.4	evaluate the effects of population growth on the development of Pakistan;			*
		7.5.5	suggest ways to minimise the effect of population growth on the development of Pakistan.			*
7.6	Population Welfare	7.6.1	describe the term, 'population welfare';		*	
		7.6.2	analyse the need for population welfare in Pakistan;			*
		7.6.3	evaluate the importance of population planning for the economic development of Pakistan.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
8.	**Economic Geography**	Students should be able to:				
8.1	Natural Resources	8.1.1	describe the term, 'natural resources';		*	
		8.1.2	explain 'renewable' and 'non-renewable' resources;		*	
		8.1.3	analyse the importance of natural resources in the economic development of Pakistan;			*
8.2	Classification of economic activities	8.2.1	classify economic sectors as: a. primary b. secondary c. tertiary;		*	
		8.2.2	evaluate the role of each economic sector (mentioned in SLO 8.2.1) in the economic development of Pakistan;			*
8.3	Transport and communications	8.3.1	describe different modes of transportation;		*	
		8.3.2	analyse the importance of the given modes of transportation for the development of trade in Pakistan: a. road b. air c. sea d. rail;			*
		8.3.3	explain the factors which encourage or hinder the development of road, air, sea and rail communications in Pakistan;		*	
		8.3.4	locate the main seaports and airports on the map of Pakistan.			*

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
9. Environmental issues		Students should be able to:				
9.1	Managing Natural Environment	9.1.1	describe the term, 'natural environment';		*	
		9.1.2	discuss the causes of global warming;		*	
		9.1.3	discuss the effects of global warming on the economy of Pakistan;		*	
		9.1.4	describe methods of waste management in urban and rural locations in Pakistan;		*	
		9.1.5	suggest ways to conserve the natural environment in Pakistan;			*
9.2	Sustainable Development	9.2.1	explain the meaning of 'sustainable development';		*	
		9.2.2	describe the given renewable sources of energy: a. water b. wind c. solar d. biomass;		*	
		9.2.3	discuss the importance of these renewable sources in the development of Pakistan;		*	
9.3	Natural Environment	9.3.1	evaluate the effects of pollution on the atmosphere;			*
		9.3.2	discuss reasons why people live in hazardous environments;		*	
		9.3.3	analyse the measures [predicting and preparing for hazards (education, early warning systems, shelters) that can be taken to manage the given hazards both before and after the event, that are: a. floods b. volcanic eruptions c. earthquakes d. tsunami;			*
		9.3.4	analyse the short-term and long-term human responses towards the hazards mentioned in SLO 9.3.3.			*

Scheme of Assessment

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Understanding Geography	4	2	10	1	13
2.	Map Reading	3	1	8	4	13
3.	The Earth	3	0	9	1	10
4.	Oceans, Seas and Coasts	3	0	11	3	14
5.	The Atmosphere	4	0	12	2	14
	Total	**17**	**3**	**50**	**11**	**64**
	Percentage		**05**	**78**	**17**	**100**

Table 2: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Understanding Geography	10	Total 3 Marks (1 CRQ)		75
2.	Map Reading	12	Total 3 Marks (1 CRQ)		
3.	The Earth	5	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	
4.	Oceans, Seas and Coasts	10	Total 3 Marks (1 CRQ)		
5.	The Atmosphere	3	Total 3 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	
	Total	**40**	**15**	**20**	**75**

Grade X

Table 3: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topics	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
6.	Human Settlement	3	0	7	6	13
7.	Human Geography	6	2	11	6	19
8.	Economic Geography	3	0	5	4	9
9.	Environmental Issues	3	0	8	4	12
	Total	**15**	**02**	**31**	**20**	**53**
	Percentage		**4**	**58**	**38**	**100**

Table 4: Exam Specification

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
6.	Human Settlement	8	Total 2 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	75
7.	Human Geography	14	Total 6 Marks (2 CRQs)		
8.	Economic Geography	10	Total 5 Marks (2 CRQs)		
9.	Environmental Issues	8	Total 2 Marks (1 CRQ)	10 Marks Choose any ONE from TWO	
	Total	**40**	**15**	**20**	**75**

- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.

- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades IX and X respectively. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the Understanding (78% in IX and 58% in X), Application and higher order skills (17% in IX and 38% in X) to discourage rote memorisation. Tables 1 and 3, however, do not translate directly into marks.

- There will be two examinations, one at the end of grade IX and one at the end of grade X.

- In each grade, the theory paper will be of 3 hours and will consist of two parts: paper I and paper II.

- Paper I theory will consist of 40 compulsory, multiple choice items. These questions will involve four response options.

- Paper II theory will carry 35 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.

- All constructed response questions will be in a booklet which will also serve as an answer script.

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- **Syeda Nadia Kiran**
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