

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

Key messages

When answering questions using source material candidates should refer to the source, draw inferences from it and support these, either with detail from the source or with contextual knowledge.

Successful responses require a careful reading of the questions to make sure answers are focused and relevant.

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

General comments

The entry for this examination was very similar to that of November 2016. Most candidates were able to answer the required three questions with very few rubric errors. The majority of candidates used their time well and there were few examples of rushing the completion of their final answer. The best responses examined 'why' or 'what was the importance' of the topics examined rather than focusing on 'what happened'.

Comments on specific questions

Question 1

- (a) In **part (a)** most responses scored three marks. To score the maximum for this question, candidates **needed to** refer to the source and not describe the topic being examined.
- (b) **Question 1(b)** discriminated between responses that drew an inference from the source and supported it, either with detail from the source or with contextual knowledge, and those who provided an account of the Simon Commission. Most responses secured marks by making either unsupported inferences at level two, or supported inferences at level three. The vast majority of answers used features from the source to make inferences about it. This was an improvement on previous examinations. When answering this question, responses **must** refer to the source.
- (c) Answers to **part (c)** on the reasons why Dr Allama Iqbal was asked to chair the Muslim League at Allahabad in 1930 were generally good with sound knowledge being used. Most responses were able to outline his life story and reached level three by describing how these activities indicated he was the right man for the job. Some answers considered his political awareness, his ability to sway a crowd and his reputation as reasons. The best responses explained **how** those features made him the right man for the job. Answers which described his address rather than giving the reasons for sharing the meeting could not gain credit beyond level three.
- (d) **Question 1 (d)** required candidates to evaluate the contribution to the Pakistan Movement of the Nehru Report, Jinnah's 14 Points and the 1935 Government of India Act. Most responses were descriptions of the provisions of each component, with fewer points made on the 1935 Act. Most responses gained five to seven marks, typically describing the Nehru Report and making one explanation of its importance, with a reference to the 'parting of the ways' and then Jinnah as paving the way forward. To reach the top levels responses needed to move beyond description of the factors to a full explanation of them.

Question 2

This was a very popular question.

- (a) **Question 2(a)** Many responses recognised the Thuggee as robbers or thieves. More detail was needed for maximum marks to be awarded.
- (b) In **part (b)**, the question focused on the reasons why the East India Company became involved in the subcontinent. There were many accurate and relevant answers, scoring up to maximum marks for clear explanation. Other responses described the workings of the East India Company and did not focus on the reasons why they came to the subcontinent.
- (c) **Part (c)** on the spread of Islam was well answered. This was a very well-known topic that demanded an **explanation** of the contributions of individuals including Haji Sharitullah. Descriptive accounts were unable to progress beyond level two. Some responses confused the three people, attributing the work of one to the wrong person receiving no marks for often detailed descriptions. Those who explained the contributions of each of the individuals reached level four.

Question 3

This was a very popular question.

- (a) In **part (a)** most knew that Warren Hastings was British, the first Governor General or 'Viceroy'. As a result, most responses were rewarded with two marks.
- (b) **Part (b)**, was largely well answered with most responses pointing to the strength of the British army as a reason for the defeat of the Marathas, some also considered weaknesses in Maratha unity and control. A number of responses answered about how the Marathas defeated the Mughals which was not required.
- (c) **Part (c)** on how far was Indian resistance to British expansion in the subcontinent successful before 1850, was well answered. The emphasis in most answers was on the reasons for the failure of the resistance and strengths of the British. There were a number of very strong responses that showed that British rule had been overturned by Indian resistance, making good use of initial or partial victories. Others described many battles/skirmishes between British and Indian forces, giving their responses as a timeline. In order to achieve higher level these responses needed to consider resistance in terms of success or lack of it.

Question 4

- (a) **Part (a)** saw many answers rewarded with at least three marks for a sound description of Direct Action Day although some confused it with the 'Day of Deliverance'.
- (b) In **part (b)** the question required responses to explain why the Gandhi-Jinnah talks failed. This was very well answered. Many answers reached six or seven marks by explaining clearly the reasons why both sides failed to reach a settlement.
- (c) Responses to **part (c)** on that explained Pakistan's effectiveness as a member of world organisations, were awarded level four. Other responses provided a description, narrative, or identification of what Pakistan did or did not do which restricted their mark within level two. To improve, responses to this type of question need further elaboration, explanation or evaluation.

Question 5

- (a) This was a popular **(a)** question. The short answer question on Pucca Qila was generally well answered with many responses achieving maximum marks.
- (b) In **Part (b)** many answers explained in depth the reasons why the subcontinent had a refugee problem in 1947. Significant numbers saw the lack of an infrastructure in the newly formed Pakistan as a contributing factor. Other responses focused on Pakistan as a new state trying to handle the numbers of refugees who were escaping violence, with the refugees' belief Pakistan would provide a sympathetic homeland.

- (c) In **part (c)** the question asked candidates to consider the relative success of Pakistan's relationship with the USSR between 1947 and 1999. The emphasis in responses tended to be on the events that led to poor relationships between the two countries, with much detail about these. There was less knowledge of the reasons for improved relationships between the two countries. Responses which described in chronological order all they knew about the relationship, or gave a straightforward narrative of the relationship were awarded level two. Answers that attempted to **explain the degree of success of the relationship** were able to access a level four mark.

PAKISTAN STUDIES

<p>Paper 2059/02 Environment of Pakistan</p>
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Key messages

In order for candidates to perform well on this paper they needed to be able to:

- Ensure that the examination rubric is followed correctly, answering three of the five questions only.
- Answer all parts of the chosen questions; as questions requiring the completion of a graph were omitted by some candidates.
- 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. In particular, know the difference between ‘describe’ and ‘explain’.
- Identify the correct focus specified in the question stem – e.g. physical factors, disadvantages or impacts.
- Learn the meanings of key words in order to be able to define and accurately use terminology, e.g. ‘topography’, ‘road network’, ‘monsoon’. 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 graph.
- Complete a graph using data provided.
- Add information to maps and diagrams.
- 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.
- Write as clearly and precisely as possible avoiding vague, general statements such as ‘proper’, ‘better’, ‘no’ etc..
- Avoid the use of vague language such as ‘better quality of life, infrastructure, pollution, facilities/services, technology’, all of which need further clarification to be awarded a mark.
- Write developed ideas wherever possible where extended writing is required in the four and six mark answers.
- Ensure that in the final **(d)** part of each question, ideas are developed with the correct focus giving different points of view and their response includes an evaluative comment that states which view they agree with more.
- 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 frequently copied.
- 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.
- 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 actual question.
- When using the extra space at the back of the question and answer booklet make it clear that the answer is continued, and indicate the number of the question accurately.
- Avoid using the extra pages at the back of the question paper for one or two words which could have easily been written in the space provided for the response.
- Only use or provide an additional answer booklet if all of the space on the additional pages in the question paper have been used first. (If this is the case candidates are probably writing too much).

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; however, weaker answers showed that some found it difficult to interpret tasks and write effective responses to some or all questions.

Question 1 was the most popular and **Question 3** was the least popular choice.

Some candidates disregarded the rubric by answering four or more questions, but it was rare to encounter papers where all five questions had been attempted. Usually if all questions had been answered, there were weaker responses. Others crossed out several lengthy answers, spending too much time that could have been spent working on their chosen answers.

It is important that all answers are legible, as responses which cannot be read cannot earn marks. Some candidates are choosing to shorten some words by using abbreviations e.g. 'Pak, b/w, bcz, bus and mvt', which hinder understanding, this is discouraged.

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. Producing a brief plan of what to include in their response for the **(d)** questions would benefit candidates as it would help them to better structure their answers. (The additional pages at the end of the combined question and answer booklet could be used for this.)

There were many good attempts at all the **part (d)** questions, the final part of each question, particularly 'solving the housing problems in urban areas, preventing land from water logging and improving air transport'. 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. 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 largely irrelevant to the question being asked, including long and unnecessary introductions, some of which occupied almost all the answer space or a copy of or re-wording of the original question stem or speech bubbles.

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 a local area (**Question 1** and **Question 5**) or on a national scale for the country as a whole as in **Questions 2, 3** and **4**. Some candidates do not carefully consider their response, limiting their mark by inappropriate choices. For example, they chose a viewpoint that they say they do not support and then their response shows clear support for that viewpoint and does not provide arguments against it, giving a one sided view. In all of 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 candidates' strengths and weaknesses and are intended to help centres better prepare their candidates for future examinations.

Comments on specific questions

Question 1

- (a) (i)** Candidates were asked to study the photograph of an urban area in Islamabad and then describe three features of the residential area. Responses were varied and a wide spread of marks were seen. Many candidates were able to score the full three marks available and the most popular responses were 'closely built/congested houses, brick built, small and water tanks on the roof'. However, a large proportion of responses made value judgements about the photograph which could not be seen, e.g. 'poor people live there, poor sanitation, no proper housing', etc. Some also referred to the electricity cables hanging without making the connection that there is electricity provided. Other responses commented on the clothes hanging out to dry which was not relevant. Hence, some answers gave three such comments and gained no marks.

- (ii) This question asked candidates to suggest reasons why people move into areas such as the one shown in the previous photograph. The vast majority responses gained marks for ideas from the fifth line of the mark scheme, e.g. 'they are poor/cannot afford higher quality housing/low rent or cheaper housing', etc. Some responses elaborated at length on this idea, which did not gain any further marks because development was not required. An award of three to four marks was common as many also said people came for job opportunities, and if responses moved onto the theme of urban pull factors – health and education facilities, electricity and so on, they got full marks. Unfortunately, some focussed on what people did not have in rural areas, i.e. push factors, which did not gain any marks.
- (b) (i) In this question, candidates were asked to give two reasons why there might be food shortages in rural areas. In general, it was not well answered. Better responses stated 'high or increasing population or waterlogging and salinity, drought/flood, crop pests/diseases'. Weaker responses tended to focus on food being sent to cities, lack of markets or food outlets, less industries or unemployment. Many just did not quite make the point, e.g. low rainfall, poor climatic conditions or said 'NO irrigation or NO machinery'. Overpopulation was another common error. Candidates should be advised to avoid sweeping statements like 'no' as this is most usually not the case.
- (ii) Many responses achieved three marks here for describing the ways that human factors can improve the production of livestock farming. Typical responses were along the themes of 'veterinary care, improved food, cross breeding and using medicines/vaccinations'. Common errors or vague responses included 'better environment, proper food or good food', or incomplete ideas such as 'employ more people', 'teach them skills', which all needed further exemplification as on their own they are vague ideas.
- (c) (i) Approximately 50 per cent of answers gained the mark here for correctly identifying what the death rate was in 2000. Many did not include 'per thousand' in their answer, which meant they could not gain the mark. Many responses wrote '9.4 or 9.5' or expressed it as 9400 or 94 000, which was incorrect.
- (ii) The vast majority of answers identified that the death rate had overall decreased between 2000 and 2014 and were able to gain the mark. However, a significant minority gave figures as per the previous question.
- (iii) A very high number of correct answers were seen here, which gained the one mark available. The most common responses were 'better/more healthcare/medicines/clinics or vaccinations to cure named diseases'.
- (iv) Most answers gained at least one or two marks here with some strong responses gaining full marks. Many responses struggled to gain development points here for explaining the impacts of the change in death rate previously identified. Answers often made a number of simple points, such as 'population increase, unemployment increase, and more people in workforce', but did not link them well or develop them fully, or the development was weak, e.g. 'shortage of resources'. Mark scheme points 6, 7 and 8 were often generally expressed as 'higher dependency due to more elderly therefore cost of pensions and need for old age homes'. More elderly to give advice was mentioned quite often, but was never fully developed.
- The most common errors seen were 'overpopulation', 'burden on' or 'shortage of resources' but not specified, and where it was specified it was frequently 'shortage of food'. A small percentage of candidates gave reasons for the decline in death rate, e.g. increased medical facilities or improved sanitation, which was not relevant.
- (d) This question differentiated well. The full range of marks was awarded, although top Level 3 marks were scarce. The best responses gave developed points of view as to why one view would be more beneficial, and a developed point as to why the alternative point of view would be less successful with an evaluative statement and named example. The majority of answers gained Level 1 or Level 2. Most agreed with view B and the response focused on rural areas, but points were simple, based around providing electricity or funds for farmers, education and healthcare. Development was rare, if included it was often in the form of increased literacy or increased agricultural output.

The reasons given in responses for choosing view A needed further development as candidates did not seem prompted to refer to self-help schemes or give detail about how housing could be improved. Comments were imprecise or irrelevant, e.g. 'improve the living standard, reduce unemployment, and provide better health or education'. Some answers made points against developing the urban areas but at a simple level, e.g. the cost of developing them or that if the urban areas are developed, then further rural migrants would be attracted to move there. Occasionally examples such as Huda Ki Baste or the Orangi Project were seen, but if there was no development, then no extra marks could be gained. Ideas such as improving sanitation, water supply or electricity were rarely seen. Many responses still fill the answer space with overly long introductions or by copying the information from the bubbles, which is not required and wastes time and answer space. Candidates should be advised not to do this.

Question 2

- (a) (i) The majority of responses completed the diagram by adding the word 'limestone or gypsum'. A significant minority gave the wrong answer such as 'coal'.
- (ii) This question was generally well answered with the vast majority able to name a job related to each of the economic sectors related to the cement industry. However, some responses did not relate the job types to the cement industry and gave generic job types which did not gain any credit. A few got the sectors of industry mixed up. Most answers gained two or three marks.
- (iii) This question was general and most responses stated three characteristics of employment in the formal sector of industry. The most common responses were 'registered with the government/legal, regular working hours and regular wages'. Some imprecise responses meant missed marks for saying 'proper hours/pay'.
- (b) (i) Probably about half of the responses gained the full two marks. Other answers secured one mark for 'oil/petroleum'. Fewer wrote 'coal'. Common incorrect responses were 'natural gas, mineral or edible oil'.
- (ii) This question was generally not well answered. For those that did score marks it was mostly for ideas such as 'dependent on other countries/trade embargoes or for discouraging the development of Pakistan's own resources'. Developed ideas were rare and responses tended to be a series of simple statements. Many responses focussed on 'a burden to the economy/negative balance of trade or getting into debt', which did not gain any credit.
- (c) (i) Many answers named 'Quetta and Hyderabad' in the correct places on the map. However, if only one mark was gained, the error was usually for 'Peshawar' instead of Quetta.
- (ii) This question was also generally well answered with candidates being able to correctly name one area of low population density from the figure. The most common responses were 'Balochistan' or an area within such as 'Tharparker/Thar desert'. The vast majority gained the mark.
- (iii) On the whole, this question was well answered with candidates describing three human factors that cause some areas to have a low population density. Good responses referred to ideas such as 'lack of education or health care, lack of job opportunities and lack of electricity or water supply'. However, there were also some imprecise responses which did not gain any credit, e.g. 'lack of infrastructure/facilities, no jobs or no water'.
- (d) This question differentiated well. The full range of marks was awarded on this question. Some responses repeated the information in the bubbles but the vast majority of answers made at least two simple points for one or both views, e.g. 'the government can give incentives which help industry or provide power projects, terrorism affects industry, lack of security hinders investment', etc.

Developed points were regularly made to gain at least Level 2, three marks. Generally, for view A the most common developed responses were about 'EPZs or tax holidays', for view B the most common developed responses were for 'shortage of electricity leading to loss of production/ stoppage of production'. Many answers were able to provide one developed statement for each view and if they had an evaluation Level 3, five marks was awarded. Examples which were seen allowing responses to achieve the full six marks included; the date of an earthquake, named industry, Karachi and named industry for problems with terrorism/security, dates for nationalisation/privatisation policies and name of relevant politician.

Question 3

(a) (i) A This question was generally well answered with most responses naming a species of fish reared on a fish farm. All mark scheme examples were seen.

B This part question was also well answered with two uses for the products of fish farms given. All mark scheme ideas were seen and the vast majority of answers gained full marks.

(ii) Responses showed that candidates mostly understood the methods used to rear fish on fish farms. The majority of answers gained the full three marks mostly for the mark scheme ideas such as 'rectangular/man-made ponds, lined/concrete base, trees planted around the outside to provide shade'.

(b) (i) The vast majority were able to identify the year when the percentage of farms under 5 hectares was the smallest as being 1980. It was unusual to see the wrong answer here.

(ii) This question was also generally well answered with responses identifying that farms less than 5 hectares had increased, whereas farms 5–20 or 21 and over hectares had decreased'. Most were able to score at least one mark on this question.

(iii) In this question, candidates were asked to suggest a reason for one of the changes identified in **(b)(ii)**. Strong answers scored marks for 'sub-division of land or increasing population' or 'redistribution of landlord, but few responses gained the mark. Incorrect responses referred to fish farms or focussed on ideas such as it is easier to manage a small farm.

(iv) This question asked candidates to explain how farm size can affect production on farms in Pakistan and develop their answer. Some responses continued to write about fish farms, which did not gain any marks. In general, answers stated that the larger the farm, the more is produced, gaining one mark at least and made simple points, e.g. 'it is more difficult to use machinery on small farms/small farms are less well irrigated'. Some responses did make the link to higher yield and then gained a third mark for a further point. Overall responses to this question needed further development of the simple points made.

(c) (i) A Candidates were prompted to name the crop shown in the photograph. Many different crops were named, but the actual crop was rarely seen in answers.

B The correct response to 'one reason the crop can be grown in many areas of Pakistan' was given by about 50 per cent usually for the 'needing less water' idea.

C In this question, candidates were required to describe one natural requirement for a high yield of the crop. The majority of responses that gained a mark did so for soil type.

Overall, this question was not well answered and very few responses gained full three marks.

(ii) This was answered well with most responses securing full marks. All mark scheme ideas were seen. A minority incorrectly wrote 'used to make sugar, or brown sugar, white sugar and gur'.

- (d) This question required candidates to evaluate whether it is possible to prevent agricultural land being damaged by waterlogging and salinity. The vast majority focussed only on the possible side. They made good points and there were a number of developments. Responses demonstrated that candidates knew the topic well as many made at least three developed points achieving Level 2, three marks. Points against waterlogging tended to be weak if present, e.g. often simple points regarding the cost were made. Evaluation was limited, but proved to be irrelevant as answers seldom contained more than 'it was very possible to solve waterlogging and salinity' and did not weigh up against the not possible view. Some answers lacked sufficient content knowledge, discussing siltation in dams and too much fertilizer causing salinity or alternatively, wrote about the extent of the problem, without offering any possible or not possible points to solving it, which often resulted in no marks being awarded.

As usual on these questions it differentiated well and the full range of marks was seen.

Question 4

- (a) (i) This question was generally not well answered. The most common incorrectly named was the line of longitude, often the 'E' would be missing after the number. Many responses gained one mark, which was mostly for 'Thal'. The Hab was frequently incorrectly named as the Indus.
- (ii) Many did not understand the meaning of topography or relief, meaning responses were mainly about climate, crops or other irrelevant points. Some responses managed to gain one or two marks where 'flat' and/or 'this is the Lower Indus Plain' were included in their answer.
- (iii) Most responses could give at least one reason why the Indus River floods and scored at least one mark. All mark scheme ideas were seen and on the whole, this question was answered well.
- (b) (i) This question was also well answered with the majority of responses gaining the mark. All mark scheme ideas were seen.
- (ii) This question asked candidates to complete the bar chart using the data provided. This was generally well answered with most scoring at least one mark and many scoring two. Candidates are advised to be as accurate as possible when completing charts such as this to avoid losing marks for carelessness.
- (iii) This question asked candidates to explain why there are fewer roads in the mountainous areas of Pakistan and to develop their answer. Many responded well demonstrating a good knowledge and understanding, providing two developed ideas for full marks. The most commonly seen answers were 'rugged/hilly/steep and therefore difficult to build' or 'low population so less need/demand', 'snow blocking roads' and also the 'landslides' idea. Sometimes responses did not always say 'rugged' or similar, but just repeated mountains and therefore could not get the development point. Weaker responses lacked development, or gave the reasons why there are more roads in Punjab and Sindh. This question was generally well answered and it was a good differentiator.
- (c) (i) This question was also generally well answered with most responses naming a type of tree grown on plantations. All mark scheme examples were seen.
- (ii) This question asked candidates to describe three physical factors, which may influence the distribution of forests. Many did not answer the question at all, instead giving advantages of forest such as tourism, scenery, provision of oxygen and healthy environment. Other responses were too imprecise to get credit, e.g. temperature, weather conditions or relief affect forests, which all needed further exemplification. Successful responses gained two or three marks for mentioning, for example, 'cold temperatures for coniferous/higher altitude for coniferous' or 'mangroves are salt tolerant', 'arid areas for thorn or scrub'.
- (d) This question asked candidates to evaluate whether developments in transport networks benefit or create problems for people and the natural environment. The full range of marks was seen, but mostly Level 1, up to two marks was seen, and many Level 2 three mark responses. There were some Level 3, five marks as both people and the natural environment were considered, and often responses had gained the development point for a link with China through the Karakoram Highway. However, evaluation tended to be less successful with answers saying 'benefits are ... however, problems will be ...'

Most common Level 1 statements were 'people will be able to travel easily and move to any city', 'boosts industrialisation', 'promotes tourism', 'deforestation will destroy the natural environment', etc. The question differentiated well between candidates.

Question 5

- (a) (i) Mixed responses were seen to this question. Probably a fifty/fifty split of correct and incorrect responses was seen. All mark scheme answers were used.
- (ii) The majority of responses interpreted the climate graph accurately and gained the high rainfall in July – September idea. Some answers only quoted July. Any comments regarding little rainfall/dry season did not give months at all or were inaccurate. The majority of responses secured at least one mark on this question.
- (iii) This question required candidates to give reasons why Lahore has more rainfall in July than in December. This question was generally not answered successfully. Most responses scored zero as even when they had the correct idea such as 'July warmer and more humidity', they did not get the other half that was required for December.

Typical responses were along the lines of 'rainfall is more in July because it is the monsoon but in December there is no monsoon'. Other answers focussed too much on the idea of winter depressions in December and that the low rainfall was because Lahore only gets winter depressions, or is too far away from winter depressions, etc.

- (b) (i) The vast majority of responses were able to tick the two correct statements which were the last two. It was rare to see any lost marks.
- (ii) This question asked candidates to suggest reasons for the differences in the percentage of the population working between rural and urban areas. Some responses scored the full three marks, but the majority gained two marks. Answers demonstrated that candidates had the idea of women working in agriculture and/or cottage industries in rural areas, the idea of rural employment being more labour intensive, traditional/cultural values and women staying at home (which was often cited for urban areas). Responses scoring zero or one mark tended to focus on child labour, the amount of children in school/education in the rural area, which was not applicable to this question.
- (iii) In this question, candidates were asked to explain the advantages of mechanisation in small scale industries in Pakistan and to develop their answer. As with all the four mark questions it differentiated well. The vast majority of responses started with 'faster work/more efficiency and greater production'. Many also made the point about standardised products, consistent quality and export. Fewer workers and labour costs were also given. It was common to score three or four marks on this question.
- (c) (i) Varied responses were seen to this question with almost a fifty/fifty split of right/wrong answers. Quetta and Gilgit were the correct answers, but all manner of incorrect answers were seen. Some had tried to think of something appropriate, e.g. Skardu, and others just cited Islamabad, Karachi and so on.
- (ii) Here candidates were asked to describe four impacts of low temperatures on people who live and work in mountain areas. This was generally well answered with the vast majority gaining at least two or three marks. Most popular responses were 'unable to farm/transhumance'. However, these were often given as separate impacts, but could only gain one mark as they were both about farming, which is all on the same line of the mark scheme. 'Encouragement of cottage industries' was a frequently seen response for a mark, although many said 'people have to stay or work indoors'. Responses did not use the ideas from the first line of the mark scheme. This question differentiated well.

- (d) This question asked candidates to choose the best statement about improving air transport in Pakistan. It differentiated well and the full range of marks was applied. However, Level 3, six marks were rare. Responses gave many simple statements such as 'infrastructure will be improved in smaller cities, people will be able to travel/fly direct/trade will be improved, the city is too small, difficult topography'. Arguments for Jinnah International Airport included 'trade and tourism will increase, the airport will be able to receive more planes/there will be more take-offs, increase in traffic to and from airport'. Many responses gained one Level 2, three marks for a developed idea. For example, in View B, 'increase in trade/export of sports goods from Sialkot' was popular. For view A, 'greater demand for business', 'trade due to Karachi being a large industrial city', or 'size of population and level of demand' were common seen answers. Another development was on the theme of time and cost of travel via road and rail to get to a city with an airport – therefore need to build airports in smaller cities. Full marks were infrequently seen as examples were not provided.