

PAKISTAN STUDIES

Paper 0448/01

The History and Culture of Pakistan

Key messages

- When answering questions using source material, candidates should refer to the source, draw inferences from it and support these, either with detail from the source or with contextual knowledge.
- Candidates should make sure they have read each question carefully to understand the question requirements and ensure their answers are focused and relevant.
- It is important for candidates to avoid lengthy narratives and focus on explanation, analysis, and evaluation.

General comments

The majority of candidates addressed the questions as set with an appropriate length of answer. There were few rubric errors with most candidates answering the required three questions in the set time. Many candidates produced some excellent responses to questions that were relevant and focused.

There were a number of responses for **Question 1** which demonstrated insufficient knowledge to answer question parts **(c)** and **(d)** appropriately.

The most successful responses were those that clearly answered the question rather than describing events and this skill should continue to be focused and improved upon. Candidates need to read the questions carefully and consider what is required before beginning their answers.

Comments on specific questions

The most popular optional questions answered this year were **2** and **3**, with **1** being compulsory.

Question 1

In **part (a)** the majority of candidates scored full marks by successfully extracting relevant information from the source. A minority of candidates missed the point of the question and responded by referring to their own knowledge and did not refer to the source. In this question, candidates must refer to the source and extract the correct information from it. As with most of the **part (a)** questions, many candidates wrote far more than is necessary.

In **part (b)**, many candidates described what they saw or made unsupported inferences, suggesting they had difficulty using and interpreting the source. There were, however, some excellent responses which showed a clear understanding of the message of the source, successfully linked to contextual knowledge. In most cases those candidates who reached the top of Level 3 did so by adding relevant contextual knowledge as extra support, rather than giving two supported inferences. Overall, candidates need to ensure they understand the demands of this type of question and must refer to the source in their answers.

Part (c) on the Cripps Mission was a well-answered question with many candidates explaining why it failed. Some responses focused too much on the terms of the Cripps Mission rather than why it was rejected. A minority of candidates demonstrated limited knowledge of the Mission and were therefore not able to explain the reasons for its limited success. Overall, however, most responses demonstrated good knowledge of the Cripps Mission and why it failed and could give explained reasons for its failure.

In **part (d)** most candidates demonstrated good knowledge of the Gandhi–Jinnah talks and could give some explanations of why the talks failed. Many of these candidates were able to provide solid counterarguments of the reasons for the breakdown of Gandhi–Jinnah talks, with reference to the ‘Two-Nation’ Theory and the disagreement over when partition would take place being the most popular. Some candidates were then able to reach Level 4 by providing knowledge on the disagreement over the future role of central government.

There were some responses which, instead of focusing on Gandhi and Jinnah's disagreements during the talks, included irrelevant information on events that took place earlier such as the Round Table Conferences. Other responses misunderstood what was meant by the 'role of central government', keeping some good, detailed responses in Level 3.

Question 2

This was a popular question with some high scoring answers.

Part (a) tended to be a well-answered question with most candidates having a good knowledge of the battle of Balakot. Some candidates appeared to have confused the battle of Balakot with other battles, with these responses showing limited knowledge of the specific events and some referring to inaccurate individuals, including Robert Clive.

Part (b) saw a large majority of candidates highlight Haji Shariatullah's importance in founding the Faraizi Movement and his role in the revival of Islam. Many of these candidates were able to score maximum marks. However, some candidates wrote about the wrong reformer or interpreted the question to be a comparison of the importance of the three reformers including Shah Waliullah and Syed Ahmad Bareilvi, thus writing unnecessarily long answers.

Part (c) related to the causes of the War of Independence with nearly all candidates able to reach Level 3, demonstrating their sound knowledge of the greased cartridge incident. Some candidates explained why other policies caused resentment and thus contributed to the war. However, many candidates gave a running narrative of their knowledge of the causes of the War without any explanation provided. Weaker responses included unsubstantiated information about the behaviour of the British and how this contributed to the outbreak of war. Other candidates misread the question and wrote about why the war was lost.

This was a very well-known topic and candidates needed to explain why the factors they presented led to the War. For example, in describing that Indians objected to the introduction of co-educational schools, candidates needed to explain why this factor led to war. Those candidates who described factors without explaining them commonly received a mark in Level 2. On the other hand, there were some excellent answers from candidates who used initiative in their responses, gaining near maximum marks.

Question 3

This was a popular question with many well-answered responses.

In **part (a)** the majority of candidates were able to identify that one purpose of the Mohammedan Anglo-Oriental College was to educate Muslims. Nearly all candidates initially wrote about Syed Ahmad Khan's career and his actions before founding the college, which was not required for the question. Answers achieving at least 3 marks were common, with other popular purposes referring to the teaching of western education, rising in status/employability and the education of future leaders of Pakistan.

Part (b) required candidates to explain the reasons why Jinnah produced his 14 Points. Many responses tended to describe a list of events, some as far back as the Lucknow Pact, rather than explain why these were produced. Often candidates described the content of his 14 points or described the contents of the Nehru Report, adding '*and so Jinnah produced his 14 points*' without clear reasoning. Descriptive answers were often encountered with many candidates receiving a Level 2 mark. Candidates should make sure that they read the question asked carefully.

Many candidates answered **part (c)** well which related to the reasons why the Muslim League was founded. Candidates were able to provide several examples from both sides of the argument referring to Congress as a Hindu dominated party and the Simla Deputation. Counter arguments including the partition of Bengal and the 'Two-Nation' Theory were often well articulated with many high scoring marks in Level 4 as a result. Some weaker responses included limited detail and were often descriptive answers about Congress/Hindu injustices that often did not relate to the early years of the twentieth century. Some of these responses also focused on rivalry between Gandhi and Jinnah, which was not relevant to the question.

Question 4

Part (a) on the Rowlatt Act was generally well-answered; the majority of candidates were aware of the terms of the Act and achieved full marks. Some candidates also wrote about why the Rowlatt Act came into effect or the resultant Amritsar Massacre, which was not needed to answer the question.

Many candidates were able to achieve Level 3 on **part (b)** which referred to Pakistan becoming a nuclear power and was generally a well-answered question. Many candidates showed good knowledge and understanding of why and how nuclear development was important to Pakistan, although they demonstrated a lesser understanding of U.S.A/Pakistan interactions.

Responses to **part (c)** were mixed. Stronger responses explained what was effective/not effective about Zulfikar Ali Bhutto's domestic policies and scored highly, usually in Level 4. However, for most candidates, answers were often one-sided, only explaining the ineffectiveness/negatives of Bhutto's policies. Weaker responses often included a high level of description throughout. Many of these candidates had a good knowledge of Bhutto's domestic policies and need to turn this knowledge from description to explanation. Very few candidates strayed into Bhutto's foreign policy which was not relevant to the question.

Question 5

Answers to **part (a)** were mixed. Some candidates knew the details of the 1956 Constitution whilst others confused the provisions with other constitutions. Few candidates were able to score maximum marks on this question.

Nearly all candidates who answered **part (b)** on the circumstances that brought General Pervez Musharraf into power in 1999 were able to explain their point fully. Some responses explained the Kargil Conflict and the events in Kashmir. Other responses made vague reference to possible threats or briefly described events without linking them to the question.

Part (c) required candidates to assess how good the relationship between Pakistan and Bangladesh was after 1971. Some candidates displayed detailed knowledge of events and provided many examples of the varied relationships between Pakistan and Bangladesh, thus achieving a high Level 4 mark. Other candidates can improve by turning their considerable knowledge about the events into valid explanations. There were also responses which erroneously discussed relations between West and East Pakistan before 1971.

PAKISTAN STUDIES

Paper 0448/02
The Environment of Pakistan

Key messages

For candidates to perform well on this paper they needed to be able to:

- Ensure that the rubric is followed, answering three of the five questions; most candidates did so this series.
- Attempt all parts of the chosen questions, completion of the pie chart in **Question 3(b)(iii)** was left blank by many candidates.
- Read the question carefully. If it helps, underline the command words and words which indicate the context of the question. Many candidates misinterpret the meaning of questions. For example, **Question 4(a)(ii)** some candidates wrote why livestock was suited to certain areas. In **Question 2(b)** some candidates explained how roads would benefit desert areas.
- Know the meaning of key command words such as '*describe*', '*explain*', '*evaluate*'.
- Understand the meaning of key terms such as '*distribution*' and '*location*'. For example, **Question 1(a)(iii)** asked candidates to describe the location of the airport, using map evidence from Fig. 1.2. whereas **Question 5(a)(ii)** asked about the distribution of population change shown on Fig. 5.1.
- Identify the focus of a question by understanding the question stem, for example '*Suggest how*' in **Question 3(a)(iii)** indicates that mining processes should be described. Whereas '*natural factors*' in **Question 4(c)(i)** indicates that use of chemical fertilisers or irrigation methods will not be credited.
- Learn the meanings of key words. Most candidates gave correct definitions in **Question 3(b)(i)**. However, fewer were able to define population distribution in **Question 5(a)(i)**.
- Describe what can be seen in a photograph e.g. **Question 2(a)(iii)**, **Question 5(b)(i)**. Many candidates tended to describe a generic environment like that shown in a photograph rather than stating what they can see in the photograph provided. Some candidates describe what is not in the photo, such as stating '*there is no electricity supply*'.
- Use evidence that is shown on a map e.g. **Question 2(a)(ii)**. Candidates must ensure the features they use to describe location or distribution on a map are in the key or are labelled on the map provided. Reference to features not shown on the map cannot be credited.
- Use the mark allocations and answer space provided as a guide to the length of response required and the number of points to make. Some candidates wrote long responses in the earlier parts of the paper and hence were short of time answering the third question they chose.
- Write as precisely as possible, avoiding vague statements or language such as '*better*' or '*proper*'. Generalised statements such as '*there are no...*' are also less likely to get credit.

Examples:

'Provides a better quality of life' is vague. *'Providing people education to access high paid jobs'* or *'making their housing secure to withstand heavy rain'* or *'providing sewers to reduce spread of disease'* are more specific.

'Infrastructure'/communications' is vague. *'Building roads, train lines, airports or installing telecommunications, extending internet access or providing electricity'* are more specific.

'Facilities'/services' is vague. Specific examples should be given e.g. schools or hospitals.

'Pollution' is vague. *'Litter, gases emitted/air pollution, oil spills/industrial waste in rivers/water pollution'* are more specific.

- Write developed ideas wherever '*you should develop your answer*' is stated in the question. Avoid long lists of different ideas or bullet points. Instead take a simple idea and extend it by mentioning why it

happened or the causes, the consequences of something or what it could lead to. Building a point by providing more detail about it will allow access to the development marks.

- In the final **(d)** part of each question, avoid copying/repeating sections of the questions as this will not be credited.
- In the final **(d)** part of each question, candidates should ensure that their ideas are developed (as explained in the point above) with the correct focus. It is also important to consider both points of view or both sides of an argument. Many candidates provide several developed points for only one side of the argument and therefore limit the number of marks credited. Most candidates did conclude by stating which view they agree with or gave an evaluative statement explaining which side of the argument they thought was stronger. Examples should be developed further to include detail which supports the point being made.
- When using the additional space at the back of the booklet candidates must ensure they label the parts they write to show which question/s they have continued. Additional answer space should always be used first before filling in an additional answer booklet.

General comments

Some excellent responses were seen this summer. A small number of candidates did not follow the rubric.

Question 3 was the most often answered, followed by **Question 4**. **Questions 1** and **5** were also popular. Fewer candidates chose **Question 2**. Few candidates left question parts unanswered in the three questions they chose which suggests that most made good use of the time allowed. There were almost no examples of blank scripts or those only attempting one or two questions.

A common error was that, when asked to describe a location or distribution of a feature, many responses were not sufficiently specific to earn full credit. Candidates also need to ensure that they follow the instruction in the rubric when asked to only use a figure provided in the paper or insert in their answer. In such instances candidates cannot be credited for their own knowledge. There were instances where candidates misunderstood the information given and therefore did not answer the question as set.

Candidates were able to show sound subject knowledge and understanding of contemporary issues in Pakistan throughout this paper. Candidates' knowledge of mining, renewable energy, of what drives population increase, of causes of population change, of factors that make it difficult to construct roads and airports is sound. In many responses references to attracting inward investment and improving the balance of payments were well explained. Key areas to improve are the use of maps to describe locations and distributions of features shown, knowledge of what can be done to reduce poverty and inequality, knowledge of climate and factors for crop growth. Overall, most candidates showed understanding of the need for sustainable development and were able to suggest both many positive points and areas of potential opportunity for the future of Pakistan.

Candidates can improve upon their answers to questions which state '*you should develop your answer*', ensuring that their answers are sufficiently developed. For example:

Question 2(c)(i) Day length:

'The days are longer in summer in Pakistan. The days are shorter in winter.' gives two simple points which would gain one mark.

'The days are longer in summer in Pakistan because the northern hemisphere is tilted towards the sun.' gives one simple point and a development of it. This response would gain two marks.

Question 2(c)(i) temperature:

'It is warmer closer to the equator. It is cooler in the higher latitudes.' gives two simple points which would gain one mark.

'The sun's rays are concentrated on a smaller area of land near to the equator, so there are hotter temperatures at low latitudes.' gives one simple point and a development of it. This response would gain two marks.

Question 1(c):

'Large scale industries provide lots of jobs. They make goods that can be exported. They use large amounts of raw materials. They attract foreign investment.' gives four simple points which would gain two marks.

'Large scale industries provide lots of jobs. This means that more people can get formal jobs and pay taxes to the government. The goods made are of high quality and can be exported, this helps bring foreign exchange to Pakistan.' gives two simple points and a development of them which would get four marks.

Part (d) questions

It is evident that candidates have worked very hard in preparation for this exam. These **part (d)** questions were generally well-answered, and many candidates were able to provide a well-structured response. A large proportion gained marks in Level 2 and successfully developed a point on at least one of the views. The best responses provided a clearly structured and concise answer, utilising the time available to achieve a Level 3.

Most candidates did give an evaluative statement, more so in **Questions 1(d)** and **5 (d)**. This evaluation could be as simple as lending support to one side or argument, or at a more in-depth level, a concluding paragraph that 'weighs up' both sides of the issue. The example could possibly be the name of an organisation, a specific location, or a place relevant to the issue and the information contained in the response.

However, knowledge of case studies was limited and where named examples were included, the majority of responses required more specific detail for the development of a point in their answer.

In **part (d)** responses, candidates are required to include a developed explanation on both sides of the issue or from both viewpoints, whilst also including an element of evaluation and an example. Thus, many scored only a maximum of 3 marks in the **part (d)** questions.

Comments on specific questions

Question 1

- (a) (i) The vast majority of responses correctly identified '*Karachi*' as V. Far fewer could name the landform U. Common incorrect answers identified the wider '*Western mountains*' or '*Hindu Kush*' as U.
- (ii) This question was well-answered overall. Most candidates talked about the terrain and lack of population. The most common incorrect response seen was '*there is a lack of flat land*'. Credit is not given for negative statements stating what is not there.
- (iii) Most candidates used the map key effectively. Most responses concentrated on orientation with only a small minority referring to scale. Most candidates appeared to have difficulty describing the location of the airport in relation to the named roads and the railway line. Stating that the airport can be accessed by a named road or that the railway line passes the airport was credited. Giving multiple compass directions to different features scored a maximum one mark. Candidates should refrain from using words such as *above/below/right of/left* of the airport, instead they should use references to compass points e.g. '*North of*' etc.
- (iv) Most candidates seemed to find this question difficult. Most correct responses included reference to new airlines and airports or new systems such as online ticketing and improved air traffic control. The question required candidates to state improvements in '*air communication*' so correct answers needed to reference ideas such as '*new airports and/or routes*'. Airport efficiency improvements were also credited. Common incorrect answers referred to improvements in passenger experience e.g. Wi-Fi on flights. Some candidates clearly had knowledge of air communication but based their response on existing methods as opposed to improved methods.
- (b) (i) Many candidates repeated material from the question stem, responding with '*they are large in scale*'. Although, '*using a large area of land*' was credited. Common good answers mentioned mass production, the use of machinery and the formal/registered nature of the employment. Some

of the most common wrong answers included features such as use of skilled and unskilled labour, and that the industries export, which could be attributed to any size organisation.

- (ii) In most cases candidates picked out ideas about nearness to transport infrastructure, markets, available labour, or available water in the river/canal. In a small number of cases answers were generic, with limited reference to Fig. 1.2. However, most candidates located one advantage on the map by stating a feature was nearby. Transport advantages were most credited.
- (c) Most candidates stated and developed at least one reason how large-scale industries would increase economic development in Pakistan. Alternatively, they were able to give two simple reasons, both achieving two marks. Most candidates found difficulty developing their reference to more employment, with only a few mentioning taxation, for example. However, the best responses made sophisticated points about increasing GNP, changing the balance of trade, or, in a small number of cases, points about industrial diversification and up-skilling or providing a market for Pakistan's primary industries to sell to.
- (d) Responses to this question received a wide range of marks. A small minority of candidates misread the views, but these candidates were still usually able to access at least half of the marks available by considering one side of the debate. Almost all candidates made a simple point for or against each view. Most candidates appreciated the need to consider both views (A and B) and tried to develop ideas on each, although responses were not always very well balanced. Those that did offer developed ideas generally also included an evaluative judgement and some exemplification. More examples and case studies were seen in this question particularly referring to Pakistan's ports along with some well-constructed evaluative statements.

Candidates should focus their answers into one (or two at most) developed points for each view only. Questions with 'A and B' viewpoints do not require both A and B to be argued for and against, which doubles the length of answers and hinders evaluation. A good range of responses were seen with approximately equal numbers arguing for seaports as arguing for airport development. A variety of reasons for and against each suggestion were given, indicating that candidates were able to draw on their wide-ranging knowledge about the physical and socio-economic implications of each project. It should be noted that responses cannot use the same development (or inverse development) of both views to gain credit twice in a **part (d)** response. For example, *'airports/seaports are more/less expensive to construct which means loans will/will not need to be taken out by the Pakistan Government'*.

Question 2

- (a) (i) This question was generally not well-answered by the majority of candidates. Many identified desert names with the wrong letter. Some wrote the name for Y as the Thar Desert and some others the Cholistan Desert. There were also a number of blanks or crossed out responses. Of those that left **part (a)(i)** blank, many still went on to complete the remainder of **Question 2** successfully.
- (ii) Most candidates identified the province correctly and correct reference to the appropriate borders was common (Iran/Afghanistan for the Kharan and the KPK border for the Thal Desert). When latitude and longitude were quoted it was usually correct although some candidates only tended to give the latitude. Many added a correct compass direction to another feature on the map. However, many non-geographical terms were used e.g. *above/below/upper/lower* to locate a feature on a map. In addition, there were many answers referencing features, such as cities, which were not on the map.
- (iii) This question was well-answered. Many referred to sand and the sparse nature of the vegetation. There are lots of features which could have been chosen and full marks was common for this question. There were fewer responses in the negative, stating what was not in the photo (which would not be credited) and more candidates confidently stating what evidence they could see.
- (b) In general, identifying a simple point(s) was accomplished by most, but development of the point was not always present. The most common response considered the difficulty of constructing roads on rugged terrain. There were common references to the problems for workers in the desert heat and issues caused by lack of water. A few responses referred to sand covering the road, causing it to disappear, but this was rare. Some candidates incorrectly identified the presence of deserts as a positive influence on road construction e.g. the vast area meant that roads could be developed

easily. A minority misinterpreted the question and wrote about the benefits roads would bring to a desert region, for example that the mineral extraction or tourist industry would benefit from the construction of roads.

- (c) (i) On the whole this question was not well-answered. The tilt of the earth towards/away from the sun was infrequently mentioned and Pakistan being in the Northern Hemisphere was rarely seen. Many responses incorrectly thought being near the equator or in lower latitudes causes longer daylight hours or the obverse in higher latitudes. Some candidates correctly linked varying day length to summer or winter. Temperature was better understood. Many candidates identified closeness to the equator as being hotter and some went on to say that the sun's rays were more direct or concentrated there. Reference to the angle of incidence or the distance the sun's rays travel through the Earth's atmosphere was rarely seen. Some candidate's responses demonstrated confusion about what is meant by higher and lower latitudes and others confused latitude with altitude.
- (ii) Though some correct responses were seen, candidates appeared to find this question difficult. Most commonly, candidates thought that temperature and rainfall cause the seasonal variations in Pakistan's climate.
- (iii) This question was generally answered well. Hot and dry were the characteristics of an arid climate most often identified, thus most candidates scored at least two marks. Many also referred to the winds as well as the mild winters. Some candidates referred to 'no rain' which was not credited.
- (d) This was the least well-answered of all the **part (d)** questions. When evaluating the extent to which extreme climates influence the lives of people and the economy of Pakistan, candidates needed to identify the fact that extreme climates can bring benefits as well as causing problems. Consequently, most of the best answers were only able to access half of the marks (Level 2, 3 marks). Weaker responses often produced a list of simple consequences either related to lack of rainfall, drought, flooding as a result of cyclones, or extreme cold in the Northern areas. Some responses referred to food shortages, repeated from the question, without adding any further understanding of either causes or consequences of food shortage.

Stronger responses, however, included developed ideas such as extreme climate causing rural-urban migration, loss of crops for industries or export which led to a lower GDP. References were also made to industries having to stop work etc. Extreme cold in the Northern areas was occasionally developed in relation to avalanches and roads blocked.

The benefits side of the issue was rarely dealt with, and usually only very briefly. Flood water leading to the deposition of alluvium was occasionally developed with increased fertility of soil. Sometimes the extreme cold theme was developed with reference to tourism and increased income or through the development of cottage industries.

Other responses needed to focus more on the question, as they provided general information about conditions in the Punjab, Balochistan or Sindh, for example, and agriculture/industry/lifestyle (e.g. nomadism) in those areas.

Question 3

- (a) (i) Most candidates filled in the labels on the diagram correctly. The most common error was confusion between adit and shaft mining.
- (ii) Most candidates answered this correctly and gained both available marks. Candidates needed to ensure that they used Fig. 3.2, rather than describing features from their own knowledge to achieve the marks. Some candidates did not read the question properly and described mining processes, such as digging, instead.
- (iii) Most responses described the processes as a basic sequence. Specific terminology was a problem for some, for example explaining how coal was extracted without using the term 'extracted'. The most seen error was use of lorries inside the mine, which was not credited.
- (b) (i) Almost all candidates answered this question correctly.

- (ii) Most candidates answered this question correctly. Gas and hydel seemed to be the energy resources most likely to be incorrectly categorised.
- (iii) There were a substantial number of candidates who gave no response for this question even though they answered the rest of **Question 3**, suggesting some candidates did not have the necessary understanding of pie charts. However, most completed the graph carefully and a lot of candidates plotted the angle correctly. Candidates needed to ensure that their shading was accurate and are reminded to check their shading on questions where this is required.
- (c) Most candidates were able to give a simple advantage and/or disadvantage. Some gave one development, most commonly the idea that solar panels are renewable and therefore the resource will not run out. Other advantages were rarely identified. A common simple disadvantage was the idea of cost, or no power generated at night, but these were less often developed. The best responses linked the expense of installing solar panels with the problems of poverty or the amount of land taken up by solar farms which is also needed for agriculture. Some linked the unreliable amount of power generated to it being insufficient to support large industries.
- (d) In this **part (d)** question many candidates did not fully understand exactly what the question was asking of them. Responses described how renewable resources work or listed simple advantages of renewable sources instead of describing how possible it may be for Pakistan to make use of them. A small minority produced excellent, well supported assessments. However, most of those candidates who had understood what was being asked made very simple points, for example by providing a detailed list of places/regions where each renewable type could be located without any real assessment of how likely they were to be possible, thus not gaining higher marks. A good range of examples were seen, and many candidates displayed sound knowledge of different regions of Pakistan and their potential for different forms of renewable energy production.

As in **Question 2(d)** a lot of candidates focused on the negative side of the debate and only developed their reasons as to why it is unlikely Pakistan can use renewables on a large scale within a short time frame. For example, a lot of developed points were made related to issues of finance and the need for loans or the costs of imported machinery or foreign skilled workers to build and maintain plants. However, in doing this, marks available were again limited to mainly Level 2. Some candidates also focused on part of the preamble to the question, describing coal power rather than renewables.

Question 4

- (a) (i) Most candidates gained three marks for these definitions. Occasionally, some candidates wrote '*sustainable*' instead of '*subsistence*'.
- (ii) A wide range of answers were seen for this question. Many candidates wrote multiple answers, but only the first response could be credited. Incorrect answers included camel, buffalo, poultry and fish.
- (iii) In this question, candidates needed to ensure that they focused specifically on the figure (Fig. 4.1). Some candidates gave detailed responses without referring to the figure, therefore achieving no marks. References to, for example, '*upper Punjab*', '*lower Sindh*' showed a knowledge of the areas on the map, but candidates needed to use geographical terminology; '*south-east Sindh*' etc. The general points on the mark scheme were not often included in responses, such as '*widespread distribution*'. Some responses accurately gave the longitude and latitude data, making good use of Fig. 4.1. Regions within the provinces were most frequently credited.
- (b) (i) Responses suggested candidates had difficulty interpreting the divided bar graph. Wheat was frequently given as an answer because it was more than 25%. About half of the candidates correctly answered 12% for sugar cane.
- (ii) Most candidates did well on this question showing good knowledge of the uses for Pakistan's major crops. The most common error was often that candidates did not know how tobacco is used. Cotton was very well understood and a wide variety of uses were seen. Some answered '*export*' or '*cooking*' for rice, which was not credited.
- (c) (i) Responses to this question were varied. Most candidates knew about cotton and its needs but could not always provide relevant explanations. Loamy, fertile or clay soils were frequently

identified, but with little explanation of their significance in cotton cultivation; similarly, references to climate tended to be generalised. Very few of the candidates mentioned manure or the pH of the soil. Most candidates scored two marks for listing simple features of the soil or climatic conditions needed but did not develop them in terms of their impact on crop growth. Use of vague language was common in this question e.g. '*mild temperatures*' and '*normal rainfall*'.

- (ii) This question was generally not well-answered. Candidates' knowledge of tobacco growing areas was limited, though some candidates identified that Khyber Pakhtunkhwa is a cultivation area. The choice of import/export/domestic market was marginally weighted towards exports but many of all three options were seen.
- (d) Responses to this question were varied. The best responses included a detailed discussion of the problems relating to water usage for agriculture purposes and the methods of responding to them, with a clear evaluation of the success or otherwise of these methods. Weaker responses tended to list the various problems and mention the '*burden on Pakistan's economy*' if these schemes are implemented. Overall, candidates focused on the issue of sustainability of water use in agriculture, but a minority misinterpreted the question and discussed water usage in general or for domestic and industrial uses. A good range of examples were seen, and many candidates displayed sound knowledge of crop farming regions and of case studies such as of dams in Pakistan.

Ideas proposed, and sometimes developed, included installing tubewells, perennial canals, sprinklers or dams. Increasing education of farmers was another commonly seen suggestion. Some candidates put forward very well thought out suggestions and developed their points to explain how they would reduce water loss, thus demonstrating that they knew what should be done to make water use in agriculture sustainable. Overall candidates again more commonly developed their points on the problems associated with these techniques. A balanced argument with two developed points was less frequently seen. Many of the problems developed were similar in nature to those seen in **Question 3(d)** and related to economic constraints or need for skilled workers.

Question 5

- (a) (i) Population distribution was not well-defined by most candidates. It was generally confused with '*population density*', and less commonly with '*population*' or '*population change*'. Many lengthy definitions were seen, including multiple ideas.
- (ii) This was generally well-answered with most candidates using information only from Fig. 5.1 in their answer. Many candidates gave points from all parts of the mark scheme, spotting general patterns and referring to regional distribution as well. Some candidates provided information on the other areas in the key, which was not required.
- (iii) A majority of the candidates gained both marks. The question's focus was reasons for annual population change therefore reasons for increase or decrease were both credited and the responses provided answers for each roughly in equal measure. Candidates demonstrated a sound understanding that the change could be due to migration or natural increase or decrease. A wide range of reasons for migration and causes of population increase or decrease were seen. However, candidates who suggested longstanding reasons such as nomadic lifestyle or early marriages were not credited as reasons which might explain a relatively recent population change were required.
- (b) (i) The most credited features of Fig. 5.2 were the dry ground, the cloth/clothes used to form shelters and the litter or polluted land. However, many candidates described what they could not see, for example a lack of electricity, or lack of clean water supply. Others gave a value-judgement about the people living in the tent city, which did not gain credit.
- (ii) Most candidates scored at least one mark for this question. A large number of candidates scored both marks for simple reasons and a wide range of reasons were given. The most common error was to provide two reasons which were very similar such as '*formal housing is unaffordable*', and that '*many people living in tent cities are unemployed*', both linked to economic factors.
- (iii) This question was generally very well-answered with detailed description, often written with understanding and empathy. A lot of candidates were able to demonstrate a sound understanding of a wide variety of issues faced by people living in tent cities (informal settlements). A wide variety of suggestions were seen. However, some responses contained statements that were too vague

such as '*lack of hygiene*' or '*poor sanitation*'. Others were too extreme such as, '*no jobs*', '*no water*' or '*no healthcare*' which is unlikely to be the case. A '*lack of*' access to healthcare or water supply was credited.

- (c) Responses to this question tended to be rather brief and development of points was often not included. Many candidates scored two marks for simple points; introducing healthcare and education were popular and providing education was the suggestion most often developed with the idea of it leading to employment. The best answers were those discussing self-help or building schemes, however only a minority of candidates were able to link these schemes to a specific improvement in living conditions. Responses could have included a wider variety of ideas about different sorts of infrastructure improvements and service provision to the tent cities e.g. providing toilets/sewerage systems, streetlighting, rubbish collection, or green spaces.
- (d) This **part (d)** question produced many eloquent responses with impassioned views. Most candidates evaluated in favour of View B, however either view was equally plausible. There was evident enthusiasm about the value of education for a more highly skilled workforce and for education of young women in particular. A wide range of benefits were seen, from Pakistan being more likely to attract foreign investment to the possibility of individuals gaining higher paid jobs abroad to contribute to remittances. Others focused on the entrepreneurial potential of an educated young workforce or the opportunity to remove trade barriers. A good proportion of responses attempted to explain the economic value of having a lower birth rate because of women pursuing careers. However, there were also sound points given in disagreement with view B, such as questioning the likelihood of people embracing education and the costs involved in providing free schooling to all. Stronger answers were able to develop points about the socio-economic implications of a larger dependent population. Weaker responses tended to focus on whether the strategies could be carried out or not, rather than their effect on economic development. Some candidates were able to explain that View B would be a pre-condition to being able to fulfil View A and provided some thoughtful evaluation and conclusions as a result. Of all of the **part (d)** questions, most responses for this question included a developed point.