



# Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE  
In Pakistan Studies (4PA1)  
Paper 02: The landscape, people and economy  
of Pakistan

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Autumn 2020

Publications Code 4PA1\_02\_2011\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(a)(i)</b>  | <p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• C</li> <li>• Not A as this is an increase in ice</li> <li>• Not B as this is glacial erosion</li> <li>• Not D as this is reflection of the sun's heat energy.</li> </ul> | <b>(1)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(a)(ii)</b> | <p style="text-align: center;">AO3 (1 mark)</p> <p>Award 1 mark for correct point, maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• U shaped valley/trough (1)</li> <li>• Pyramid peak (1)</li> <li>• Arete (1)</li> <li>• Hanging valley (1).</li> </ul> <p style="text-align: center;">Accept any other appropriate response.</p> | <b>(1)</b> |

| Question number | Answer   | Mark       |
|-----------------|--|------------|
| <b>1(b)</b>     | <p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Rain from Southwest Monsoon/Western Disturbances. (1)</li> <li>• Poor maintenance of flood defences (1)</li> <li>• Widespread deforestation (1)</li> <li>• Lack of government investment in flood defences (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(2)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(c)</b>     | <p style="text-align: center;">AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks. Credit only <b>one</b> cause.</p> <ul style="list-style-type: none"> <li>The subcontinent/Thar desert region becomes very hot during the summer, and air rises (1). This causes low atmospheric pressure to develop (1) and winds containing moisture blow from low pressure areas of the Indian Ocean/Arabian Sea forming the Southwest Monsoon (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(3)</b> |

| Question number | Answer   | Mark     |
|-----------------|--|----------|
| <b>1(d)</b>     | <p style="text-align: center;">AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks each. Only <b>two</b> reasons should be credited.</p> <ul style="list-style-type: none"> <li>Water resources are predominantly located in the Indus valley and the tributaries of the Indus, for example the Ravi river (1). These rivers receive water from spring snow melt in the Himalayas and their foothills and by precipitation from the monsoon (1).</li> <li>Deforestation has removed much of the forested areas of Pakistan (only approximately 1.9% of Pakistan is forested) (1), only areas which are relatively inaccessible, such as the coniferous forests which are found at high or mangrove forests which are important for coastal protection remain (1).</li> <li>Fish and shellfish resources are found along the Arabian Sea coast (1) where they either occur naturally or are farmed (aquaculture) in the Indus delta (1).</li> <li>Minerals are located in most areas of Pakistan but there is a concentration of deposits in the east and north (1). This is because the geology is suitable for mineral deposits in these areas, for example sedimentary rocks of the Thar coalfield (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>2</b> |

| Question number | Indicative content   |
|-----------------|--|
| <b>1(e)</b>     | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>• High cost of construction e.g. nuclear plants. Pakistan has limited financial resources for such projects due to the trade deficit, and it is cheaper to import oil than develop such projects.</li> <li>• Non- renewable resources are generally located in inaccessible areas without sufficient infrastructure for their development and exploitation, for example the coalfields in the Tharparker region.</li> <li>• Pakistan lacks trained engineers and earth scientists to help locate and exploit non-renewable resources, and lacks the capacity to train additional specialists.</li> <li>• The Sui gas field in Bolochistan is in a remote location and requires pipelines to transport the gas. This increases the exploitation costs, and also means that the pipelines are a frequent target of terrorist attacks. Consequently, the Frontier Corps to took charge of the Sui Gas Fields in 2011, again increasing financial costs.</li> <li>• Exploitation is a dangerous and expensive process. For example in coal mines, there are risks of gases (methane) and tunnel collapse.</li> </ul> |

| Level          | Mark | Descriptor   |
|----------------|------|--|
|                | 0    | No rewardable material.  |
| <b>Level 1</b> | 1-2  | <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul> |
| <b>Level 2</b> | 3-4  | <ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>         |
| <b>Level 3</b> | 5-6  | <ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>                    |

|                 |   |
|-----------------|---|
| Question number | Indicative content  |
| 1(f)            | <p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Organisations such as the International Rescue Committee are based in Pakistan and have extensive experience of responding to events in Pakistan. Therefore, the organisation was able to make a rapid and significant contribution in 2005 when a powerful earthquake affected northern Pakistan. The organisation provided shelter, food, water, medical aid and counselling to thousands of survivors</li> <li>• During the 2008 earthquake which affected Balochistan, international organisations such as the World Health Organisation sent medical aid and supplies for 50,000 people. This provided essential treatments for those injured and suffering from hyperthermia. During the 2013 Balochistan earthquake, international agencies made a more limited contribution to the relief effort, at least initially, as there was a significant army presence in the affected area.</li> </ul> <p>Relevant points to counter the statement might include:</p> <ul style="list-style-type: none"> <li>• In 2005, the government rapidly deployed the Pakistani army ensuring humanitarian aid reached isolated communities and to co-ordinate relief supplies. The Pakistani government and army were therefore an essential part of the aid effort.</li> <li>• Much of the relief operations were Pakistani lead, with organisations such as NATO working with the Pakistani army and other groups. For example, NATO engineers worked with the Pakistani army on project Winter Race in 2005 to provide winter shelters for people living in the mountains. International organisations therefore depended on a partnership with the government/army to provide relief.</li> <li>• A similar situation occurred in 2018 when the army played a significant part in co-ordinating relief. Following the 2008 earthquake event, a number of Pakistani Islamic groups such as the Jamaat-Ud-Dawa made small but significant contributions to the relief effects and used local knowledge to reach locations which could not be accessed by international organisations.</li> </ul> |



| Level          | Mark | Descriptor   |
|----------------|------|--|
|                | 0    | No rewardable material   |
| <b>Level 1</b> | 1-3  | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3)</li> </ul> |
| Level          | Mark | Descriptor   |
| <b>Level 2</b> | 4-6  | <ul style="list-style-type: none"> <li>• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)</li> </ul>                     |
| <b>Level 3</b> | 7-8  | <ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3)</li> </ul>            |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>2(a)(i)</b>  | <p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• B</li> <li>• Not A as <math>16,000 + 10,000 + 19,000 + 86,000 + 20,000</math> does not equal 151,000</li> <li>• Not C as <math>16,000 + 10,000 + 19,000 + 86,000 + 20,000</math> does not equal 151,000</li> <li>• Not D as <math>16,000 + 10,000 + 19,000 + 86,000 + 20,000</math> does not equal 151,000.</li> </ul> | <b>(1)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>2(a)(ii)</b> | <p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• Scientist</li> <li>• Doctor</li> <li>• Engineer</li> <li>• IT specialist</li> <li>• Solicitor</li> <li>• Web designer</li> <li>• Banking</li> </ul> <p style="text-align: center;">Accept any other appropriate response</p> | <b>(1)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>2(b)</b>     | <p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Saudi Arabia</li> <li>• UK</li> <li>• Qatar</li> <li>• USA</li> <li>• Greece</li> <li>• Norway</li> <li>• Kuwait</li> </ul> | <b>(2)</b> |

| Question number | Answer   | Mark       |
|-----------------|--|------------|
| <b>2(c)</b>     | <p style="text-align: center;">AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks each. Only credit <b>one</b> factor.</p> <ul style="list-style-type: none"> <li>Between 2016 and 2017 Pakistan's exports declined by 3% and imports rose by 21% (1) The rise in exports is due to increased demand for high value goods such as machinery, food and petroleum (1) but exports tend to consist of relatively low value goods such as textiles and agricultural products (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(3)</b> |
|                 | Accept any other appropriate response.   |            |

| Question number | Answer   | Mark       |
|-----------------|--|------------|
| <b>2(d)</b>     | <p>Award 1 mark for an outlined and 1 mark for expansion of the reason, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>Improve agricultural output production (1) by using genetically modified crops to increase resistance to plant disease and therefore increasing yields (1).</li> <li>Train farmer to use new technology (1) as many farmers in Pakistan use traditional farming methods that result in low or subsistence agricultural production (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(4)</b> |

| Question number | Indicative content  |
|-----------------|---|
| <b>2(e)</b>     | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>• Small-scale industries and other enterprises remain unregistered to avoid paying tax. Many of these informal industries operate at very low-profit margins such as making cooking pots and therefore remain unregulated as regulation would make them uneconomic.</li> <li>• Child labour is common in the informal economy. Pakistan's only child labour survey (1996) showed that 3.3 million under the age of 14 years were working in Pakistan. Rural and urban poverty, food insecurity and a range of other factors have increased the dependence of a large percentage of Pakistan's population on informal industries.</li> <li>• Many small scale and even larger informal industries, such as seasonal wheat mills, remain unregulated because they only operate for a relatively short periods of the year and government officials either do not have time to inspect them, or more commonly are bribed not to do so.</li> <li>• Unemployment in urban areas, due to rural- urban migration, has encouraged the development of the informal sector in urban areas.</li> </ul> |

| Level          | Mark | Descriptor   |
|----------------|------|--|
|                | 0    | No rewardable material.  |
| <b>Level 1</b> | 1-2  | <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul> |
| <b>Level 2</b> | 3-4  | <ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>         |
| <b>Level 3</b> | 5-6  | <ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>                    |

|  |  |
|--|--|
| Q<br>u<br>e<br>s<br>t<br>i<br>o<br>n<br>n<br>u<br>m<br>b<br>e<br>r | Indicative content   |
| 2(<br>f)   | <p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• TNCs encourage inward investment and create jobs for local people. This can result in a reduction in the number of people working in the unregulated informal sector and help to reduce unemployment rates (5.9% 2019) in Pakistan.</li> <li>• Working in a regulated environment may improve working conditions and give employees rights such as sick regulate working hours. Better guarantees of working hours and employment increases incomes and standard of living.</li> <li>• TNCs usually provide training for their employees which will help to develop skill levels and increases the employment and wage-earning prospects.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• As employment in Pakistan is largely unregulated, TNCs may exploit their workforce. Consequently, there will be the expected rise in income or working conditions.</li> <li>• Many employees are untrained and poorly educated and are offered low skilled labour-intensive jobs. Therefore working for the TNCs does not improve their employment prospects or their standard of living.</li> <li>• TNCs may relocate to another area or country which offers more favourable factors such as better infrastructure. Employees therefore tend lack of job security.</li> </ul> |

| Level          | Mark | Descriptor   |
|----------------|------|--|
|                | 0    | No rewardable material   |
| <b>Level 1</b> | 1-3  | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3)</li> </ul> |
| <b>Level 2</b> | 4-6  | <ul style="list-style-type: none"> <li>• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)</li> </ul>                     |

| Level          | Mark | Descriptor  |
|----------------|------|---|
| <b>Level 3</b> | 7-8  | <ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3)</li> </ul> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>3(a)(i)</b>  | <p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• B Burning fossil fuels</li> <li>• Not A as burning fossil fuels leads to greenhouse gases causing global warming</li> <li>• Not C as deforestation reduces CO<sub>2</sub> absorption increasing global warming.</li> <li>• Not D as farming produces greenhouse gases causing global warming.</li> </ul> | <b>(1)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>3(a)(ii)</b> | <p style="text-align: center;">AO3 (1 mark)</p> <p>Award 1 mark for correct point, maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• Carbon Dioxide/CO<sub>2</sub> (1)</li> <li>• Methane/CH<sub>4</sub> (1)</li> <li>• Nitrous Oxide/N<sub>2</sub>O(1)</li> <li>• Chlorofluorocarbons/ CFCs.</li> </ul> <p>Accept any other appropriate response.</p> | <b>(1)</b> |

| Question number  | Answer   | Mark       |
|------------------|--|------------|
| <b>3(a)(iii)</b> | <p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Adopting water conservation methods (1)</li> <li>• Planting trees for shade (1)</li> <li>• Use alternative energy sources instead of timber (1)</li> <li>• Change planting times for crops (1)</li> <li>• Planting drought resistant crops (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(2)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>3(b)</b>     | <p style="text-align: center;">AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks each. Only credit <b>one</b> factor.</p> <ul style="list-style-type: none"> <li>• In some rural communities, there is an in-balance of male to females in the economically productive age group (16 – 65) (1) as many of the men migrate to urban areas to work (1). This means that rural areas have a reduced work force and agricultural production declines (1).</li> <li>• There is a higher % of males than females in rural Pakistan (approximately 34% to 32% 2013) (1). This means that a number of men may not marry (1) and will lack the social status that marriage provides (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(3)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| <b>3(c)</b>     | <p style="text-align: center;">AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks each. Only credit <b>two</b> strategies.</p> <ul style="list-style-type: none"> <li>• The local community becomes involved (bottom up strategy) in the official planning process for housing settlements, for example the Orangi Pilot Project, Karachi, (1) based on the concept that that community designs, plans and implements on their ideas for urban improvements (1).</li> <li>• Improving air quality and reducing pollution in urban areas (1) for example in Lahore, by changing the method of firing bricks in brick kilns (zigzag technology) which reduces greenhouse gas emissions (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(4)</b> |



| Question number | Indicative content  |  |
|-----------------|---|--|
| <b>3(d)</b>     | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>• Many areas of Pakistan, especially rural areas, lack sufficient nutritious food and access to clean water is a common problem in the informal settlements around many urban centres, both of these factors result in higher than average infant mortality rates which help to lower the over-all life expectancy.</li> <li>• The infant mortality rate for Pakistan in 2020 is 59.109 deaths per 1000 live births, a 1.84% decline from 2019. Pakistan's Maternal Mortality Rate (MMR) is approximately 299 per 100,000 live births. Both figures have social and financial implications for health provision in Pakistan.</li> <li>• Pakistan currently uses about 1% of its GDP on healthcare. In order for maternal and infant mortality rates to decrease, more money has to be provided for improving hospital care and making hospitals more accessible. However, this would reduce the money available for other aspects of health care in Pakistan.</li> <li>• In many areas of Pakistan, especially the tribally controlled areas, children are not vaccinated against infectious diseases. This increases infant mortality rates. Pakistan is one of the few countries where measles is still endemic. This causes implications for health care as health care workers are often regarded with suspicion and have to gain the trust and agreement of local leaders before a vaccination programme can take place. This is expensive in terms of time and money.</li> <li>• The COVID crisis has reduced the number of health workers and the health services available to concentrate on infant and maternal mortality. Schemes such as the Vaccinators on Wheels (World bank financed) have partly helped, but health services in Pakistan remain over-stretched.</li> </ul> |  |
| Level           | Mark  | Descriptor   |
|                 | 0   | No rewardable material.  |
| <b>Level 1</b>  | 1-2   | <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul> |

|                |     |   |
|----------------|-----|---|
| <b>Level 2</b> | 3-4 | <ul style="list-style-type: none"><li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li><li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li></ul> |
| <b>Level 3</b> | 5-6 | <ul style="list-style-type: none"><li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li><li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li></ul>            |

| Question number | Indicative content  |
|-----------------|---|
| 3(e)            | <p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited</p> <p><b>Indicative content</b></p> <p>Relevant human factors may include:</p> <ul style="list-style-type: none"> <li>• Areas with well-developed farming or other intensive primary industries are often densely populated. In Pakistan the fertile alluvial soils and availability of water the Indus valley encourage intensive agriculture resulting a high population density (approximately 500 people per square kilometre or above). Areas which are difficult to develop for agriculture such as Balochistan, which has thin infertile soils and little surface drainage, the population density is very low, ranging from 0 to approximately 50 per square kilometre.</li> <li>• Urbanisation and employment are important factors. Over 36% of Pakistan's population live in urban areas. Rural to urban migration and natural increase result in a high population density in urban areas. For example Karachi has a population density of 24'000 people per square kilometre.</li> <li>• Areas with a well-developed transport infrastructure increasing accessibility are more densely populated than areas which have a poorly developed transport infrastructure. In Pakistan, most of the transport networks are concentrated in the densely populated Indus Valley and coastal regions while sparsely populated areas such as Balochistan have a very limited network.</li> <li>• Political decisions and government policies can affect population densities. In Pakistan the decision to make Islamabad the capital city has greatly increased the population density of the area north-east of Rawalpindi, which is now approximately 2,020/km<sup>2</sup>.</li> </ul> <p>Relevant human factors may include:</p> <ul style="list-style-type: none"> <li>• The relatively flat Indus river valley and the Indus delta have fertile soil, available water and provide flat land for urban developments, therefore have high population densities. Mountainous areas such as the Himalayan foothills have steep slopes and thin, infertile soils have low population densities.</li> <li>• More temperate and monsoon areas climatic areas, such as the Indus Valley, which has relatively few extremes of weather and climate, have a</li> </ul> |

|                |      | <p>higher population density than areas more extreme variations. Areas which are very arid, such as the Thar Desert (83 people per km<sub>2</sub>) or have low temperatures such as Gilgit-Baltistan tend to have sparse population densities.</p> <ul style="list-style-type: none"> <li>• Areas with natural resources such as coal or minerals, such as Duki in Balochistan, have higher local population density than surrounding low population density areas (19 people km<sub>2</sub>).</li> </ul> |
|----------------|------|---|
| Level          | Mark | Descriptor  |
|                | 0    | No rewardable material  |
| <b>Level 1</b> | 1-3  | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3)</li> </ul>  |
| <b>Level 2</b> | 4-6  | <ul style="list-style-type: none"> <li>• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)</li> </ul>  |
| Level          | Mark | Descriptor  |
| <b>Level 3</b> | 7-8  | <ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3)</li> </ul>   |

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom