

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

2059 PAKISTAN STUDIES

Due to a security breach we required all candidates in Pakistan who sat the Pakistan Studies papers to attend a re-sit examination in June 2013. Candidates outside of Pakistan sat only the original papers and were not involved in a re-sit.



UNIVERSITY *of* **CAMBRIDGE**
International Examinations

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

General Comments

In the main the majority of candidates attempted to address the questions as set with an appropriate length of answer. Many candidates produced some excellent responses to questions that were both relevant and focused. The depth of knowledge of such answers was of a high standard. There were few rubric errors this year with the majority of candidates able to answer the required three questions in the set time. However there were a number of issues that raised some concerns amongst Examiners. One of these was the number of candidates who produced weak and generalised answers and those that did not answer questions in the correct sequence and answered all part **(a)**s first, followed by part **(b)**s and then part **(c)**s. It is important to treat each question as a whole, rather than moving backwards and forwards between chosen topics.

Comments on Specific Questions

The most popular questions answered this year appeared to be 1, 2 and 3.

Question 1

This was a very popular question that saw some very high scoring marks. In part **(a)**, the short answer question was well answered with most candidates gaining 3 or 4 marks on the Marathas.

In part **(b)**, the question focused on the reasons why regional languages were promoted from 1947. This was answered well by the majority of candidates. Many of their answers were accurate and relevant, scoring a good mark within Level 3. Part **(c)** focused on the role played by three individuals in spreading Islam. Most candidates had little problem in answering this question as their knowledge was very good and scores were usually in Level 4.

Question 2

This was also a popular question, which caused candidates few problems. However there were many candidates who did not score well in part **(a)**, since the events of the War of Independence were not well known. Candidates who wrote about the reasons for or the effects of the War were unable to gain any marks for this question.

In part **(b)**, on the reasons why Britain was successful in maintaining its control of the sub-continent in the years 1750–1850, there were some good answers but for most responses related to the size and expertise of the British army. Candidates could have explored other reasons, such as the vast resources and trading rights that the British had at their disposal and the methods they used to govern the provinces.

In part **(c)**, the question focused on the contributions of Sir Syed Ahmad Khan with specific reference to the Two Nation Theory. This was generally well answered and candidates scored high marks within Level 4. However, some candidates were only able to reach Level 3, as they did not explain the details of the Two Nation Theory.

Question 3

Again this was a popular question. The part **(a)** short answer question on the Cripps Mission was well answered and often attracted 3 or 4 marks.

In part **(b)** the question required candidates to explain the reasons why the Lucknow Pact came about. Many candidates demonstrated sound knowledge of this and were able to confidently explain its importance.

Other answers were often muddled and resorted to merely describing the terms of the Pact, which was not what was required.

Part **(c)** was a well-known topic and the question on the achievements of the three Round Table Conferences was well answered. Many candidates who were well prepared found little difficulty in explaining success and failure. For those candidates who explained each aspect, a Level 4 mark was available. However there was a sizeable minority of candidates who were unable to do this and resorted to describing each Round Table Conference and for this were limited to a mark within Level 2.

Question 4

This was not answered by many candidates. In part **(a)** many candidates confused the Simla Agreement with the Simla Deputation and as result did not score any marks. Most candidates were more successful with part **(b)** where candidates had to explain why Pakistan faced the refugee problem of 1947. This was well answered in the main with many candidates accessing Level 3 with a number of explained reasons. There were a number of candidates who missed the point of the question and described the problem, so scoring few marks.

The part **(c)** question on the contribution of the work of three politicians between 1948 and 1958 was less well answered, with few candidates accessing the higher level marks.

Question 5

This was also a less popular choice of question for candidates and one that produced varying degrees of success. In the short answer question, most candidates knew a few details of Musharraf's coup and many candidates were able to score at least 2 marks. In part **(b)** many candidates scored well on the reasons why East Pakistan wished to become independent.

In part **(c)**, answers to the success or otherwise of Pakistan's relationship with Britain and the Commonwealth were largely generalised and under-developed.

PAKISTAN STUDIES

Paper 2059/02
Environment of Pakistan

Key Messages

This paper is written to assess the candidates' abilities in three ways, as stated in the syllabus. These are:

1. Their ability to show knowledge and understanding of physical and human environments in Pakistan.
2. Their ability to evaluate information.
3. Their ability to interpret and analyse resources, that is, skills.

It is essential that candidates are taught not to rush into writing their answers immediately, but to take the time to read the questions on the examination paper. In this way they will fully understand what they are required to say in their answer. Many candidates could improve their marks by always following the command word 'Compare' or the phrase 'To what extent?'

Candidates should demonstrate their knowledge and understanding of the subject matter by avoiding the use of such general terms as 'pollution', 'infrastructure', 'economic benefits', 'living standards', giving specific examples in their answers instead.

Candidates must be able to evaluate their learned knowledge by assessing the success of various developments or proposals. That is to say 'to what extent something is possible' or 'assess the feasibility of a proposal'.

Candidates are expected to demonstrate their skills in using maps, photographs, written extracts and scientific data when answering questions. This includes measurements to scale and the use of the correct units.

It is important that candidates write clear and concise answers. Those who run out of space have usually repeated the same point more than once, or written a long introduction to the subject matter.

General Comments

- A.** Each question has a general theme running through it. It is important that candidates are taught to treat each question as a whole, rather than moving backwards and forwards between their three chosen questions. Each question is designed to focus the candidate's thoughts on that topic so that they can answer each part to the best of their ability.
- B.** The meaning of the terms 'Explain' and 'Describe' at the start of a part of a question is generally understood, however the term 'To what extent?' is still misunderstood by many candidates. I refer the reader to my comments in **Questions 2(e), 3(d), 4(d) and 5(c)(ii)**. Candidates should be taught that plans for development have both advantages and problems. It is important that the candidate knows the specific problems for different types of development, for example the problem of shortage of water supply in Pakistan, the lack of maintenance of the present road and railway systems in the country or the lack of educated managers to move development forward in the fields of power and food supply.

Another term that is not always interpreted correctly is 'Compare', which instructs the candidate to state the differences between two items, for example in **Questions 1(a)(ii) and 4(a)(ii)**.

- C.** Candidates should be given the opportunities for describing distributions of items on maps, reading of graphs and charts and photographic interpretation. There are plenty of opportunities for this in newspapers and magazines as well as on the Internet. If the resources are relevant to the syllabus the candidate will also benefit from the information given.

Comments on Specific Questions

Question 1

This was a popular question. It was generally answered well, although weaker candidates did not develop their answer to (c).

- (a) (i) Most candidates gave the correct answers, including the units of measurement.
- (ii) Most candidates made a comparison between the rainfall patterns. They stated that Lahore received more rain than Peshawar, and that the maximum monthly rainfall was in July rather than August. Some weaker candidates did not make a comparison.
- (iii) Few candidates showed a good understanding of the cause of monsoon rainfall. Many explained how the pressure pattern developed, and not the causes of the rain. A good answer would have explained that the moist air rises and is cooled as it crosses the land, causing condensation, and resulting in rain.
- (iv) Although most candidates stated that Murree is in a mountainous area, few gave a second reason such as the secondary maximum shown in Fig. 1 due to the Western Depressions, or that it is in a densely forested area with high transpiration, which raises the humidity of the area.
- (b) (i) Few candidates could correctly select the correct phrases that described a semi-arid climate.
- (ii) Most candidates interpreted the photograph successfully, describing the barren ground and scattered, scrub vegetation lacking a green colour.
- (c) Candidates tended to make general comments on better soil conditions and growth, and the problems of too much rain 'at the wrong time'. Few read the question properly and referred to high rainfall. Neither did they give clear examples such as the need for paddy fields for rice, or the damage that rainfall at harvest time can do to cotton and wheat crops.

Those who chose the communications option found it challenging to give clear reference to the benefits of rain for reducing the dust and providing water for engines and for drink, and the problems such as flooding, landslides and gullying which can destroy road surfaces and bridges.

Question 2

This was a less popular question. Few candidates achieved full marks in part (e).

- (a) Most candidates wrote an accurate account of the perennial canal system shown in Fig. 2. However, it was clear from several answers that candidates did not refer to the map given. A good answer would have started with a general point that these canals are only on the river plains of Pakistan, and then made reference to the extensive system in Punjab compared to the more restricted system in Sindh, fewer in KPK and only one extending into Balochistan. Few candidates referred to the direction of the canals, for example NE to SW in most of the Indus Plain but NW to SE in lower Sindh.
- (b) Candidates found no difficulty in naming other irrigation systems, but some lacked knowledge and understanding of how they operated, and where they accessed their water supply.
- (c) Most candidates showed a good knowledge of the problems caused by a perennial water supply.
- (d) Candidates answered this question well, although a few found difficulty in naming a user.
- (e) Most candidates wrote about the possibilities of storing water, saving waste and reducing losses. There were more marks available for explaining that the high rainfall in the mountains, melt water from glaciers, the Indus river system and plentiful groundwater deep below the surface added to the quantity available. Few candidates considered 'To what extent' this proposal was possible such as the high cost, overall shortage of water and inevitable losses by leakage, evaporation, pollution etc.

Question 3

This was a popular question, although again few achieved full marks in part (d).

- (a) (i) Most candidates named the crops correctly and gave a use. Some mistook rice for wheat, and sugar cane for rice.
- (ii) Most candidates stated that a cash crop was grown for sale but many did not gain a second mark for an explanation.
- (b) (i) This was generally answered correctly.
- (ii) This was a demanding question that required a good knowledge of small scale rice farming. A good answer would have described the use of manual labour and draft power to prepare the nursery and main paddy fields, the care of the crop during its growth and the draining of the field before harvest. Processing the crop is not part of its growth.
- (c) Parts (i) and (ii) were generally answered correctly including the units for the data. However candidates still appear unclear on the causes of annual variation in crop yields. A good answer would have explained how both physical factors of climate and disease, and human factors such as investment, which affect the quality of inputs can both increase and decrease yields in any one year.
- (d) This question asked the candidates to assess the possibilities for three different types of transport. A good answer would have explained the general benefits such as quicker and wider distribution, and then more specific benefits such as roads extending into the most rural and remote areas, aeroplanes providing transport to emergencies, and rail providing the facility of bulk and usually rapid transport. There were two marks reserved for explaining the problems, such as the high cost of air transport, limitations of the rail system and poor quality of many roads.

Question 4

This was a less popular question, although those candidates who answered it generally gained good marks.

- (a) (i) There were a few candidates who did not name the cities correctly.
- (ii) Some candidates answered this part well by comparing the locations of the two types of power station. Others restricted their answer to one paragraph on each and did not compare them. A good candidate explained that HEP stations were in the north, away from urban development and along several rivers whereas thermal stations were more widespread in Pakistan being generally in the more densely populated areas.
- (iii) Candidates made a creditable effort to explain the factors influencing the location of each type of power station.
- (b) Most candidates showed a good understanding of why there is a shortage of electricity supply in Pakistan. Those who achieved full marks considered why it is not reliable. For example, because of power theft, line damage, and breakdowns.
- (c) Most candidates answered these parts well, although a few stated incorrectly that uranium was a fossil fuel.
- (d) Again, this posed the question 'To what extent?', indicating that two marks were reserved for an explanation of why it may not be possible to develop renewable energy sources, or how they might improve reliability of power supply. A good answer explained how the climate and relief of Pakistan presented possibilities for renewable power generation, but recognised the problems of developing and relying on such sources.

Question 5

This was a popular question that was generally answered well.

- (a) (i) Most candidates stated that the age range was over 65 or 65 to over 75.
- (ii) Candidates must remember to add together the percentages for males and females.
- (iii) Most candidates answered this correctly.
- (iv) Most candidates explained that the working population will have to pay higher taxes for the provision of benefits for the retired population. This may be difficult for them as there may be a shortage of employment opportunities.
- (b) (i) Most candidates added together the males and females to give an estimated total.
- (ii) This was a topic that most candidates know well. However some wrote un-necessarily long answers. For example to explain why there is a high infant mortality rate, or how illiteracy means that contraceptives are not used.
- (iii) This is an important topic, hence the six marks available. Unfortunately few candidates achieved this maximum. A good answer would have explained how education, especially of women can increase the use of contraception and delay marriage. In general better education can improve religious understanding and increase family incomes through better job prospects. Providing more health clinics and hospitals in rural and deprived areas, helps in reducing infant mortality, providing contraceptive and advice on family planning.
- (c) (i) Most candidates answered this correctly, giving the correct units for calories and protein. However there was some confusion amongst those candidates who did not read the graph correctly and stated calories in grams per day, and others who read the scale wrongly giving data such as 2030 calories instead of 2300 calories.
- (ii) Most candidates showed a good knowledge of increasing crop growth in Pakistan but again many were not given the two marks reserved for considering 'to what extent' this is possible. A good answer would have considered several ways of increasing crop yields and the amount of productive land in the country, but also commented on the lack of knowledge, funds and inputs to achieve this.

PAKISTAN STUDIES

Paper 2059/41
History and Culture of Pakistan

General Comments

There were few rubric errors this year with the majority of candidates able to answer the required three questions in the set time. In the main the majority of candidates attempted to address the questions as set with an appropriate length of answer. Many candidates produced some excellent responses to questions that were both relevant and focused. The depth of knowledge of such answers was of a good standard. However there were a number of issues that raised some concerns amongst Examiners. One of these was that a number of candidates produced detailed descriptions of legislation and negotiations with various bodies, especially in respect to **Questions 2(c)** and **3(c)**, without relating their answers to the question. There were a number of candidates who did not answer questions in the correct sequence and answered all part **(a)**s first, followed by part **(b)**s and then part **(c)**s. It is important to treat each question as a whole, rather than moving backwards and forwards between chosen topics. There were also some scripts that were difficult to read due to poor handwriting.

Comments on Specific Questions

The most popular questions answered this year appeared to be 1, 2 and 3.

Question 1

This was a very popular question that saw some very high scoring marks. In part **(a)**, the short answer question was well answered with most candidates gaining 3 or 4 marks on Ranjit Singh. The majority of candidates knew that Ranjit Singh was a Sikh who ruled the Punjab and entered into an agreement with the British. Many referred to his harsh treatment of Muslims.

In part **(b)**, the question focused on the attempts to revive Islam. A common feature was to describe the actions of Shah Wali Ullah, Syed Ahmed Shaheed Bareilvi and Haji Shariat Ullah, rather than explain why a revival was necessary. Of the three Shah Wali Ullah was best understood and it was here that Level 3 was mainly achieved. Candidates' use of description meant that issues could be extracted. On the other hand, many candidates provided general reasons such as the decline in the observance of Muslim faith and a lack of knowledge of the teachings of the Holy Quran and so found a Level 3 mark hard to achieve.

Part **(c)** focused on the reasons for the promotion of three regional languages. Most candidates had little problem in answering this question as their knowledge was very good. The vast majority of candidates made reference to the efforts to promote the languages of Punjabi, Pushto and Sindhi, although there were many very generalised comments which just referred to the use of the media, TV programmes and magazines. However, those candidates with knowledge did refer to specific promotions such as university degree courses and they named dedicated TV channels and identified actual literary figures such as poets and writers. For most candidates a Level 4 mark was often achieved and overall was the highest scoring part **(c)** question on the paper.

Question 2

This was also a popular question, which caused candidates few problems, although part **(c)** did raise a number of issues. Part **(a)** was very well answered by the majority of candidates and most scored at least 3 marks. Candidates displayed knowledge of the roles of the Aga Khan and Lord Minto, they made reference to Muslims being allowed their own representatives and to the granting of a higher percentage of seats in relation to their population size. A small number did confuse this event with the Simla Conference held towards the end of the Second World War.

In part **(b)**, most candidates displayed appropriate knowledge, although some just described the Morley-Minto Reforms and therefore could not advance beyond level two. Better responses did spell out the reasons for opposition to the reforms from Congress. This was one question where candidates' use of own words around Congress fears of Muslim interference was evident, showing a good depth of understanding.

Part **(c)** on the role of the Simon Commission, Jinnah's 14 Points and the Government of India Act in the development of the Pakistan Movement saw the majority of candidates displaying detailed knowledge of the above three named events and could describe the specific events surrounding them. However, many candidates just described rather than attempting to address the question 'most important in the development of the Pakistan Movement' by explaining their significance.

Some candidates simply listed what each of the aspects stated rather than examine its significance. This was especially the case with the Government of India Act and indeed Jinnah's 14 Points, where detailed knowledge of the terms and Points were listed and then a limited explanation as to why it was important to the development of the Movement was given. However Jinnah's 14 Points were the ones which enabled the majority to access Level 3 at least. For future reference Centres need to re-emphasise that Jinnah's commitment to partition comes post-1937 and was not central to his 14 Points in 1929. Also, Centres need to discourage candidates from describing the various aspects and then explaining their significance, as it takes time, which could be more usefully applied to answering other questions.

Question 3

Again this was a popular question. The part **(a)** short answer question on the Amritsar Massacre was well answered and often attracted 4 marks.

In part **(b)** the question required candidates to explain the reasons why Muslims objected to the rule of the Congress Party. Candidates were able to list the enforced reforms of the Congress Party, making reference to Bande Matram, the Wardha Scheme, Widdia Mander and Congress Tyranny. However, while many described these reforms accurately, they did not spell out the impact they had upon Muslims and how and why they were offended. More explanation was required in a large number of responses. For many candidates it was the claim that everyone had to bow down to Gandhi's portrait that gave a foothold in Level 3 for most, or the lack of religious tolerance and how Muslim celebrations were disturbed.

Part **(c)** was a well-known topic on the negotiations aimed at Indian Independence. However the key aspects of this question related to 'negotiations' and the dates 1939–1945. Some candidates displayed only superficial knowledge of specific negotiations and just described events between 1939 and 1945 without making links to these key aspects in the question. Some made reference to events which were not really negotiations such as the Lahore Revolution and the Day of Deliverance. The better responses did attempt to show the importance of the Cripps Mission, the Jinnah-Gandhi talks and the Simla Conference towards achieving Indian Independence. The majority tended to concentrate upon the failures and made little, if any, reference to successes. This made it difficult to award Level 4 marks. Some candidates mixed up the notion of success and failure and so found difficulty in presenting a clear argument. It was common to see candidates ignore the timeframe and write at length about the Cabinet Mission and 3rd June Plan. Therefore, Centres need to re-emphasise that in dealing with the two aspects of such questions, these should be done separately and ensure that candidates are able to address and explain success and failure.

Question 4

This was not a popular question. Those candidates who answered this question knew a few facts about Ayub Khan and were able to score 2 or 3 marks for the part **(a)** short answer question. Some candidates made reference to his role as Commander in Chief of the army and that he later became President.

In part **(b)** candidates had to explain the problems with the provision of education between 1947 and 1999. Some candidates made reference to the poor economy and how there was little money to invest in education whereas others referred to the expense of education and how this resulted in families wanting their children to work and earn a wage because they were unable to pay for equipment such as books. The lack of specific knowledge meant that only a few candidates were able to reach the higher levels.

The part **(c)** question on the role of Pakistan as a member of world organisations was not well answered. Very few candidates could name any international body or specific event in which Pakistan was involved between 1947 and 1999.

Candidates were limited in their knowledge of the UN and Kashmir, although some candidates did mention the re-joining of the Commonwealth. It was felt that significant numbers of candidates attempting this question believed that World Organisations was an organisation under which all foreign policies were collected.

Question 5

This was also a less popular choice of question for candidates and one that produced varying degrees of success. In the short answer question most candidates were able to provide some valid detail pertaining to the work of Sheikh Mujib-ur-Rahman. Most identified him as the founder of the Awami League, made reference to his Six Point Plan and noted that he became the first Prime Minister of Bangladesh. Some incorrectly identified him as President. However most candidates displayed sound knowledge of him and scored 3 or 4 marks.

In part **(b)** many candidates did not have specific knowledge of the problems Zia-ul-Haq found in ruling Pakistan during the late 1980s and tended to concentrate upon problems resulting from Islamisation and Bhutto's death. However when candidates stuck to the rubric of 'during the late 1980s', then high Level 3 marks were not uncommon. Afghanistan and the attendant issue of violence and drugs were firmly grasped, as was the impact of the lack of US funds after the Soviet withdrawal from Afghanistan.

In part **(c)** there was often some very good knowledge displayed about Benazir Bhutto in responses to this question but the issue of technique outlined in **Question 3c** apply to the majority of responses seen regarding this question. Many candidates mixed up the notion of success and failure and so found difficulty in maximising marks. Some responses tended to concentrate upon the failures of Bhutto as Prime Minister, with only brief references to success and specific detail was often absent. Others found it difficult to address the concept of success and failure and merely described her rule. Centres need to re-emphasise that in dealing with the two aspects of such questions, these should be done separately so that candidates can achieve the marks available to them.

PAKISTAN STUDIES

Paper 2059/42
Environment of Pakistan

Key Messages

This paper is written to assess the candidates' abilities in three ways, as stated in the syllabus. These are:

1. Their ability to show knowledge and understanding of physical and human environments in Pakistan.
2. Their ability to evaluate information.
3. Their ability to interpret and analyse resources, that is, skills.

General Comments

Most candidates wrote legibly, using well-structured and grammatically correct sentences but sometimes lacked clarity of expression. An example of an area where poor English could lose a candidate marks was the use of the adjectives more, many, less, low and similar words. A candidate who stated that Balochistan has 'less rainfall' needs to compare this with another province. The term should be 'low rainfall', and 'very less rainfall' does not make sense.

Some candidates could not gain marks because of generalisations. For example the phrase 'will fulfil basic needs' should be developed further along the lines of 'this means they will have enough water, food, shelter'. The phrase 'creates problems for them' is much improved by adding 'because it leads to poverty, poor health, hunger'. Examples of other phrases which need clarification are 'climate is suitable'; 'conditions are favourable' and 'will create awareness'.

Candidates should take note of command words in questions, including the requirement to evaluate 'extent' in some questions with a higher mark, for example **3(d)** and **4**. Many candidates are answering this type of question much better this year, a pleasing development since this type of command has been misinterpreted in the past. It gives the candidates the opportunity to provide a largely positive or a largely negative assessment or a balance between the two. In questions of this type limited credit is available for 'one-sided' arguments.

Other key words were sometimes overlooked in questions, despite the use of bold typeface in some questions, e.g. other than water supply **1(c)(i)**, growth **3(a)(iv)**, push factors **5(c)(i)**.

Candidates should avoid giving more than the specified number of answers asked for in some questions, e.g. types of fish **2(a)(ii)**, examples of employment **2(d)**. Answers are assessed in the order given by the candidate to the maximum limit allowable by the question, and any further answers given are ignored: this is the so-called 'list rule'.

Candidates now understand the need to include units in statistical answers, although they are not always correct, for example the units for the answers to **2(b)(i)** and **2(b)(ii)** were 'thousand million rupees'. However a continuing issue is the weakness in interpreting information from charts, graphs and maps accurately and efficiently, and obtaining from these the desired information to support answers. Using the example of Fig. 6 (**Question 3(b)(ii)**) a common but unproductive approach taken by many candidates was to describe month-by-month changes often with statistics for every month. Do not just list all that is happening in a graph, look for possible trends. The former is laborious, uses up too much of the candidates' time, and in the ensuing quantity of information any idea of comparisons or trends is completely lost. This type of answer as a whole does not show understanding. Candidates need to learn how to interpret charts and graphs, sometimes with two sets of data to compare, and recognise the important features worthy of comparison, so in this example it might be the differences in the range of values, or in the maximum and minimum values.

Each question has a general theme running through it. It is important that candidates are taught to treat each question as a whole, rather than moving backwards and forwards between their three chosen questions. Each question is designed to focus the candidate's thoughts on that topic so that they can answer each part to the best of their ability.

The meaning of the terms 'Explain' and 'Describe' at the start of a part of a question is generally understood, however the term 'To what extent?' is still misunderstood by many candidates. I refer the reader to my comments in **Questions 3(d)** and **4(e)**. Candidates should be taught that plans for development have both advantages and problems. It is important that the candidate knows the specific problems for different types of development, for example the problem of low family incomes in Pakistan and the lack of electricity in rural areas.

Candidates should be given the opportunities for describing distributions of items on maps, reading of graphs and charts and photographic interpretation. There are plenty of opportunities for this in an atlas, newspapers and magazines as well as on the Internet. If the resources are relevant to the syllabus the candidate will also benefit from the information given.

Comments on Specific Questions

Question 1

This was not a popular question, possibly because candidates lacked confidence in the interpretation of a climate graph. Indeed there were some who confused the line and units for temperature with the bars and units for rainfall, and others failed to link the latter months of November and December to those that followed in January and February.

- (a) In part (i) most candidates referred to the winter maximum and secondary maximum in the summer. Most stated that June and September had very little rain. In part (ii) it was pleasing to see that most candidates knew the causes of the two rainfall maxima, although they did not always relate to the months shown on the Quetta chart. Part (iii) was mostly answered correctly. A few candidates gave figures for rainfall instead of temperature.

In part (iv) there were only a few candidates who could properly explain how the angle of the sun, day length and cloud cover influence summer and winter temperatures. Many referred to rain, but not cloud cover.

- (b) Many candidates were unclear about what the term 'development' means. Some referred to the lack of water to mix concrete but did not link it to the provision of buildings and other infrastructure for the provision of the elements of development.
- (c) Most candidates named two types of infrastructure, but their answers to part (ii) were often generalisations in which links between the factors stated in the question were very limited. The most popular choices were roads and electricity. Some candidates showed their knowledge of Balochistan and trade, development of industry and employment were often mentioned, with reference to the problems of rugged topography, inhospitable climate, low population, and tribal influence. Phrases such as 'too expensive' or 'lack of finance' were too imprecise to be given credit.

Question 2

This was a more popular question. Better candidates showed their knowledge and understanding of the fishing industry, its importance as a food resource and its sustainability.

- (a) Most candidates named two ports and types of marine fish correctly. A few wrote their answers to part (i) on the lines provided for part (ii).
- (b) Some candidates lost marks because they did not give the correct units, especially 'rupees'. In part (iii) few candidates could give a clear definition of overfishing. The fact that fish are caught in the breeding season is not a definition, but the result of this practice is the definition. This is that 'more fish are caught than are replaced naturally'.

- (c) Many candidates showed a good knowledge of where fish farming is done, but showed less knowledge of how the fish are reared. The term 'breeded' was used by many candidates where 'growth' was meant, and the term 'fish farm' should not be used to refer to the ponds, tanks or enclosures where the fish are kept. A good answer referred to the attention given to feeding and health care, including the use of hormones for extra growth and the potential for combining fish farming with other types of animal husbandry. In addition the separation of the fish according to species and size, and the provision of clean water are important. Some candidates wrote at length about the construction and layout of the farm which was irrelevant to this question.
- (d) Most candidates showed a good knowledge of the classification of employment.
- (e) Candidates were required to choose one of the alternatives, marine fishing or fish farming, and were expected to relate their answer to this choice, and not to compare them. A good candidate did not write about modern boats and equipment, or overfishing when they had chosen fish farming, and conversely those who had chosen marine fishing did not write about quality and husbandry. In addition, some did not focus their answer on development of the industry, and just explained what the benefits and problems are at the present time.

Question 3

This question was fairly popular, although some candidates failed to apply their knowledge of cotton farming to the climate of Multan.

- (a) Most candidates answered parts (i) and (ii) correctly. However in part (iii) it appears that candidates need guidance on how to annotate charts and diagrams. Some found difficulty in marking the months of sowing, growth and harvest on Fig. 5, even to the point of leaving gaps in the months in between. Others marked the winter, instead of the summer months. For part (iv) a good answer referred to the range of temperature and rainfall in the months between April and September, with the deficiency of rain being made up by irrigation from water storage.
- (b) Part (i) was generally answered correctly with the correct units of measurement. However candidates struggled to make the comparison between cotton production and land area in part (ii). Few gave the clear statement that whereas there was great variability in production, the land area changed very little in comparison to the production. Both were at their greatest in 2006, although land area was lowest in 2004 whereas production was lowest in 2000.
- (c) Most candidates gave a good answer giving the needs of a farmer, but suggested that the government should 'provide' such inputs as chemical fertilisers, better seeds and machinery without elaboration. The important fact that loans, subsidised prices, support buying etc. The means by which the government can help them were not always linked to their provision. Other help such as better canals for irrigation, roads for transport, colleges and advisers were often overlooked.
- (d) Not all candidates read this question carefully. Those who gained full marks referred only to how family income could be improved. For example by more chances of employment, employment for women, cheap and accessible inputs, simple technology and the benefit of local and international demands including sales to tourists. There were more marks available showing an understanding of the problems such as lack of infrastructure and services in rural areas where these benefits are possible, and the fact that many of these goods sell for low prices. Candidates could also have explained why these goods may not sell in foreign markets. Less good answers focused on how the government can help these industries, not how they can improve family incomes.

Question 4

This was a popular question. Most candidates showed a good knowledge and understanding of energy resources, especially renewables, and how they can be introduced to increase power supply.

- (a) Most candidates showed a good knowledge of renewable and fossil fuel supplies. However many candidates did not gain full marks in part (iii) as their knowledge of the contents of air and land pollution were too vague. Uranium is not a fossil fuel.
- (b) Most candidates answered parts (i) to (iii) correctly, and explained why gas was used more than oil in the home. They explained that the importance of gas is that it can be easily supplied to every house in urban areas by pipeline, and to rural and more remote areas by cylinder. Neither of these is possible for oil.
- (c) These parts were generally answered correctly. Most candidates stated correctly that 60% of coal mined in Pakistan is used in the brick-making industry as it is of a low quality.
- (d) Most candidates correctly named a type of renewable energy, although a mark was not given for water, which is not, in itself a type of energy. Most candidates explained the most suitable places for the development of hydel, wind and solar energy. Credit was given for knowledge of biomass sources such as bagasse and coastal sources such as waves and tides.
- (e) Many candidates gained marks by explaining how electricity can power tube wells to develop agriculture, improve small scale and cottage industries, how it can provide the power for the development of media and IT, and the use of modern technology leading to better healthcare, education and overall increased standards of living. In the evaluation, the shortage of power capacity, cost of long transmission lines and the possibility of developing a named renewable resource were common. However, for weaker candidates there were too many generalisations such as 'development of industries', as well as reference to 'reducing rural to urban migration'. Some candidates gained high marks for explaining how renewable sources of power such as solar panels and wind generators could generate small, but sufficient power for small villages and businesses. This is more efficient and less costly than the extension of power grid lines from already overstretched power stations.

Question 5

This question was fairly popular, although some candidates found difficulty in interpreting Fig. 9, which was reproduced with permission from the Oxford School Atlas for Pakistan. Parts (b)(ii) and (c)(iii) were misread by some candidates.

- (a) Most candidates named the cities correctly but there was some misunderstanding of the size of their population. Some stated the density of population in the area, while others seemed to have taken a guess.

In part (ii) those candidates who described the distribution of all towns and cities with a population of over 50,000 (that is up to over 6 million), gained most marks. A good answer stated that they were unevenly distributed, and referred to the spread along the plains of the River Indus and its tributaries, with most in Punjab and least in Balochistan. There was no credit for a list of names.

- (b) Most candidates gained good marks in these parts, although many gave irrelevant factors that were not physical. A good answer referred to an area such as Thar, Balochistan or Chitral and explained why the climate, topography and drainage were unsuitable for human habitation.
- (c) Despite the word 'push' being emboldened, many candidates stated and explained 'pull' factors in parts (i) and (ii). Even when a push factor such as poverty, hunger or unemployment was given, some candidates struggled to show a good understanding of why these have come about. A good answer would have referred to poverty, and explained that the number of farming jobs is reduced when the work is mechanised, and the workers, even if they are needed, do not have the skills to operate machinery.

In part (iii) some candidates did not state the problem at the start of their answer. Some explained the problems for those already living in urban areas instead of the problems experienced by the migrants.

The best answers were those that referred to unemployment and lack of proper housing.