

# PAKISTAN STUDIES

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Paper 0448/01  
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 should read questions carefully to ensure answers are focussed and relevant.

Candidates should avoid lengthy narratives and focus on explanation, analysis and evaluation.

## General comments

Most candidates were able to answer the required three questions with few rubric errors. The majority of candidates used their time well. They produced answers that were relevant, focussed, and addressed the question set.

Other responses were sometimes too vague and generalised. Some answers were also testing to read, therefore clear presentation and use of paragraphs to organise and structure responses is encouraged. Furthermore, the use of initials rather than words to describe events or individuals should be avoided.

## Comments on specific questions

### Question 1

In part (a), most candidates were able to gain three marks by using the resource. In this question, candidates must refer to the source and extract the correct information from it. As with most of the (a) questions, many responses were longer than was necessary.

There was a range of responses for Part (b), which was about the famine. Many candidates did not go beyond what they could see in the source or talked about poverty and lack of clothing rather than the famine. More successful responses included inferences from the source which were then supported by using the source. There were some good Level 3 answers, usually about the small amount of food seen in a few bowls when there were such a large number of people waiting to be fed.

Part (c) was generally well answered. Robert Clive was well known, and most responses scored in Level 3 by referring to the weapons used by the British and the defection of Mir Jafar. A smaller number of responses referred to the rain and the covering of cannons by the British. Other answers were more generalised, describing the strength of the British, the Industrial Revolution and the relative weakness of the Indians. As a result, only a Level 2 mark could be attained for such answers.

In part (d), few responses were able to demonstrate an understanding of the significance of Britain taking over control from the East India Company, seeing the two perhaps as synonymous. Answers were often descriptive and centred on the annexation of the provinces or where the British fought and took over areas rather than focussing on how they actually did that. Knowledge of the India Act was also good but responses did not always demonstrate a clear understanding of why it was necessary and the changes it brought about. Some answers commented about the British coming to India in the eighteenth century and of events prior to 1784 which was unnecessary. Many answers mentioned and described the Doctrine of Lapse, but often outside the date range (after 1850). Answers that achieved Level 3 mostly included comments on the British weapons.

## Section B

### Question 2

This was the most popular question.

In part (a), Ahmad Shah Durrani was generally well known and many candidates scored three or the maximum marks of four.

In part (b), the question required candidates to explain why the British wanted to trade in India from 1600. This was a very well-known topic and generally well explained. There were many high scoring answers explaining the raw materials to be gained, the inability of the British to establish themselves in the East Indies and the strategic importance of the subcontinent ports. Some responses gave too much narrative on how the British took control in India or gave reasons such as spreading Christianity. This explained general British interest, but not the reason for the initial East India Company's involvement.

Part (c) required candidates to explain the contribution of Syed Ahmad Barelvi and others to the spread of Islam in the subcontinent and was generally well answered. Descriptive responses were unable to progress beyond Level 2. Also, some answers confused the three people attributing the work of one to the wrong person and could not be credited. Other responses that did not reach the high levels of marks usually associated Barelvi with a list/description of the battles won and lost. Some responses included little about Haji Shariatullah, although they knew he began the Faraizi movement. Shah Waliullah was by far the most common means by which responses accessed Level 3, by explaining at least one of his contributions, usually by making Quran more accessible. Responses that explained the contributions of each of the individuals, reached Level 4. Strong responses were also able to give an evaluation at the end adding new/additional information ensuring that the judgement was valid and not a repetition/ summary of what has gone before in the answer.

### Question 3

This was a popular question.

Part (a) proved to be challenging as there seemed to be little knowledge of Wellesley, other than that he was British and in a position of power. He was commonly incorrectly described as a Viceroy rather than Governor General. The title Viceroy was not given to a British official until 1858. A lot of the information given often did not relate to Lord Wellesley at all. More successful responses mentioned his role in Mysore together with his work in persuading local princes/rulers to sign subsidiary alliances.

Part (b) was a very well-known topic and many candidates achieved a mark of six within Level 3 explaining such reasons as a lack of unity, with examples and the modern methods of fighting by the British. However, there were some lengthy answers about the reasons why the war was caused with only a few brief references to why it did not succeed. It is crucial that candidates read the question carefully to ensure that relevant answers are given.

In part (c), the question required candidates to explain the contributions including the religious views of Sir Syed Ahmad Khan to the Muslim cause. Strong responses explained and gave reasons for his religious reforms and his contribution to education, politics, the Two Nation Theory and his attempts to forge a better understanding with the British. A minority of responses confused him with Shah Waliullah.

### Question 4

This was a popular question.

The question on Rahmat Ali in part (a) was usually very well answered and responses generally displayed sound knowledge of his career and contributions to the Pakistan Movement, often attracting maximum marks.

Part (b) required responses on why the Muslim community objected to the rule of the Congress party between 1937 and 1939. Responses to this question were often mixed. Stronger responses explained why Muslims objected to Bande Matram, the Wardha scheme and attacks on mosques and as a result their answers scored highly in Level 4. Weaker answers described the various ways in which the Muslims were treated rather than explaining why this treatment led the Muslim community to object to Congress rule.

Part (c) was a well-known topic on why the Moplah uprising and other factors were reasons for the ending of the Khilafat Movement. Whilst most responses showed good and extensive knowledge of the Khilafat Movement, there were also many descriptions of why the Movement was formed which was unnecessary. Some answers confused the Moplah uprising with Chauri Chaura and simply described the violence or missed the vital link to the breakdown of Hindu/Muslim cooperation and how these events contributed to the ending of the Movement. Other responses identified various reasons for the ending of the Khilafat Movement, but not fully developing these to a clear explanation meant the mark was limited to Level 2.

### Question 5

Part (a) on the Zakat Ordinance was generally well answered and many answers scored three or four marks. Most responses made four points, knowing that it was Zia al-Haq, Islamisation, 2.5% and money for the poor.

Part (b), which was a question on why there were many governments between 1951 and 1958 proved challenging. Many responses gave narratives and detailed descriptions on the work of Khwaja Nazimuddin, Ghulam Muhammad and Iskander Mirza, rather than explanations for the governments in these years. Whilst many responses displayed good knowledge of the changes of Prime Ministers, relatively few considered why these changes happened.

In part (c), many responses described the domestic policies of Ayub Khan, but did not always comment on the relative importance of economic policies compared to other domestic issues. Some answers explained how well the economy progressed, but then continued with only a description of social or political reforms. Other responses presented the information but could not apply it relevantly to the question. Stronger responses explained the positive effects of some both economic policies (usually agricultural reforms) and social policies. Candidates who answer this type of question need to ensure they also comment on why and/or how each of the issues they describe was important.



# PAKISTAN STUDIES

Paper 0448/02  
Environment of Pakistan

## 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 3 of the 5 questions only; it was pleasing to see that fewer students did not follow the rubric in this exam session.

Answer all parts of the chosen questions as questions requiring the completion of a map or graph are omitted by some candidates e.g. **1(a)(i)** and **3(b)(i)**.

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.

Know the meaning of, and respond correctly to, command words used in questions. Know the difference between ‘describe’ and ‘explain’.

Identify the correct focus specified in the question stem, e.g. physical factors, causes or characteristics.

Learn the meanings of key words in order to be able to define and accurately use terminology, e.g. ‘tertiary industry’ and ‘rural to urban migration’. 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, e.g. **Q5(a)(ii)**.

Complete a map using information provided, e.g. **Q1(a)(i)**.

Add information to diagrams/graphs, e.g. **Q3(b)(i)**.

Use the mark allocations and answer space provided in the question and answer booklet as a guide to the length of 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’, ‘poor’ etc. Candidates are advised that they will not gain marks for using imprecise language such as this.

Avoid the use of vague language such as ‘better quality of life, infrastructure, pollution, facilities/services, technology, extreme, moderate, disease’ all of which need further clarification to be awarded a mark.

Write developed ideas wherever possible where extended writing is required in the 4- and 6-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 many candidates although it is pleasing to see that progress is being made in this area.

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; however, far too many only develop one point of view and in some instances, it is not always clear which view they are referring to.

Perform basic skills such as interpreting graphs, photographs and maps of various types, using accurate statistics or referring to specific features as appropriate to support ideas.

Approach questions which ask for comparison by writing comparative statements rather than writing discrete comments about each item being compared.

Avoid direct lifts from resource materials when a question asks for interpretation of ideas especially in the ‘d’ questions where material is all too frequently copied from the stem or actual question.

Have a range of case studies or examples so that appropriate ideas can be chosen for the topics tested and ensure they are aware of the scale of the question – e.g. rural or urban area, local or national. It was clear to see that some candidates lacked case study material to which they could refer to, in this session.

Include place specific information or examples in part ‘d’ questions, whilst avoiding writing a long introduction to the question with place detail or repetition of the stem of the question at the expense of answering the question.

When using the extra space at the back of the question and answer booklet candidates should try to make it clear which answers have been continued, by indicating this at the bottom of the answer space, and also clearly numbering the continued response in the Additional Pages part of the booklet.

### **General comments**

The examination was considered appropriate for the age and ability range of candidates and it differentiated effectively between candidates of all ability levels. The most able and well-prepared candidates performed very well across the paper and some excellent answers were seen. Most candidates were able to make a genuine attempt at their chosen questions. Some weaker responses showed difficulty in interpreting tasks and did not contain effective answers to some or all of the questions. Many candidates have a good understanding of the needs and development that their country requires, and write sympathetically about its needs and the challenges it faces.

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, which is pleasing to see. Usually if all questions had been answered they were all very weak. Nevertheless, some stronger responses included several lengthy passages, which had been crossed out; meaning time, that could have been spent working on the answers eventually chosen, was lost.

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. More planning of responses for the 'd' questions could be carried out by candidates.

**Questions two and four** were the most popular and **Question three** was the least popular choices. There were many good attempts at all the part 'd' questions, the final part of each question particularly 'whether to manage floods or not; whether or not to develop inland or marine fishing; and to what extent is further development of the tourism industry possible'. High quality answers in these questions were characterised by a range of developed ideas from different points of view and occasionally some examples with some very good evaluations clearly siding with one viewpoint. Some weaker responses tended to be generic developments of ideas with little or no evaluation or examples to support them whilst others were characterised by the use of simple statements. In some cases, the detail provided was not always relevant to the question being asked. These included overlong introductions, some of which occupied almost all the answer space, or a copy of, or re-wording of the original question stem.

The 'd' part questions require both sides of the argument or different points of view to allow access to the highest level. The focus of the requirement can vary between questions e.g. the scale can be national for the country (**Qs 1, 2, 3, 4 and 5**) or on a local scale as in **Qs 2, 4 and 5**. In this particular paper **Qs 2, 4 and 5** could have been tackled from a national or local perspective, giving a wider scope for developing ideas. Some responses were not able to access the highest levels as they did not maintain a consistent viewpoint throughout, for example giving support to one idea but then later on changing their viewpoint, rather than using helpful phrases such as 'on the other hand' to show the other side of the argument. In all these questions' candidates can refer to examples that may be local to them or that they have studied which may highlight a view or idea that they are trying to make. Evaluations are evident in the best responses giving a justification either for or against a viewpoint or idea and consolidating their response fully.

The following comments on individual questions will focus upon the strengths and weaknesses of responses and are intended to help centres better prepare their candidates for future examinations.

### **Comments on specific questions**

#### **Question 1**

- (a) (i) Most candidates who attempted this were able to correctly locate the letters. Where mistakes were made it was usually with B and D. Some candidates placed more than one letter within the same province which limited their marks.
- (ii) Many candidates gained both marks for this question. However, if any mistake was made it was more likely to be incorrect in Y for Multan.

- (b) (i) Some candidates gave confused answers about old and new flood plains rather than the general characteristics of a flood plain. However, the vast majority of candidates recognised the fertile soil/alluvium point. Some excellent answers were seen that referred to flat land, with levees and ox-bow lakes/meanders.
- (ii) This question was generally well answered with most candidates gaining the full two marks. All mark scheme points were seen.
- (c) (i) This question was generally well answered with the majority gaining both marks available. However, a significant number of candidates gained one mark for 'winds' and went on to fill in the remaining lines incorrectly often using the words: 'ocean.... winter .... summer'.
- (ii) While many candidates recognised the direction from where the southwest monsoon was coming (most commonly the Bay of Bengal) there was often some confusion that followed about high or low pressure. However, many candidates were able to gain at least two marks here. Some excellent full mark answers were seen showing a thorough understanding of the concepts. All mark scheme points were seen.
- (iii) This was another question that was very well answered, and it is pleasing to see the vast majority of candidates developing their answers. Many responses gained at least two marks for 'heavy rains' and 'floods. The better responses went on to develop the ideas and gain the full four marks such as: 'floods (1), roads are cut off preventing people getting to school or work (dev)', 'heavy rain (1), which means that crops are destroyed leading to food shortages (dev)'.
- (d) Most candidates did understand the requirements of this question but were not secure in discussing two well selected factors and then developing them. Hence, many responses tended to be either a list or a succession of muddled ideas. The vast majority argued for View A. Many reasons were given for why flooding should be prevented, with an emphasis on the worth of property and life.

In favouring View B, only one detailed argument was generally seen, which was the increased productivity in agriculture due to the deposition of alluvium. Limited use of any other material and similarity or repetition of arguments against View B or those for View A often created an unbalanced answer, with View B not adequately considered (whether for or against). Both views should be equally well considered in order to achieve the highest levels of credit (Level 3).

Most candidates scored Level 2 (three marks) for this question as they misread/misunderstood View A of the question and were writing regarding the different methods of flood prevention rather than why flooding should be prevented. However, candidates were able to discuss the positive and negative impacts of flooding and were able to show a clear judgement in their answer.

## Question 2

- (a) (i) The vast majority of candidates were able to successfully name two fishing ports. Some candidates wrongly suggested Port Qasim as a fishing port.
- (ii) This question was generally well answered with the vast majority gaining two marks. All mark scheme examples were seen.
- (iii) The vast majority of candidates correctly filled in the passage and gained the two marks available. Very occasionally candidates would get commercial and subsistence the wrong way around.
- (iv) This question proved more difficult for some candidates as they continued to discuss commercial or subsistence fishing from the previous question rather than focussing on methods used in marine waters. All mark scheme points were seen but most commonly marks were awarded for types of boats used, types of nets, fishing rods and the ability to stay at sea for 5–15 days or for being able to travel 50–60 km out to sea. The use of radar and sonar equipment was also a popular answer. The vast majority of candidates gained at least one mark here with many scoring two or three marks.
- (b) (i) Many candidates struggled to say what a fish farm is and simply repeated the words from the question but in a different order e.g. 'a farm for fish'. In order to gain the mark here candidates



needed to show their understanding of what a fish farm is and needed to state that it is a 'man-made/artificial pool/pond' idea used 'for breeding/rearing fish'.

- (ii) Most candidates gained the full two marks here and quite often within their very first sentence for something akin to 'rectangular, man-made ponds'. Quite often candidates had answered the previous question within this question too. It is worth reminding candidates to make every effort to avoid the repetition of the same ideas in their answers.
  - (iii) This question was very well answered, and it is clear to see that candidates know their fish. The vast majority gained the full three marks. Some candidates placed the same fish in both columns which limited the number of marks that they could receive. A very small minority included fish that were not on the list which also could not gain any credit.
- (c) Candidates showed very good knowledge of the negative effects on the natural environment resulting from the Pakistan fishing industry. The majority of answers referred to marine fishing although some did (less successfully) refer to inland fish farming. Common factors discussed were overfishing, catching baby fish, fishing during the breeding season, water pollution and oil spills from ships. A significant minority referred to bad smells, dumping waste fish from ships/factories, throwing fish back in the sea etc., but these were not creditworthy. Weaker responses gave two points, but these remained undeveloped, and could not be given the other two marks. A minority referred to eutrophication/air pollution. To develop the mark for air pollution it needed to be linked to the trawlers or boats releasing fumes. Many also stated that mangroves were cut but there was little reference to why or the effect this has on fish stocks.
- (d) Candidates were able to articulate their answers well to this question on the whole. The majority of candidates structured their answers clearly so that both options were discussed. However, there were many responses which just presented the opposite idea as an argument, which limited them to Level 2. Knowledge of inland fish farming appears weaker than marine fishing. Many candidates discussed river/lake subsistence fishing only very briefly which didn't lead anywhere. At Level 3, examples were rarer than evaluative comments, which was puzzling as most candidates obviously knew the names of fishing ports as they had named them in **Q2(a)(i)**.

### Question 3

- (a) (i) Very few candidates managed to gain the full three marks for this question. The correct response most often credited was for 'Sui'. Some candidates gave 'Sui' and 'Pirkoh' which are from the same region. 'Mari' and 'Potwar Plateau' also featured as the most commonly seen correct responses, but generally, the candidates were looking at the map and giving the general areas/provinces where gas fields were to be found, but this question required candidates to recall names of regions using their own knowledge.
- (ii) Most candidates could recognise the province that the pipeline ran through, but were unsure of how to approach this question and what elements they should cover. Many responses listed which areas or cities the pipelines went between. Occasionally, candidates would mention areas that were not covered by pipelines. Most candidates gained marks for the inclusion of naming the city or province that the pipeline ran through, e.g. Punjab, and a named example of areas not served by the pipeline, such as the Northern Areas. There were almost no points made by candidates on distance, direction, coastal routes, branch lines or connecting gas producing regions, which all could have gained credit.
- (iii) Some very good answers were seen here, and most candidates suggested cylinders or tankers as an alternative method of transport, and liquification or transport by road was often suggested as a development point. Reaching other parts of Pakistan where pipelines could not go was rarely seen. Transport by rail was mentioned, noting that the railway network didn't reach all parts of Pakistan, and was thus a limitation.

There were also good developments of limitations seen; the most popular being risk of accidents/danger in transporting cylinders causing explosions or similar. Other points such as expense or smaller supply were seen less frequently, but these ideas were less often developed for full marks. Most candidates were able to gain at least two marks on this question.

- (b) (i) The vast majority of candidates were able to successfully and accurately complete the bar chart and gain the mark. A handful of candidates who selected **Q3** missed this question out.

- (ii) This was generally well answered with the vast majority selecting 'transport' and the 'fertiliser industry'. Many candidates simply stated 'industry' which did not gain a mark.
- (c) This question was also generally well answered with the majority of candidates gaining the full five marks. Where candidates answered incorrectly it was often because they stated 'nuclear' instead of 'thermal', 'heat' instead of 'steam', or 'power' instead of 'transmission'.
- (d) Some Level 3 answers were seen here but they were limited in number. This was largely because many answers concentrated on the benefits and disadvantages of developing the gas industry rather than whether it was or was not possible to do so. Most answers concentrated on the difficulties in developing the industry such as lack of funds, lack of expertise, lack of machinery or lack of access to places to exploit gas reserves and so therefore tended to be one sided. Many responses were a list of what could or should be done by the government. There were some answers which developed the themes of the potential extension of the gas industry by building power stations or finding more gas fields. Some candidates also confused the oil industry with the gas industry.

#### Question 4

- (a) (i) The vast majority of candidates wrote 'service' somewhere in their answer and so gained the mark. However, some candidates named service jobs instead, whilst others just wrote 'selling' neither of which gained the mark.
  - (ii) The vast majority of candidates could accurately read off the percentage from the graph and so gain the mark. However, there were some candidates who incorrectly read the percentage as 65%.
  - (iii) Again the vast majority of candidates could correctly provide three jobs from the tertiary sector. There were some incorrect job types provided from both the primary and secondary sectors. A handful of candidates misread the question and wrote 'primary, secondary, tertiary'.
- (b) (i) The majority of candidates knew the difference between domestic and foreign tourism but others simply stated that foreign tourism was 'foreigners going on holiday' which did not go far enough in answering the question. Other responses included simple statements such as 'domestic tourism is when people visit places' but didn't say where. Candidates are advised to attempt to develop their ideas, if possible, and avoid simple statements, such as these.
  - (ii) The vast majority of candidates correctly identified 'the UK' in part **A** with only a handful giving the wrong answer. For part **B**, the most common responses were visiting friends and family living in Pakistan, scenic beauty or visiting historical sites. A minority of candidates misunderstood the question and answered the question as if Pakistani tourists were visiting the UK.
- (c) (i) This question was generally well answered. Many candidates were able to link the development to the point. Very common ideas were that tourism provides employment opportunities, which was developed by providing an example, or that foreign exchange/income increases due to visitors. The candidates are clearly proud of Pakistan and what it can offer, and it shone out in their responses. It felt like they wanted more people to visit their beautiful country.
  - (ii) Many candidates usually just identified what was in the photograph and said that tourists would be attracted to it without identifying why they would be attracted to it or what they could do there. Many candidates needed to mention what they could do there and not just state 'it attracts tourists'. Candidates should ask themselves the question 'why are they attracted to it?'. Conversely some candidates mentioned what you could do there but didn't mention what was in the photo.
- (d) Most candidates took a very positive approach to tourism being extended in Pakistan showing a lot of enthusiasm for expanding the industry in the country, with many identifying various areas that could be developed for greater tourist potential. They were also particularly good at pointing out things that would make this difficult, particularly focusing on funding and security issues.

Weaker answers focused on what could be done to develop tourism in Pakistan, especially with encouragement from the Government, and many answers concentrated on the benefits of tourism rather than whether it could or could not be developed, which limited the marks gained. Level 1 answers consisted of lists of ideas to 'improve hotels; better roads; use of internet; blogging and



vlogging; better security' etc. All of which are good ideas but they needed further development to get into the higher levels.

### Question 5

- (a) (i) Responses to this question depended on whether candidates understood the term 'sparsely populated', since answers to 5(a)(ii) proved that it was common knowledge that Balochistan had a very low population. Those who didn't understand the term tended to answer Punjab or Sindh.
- (ii) Very few candidates made the point that the population in Pakistan was unevenly spread. Most gained two marks by suggesting that Punjab/Sindh had a high population density whilst Balochistan had a low one. The latter was an easy point to make, if (a)(i) was done correctly. Some did refer to the Northern Areas or Gilgit-Baltistan in the latter context. Few suggested that most people are found in North/North East Punjab. There were ubiquitous references to named cities as centres of high population, but few suggested it is found near/around these cities. When it was mentioned that most population is found in East Pakistan, the mark had been already scored for reference to Punjab and Sindh. 'Along the River Indus' was often given as an area of dense population but this could not gain credit, as the river was not marked on Fig. 5.1.
- (iii) This question was a good discriminator. There were many candidates who either did not understand what constituted a 'physical factor', or they did not read the question carefully enough. Thus, many gave human factors, such as the availability of employment and the presence of industry. Many responses were also spoiled by the failure to link the factor, which was suggested, to the presence of either high or low population. Of the physical factors, most common was mention of rugged topography in the Northern Areas/Balochistan or flat land in Punjab. The availability of a water supply, especially near the River Indus was often mentioned as was rich/fertile soil. Reference to the climate/weather were on many occasions too vague; harsh/extreme climate/weather was therefore not credited. Specific reference to temperature or precipitation were rare as were links to the availability of raw materials and natural routeways. Overall, the majority of candidates were able to score at least one mark here.
- (b) (i) Answers to this question were frequently scored. It was clear that while understanding the term 'rural to urban migration', many candidates found it difficult to identify alternative phraseology to express this concept. Some replaced rural by village and urban by cities only to retain the term 'migrate'. Those who used 'move to' instead of migrate often used the terms 'urban' and 'rural' thus not gaining the mark.
- (ii) Approximately 95% of the scripts seen correctly circled 'decreasing' to indicate the percentage share of people living in rural areas.
- (iii) This question was generally well answered, with most candidates providing three appropriate pull factors. Only a few gave push factors instead, which did not gain any credit. The major problem came with the lack of suitable qualifiers. 'Better' and 'more' were most commonly deployed, while 'good' was quite often seen for all three pull factors, but this, did not gain any credit.
- A wide variety of pull factors were seen with employment, healthcare, education and standard of living being the most common. Food supply was not often expressed in terms of reliability, but as 'better food' or a 'wider variety of food'. Furthermore, there was some use of vague terms such as infrastructure and facilities in weaker responses which were not credited.
- (c) (i) This question was generally answered well with most candidates managing at least one developed point. Most common was reference to the lack of jobs which was linked to an increase in unemployment or to an increase in the crime rate. Overcrowding was often linked to a shortage of housing or the latter to the growth of shanty towns. Increased traffic was also linked to air or noise pollution. There was, however, a plethora of references to overpopulation and other vague terms like the lack of resources/facilities, none of which gained any credit. Some better responses referred to the impact on rural areas, and particularly the lack of labour and its associated effects on agricultural production. This was credited as was the less frequent reference to the resulting gender imbalance in the countryside. Very few candidates referred to the unplanned growth of cities, and the mention of pressure on healthcare and education was often not developed. Overall, most candidates were able to gain at least two marks here.

- (ii) This question was an excellent discriminator although many candidates fell into the trap of expressing value judgements rather than actually stating what they could see in each photograph. The most common correct responses recognised the contrast between the materials from which the dwelling was made i.e. cloth versus cement/bricks. The presence of an electricity supply or communications (as evidenced by the wiring) in Fig. 5.3, with none in Fig. 5.2, was often pointed out, with the placement of water tanks (sometimes referred to as tankers) on the roofs of Fig. 5.3, which were absent in Fig. 5.2. There was some debate about the nature of the water supply in Fig 5.2, since it was suggested there was one tank/tanker supplying the whole place. Reference to two (Fig. 5.3) versus one storey (Fig. 5.2) was sometimes made. Some comments were not accurate e.g. that Fig. 5.2 has no roofs. In general, the candidates found it difficult to contrast the floor materials and there was mention of metalled roads which could not really be seen. References to the housing density, the location in the city and the type of area (e.g. slum or Katchi Abadi) were quite common, but not credited.
- (d) Candidates appeared to find this question the most challenging levels' question on the paper. Examples of the measures that had actually been taken to improve shanty developments in urban areas were largely absent from responses. Too often responses referred to what should/could/can or is to be done. No credit was given in these cases as these responses were not answering the question. Answers needed to be centred on the living conditions of the actual houses and immediate area around them. Some references were made to improving rural areas in order to prevent rural to urban migration, but these too, were not relevant.

Although quite a few candidates referred to self-help schemes, many found it difficult to give details of exactly what they entail. Similarly, mention of the provision of electricity and a water supply often went undeveloped, with no references to how these improved the standard of the living conditions of those living in such settlements.

Whilst many candidates were able to state what some of the hindrances to such schemes were e.g. lack of capital, corruption of funds, lack of will power/skills on the behalf of the residents, these were often expressed as a list of simple points and thus such responses seldom left Level 1.

Knowledge of case studies was severely limited and some e.g. Bahria Town, whilst referring to an urban area, did not apply to a shanty development. Two examples which were most frequently mentioned and were creditworthy, were the Orangi Pilot Project and Khuda Ki Basti in Karachi.

A few very impressive responses were seen, and these demonstrated a good knowledge of self-help schemes together with their effects on the communities they were designed to help, as well as reference to infrastructure improvements and a relevant example(s). Overall, the full range of marks was seen but there were many candidates who did not score any marks because they had misread the question.