PAKISTAN STUDIES

Paper 2059/01
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 are reminded to read questions carefully to ensure answers are focussed and relevant.

- It is important for candidates to avoid lengthy narratives and focus on explanation, analysis, and evaluation.

General comments

Most candidates addressed the questions set with an appropriate length of answer. There were very 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 both relevant and focussed. The depth of knowledge of such answers was of a very good standard. The ability to answer the question and not simply describe events is greatly improved. Candidates need to read the questions carefully and consider what is required before rushing into answers.
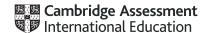
Comments on specific questions

Section A

Question 1

In **part (a)**, most responses scored 3 marks on this question with the few weaker responses disregarding the source and writing about the topic in general terms. In this question, candidates **must** refer to the source and extract the correct information from it. As with most of the **(a)** questions many candidates write more than was necessary.

Part (b) drew a range of responses from candidates, which was about the Mughal Empire. Most responses made valid inferences supported by surface features in the source. Two of the most popular answers related to the showing of respect by bowing down and the riches on display showing the wealth of the emperor. As a result, there were many good Level 3 answers, often achieving maximum marks. However, what was noticeable in a few of the answers were assertions about tax, and 'pleasure seeking' with issues relating to the source in **part (a)** and jizya in **part (c)**, most of which weren't relevant to the answer. As a result, well needed time was wasted that could have been devoted on other questions.

Answers to **part (c)** on the reasons why Hindus objected to the jizya tax were generally limited. Many responses showed limited knowledge of this tax, largely referring to the possible use of the income raised to spend on wars and luxurious buildings. Stronger responses focused on the discriminatory nature of the tax and possible attempts to convert Hindus to Islam. Weaker responses focused on the inability of Hindus to pay such a 'high' tax and its use to fund 'pleasure seeking' activities.

Part (d), on the reasons for the decline of the Mughal Empire, produced mixed responses. This was a very well-known topic that demanded an explanation of the reasons. Stronger responses explained how the Marathan rebellions led to the decline of the Empire, such as the way that Aurangzeb had bankrupted the Empire trying to defeat them, then went on to discuss other reasons. The best responses effectively evaluated the impact of the Marathan rebellions with other reasons for the decline of the Empire to produce a quality answer. Weaker responses provided more descriptive accounts of the lives of the successors of

Aurangzeb that were unable to progress beyond Level 2. These responses described how many of the successors to Aurangzeb were 'pleasure seekers' and enjoyed fine clothes and buildings without going further to explain why these facts led to the decline of the Empire. Some responses did not stick to the time period stated in the question as, 'following the death of Aurangzeb'. Answers relating to the policies and actions of Aurangzeb therefore gained no marks, if they did not explain how they led to the fall of the Empire after his death. Candidates should read the question carefully and understand what is needed of them before beginning to answer it.

Section B

The most popular questions answered this year in *Section B* appeared to be **Questions 2** and **3**.

Question 2

This was the most popular question with some high scoring answers.

In **part (a)** the battle of Buxar was generally well known and many candidates gained 3 or 4 marks. However, many candidates wrongly believed that Robert Clive fought in the battle and others felt that Titu Mir and Ranjit Singh were involved, and these answers unfortunately gained no marks.

In **part (b)** the question required candidates to explain the reasons why Sir Syed Ahmad Khan tried to improve relations between the Muslim community and the British. Candidates clearly knew who Sir Syed Ahmad Khan was and many were able to explain the reasons why he wanted to improve relations with the British, scoring high marks. The most common weakness seen in this question was the more narrative or descriptive answers by many candidates. It was obvious that these candidates had been well prepared, but they were often unable to move into Level 3 with some comments on Sir Syed's possible motivation. However, most candidates showed good knowledge of Sir Syed and his attempts to improve relationships with the British.

Part (c) was a well-known topic on the reasons for the ending of the Khilafat Movement including the imprisonment of its leaders. Candidates showed good and extensive knowledge of the Khilafat Movement, although there were many descriptions of why the Movement was formed. Strong responses discussed how the imprisonment of the leaders led to a lack of leadership in the Movement, which weakened it. These responses then went on to say that the imprisonments were not the only reason for the movement ending. Strong responses gave good explanations of the other factors and how they contributed to the end of the movement. Weaker responses did not properly relate the imprisonment of the leaders to the question and could only reach a Level 2 mark, largely by stating that the Movement failed because of the imprisonments rather than explaining why. This approach of identifying various reasons for the ending of the Khilafat Movement but not fully developing these to a clear explanation led to only Level 2. One example of these answers, for example, regarding the Hijrat (after almost a page of description) included '*so when the Muslims returned, they did not have homes or jobs*' together so '*this weakened the Khalifat Movement.*' Such an answer remained in Level 2. Where a candidate was able to add '*this meant they lost faith in the Muslim leaders and instead of continuing to support the Khilafat Movement, they devoted their time to trying to improve their difficult lives*', a much higher mark was awarded.

Question 3

This was a popular question with many well answered responses.

In **part (a)**, most answers on the events at Jallianwalla Bagh were excellent. These often scored maximum marks even though candidates wrote far too much about the topic.

Part (b) required candidates to explain the reasons why the Congress Party opposed the Morley-Minto reforms. This was a well-known topic and there were many good answers that scored high marks. However, some responses wrote about the partition of Bengal and Hindu opposition to this, and so were not credited. References to self-rule, the advisory nature of Indian participation and separate electorates brought good and well explained answers, scoring well in Level 3.

Many answers to **part (c)** of how Pakistan solved the challenges created by Partition by 1948 tended to be descriptive and although some good knowledge was displayed, answers tended to be in Level 2. It was insufficient to describe either the challenges or attempts to solve them. Responses needed to explain how the challenges were solved either before the end of 1948 or since then. Overall, there were some excellent answers, often scoring up to 12 marks in Level 4. These responses articulated both the challenges faced

and how these were solved before and after 1948. There was often a good level of detail and some precise factual knowledge especially regarding the Liaquat-Nehru Pact, the replacement of the 1935 Act with the 1956 Constitution and the acceptance of Bengali as a national language in 1956. Weaker responses needed to be clearer in the knowledge, with such examples as the date of the building of the ordinance factory at Wah and the circumstances surrounding the replacement of British officers with Pakistani ones in the 1950s.

Question 4

Part (a) on the Quit India Resolution was usually well answered and responses generally displayed good knowledge of this, often scoring maximum marks.

In **part (b)**, many candidates found this question on why martial law was introduced in 1958 somewhat difficult to achieve high marks. Many responses provided descriptions of the many governments between 1951 and 1958 and the problems associated with this. Better candidates were able to refer the inexperience of leaders, a lack of strong leadership, the problems with East / West Pakistan and the Kashmir issue to the question and so were able to access Level 3. Weaker responses often detailed the work of Nazimuddin, Ghulam Muhammad and Mirza without linking them to the question. Whilst many candidates knew a great deal about the changes of Prime Ministers in this period relatively few related this to why martial law was introduced.

In their responses to **part (c)** on Pakistan's effectiveness as a member of world organisations candidates who provided an explanation of this were rewarded accordingly in Level 4. However, the common weakness seen in responses to this question was a tendency to provide narratives, of what Pakistan did or did not do without much elaboration, explanation, or evaluation. As a result, many responses only scored a mark within Level 2 at best. However, there were some excellent answers that achieved high marks within Level 4 by answering the question as set.

Question 5

Answers to **part (a)** on cricket diplomacy were generally well answered. Many candidates knew their facts on this topic and scored 3 or 4 marks. However, there were some candidates who wrote about cricket in Pakistan thereby misunderstanding the question completely.

In **part (b)** the question required candidates to explain why educational reform took place under Zulfikar Ali Bhutto. This question brought mixed responses, some of which identified the low literacy rate, the need for an educated workforce and the prioritisation of defence over education which, if well explained scored high marks. Other candidates however had limited ideas on how this question should be answered and so scored low marks through many vague and unsupported statements, often irrelevantly describing Zulfikar Ali Bhutto's educational reforms.

Answers to **part (c)** were generally good with attempts by many candidates to explain the significance of Zia's Islamisation programme and other domestic policies. However, while many candidates explained why Zia's Islamisation reforms were significant in terms of raising Islamic awareness or countering Bhutto's government, there were others who wrote at length about the reforms but failed to address their significance. Careful attention to the wording of the question is required to ensure candidates fully understand what is required in their answer.

PAKISTAN STUDIES

<div style="border:1px solid black">

Paper 2059/02
Environment of Pakistan

</div>

Key messages

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

- Ensure that the examination rubric is followed correctly, answering three of the five questions only; most candidates did follow the rubric in this exam session.

- Answer all parts of the chosen questions as questions requiring the completion of a map or graph were omitted by some candidates, e.g. **Questions 2(a)(i)**, and **3(b)**.

- Read the question carefully – it is important to spend time doing this. If it helps, underline command words and words which indicate the context of the question. Too many candidates misinterpret what the question is asking them to do.

- Know the meaning of, and respond correctly to, command words used in questions, e.g. know the difference between 'state' and 'describe', or 'describe' and 'explain'.

- Identify the correct focus specified in the question stem: e.g. natural/environmental or human factors – e.g. **Questions 1(c)(ii)** and **3(c)(iii)**; impacts/effects, e.g. **2(c)(ii)**, advantages or disadvantages – e.g. **Question 5(c)(i)** or benefits/problems, e.g. **Questions 1(d)** and **2(c)(iii)**.

- Learn the meanings of key words in order to be able to define and accurately use terminology, e.g. 'drought' **Question 2(c)(i)**, 'cultivation' **Question 3(a)(ii)**, 'processes' in **Question 3(c)(ii)** and 'trading blocs and currency exchange rates' **Question 4(c)**, and the difference between 'GNP and GDP' **Question 4(b)(i)**. When defining words or phrases candidates should not simply repeat a word or words as part of their definition.

- Describe a pattern or trend from a map or graph as in **Question 5(a)(i)** or from your own knowledge as in **Question 2(b)(i)**.

- Shade a map using information given and the key as in **Question 2(a)(i)**.

- Using only information on a map, describe a location, e.g. **Question 1(a)(iv)** or a distribution, e.g. **Question 3(a)**.

- Use/interpret a graph to answer the question such as in **Questions 4(a)(i)** and **5(b)(i)**.

- Use data given to make a simple mathematical calculation and show working, e.g. **4(a)(ii)**.

- Use the mark allocations and answer space provided in the question and answer booklet as a guide to the length of the answer required and the number of points to be made. Some candidates write over long answers to questions worth few marks at the expense of including detail in those requiring extended writing.

- Write as clearly and precisely as possible avoiding vague, general statements such as 'proper', 'better', 'no', etc. Candidates should be advised that they will not gain marks for using imprecise language such as this.

- Candidates should avoid shortening some words by using abbreviations, e.g. 'Pak, b/w', which hinders understanding and is therefore, discouraged.

- Avoid terms such as to the left/right/above/below when describing a location from a map, e.g. **Question 1(a)(iv)**. Instead, use compass directions or distances (deduced from the scale) from or to various features shown.

- Avoid the use of vague language such as 'better quality of life, infrastructure, pollution, facilities/services, technology, adequate, communications' all of which need further clarification to be awarded a mark.

- Write developed ideas wherever possible where extended writing is required in the four and six mark answers. Avoid using long lists of basic ideas at the expense of developing one or two ideas fully. Developing ideas is still an issue for some candidates although some excellent developed answers were seen.

- Write developed ideas wherever possible where extended writing is required in the four and six mark answers. Avoid using long lists of basic ideas at the expense of developing one or two ideas fully. Developing ideas is still an issue for some candidates although some excellent developed answers were seen.

- In the final **(d)** part of each question, candidates should ensure that their ideas are developed with the correct focus giving different points of view and stating which view they agree with more with an evaluative comment. It is pleasing to see that some candidates have been taught to do this and many start and end with an evaluative statement. Far too many still only develop one point of view or one side of an argument, often including several well-developed points at the expense of providing a developed idea for the other viewpoint. Few candidates can provide examples which limits their response to a maximum of five marks.

- Perform basic skills such as describing photographs such as in **Question 1(b)(i)** by identifying what they can see in the image. This was done very well by the majority of candidates.

- Avoid direct lifts from resource materials when a question asks for interpretation of ideas especially in the **part (d)** questions where material is all too frequently copied from the stem or actual question, wasting time and taking up half of the answer space provided, e.g. **Question 5(d)**.

- Include place specific information or examples in **part (d)** questions, e.g. reference to the Saindak Copper-Gold Mine in Balochistan in **Question 1(d)**.

- When using the extra space at the back of the question and answer booklet, candidates should make clear which answers have been continued by indicating the number of the question accurately at the bottom of the answer space and also clearly number the continued response in the Additional Pages part of the booklet. Candidates should try to avoid continuing to the back pages to write just one or two words which could have fitted onto the original space provided.

General comments

There was a wide range of marks which fairly reflected the differing abilities of the candidates. Able and well-prepared candidates performed very well across the paper and some excellent answers were seen to all questions. Most candidates were able to make a genuine attempt at their chosen questions and there were very few token attempts to answer the paper, i.e. where many question parts for those questions selected by the candidate, remaining unanswered. Some weaker responses showed difficulty in interpreting tasks and writing effective responses to some or all questions. Weaker responses tend to lack specific detail, for instance with reference to required definitions or case study material.

The choice of questions was well spread, which reflected the overall accessibility of the paper. **Questions 2** and **3** were the most popular and **Questions 1** and **4**, the least popular. Although attempted by marginally fewer candidates **Question 1** was the best answered, and this was followed by **Question 5**.

It was noted once again, that many candidates have a good understanding of the needs of their country and write sympathetically about these and the challenges faced. This leads to both realistic and appropriate responses to questions where a particular issue is discussed.
Some candidates disregarded the rubric by answering four or more questions, however it was rare to encounter papers where all five questions had been attempted. Usually, if all five questions had been answered

they were all weak. Nevertheless, some stronger responses crossed out several lengthy answers, meaning time which could have been spent working on their chosen answers was lost. Others started a question and then abandoned it after having completed the early question parts. Many attempted some of the short answer questions, especially those associated with maps or which had gaps to be filled, but these were not part of the three questions they had chosen.

Overall, candidates engaged with the questions and most of them clearly understood the material needed for focused answers. Most candidates have an excellent level of English and subject knowledge and were able to express most of their opinions and ideas clearly, which was shown through their lengthy and thorough responses. However, the limitations in vocabulary, geographical terminology and powers of expression were an impediment for a limited number of candidates, and this was more evident in some answers than others such as for **Questions 1(a)(iv)**, **2(b)(i)** and **4(c)**.

In general, the quality of responses to the **part (d)** questions continues to improve. The best responses are well structured with an opening comment, paragraphs dealing with both viewpoints and containing specific information relating to appropriate examples, and then a concluding evaluative statement. Some candidates had clearly spent time producing a brief plan of what they wanted to include before they began to write their answers; this approach is to be encouraged. The additional pages at the end of the question and answer booklet, should be used for this purpose.

Stronger responses to the **part (d)** questions were characterised by a range of developed ideas from different points of view. Weaker responses tended to be a generic developments of ideas. Others wrote lists of very good points but failed to link them together or further state the implications of any one of these points.. In some cases, the detail provided was largely irrelevant to the question being asked, or included an overlong introduction, occupying almost all the answer space, or a copy of, or re-wording of the original question stem or speech bubbles. This was particularly apparent in **Question 4(d)**

It should be reiterated here that the **part (d)** questions require both sides of the argument or different points of view to allow access to the highest level. Some candidates did not carefully consider their response. The mark was limited by giving clear support to one viewpoint and then not providing arguments against, thus giving a one-sided view. This was especially evident for **Question 3(d)** where alternative threats to agricultural production in Pakistan other than climatic ones, were discussed to a very limited extent or were not present at all. It was noted that responses are more balanced when two specific sides to an argument are clearly expressed in the question stem, for example in **Question 1(d).** It is also evident that more candidates are providing evaluations which go beyond the simple statement '*I support view A*' but giving a justification either for or against a viewpoint or an overview in the final paragraph of their response.

There was little evidence that candidates had run out of time, since very few of the questions requiring longer answers were left blank. Some candidates who write long answers and filled most of the extra pages but made few developed points. These seldom score many more marks unless the original answer had been completely crossed out. In reality the best responses were those that made developed points but in a succinct way.

Comments on specific questions

Question 1

(a) (i)–(iii) On studying Fig. 1.1, many candidates confused the Potwar Plateau (landform **V**) with the Salt Range (landform **W**). Almost all candidates successfully identified landform **X** as the Balochistan Plateau.

(iv) Although responses which scored the full three marks were quite often seen, in general this question was poorly answered. The best responses used compass directions to identify the location of the Sulaiman Range with reference to features on Fig. 1.1, such as West of the River Indus or East of Quetta. Very few candidates measured distances using the scale and indeed, there was very limited appreciation of the actual distances involved. The phrase 'near to' was ubiquitous but could only really be applied to the river Zhob. Since the question stated, 'Using Fig. 1.1 only', reference to places from a candidate's knowledge which do not appear on Fig. 1.1 could not be credited. Furthermore, reference to altitude, although appearing in the key, was not relevant in describing the location. Phrases such as above/below/to the left /right of are not considered appropriate in a geographical context.

(b) (i) This question was well done with almost all candidates clearly describing two features of the Salt Range from the photograph, Fig. 1.2. Many stated that it was badland topography and/or used terms such as rugged/dissected. Others referred to the steep slopes and the hilly/mountainous nature of the landscape. Credit was also given for comment on the surface which could be described as consisting of bare rock or being sandy/stony, as well as the limited nature of the vegetation such as the presence of bushes or scrub. Less common were references to gullies or ravines and the sharp peaks.

(ii) Many candidates demonstrated a good knowledge of minerals and their uses and scored full marks for this question. Salt which was used in cooking or for preservation of foods was the most common response and was closely followed by limestone or gypsum, both being used for cement. A range of other uses were also seen for these such as in agriculture as fertilizers, or for the treatment of salinity (gypsum). Coal was also credited with its use in power generation or in brick kilns most often suggested. Some vague statements, for instance salt being used domestically/in the home, were not credited.

(c) (i) This was a good discriminator. With many candidates finding the description of difficulties in mining easier to score on than the topography. To score the development point, these two elements of the question had to be clearly linked and this was often not the case. Most responses did not go beyond rugged/mountainous/uneven ground/steep slopes for the topography point. However, these were often well linked to the problems of accessing the area, developing road or rail infrastructure, setting up machinery or moving machinery into the area, and transporting the minerals out. Links to forms of mining such as adit or shaft mining or actually accessing the minerals underground, tended to be too vague.

(ii) Candidates generally answered this question well with many able to describe how mining causes air, land and water pollution. Other statements clearly linked mining to soil erosion, deforestation, the destruction of habitats, and the creation of depressions which often become filled with water. Expected references to the deformed landscape from spoil heaps and tailings as well as subsidence due to the collapse of underground tunnels were rare. Furthermore, since the question asked candidates to 'describe' three environmental problems, those who just stated three problems were not given any credit. Vague statements referring to pollution in general were not credit worthy.

(d) Of all the part **(d)** levels questions, this was the best answered. Many candidates confidently explained the potential and problems in developing mineral extraction and many responses reached L2 or L3. In general, the two sides of the argument were clearly evaluated. The discussion of benefits was generally stronger, with many explaining the reduction in imports and export potential and its effect on Pakistan's balance of payments. In addition, many referred to the multiplier effect on the local industries as well for the production of electricity and the likely reduction in load shedding. References to an increase in local employment were common, although they were seldom developed. Some candidates found it harder to develop their points with lists of statements on different problems quite common, especially those relating to the environment. The stronger responses described the huge costs involved for example for advanced machinery and skilled workforce which, it was suggested, were largely absent in Pakistan. Others related to the problems of developing mining in very inaccessible areas as well as extracting minerals in politically unstable regions. Examples of regions, minerals and existing mining projects such as the Saindak Copper-Gold Mine in Balochistan, were often present.

Question 2

(a) (i) To shade area **Y** on Fig 2.1 was a relatively simple task which many accomplished well. However, this was often not the case with common errors included the diagonal lines going in the wrong direction and the area being only partially shaded. Those candidates who did not use a ruler found it difficult to keep the diagonal lines going the correct way for the whole area.

(ii) Many candidates failed to identify the temperature region **Z** from Fig. 2.2. Instead of warm summer and mild winter, many candidates used the term 'coastal', while others stated both. There were also some who identified the region as 'Karachi'.

(iii) The response required candidates to compare both Figures 2.1 and 2.2 which was perhaps a more difficult task than typical gap fill exercises. There were very few candidates who stated that there was a weak relationship between the pattern of annual rainfall and temperature regions, which on studying the two maps is clearly the case (compared with a strong relationship). Nevertheless, the three other gaps tended to be filled correctly, which meant that the majority scored two marks.

(b) (i) This question was done poorly over and many responses failed to show a firm understanding of the Western Depressions or that they failed to link their response to the 'pattern of rainfall:' as stated in the question. Many responses focused on the origin of the Western Depressions and the countries through which they pass. However, quite a few recognised that they brought rainfall in the Winter months. Although there was a focus on Western Pakistan, as given in the question stem, some marks were credited for reference to them bringing rain to the North or North-west of Pakistan and the fact that by the time they reached Balochistan, the rainfall was negligible. Few made any attempt to suggest the amount or proportion of the annual rainfall that various places affected by the Western Depressions, such as Peshawar and Quetta, received. Some weaker responses made reference to the effect of the Western depressions on agriculture which was irrelevant, while some thought they had their origins in the Bay of Bengal.

(ii) Many candidates were able to identify appropriate factors that affected temperature in Pakistan, in particular latitude, altitude and continentality/maritime influence. The developments often lacked detail and focused on description of the variation in temperature rather than explanation. For instance, latitude was often linked to the warmer temperatures in the South of Pakistan compared with the North, but this was not explained in terms of the sun's rays being more concentrated in the South and more spread out in the North as a result of a higher/lower angle of incidence. Vegetation cover/deforestation was mentioned quite a lot as a factor, but this then tended to be explained in the context of global warming rather than the provision of shade to cool temperatures, or the reduction in shade inducing warmer temperatures. Few responses referred to cloud cover but tended to give a good explanation of how during the day solar radiation was reflected back to space by increasing cloud cover or how long wave radiation was prevented from leaving by increased cloud cover at night.

(c) (i) A drought can be defined as 'A long period of no/low/very little rainfall'. While many candidates stated the latter part of the definition, most left out the time period. Conversely the few who did state a time period often referred to the scarcity of water rather than rainfall. Many weaker responses also referred to the effects of drought such as dry soils, famine or malnutrition.

(ii) This question was on the whole, well answered, with a range of effects of drought stated. These ranged for example, from the loss of habitat for animals, and the loss of vegetation to the drying up of streams, infertile soils and the increase in aridity. The most common error was not spotting the need for a focus on the natural environment. Consequently, quite a few candidates only dealt with the effects on humans such as livestock dying and crop failure.

(iii) This was a good discriminator although the description of problems of cold climates tended to be done better than the benefits. Again, description was required, thus some detail about each benefit or problem was needed but was often missing. Tourism was the benefit that was most often suggested, and this was qualified by reference to the snow/scenic beauty, the provision of jobs or the resulting improvement in the local economy. It was expected that responses went beyond people coming from warmer areas for the cold, since the latter was given in the question. Credit was given for the less need for air conditioning and the consequent savings on electricity bills Other appropriate points referred to the growing of temperate fruits such as apricots, and the uses of glacial meltwaters. The development of cottage industries was also made quite frequently, but this was not credited since it did not apply exclusively to cold climates. The problems described were more numerous, and among them the need to practice transhumance, roads being blocked by snow or avalanches, the inability to grow crops, and the fact that people were forced to work indoors, were the most ubiquitous. Many candidates clearly demonstrated that they understood the pros and cons of cold climate in Pakistan, but there were many responses which were too vague or imprecise, for example, 'It is too cold for anything'.

(d) On the whole candidates responded well to this question with many demonstrating sound knowledge of either drought or storms and their impacts. Stronger responses could describe both hazards equally and evaluated well between them. Candidates were mixed in their viewpoints, although this did not seem to impact on the levels achieved. The part of the answer alluding to storms and heavy rainfall tended to be longer than that for droughts and seemed more likely to be developed. However, many responses stated a list of the effects of storms for example, '*Floods destroy crops*', or '*Storms bring down powerlines*', without developing at least one of their ideas. Nevertheless, the disagree side was sometimes developed well with points relating to the increase in fertility brought about by the deposition of alluvium or the building of dams to control the water. For the drought section weaker responses tended to reiterate statements they had made in **Question 2(c)(ii)** without developing them. Many took the line that droughts are less severe since few parts of the country suffer from them or are dry anyway. Others suggested that they did not occur that often compared with storms and heavy rainfall. However, there were some good developments which linked the failure of crops to food shortages, starvation or malnutrition or the need to import food. The disagree side of the drought argument was less developed with regard to the building of dams and reservoirs for water storage and irrigation. Examples tended to be much more detailed about storms/floods/dams than about drought but overall were limited compared with some levels questions such as **Question 1(d)**. Conversely, almost all candidates attempted an evaluation.

Question 3

(a) (i) Although many candidates displayed an excellent knowledge of the names of Pakistan's provinces, major cities and rivers, this was a skills question which required them to use only Fig. 3.1, so there was no credit for locational knowledge. Instead, candidates were expected to use compass directions and the named countries on the map, to describe the distribution of the areas with over 50 per cent of land under cultivation. Only a few candidates gained marks for this question, usually for pointing out that the distribution was uneven, that there were three areas, and that these were predominantly to the east of Pakistan which was closer to the Indian border rather than on the west side near to Afghanistan or Iran. Some weaker responses referred to the distribution of cultivated land other than over 50 per cent, or gave reasons why land might be over 50 per cent cultivated.

(ii) The definition of cultivation required reference to preparing the land as well as growing crops on it, so was only correctly answered by a small minority of candidates. Some indication of working the land by a named process was acceptable such as ploughing, although sowing the seed was counted as part of growing the crops.

(b) (i) The pie chart, Fig. 3.3, was accurately plotted and shaded by most candidates. Some however, did not attempt the question, maybe because they felt it was a time-consuming exercise. Once the line is accurately plotted it is a shame to then miss a mark for poor attention to detail with the shading. A sizeable minority incorrectly drew the diagonal line shading for rice going in the wrong direction compared with the key. It is important that candidates have a sharp HB pencil, ruler and eraser for this type of question. These can ensure the task is completed neatly and unambiguously since the removal of any incorrect markings prevents the need to overwrite.

(ii) Stronger responses easily scored both marks available for this question. This was most often achieved by reference to wheat as part of a staple diet in Pakistan, the fact that Pakistan has a suitable climate for growing wheat, or that it is used in the making of bread or roti. Weaker responses included vague comments such as, wheat is easy or cheap to grow. Some responses referred to wheat as an export crop but this could not be credited since it is currently no longer exported (since 2019).

(c) (i) This gap-fill question enabled most candidates to display an excellent knowledge of growing rice in Pakistan. The majority scored the full three marks available. The most common error was stating that small scale subsistence farming took place in the Southern regions rather than the Northern ones.

(ii) This question was generally well answered with most candidates describing the correct processes for the growing of rice and in the correct chronological order. Some candidates stated that the rice seed was sown in the fields rather than in seed beds or nurseries. There was also some confusion with wheat, where irrigation was described rather than the fields being flooded. Some responses continued beyond the growing period, which was not required. Processes such as harvesting, polishing and packaging were thus irrelevant. Some weaker responses demonstrated a lack of

understanding of the demands of the question by writing about the climatic and soil requirements for rice.

(iii) This question required candidates to develop their answers so differentiated well. Stronger responses stated a factor such as hot temperature or high rainfall and then went on to provide factual details and how this would affect rice production. Both positive and negative effects were creditworthy such as '*Heavy rain at harvest time could destroy the crop*'. Statistics for temperature and rainfall were generally well known, although some lacked accuracy. It was reference to flat land or soil type which were often best developed, for instance, '*Clay soils which have the property of being water retentive which is essential if the fields are to remain flooded*'. Weaker responses tended to make vague statements and did not link them to production. Rainfall was sometimes phrased in terms of the amount of 'water' needed or by reference to irrigation which is not a natural factor.

(d) Many candidates found this question quite difficult. This question set was often not fully responded to as intended. Many candidates assumed climatic challenges referred to the varied climate conditions in the different regions of Pakistan, while others saw it as global 'climate change'. Both approaches were equally admissible. The climate change approach saw some appropriate references to the increased frequency of droughts and storms, unreliable rainfall and higher average temperatures. A common confusion was to treat the 'other side' of the argument as describing possible solutions to climatic challenges, either mitigating impacts of global climate change or overcoming the climate conditions in regions of Pakistan. What was required was an alternative threat to increasing agricultural production such as the farmer's lack of access to technology or use of traditional methods. Others included pests and diseases and the problem of waterlogging and salinity. Candidates who wrote detailed responses about other challenges or threats to increasing agricultural production as well as climate challenges, were able to score well on this question. Stronger responses included some evaluation as to which poses the greatest threat as well as including references to places, dates of events or other named examples. Those candidates who wrote only about climatic challenges were limited to moderate marks. There was some repetition from responses to **Question 2(d)**, especially where storms, floods and droughts were used as examples of climatic challenges, and this may have led to some loss of focus on the question set. Weaker responses were often characterised by a lack of development of the link with agricultural production such as '*The crops were damaged*' or '*Irrigation was not possible*'.

Question 4

(a) (i) Figure 4.1, a flow line map showing the top five destinations of goods exported and origin of goods exported by Pakistan in 2017, was well interpreted. Most candidates gave correct answers for all three parts of the question. Occasionally, the UAE was erroneously stated for the place from which Pakistan imports the highest value of goods.

(ii) Less than two thirds of candidates got the calculation of Pakistan's trade balance for 2017 correct, i.e. 24–8 – 55.6 = –30.8 (billion US dollars). Many did the calculation the wrong way around and occasionally, some used incorrect figures, despite being given them in the question.

(b) (i) This was a good discriminator. The accuracy of the definitions given was subject to wide variation. For each definition both 'where' and 'who by' was needed. For instance, GNP measures the output by Pakistan nationals or companies wherever they live in the world, whilst GDP focuses on domestic production from within a country regardless of who produced it (i.e. nationals or foreign companies). Some incorrect responses suggested that GNP was the value of remittances from abroad or that GNP was the value of exports and whilst GDP was the value of imports or vici-versa.

(ii) Most candidates demonstrated that they possessed good knowledge of Pakistan's main exports and imports. The majority scored at least three of the four marks available. Where marks were lost, it was generally due to the product mentioned not being a main import or export, for instance tea as an import. Wheat was often given as an export, but this could not be credited since its export was halted in 2019.

(iii) This question proved very difficult for most candidates. Many failed to understand what was being asked in this multi-faceted question. Those who did identify changes using terms such as increased or decreased, often only gave lists of individual products, some of which they had stated in **Question (b)(ii)**. Many were not clear what was meant by 'type' of goods. Terms such as capital or consumer, primary or manufactured goods were what was expected, together with references to

high or low value or value-added goods. Some weaker answers listed countries and/or linked a change to countries, for example, '*more imports from China*'. An added complication was the definition of the term recent; any changes which were still true at the present were accepted. Whilst few candidates scored the full four marks, many better responses did score two or three marks.
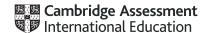
(c) The question was not well answered, and it was rare to see both sections developed successfully. The most common error was for trading blocs to be interpreted as blocks on trading. There were frequent references to child labour and poor-quality products, without really understanding how they were part of the problem of accessing trade blocs. Stronger responses did comment on the trade advantages of being in a trading bloc like SAARC with some going on say how this helped increase exports. Most responses did not show knowledge of Pakistan's trading relationship with the EU.

Currency exchange rates seemed a little better understood, however, the effects of variations in currency exchange on Pakistan's trade still proved difficult for some candidates to explain. However, some stronger responses did state how a weak Pakistan rupee against a strong US dollar meant that Pakistan paid more for its imports and that's its exports were cheaper. This led to an increase in the negative balance of trade. Some went on to explain the opposite, when Pakistan's currency appreciates.

(d) The better responses addressed the question well and made points for both sides of the argument. This was helped by the question providing two clear options for dealing with Pakistan's balance of trade with no clear winner. Although many responses were well balanced, view B tended to be better developed. The need to improve the quality of the goods produced as well as working conditions, was often seen as paramount if Pakistan was going to export to a wider number of countries. Some suggested that more EPZ's should be set up to ensure quality control. Weaker responses tended to express ideas about Pakistan making its own goods and that they should export more, but they had few ideas about how this could be achieved. Some just referred to increasing the amount of exports, rather than exporting them to a wider range of countries. For view A, many candidates did not get beyond the point that goods could be made in Pakistan, though sometimes this was developed in terms of increased employment or the lack of choice for the consumer. Some made the point that decreasing the number of cheap goods imported would not have much impact on the balance of trade due to the large number of high value imports. Most developed responses provided some evaluation but even for these there tended to be a lack of examples.

Question 5

(a) (i) Most candidates interpreted Figure 5.1 well and scored at least two marks. Some weaker responses did not understand the term trend and a percentage or name of a country was given instead of identifying an increase in cell phone ownership. In addition, some candidates stated a range of 5-75 per cent for the first question instead of 70 per cent. For the third question, some identified China has having the largest change rather than the correct answer, Kenya.

(ii) A good variety of suggestions were seen. Those who could link growth of a small-scale industry to the potential provided by smart phone apps and social media platforms scored easily. This was a good example of candidates applying their own general knowledge and life experience to the question set. The most common answers referred to contacting suppliers or customers, being able to sell or advertise their goods or services, as well as learning more about their industry and/or their products. There was also frequent mention of the opportunity to sell cell phones or related accessories.

(b) (i) Deriving the required information from Figure 5.2, a bar graph showing the most common uses of cell phones by people in Pakistan in 2013, for the gap-fill exercise posed no problem for the majority of candidates. The main mistake made, was to misread the scale on the *x*-axis and give an incorrect percentage for people making or receiving payments from a cell phone (8.5 or 9.5 instead of 9 per cent).

(ii) Candidates tended to write at length although there was a wide variety of valid points made. Many responses focused on being able to speak to a doctor from home without travelling to the surgery, or saving costs on the travelling or on expensive doctor's fees. Using the cell phone to make emergency calls or book appointments was also frequently seen and using apps for monitoring purposes such as checking blood pressure, was also credited. Weaker responses often dwelt upon

the phrase 'access health information' used in the question stem without identifying something which constituted this information. Others did suggest that people could look up certain symptoms or cures especially for relatively mild ailments which was creditworthy. Unqualified vague statements such as, it is easier, quicker or cheaper, did not gain any marks, and there was some repetition of similar points.

(c)(i) Having recently experienced the need to rely on the internet for their schooling during periods of lockdown, many candidates were able to give a wide range of ideas on its benefits for both teachers and students in education. The most popular responses were that as students they could study at home when the school was closed, access online classes, contact teachers at any time and that they could research a variety of information appertaining to their studies. In the main, candidates tended to focus on students rather than teachers, but there were some who recognised that teachers could access training as well as set assignments and collect in homework online. Whilst many candidates scored three marks, the fourth mark was not so common since some of the ideas were quite repetitive, for instance learning about different things in different ways using the internet.

(ii) This question was a good discriminator since almost all candidates were able to suggest two challenges of providing telecommunications in some parts of Pakistan, but many found it difficult to develop at least one of their points, if not both. Mountainous, desert and relatively remote rural areas were most readily defined as places where most challenges existed. These challenges varied from the lack of available roads and thus problems of accessibility, to the lack of signal availability, problems caused by extreme weather, and the lack of an electricity supply. This was as opposed to densely populated urban areas where a strain on the network can occur due to the high number of users, or places where load shedding interrupts connectivity. Further problems stemmed from the lack of literacy and lack of know-how to use devices such as computers, and a resistance from older generations often associated with a fear of cultural erosion. The relatively high costs of providing the equipment such as signal towers or of maintenance in remote areas was a common development, especially in areas with a low population where provision of telecommunications was not cost effective. Some cited the lack of a skilled workforce to undertake such work in some areas in Pakistan, but few developed such statements, for instance, suggesting it slowed down the pace of development. Weaker responses tended to be rather vague for instance, 'In mountainous areas it is expensive to set up'.

(d) This was the least well answered **part (d)** question on the paper. Many responses tended to focus on the second sentence of the question stem. This resulted in them assessing the potential of development due to using ICT with or without internet access. This was largely at the expense of assessing whether telecommunications have a major or minor role to play in the further development of Pakistan. The latter was often largely ignored in favour of the advantages for individuals of using cell phones and computers, for example 'people can talk to their family who live far away'. For those who clearly understood the question, the major role aspect was far better developed than the minor one. Comments tended to focus on improvements in education, a route to increased international investment and the opportunity to advertise the country. The increase in employment, for instance in call centres, was frequently mentioned but was usually not further developed. The factors which prevented telecommunications taking a major role were often a repeat of points made in **Question (c)(i)**. Some candidates left this side of the argument out altogether. Some developments were seen on electricity supply problems and the need for reliability, as well as the costs involved and their effect on the economy and balance of payments. Evaluation in response to assessing the role of communications as stated in the question, was relatively rare, as was the provision of appropriate examples. There was occasional reference to PCTL or a named area such as Balochistan, for instance, in the context of an area needing high investment or a reliable electricity supply. Overall, Pakistan is considered to have outstanding potential for multinational corporations such as banks wishing to introduce online banking and telecommunications companies wanting to introduce 4G or 5G, but this was rarely emphasised.