



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

www.PapaCambridge.com

PAKISTAN STUDIES

2059/02

Paper 2 The Environment of Pakistan

October/November 2007

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer any **three** questions.

Sketch maps and diagrams may be drawn whenever they serve to illustrate an answer.

The Insert contains Photograph A for Question 1, Photograph B for Question 3 and Photographs C and D for Question 4.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.



This document consists of **6** printed pages, **2** blank pages and **1** insert.



The Environment of Pakistan

- 1 (a) Study Fig. 1 and Photograph A (Insert).

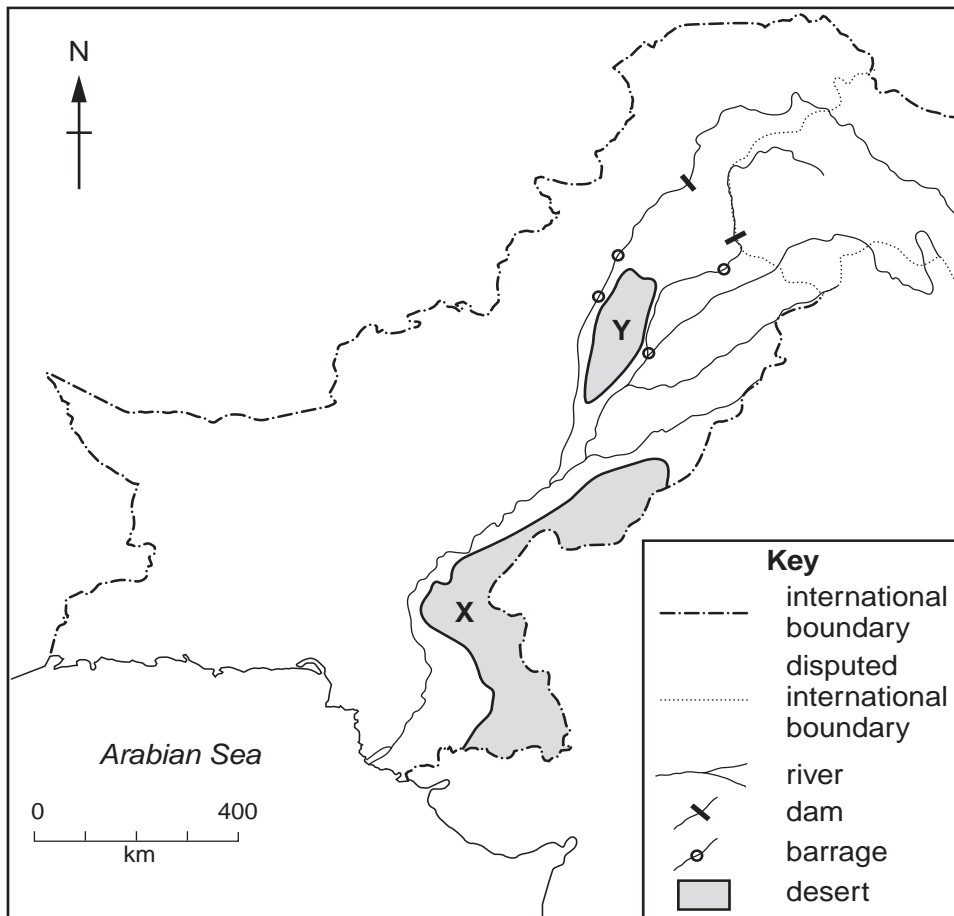


Fig. 1

- (i) Name the deserts X and Y. [2]
- (ii) Describe the scene in Photograph A. [4]
- (b) (i) Explain why desert X has very low rainfall. [3]
- (ii) Describe simple methods that can be used to irrigate **small** areas of desert X. [4]
- (iii) Explain how some parts of desert Y can be irrigated by **large-scale** schemes. You should refer to Fig. 1 **and** use your own knowledge. [4]
- (c) (i) Why do problems of waterlogging and salinity occur in some irrigated areas? [3]
- (ii) How can these problems be overcome? [5]

2 (a) Study Fig. 2, which shows the climate of Multan.

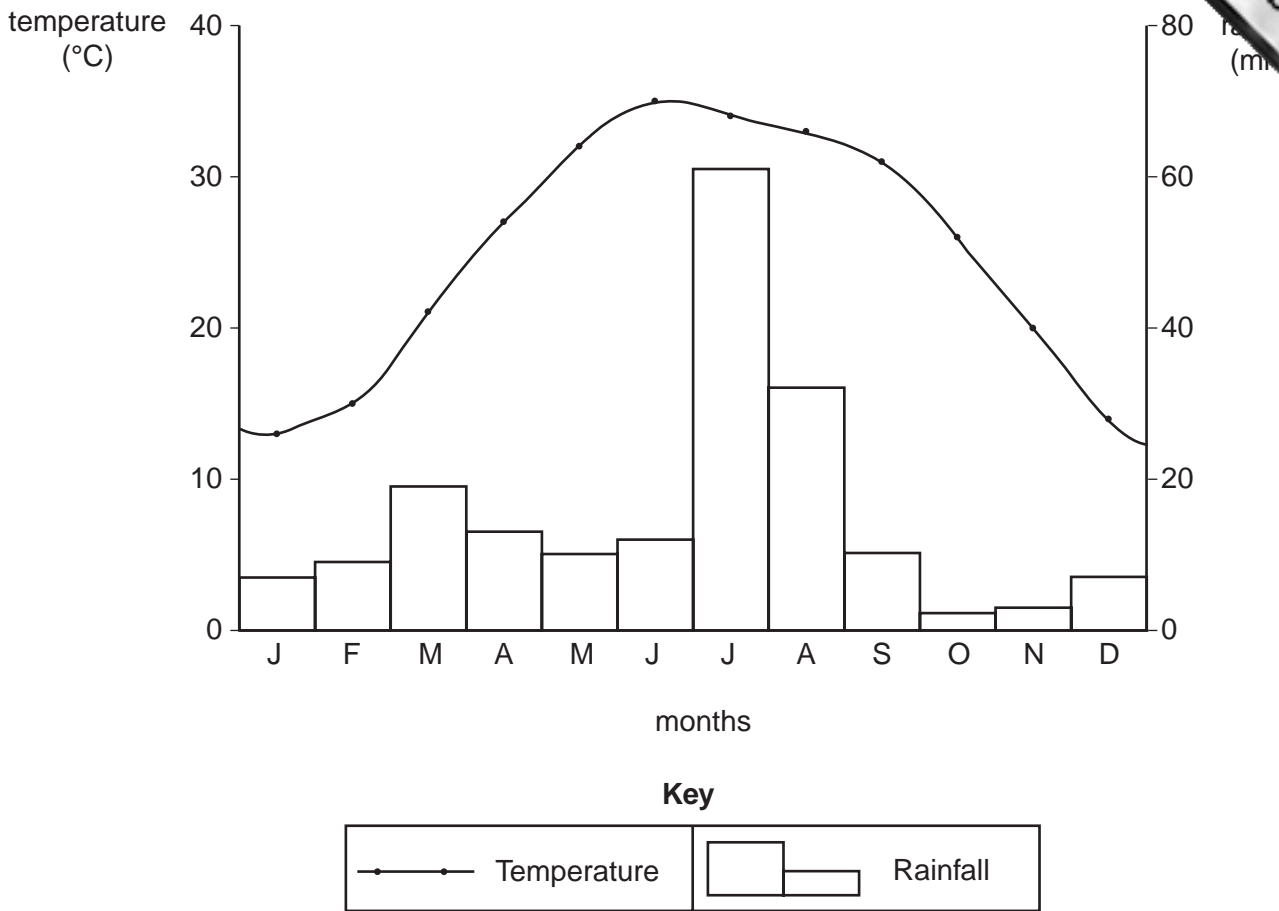


Fig. 2

- (i) Explain why cotton is grown in this part of the Punjab. Refer to Fig. 2 in your answer. [5]
- (b) (i) Explain how climatic hazards may destroy or reduce the yield of cotton on farms. [4]
- (ii) Explain **two** other factors that may reduce the production of cotton in Pakistan. [4]
- (c) (i) List the following in order of production: [3]

cloth

raw
cotton

cotton
yarn

ready-made
clothes

(ii) From your answer to 2(c)(i), state **one** product of:

(A) a processing industry,

(B) a manufacturing industry. [2]

(iii) Explain why Lahore is an important centre of the textile industry. You should use your answers to 2(c)(i) and (ii) and your own knowledge. [7]

- 3 (a) Study Fig. 3, which shows limestone and rock salt extraction.

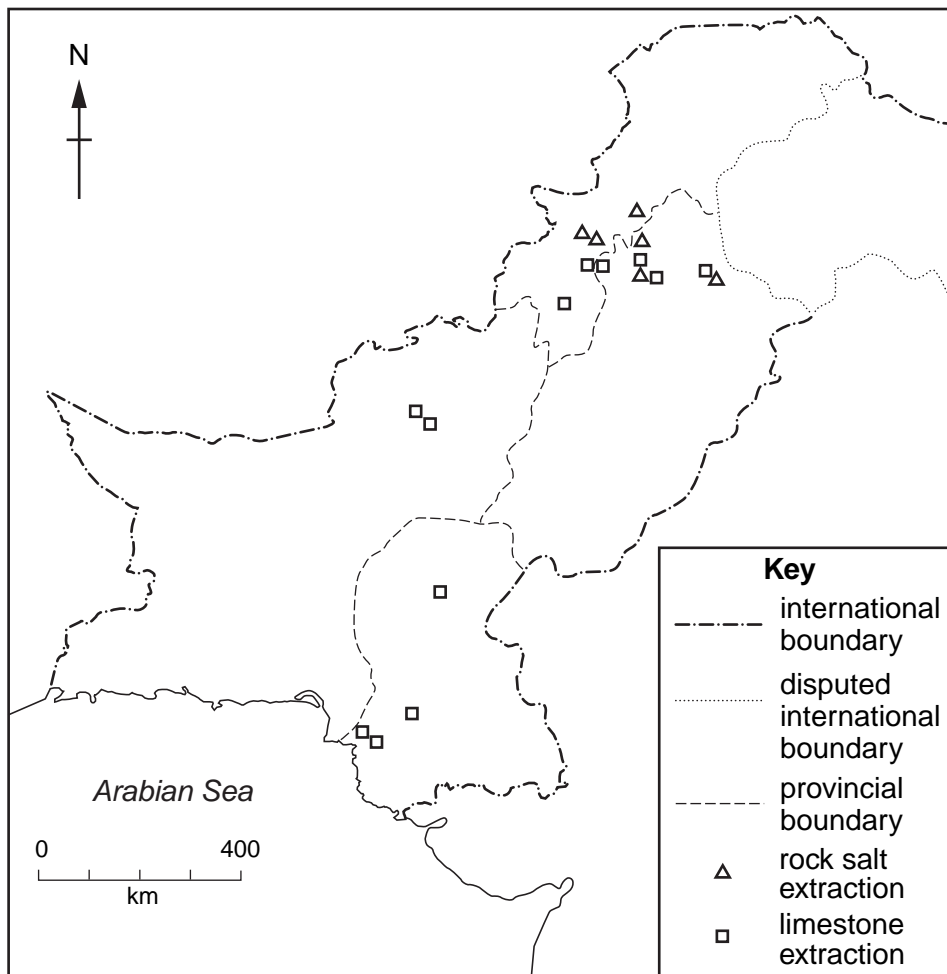


Fig. 3

- (i) Describe the distribution of limestone extraction in Pakistan. [3]
- (ii) Limestone and rock salt are both called 'bulky goods'. What is the cheapest form of transport for these goods? [1]
- (iii) Why is the supply of limestone to most areas likely to be cheaper than rock salt? [1]
- (b) Nearly one million tonnes of rock salt were extracted in Pakistan during 2002.
- (i) What is a mixture of rock salt and water called? [1]
- (ii) What is rock salt used for in Pakistan? [2]
- (c) Study Photograph B (Insert), showing a cement factory near Ghulamullah, in Thatta district.
- (i) Describe the scene in the photograph. [4]
- (ii) State **three natural** inputs used to make cement. [3]
- (iii) Explain the importance of **three human** inputs at a cement factory and the difficulty of providing them at this site. You should refer to Photograph B **and** use your own knowledge. [6]
- (d) Why is there a large demand for cement in Pakistan? [4]

- 4 (a) Read the extract below and study Photograph C (Insert).

Quetta is an important and busy trading centre. One of its main trades is in textiles and tribal clothes. The centre of the city has seen many modern improvements to its buildings and communications.

- (i) State **three** features that can be seen in Photograph C **and** agree with what is said in the extract. [3]
- (ii) Why is Quetta an important trading centre? [3]
- (b) (i) State **two** types of infrastructure shown in Photograph C. [2]
- (ii) Explain why these and other types of infrastructure are important to a centre such as Quetta. [5]
- (c) (i) State **three** types of tertiary employment that may be taking place in the street shown in Photograph C. [3]
- (ii) Why are very few primary jobs available in urban areas? [2]
- (d) Study Photograph D (Insert), which shows a refugee camp near Quetta.
- (i) Describe the scene in Photograph D. [3]
- (ii) What problems does the arrival of large numbers of refugees create for infrastructure and services? [4]

- 5 (a) Study Fig. 4, which shows some population indicators in Pakistan in 1995 and 2002.

Population indicator	Year	
	1995	2002
Birth rate per thousand	41	28
Death rate per thousand	11	8
Infant mortality rate per thousand	97	85
Life expectancy in years	59	64

Fig. 4

- (i) Which indicator shows that population growth may be slowing down? [1]
- (ii) Which indicator shows that there could be more children in the future? [1]
- (iii) Why do the statistics show that there could be more people aged over 50 in the future? [2]
- (b) (i) With reference to your answers in 5(a), explain how the age structure of the population is changing. [4]
- (ii) What problems will this cause? [5]
- (c) (i) Explain the causes of rural-urban migration. [4]
- (ii) What problems are caused in **rural** areas by migration to urban areas? [4]
- (iii) How can people be encouraged to stay in rural areas? [4]

Copyright Acknowledgements

Question 1 Photograph A Estate of R. Strutt © UCLES.
Question 3 Photograph B Estate of R. Strutt © UCLES.
Question 4 Photograph C Estate of R. Strutt © UCLES.
Question 4 Photograph D Estate of R. Strutt © UCLES.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of