# 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 that they read questions carefully to understand the requirements of the question.
- It is important for candidates to avoid lengthy narrative description 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

### Section A

### Question 1

In **part (a)** most 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 without referring to the source. 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 wrote far more than is necessary. Candidates were asked to 'identify **three** ways' Mir Jafar was unpopular, and therefore needed to identify three ways in their answer to achieve full marks; many candidates wrote more than this.

In **part (b)**, there were some excellent responses which showed a clear understanding of the message of the source. Contextual knowledge was common, but not often used to support an inference. Many candidates described what they saw or made unsupported inferences. Some candidates described things/events that could not be seen in the source, for example violence by the British against Tipu Sultan. 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.

With regard to **part (c)**, the strongest responses achieved Level 3 by focusing on explanation in relation to the question, rather than description. A number of candidates missed this question out or confused Titu Mir with Tipu Sultan instead. There was also some confusion with the Faraizi Movement and other responses attributed agricultural reforms to him.

In **part (d)** on the extent to which Indian rulers were able to limit British expansion most candidates had good knowledge of the events of this period. The strongest responses showed good knowledge of the attempts of Haidar Ali, Tipu Sultan, Titu Mir and Ranjit Singh and crucially were able to demonstrate how these

individuals were successful in limiting British expansion. They were also able to provide solid counter-arguments as to the failures in limiting British expansion and as a result scored close to full marks for this question. However, there were many responses which did not fully answer the question. Often, events from dates outside the scope of the question were included: the Battle of Plassey, the Anglo–Sikh wars, the Doctrine of Lapse, Aurangzeb, and even the War of Independence. Responses often also successfully identified wars fought between 1760 and 1840 but did not then connect this knowledge to the question.

### Section B

### Question 2

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

**Part (a)** was a well-answered question with many responses demonstrating good knowledge of the All-India Muslim League. Most candidates scored two or three marks for this question, but many responses identified separate electorates, Urdu or described why the Muslim League was formed which was not relevant to the question. Some candidates inaccurately attributed the formation of the Muslim League to Jinnah.

**Part (b)** on the failure of the Round Table Conferences was generally well-answered. Most responses explained the reasons for the failure of the Round Table Conferences rather than just describing them. Many of these responses scored maximum marks. However, weaker responses were often confused by the sequence of the Round Table Conferences and when they took place as well as the individuals that attended them.

**Part (c)** about the reasons for the partition of Bengal in 1905 was successfully answered by many candidates who went beyond the point given in the question about the size of the province. Most responses discussed administration and communication difficulties which made for good scores in Level 3. Stronger responses in Level 4 included further reasons such as economic development, cultural and religious differences and British policy. It was important that all candidates were able to explain how the factors they discussed led to the partition of Bengal. In some responses, there was a tendency to move towards the reasons for the reversal of partition and the events after partition such as the Swadeshi movement which were not relevant to the question.

### Question 3

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

In **part (a)** most responses included that the Delhi Proposals of 1927 were the work of Jinnah. In many responses there was an assumption that one of the proposals was for separate electorates, rather than this being a point of compromise. Despite this, many candidates made three or four valid points.

**Part (b)** regarding the reasons why Allama Iqbal was described as the 'Architect of Pakistan' was generally well-answered. Most responses demonstrated an awareness of who Allama Iqbal was, with reference made to his Allahabad address. Many responses also referenced his poetry, his connection to the Muslim League and Jinnah, and wrote about Allama Iqbal as an inspiration, including for Rahmat Ali's *Now or Never* pamphlet.

Responses to **part (c)** on the outcomes of the 1937 elections for the Muslim League and Congress were mixed. Generally, they showed good knowledge of what had happened in the elections and the consequences of Congress winning, but a limited number of responses related this to the focus of the question – the idea of benefits for the Muslim League and/or for Congress. There was a tendency for responses to focus solely on the consequences of Congress winning or on Muslim League failures, rather than the benefits for anyone. There were many responses, however, that identified some long-term benefits for the Muslim League, though these were often not related to the question as explanation.

### Question 4

**Part (a)** on the U-2 incident was generally well-answered with most candidates achieving full marks. Most candidates were able to locate the U-2 incident in the Cold War and describe the Soviet shooting down of a US spy plane flown from Pakistan. Some candidates were also able to outline the increased tensions that followed between Pakistan, USSR and USA.

Many candidates were able to achieve Level 3 on **part (b)** which referred to the reasons why Zia-ul-Haq introduced his Islamisation programme of reforms. Responses were varied; the stronger responses offered a range of reasons for the programme of Islamisation, with weaker responses tending to simply describe various Islamic laws and regulations.

**Part (c)** on the referral of the Kashmir issue to the United Nations was generally not well-answered. Few responses explained the importance of the referral of the Kashmir issue to the United Nations for Pakistan. Most candidates described the Kashmir issue, and perhaps the UN, without assessing the importance of the referral.

## Question 5

Responses to **part (a)** on the 1973 Constitution were generally good. Most candidates knew the details of the constitution, though some confused the provisions with other constitutions. However, many responses scored maximum marks on this question.

Many candidates who answered **part (b)** on the reasons why Pakistan supported the Palestinian cause were able to access Level 3 with good explanations for this support. Most responses described, if not always explained, the religious connection between Pakistan and the Palestinian cause. Frequent references were also made to the Al-Aqsa Mosque attack and the OIC summit in 1974. Stronger responses also considered Pakistan's place in the wider international community.

Responses to **part (c)** demonstrated a good level of knowledge about events during Nawaz Sharif's period in government. There was often a great deal of descriptive detail related to the period of Nawaz Sharif's government, rather than reasons he left office. Most candidates knew the detail of the 'Co-operative Societies scandal' and were able to explain this in relation to the question. Candidates often demonstrated an awareness of other factors, although these were often described, especially the BCCI collapse, rather than explained in relation to the question. As a result, responses tended to remain in Level 3 rather than reaching a high Level 4 score.

# PAKISTAN STUDIES

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**Paper 0448/02**
**The Environment of Pakistan**

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## Key messages

For candidates to perform well on this paper they should:

- Ensure that the rubric is followed, selecting, and answering three of the five questions
- Attempt all parts of the chosen questions, labelling the map in **Question 1 (a)(i)** and **1(a)(ii)** was left blank by many candidates
- Read questions carefully. If it helps, underline the command words and words which indicate the context of the question.
- Know the meaning of key command words such as '*describe*', '*explain*', '*evaluate*'.
- Understand the meaning of key terms such as '*topography*' in **Question 1(c)(ii)** and '*physical and social factors*' in **Question 5(d)**
- Identify the focus of a question by understanding the question stem. For example, in **Question 3(a)(ii)**, '*Using Fig. 3.1 (Insert) only, describe the characteristics…*' means that the description provided in the response should refer to only evidence shown in Fig. 3.1.
- Learn key definitions. Most candidates gave a correct definition of '*cash crop farming'* in **Question 3(c)(i)**. However, definitions of '*death rate'* often lacked sufficient detail in **Question 5(b)(i)**.
- Use evidence that is shown in a figure, for example in **Question 4(b)(i)**; candidates needed to ensure the features of the steel mill described were in the photograph (Fig. 4.2) and not from knowledge of steel production.
- Read the context of questions carefully, for example in **Question 5(b)(iii)** some candidates wrote about how life expectancy could be extended rather than the benefits it would bring Pakistan
- Use the mark allocations and answer space provided as a guide to the length of response required.
- Write as precisely as possible, avoiding vague remarks. For example, credit would be given for a specific type of pollution rather than a more generalised comment such as '*causes pollution'*. Negative statements such as 'there are no…' are also less likely to get credit. For example, in **Question 1(c)(i)** '*the land is not flat'* does not describe the landscape in the photograph.
- Write developed ideas wherever '*you should develop your answer'* is stated in the question. Take a simple idea and extend it by mentioning why something happens or mention the likely consequences of something. Building a point by providing more detail about it will allow access to the development marks.
- In the final **part (d)** questions, avoid copying/repeating sections of the questions as this will not be credited.
- In the **part (d)** questions, include both points of view or both sides of a debate. Giving several developed points but for only one side of the argument limits the number of marks credited as a balanced answer is required for Level 3 marks.
- Conclude **part (d)** responses by indicating which view you agree most with or give an evaluative statement assessing the sides of the debate.
- 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 in the question paper should be used before an additional answer booklet is attached.

## General comments

**Questions 1, 3** and **4** were the most popular questions answered. Some good responses were seen for all questions.

Candidates were able to show sound subject knowledge and understanding of contemporary issues in Pakistan throughout the paper. Candidates' knowledge of agriculture, industry and of power generation was

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particularly strong. Overall, most candidates showed an understanding of current issues and were able to suggest both obstacles to sustainable development and potential opportunities for the future in Pakistan.

Candidates should make sure they read questions carefully to understand the requirements of the question. In **Question 1(d)** lots of responses focused on the consequences of pollution or lack of dams, such as disease or flooding, rather than focussing on water provision. In **Question 5(d)**, physical and social factors were often misunderstood and many responses did not compare the importance of these factors in explaining differences in population density in Pakistan. When questions ask candidates to only use a figure provided in the paper or insert in their answer, responses cannot be credited for own knowledge.

When interpreting maps candidates should use geographical terms such as *north/east/south/west* etc. rather than *above/below/upper/lower/left/right*.

A minority of candidates left question parts unanswered in the three questions they chose or answered more than the three questions required. There were almost no examples of blank scripts or those only attempting one or two questions. A minority of candidates did not finish/complete their final **part (d)** response.

The strongest responses to **part (d)** questions provided succinct but precise responses, providing facts, and developing them, in many cases by using no more than an extra sentence. Long responses that listed multiple simple sentences were limited to Level 1; candidates should therefore focus on how to develop a simple point into a developed point.

In **part (d)** questions, an increased use of examples and small case studies was seen. Named examples were included in the **part (d)** questions by many candidates. However, only a minority of responses provided enough detail to incorporate their example into a developed point. To achieve Level 3 in **part (d)**, responses are required to include a developed point on both sides of the issue or from both viewpoints. Some good, well-constructed evaluative statements were seen; including a developed point for a second point of view would have elevated many responses to full marks.

Candidates can improve upon their answers which state, '*you should develop your answer'* and ensure that they develop a simple point. For example:

**Question 1(c)(ii) how natural topography influences human activities:**

'*Steep slopes are prone to avalanches in winter and roads can be blocked. Rocky land is not suitable for farming'* gives two simple points which would gain two marks.

Candidates could take each feature and develop an idea about how that influences human activity:

1. '*Steep slopes are prone to avalanches in winter and roads can be blocked, this makes areas hard to access so fewer tourists will come'* gives one simple point and a development of it. This response would gain two marks.
2. '*Rocky land is not suitable for farming, so the local people are reliant on imported foods.'* gives one simple point and a development of it. This response would gain two marks.

**Question 3(b)(ii) Reasons why sheep are reared in these areas:**

'*Sheep can survive in many types of landscape, and sheep provide useful products such as wool.'* gives two simple points and would be credited two marks.

'*Sheep can survive in many types of landscape because they are surefooted and can traverse rocky slopes or sand. Sheep provide useful products such as wool which can be sold in markets to earn money.'* gives two simple points, each developed with a consequence or a reason for it. This response would be credited four marks.

**Question 3(d) opportunities for, and challenges of, continuing to develop agriculture sustainably.**

To develop agriculture sustainably:
'*farmers could be given loans to buy modern machinery.'* is a Level 1 simple point.
'*farmers could be given loans to buy machinery, a tractor would increase yield, which would mean less foods need to be imported.'* is a Level 2 developed point.

**Question 4(d) does informal labour benefit the economic development of Pakistan?**

Informal labour:
*'provides employment for people who are uneducated.'* is a Level 1 simple point.
*'provides employment for people who are uneducated. This means that people can spend their wages on goods and services which benefits the local economy.'* is a Level 2 developed point.

## Comments on specific questions

### Question 1

This was the most popular question on the paper and it was generally well-answered.

**(a) (i)** Generally answered well and most candidates knew the locations of all three countries. A few muddled Iran and Afghanistan but almost all knew India. Some candidates missed this question/did not write any responses on the map.

**(ii)** Again, some blank responses were seen. The majority of candidates marked Karachi in the right place and most, but not all, used a dot and the letter K as required. The majority of those who incorrectly located Karachi located it nearer to the Indian border.

**(iii)** Responses to this question were very mixed, however many selected 1000 kilometres correctly. A few candidates left all of **Question 1(a)** blank.

**(iv)** The River Ravi was better known than the River Hub/Hab. There were a significant number of responses which gave incorrect rivers within Pakistan, most common of which were the Jhelum, Indus, Sutlej, Dasht, Kabul and Chenab.

**(b)** Candidates gave full answers and responses showed good knowledge. Most responses gained three or four marks. The most common points given were rivers as a source of water for domestic use, agriculture/irrigation, HEP and adding scenic beauty, thus encouraging tourism. Use in industries was often given but frequently lacked a named industry. Many candidates also stated how rivers were a source of alluvium which made the soils fertile.

**(c) (i)** This question was well-answered. The majority of responses used the photograph resource and described the landscape shown. Most candidates gained at least three marks. No credit was given for reference to the Karakoram Range, since this was given in the question stem. Some recognised the mountain as K2 but own knowledge could not be credited for this question focused on the Fig. 1.2.

**(ii)** Many candidates did not refer to the topography in their response. Most responses identified what the human activities were, but often tended to confuse climate with topography with references to the extreme cold and snow. Avalanches too, were mentioned relatively frequently together with their effect on human activity. Therefore, some good knowledge was demonstrated about mountainous areas, such as lack of transport and the difficulties of agriculture, referring to cottage industries, people working indoors, and making handicrafts etc., but this was rarely linked to the topography as required by the question. Those responses that were focused on the question often focused on rugged terrain and difficulties constructing roads or attracting mountain climbers and the development of tourism. Most responses scored two marks here rather than three or four.

**(d)** There was a lot of varied content included in responses for this **part (d)** question. Some responses tried to address both sides of the argument but were often hindered by focusing on the consequences of water pollution or the shortage of dams rather than linking this to the provision of water, limiting responses to Level 1.

Some good developed points were seen on the shortage of dams view. Those who developed the agreement side usually referred to the fact that without dams much water from melting glaciers or monsoons would go to waste, eventually to enter the Arabian Sea. For the against point of view, many described the high cost of dam provision and the fact that Pakistan may not be able to afford it.

A mistaken focus on the effects of water pollution meant that few responses included developed points on this view. Some made simple points about the causes of water pollution such as reference to industrial waste, chemical from farming or sewage, but then the development was usually about disease in humans or eutrophication. Some suggested solving the pollution problem with fines and laws. Desalination plants were also suggested, though some responses pointed out that their cost made this solution untenable.

Most candidates used the Mangla and Tarbela dams as examples. WAPDA was also mentioned, although its mention often lacked any detail. Other examples included named rivers, the River Indus in particular.

**Question 2**

**(a) (i)** Almost all candidates accurately completed the rainfall bar at 5 mm. However, a significant number did not plot the temperature correctly by placing the dot in the middle of the July column; many drew a line with no dot for July, others placed multiple dots or dots too far to the left or right. For these questions, data on a graph should be completed using the same plotting 'style' as the rest of the graph.

**(ii)** This question was generally well-answered. However, some points made could not be credited as they used own knowledge, for example mentioning monsoon rains and western depressions, instead of describing the climate shown in Fig. 2.1. Stronger responses included comments such as '*hot during summer*' and '*mild during winter*', usually accompanied by some key data from the graph e.g. '*the highest rainfall was 11 mm*'. A minority of responses simply listed the information from the graph i.e. '*rainfall in one month was X and then it went to Y the following month*' rather than selecting seasonal features or key data. It is worth noting that reference to '*less*' rainfall could not be credited as there was no comparative element. One mark was reserved for description of rainfall and one for temperature; most candidates described both elements.

**(iii)** Though there were some incorrect answers, most candidates answered this correctly and there were few blank responses.

**(b) (i)** Most candidates answered this question well, showing sound climate knowledge. Some responses were a little vague in relation to key points such as monsoon rainfall in summer, or did not mention them at all. There was a mark reserved for each climate element, temperature, and rainfall. Candidates should mention both the climate characteristics identified in the question in their response.

**(ii)** Similarly to **Question 1 (c)(ii)** where topography was the focus, some responses did not explicitly describe an element of climate in this question. Often responses would mention temperature, but not say '*cooler*' temperature, or mention a '*pleasant climate*'. Elaboration on the climate in question was needed to gain credit. Stronger responses for this question referred to cool summers or cold winters attracting tourism or rainfall promoting agriculture or providing a reliable water supply. Some candidates developed their explanation of how this benefitted people, '*enabling them to grow fruits, such as apricots/apples*' or that '*this provides the people a good income in jobs such as tour guides*', for example.

**(c) (i)** Almost all candidates correctly selected fast flowing water.

**(ii)** Generally, this question was answered very well, with most candidates demonstrating secure knowledge of electricity generation by hydel power. A majority of candidates were able to achieve three or four marks; referring to fast flowing water, turbines spinning and the generator producing electricity were all extremely common. There were some responses that focused too much on describing the flow of water and the area needed for HEP. Weaker responses did not show a clear understanding of hydel power, sometimes including more generic points such as that electricity is supplied via transmission lines.

**(d)** Some good responses were seen to this **part (d)** question and many candidates scored Level 2, three or four marks. Fewer responses reached Level 3. Weaker responses often tended to describe the ways in which increased electricity generation in general would help various industries, rather than a focus on hydel power. Many included simple points such as '*there are many areas suitable for hydel in Pakistan*', or that '*the amount of capital investment required would be a problem.*'

Stronger responses included developed points, by adding detail on the landscapes required such as narrow valleys and fast flowing rivers, or by describing the problems of construction in such locations, or cost of importing machinery and experts. These responses provided valid reasons why hydel power can and cannot be relied upon. A developed problem was more commonly seen than a benefit.

A good proportion of responses also included a relevant example, as in **Question 1(d)**, the Tarbela and Mangla Dams were most often quoted. Overall evaluation was more often included than not, and most responses were able to say one way or the other if hydel power is a reliable option for economic development or stating the extent to which they agreed it is. A lack of a developed point on the second side of the argument prevented many responses from reaching Level 3.

**Question 3**

Generally, knowledge of agriculture was good and many chose to answer **Question 3**.

**(a) (i)** Most candidates were able to identify sugar cane and cotton. However, there was less confidence in identifying rice and wheat with many candidates confusing the two. Many scored two, three or four marks here.

**(ii)** This question was generally not well-answered. Candidates needed to only refer to Fig 3.1 and most responses included their own knowledge instead of photograph evidence. A description from the photograph was needed; *'the leaves are narrow, and the grains are white'* would achieve two marks. Details about cultivation and conditions in which rice grows could not be credited. It is important that candidates read the question carefully to ensure they understand the requirements of the question.

**(b) (i)** Commonly, candidates scored three marks describing locations correctly identified in each province – most frequent answers were '*central Balochistan*' '*south-east Sindh*' and '*west of Punjab*'. Some responses gave only a latitude range or a longitude range and both were required for credit. Fewer candidates mentioned the international or province level boundaries or described the overall uneven or scattered distribution. Some responses described the proportions of main sheep rearing areas, with the most in Balochistan or fewest in Sindh. Some incorrectly referred to regions of KPK, which is not labelled on the map. Candidates needed to use compass directions rather than terms such as '*upper*' and '*lower*' e.g. '*southern Sindh*' rather than '*lower Sindh*'. Candidates generally used Fig 3.5 well in their responses to this question.

**(ii)** Responses to **part (b)(ii)** were mixed and many responses misinterpreted the question and identified why people rear sheep, or simple facts about sheep farming rather than explaining why areas are suitable to keep sheep in. Errors in responses were common; terrain on which sheep can be reared and the adaptability of sheep to temperatures were often misunderstood and some responses referenced the production of cotton as raw material for the cotton industry.

**(c) (i)** This definition was very well-understood by almost all candidates. Various words were key to the credit, such as *for sale*, *for profit*, *for commercial purposes* and almost all responses included one of these.

**(ii)** Responses to this question were also mixed, though most responses were awarded at least one mark for this question. Only one example was needed in each box; inputs such as soil, water or seeds were credited, processes needed to specifically refer to an action such as ploughing or harvesting and the output could be a crop name, a by-product or profit. Some responses misunderstood the question relating their answers to cotton manufacturing rather than cash crop production or to livestock farming in a minority of responses.

**(iii)** Most candidates achieved two marks for this question. A very wide variety of suggestions were given by candidates, with the use of HYV seeds and fertilisers the most popular answers.

**(d)** In this **part (d)** question many candidates included a developed point on the positive side of the debate, though, as in other **part (d)** questions, some candidates focused on only one side of the debate, only briefly mentioning the opposite argument. Two developed points (one for either side of the argument) are needed to achieve Level 3 on this question.

Some good arguments were put forward for either view. Some included the potential for education and better farming techniques to increase yield and reduce environmental damage. Small loans were an option many responses favoured in order to allow more farmers to access HYV seeds or pieces of machinery for faster production. Other responses focused on lack of capital, the reliance on importing machinery, degraded land and water pollution. The issue of mechanisation was also very well understood by some candidates, who clearly explained that while it would improve crop yields and quality of crops to meet export standards it would also cause rural unemployment and potentially increase rural to urban migration in Pakistan.

The focus of the question was quite broad, as was candidates' range of subject knowledge, meaning that those who did debate both views equally produced excellent, well-supported assessments. A good range of examples were seen and many candidates displayed thorough knowledge of different types of agriculture in Pakistan and wrote enthusiastically about how it could become more sustainable, and the potential challenges faced in achieving sustainability.

**Question 4**

**(a) (i)** Most candidates linked iron and steel correctly to the domestic market. The sports goods and surgical instruments were more frequently incorrect.

**(ii)** Responses to this question were mixed but most named at least one city correctly and many named all three.

**(iii)** Almost all candidates answered this correctly demonstrating sound knowledge of industrial sectors.

**(b) (i)** This question was not well-answered. '*Machinery*' was almost universally stated and was often the only point made that could be credited. Many responses included candidates' own knowledge about iron and steel manufacturing processes instead on references to the evidence included in the photograph such as lighting, offices, rollers, safety barriers etc.

**(ii)** This graph completion question was done well by most candidates. There was good use of the key and accurate understanding of the scale shown. The most common error was using a solid line for the secondary sector rather than dashed**,** as indicated in the key.

**(iii)** This question was well-answered overall. Responses generally followed the question command well and provided reasons for the changes. Common reasons given were mechanisation and rural to urban migration for the primary sector and an increase in education and higher wages for the secondary and tertiary sectors. Weaker responses tended to only describe the changes in employment share shown on Fig. 4.3. A few responses duplicated their reasons for more than one sector.

**(c)** This question was well-answered. Developed points were frequently made, most commonly about close location of ports for either export of steel or, more often, for import of raw materials. This idea could be developed either in terms of saving transport time, saving costs or simply by the nature of the goods being bulky and difficult to transport. Access to water nearby due to its use for cooling the furnaces was also mentioned by many. Closeness of a labour supply was another common answer, which was then developed by explaining the need for both skilled and unskilled labour. Some candidates used a specific steelworks, often Pakistan Steel mill at Pipri, as a case study; this was not necessary but credit was given where the general points were included in the details of local features.

**(d)** Some excellent responses to this **part (d)** question were seen that included detail on a variety of relevant issues. Responses included a range of different and often very well-expressed ideas, with appropriate examples. Stronger responses gave insightful comment about the effect on the national economy of having a high proportion of the country's labour force in the informal sector. Benefits identified included the contribution of informal labour in providing raw materials to secondary industry, enabling value to be added and exports to be generated. Many candidates described the value of informal work of cottage industries, particularly crafts which generate foreign exchange through tourist sales.

The issues were also developed in many ways, such as the unpredictable nature of work and low wages, leaving many informal workers in uncertain financial situations. A lack of machinery and standardisation of products in the informal sector leading to a lower quality than required for export

was often mentioned. Many candidates also discussed issues for the government when a proportion of the economically active are unregistered for taxes.

Some responses were limited by focusing on the benefits or problems to individuals working within the informal sector, rather than on the benefits to Pakistan's economic development. Weaker responses often did not show a clear understanding of informal labour. In this **part (d)** question there was more often an even balance of points explaining benefits and hindrances to economic development and many responses reached Level 3.

**Question 5**

**(a) (i)**   Responses to this question generally made good use of the map and most candidates were awarded at least one mark. Credit was given for naming a location close or near to the National Institute of Health or referring to its location in the east of Islamabad/the urban area. Marks were also awarded for accurate use of distance and direction from other marked features. However, many candidates repeated several examples of the same idea and there was some confusion about compass directions. Few responses used the scale to describe a distance. Geographical terminology should be used to describe location on a map, and terms such as '*above*', '*below*', '*next to*' or '*on the right of*' were not creditable.

**(ii)**   This question was very well-answered by most candidates. The most common answers were Fatima Jinnah Park, Islamabad Zoo and Shakarparian Park.

**(iii)**   The majority of candidates made valid suggestions of how to develop the area of land for leisure or tourism. Frequently seen ideas were hotels, shops, restaurants, parks, zoos, and theme parks. A minority misinterpreted the question and wrote ways to improve the areas they had stated in **part (a)(ii)**. Some responses included valid improvements but for other locations e.g. in the Margalla Hills. Suggestions given needed to be suitable for the area of land identified in Fig. 5.1.

**(b) (i)**   This question was generally not well-answered. Strong responses included both '*per 1000 people*' and '*per year*', whilst weaker responses were less precise and only referred to the number of deaths in a '*specific/certain time*'.

**(ii)**   Most responses included points about medicine and hospitals and references to clean water and health education also featured in many responses. Many responses developed one idea to gain three marks or both ideas to gain four marks.

**(iii)**   Common suggestions included that the older generation can pass on knowledge and skills to younger people, and can care for younger family members. The idea of an increased workforce was a common answer, though this was often not qualified with explaining how it benefitted Pakistan e.g. by providing more tax contributions.

**(c)**   Most candidates gained one or two marks for this question. Responses most commonly referred to seasonal migration due to transhumance or nomadic lifestyles, and to regularly moving for water or grazing land. The need to escape from extreme weather events was clearly understood, though references to more general seasonal highs and lows were sometimes vague. Weaker responses described transhumance in detail, rather than also giving other different reasons for seasonal migration or listed a large range of seasonal jobs. These responses also often did not demonstrate a clear understanding of seasonal migration, making reference to rural-urban migration and travel for holidays.

**(d)**   The strongest responses to this **part (d)** question evaluated the factors, understood the difference between social and physical factors and how they can impact population density positively and negatively, while also acknowledging many ways in which these different factors are intertwined.

However, this question was misinterpreted by some candidates, with some responses evaluating whether physical and social factors combined affect population density or not or discussing provinces versus administrative areas. Some responses were confused about the causes of high or low population density and discussed birth rates, access to contraception etc. Some interesting and accurate points were made but they did not address the question set.

Developed points were often not well-made. Responses often listed a lot of separate factors which affect population density, for example, by stating that '*a region has rugged landscape, poor soil,*

*cold climate and not many people choose to live there'*. For Level 2, one of these points needed to be developed; for example, '*a region with rugged landscape makes roads much harder to build, therefore it's unlikely manufacturing industries will set up there meaning there are few jobs so population density is low'*. Few detailed case study examples were seen and most examples given were the naming a city or region relevant to the factor being discussed.