

PAKISTAN STUDIES

Paper 2059/01
The History and Culture of Pakistan

Key messages

- When answering questions using source material, candidates should refer to the source, draw inferences from it and support these, either with detail from the source or with contextual knowledge.
- Candidates should make sure that they read questions carefully to understand the requirements of the question.
- It is important for candidates to avoid lengthy narrative description and focus on explanation, analysis, and evaluation.

General comments

Most candidates addressed the questions with an appropriate length of answer. There were few rubric errors with most candidates answering the required three questions in the set time. Many candidates produced some excellent, relevant and focused responses to the questions. The depth of knowledge of such answers was of a very good standard.

To answer the questions successfully, candidates should avoid lengthy descriptions of event and instead focus on explanation.

Comments on specific questions

Section A

Question 1

In **part (a)**, most candidates scored full marks by successfully extracting relevant information from the source. Candidates were asked to 'identify **three** ways' to specify the amount of writing required. It is hoped this direction will assist candidates in answering the question with an appropriate length of response as some candidates wrote more than is necessary.

In **part (b)**, many candidates found the source challenging. Most identified the surface features such as the presence of EIC officials, the handing over of a piece of paper, and the placement of Shah Alam on a throne-like structure. Some candidates were able to infer that EIC and Shah Alam 'had good relations', but this was often not linked to the surface features that portrayed these good relations. Most successful responses added the relevant contextual knowledge, rather than solely including two supported inferences.

In **part (c)**, candidate responses were generally good. Most were able to explain why the EIC's interest in trade and the reputation of the subcontinent were linked to wealth, spices and profit. Many candidates were able to link the EIC's involvement as an alternative to the spice trade in the East Indies, therefore creating competition.

In **part (d)**, most candidates showed good knowledge of the events of this period, but few were able to answer the question fully. Many candidates were able to describe what the Doctrine of Lapse entailed; not all of them were able to link it to how it sparked the War of Independence, therefore making their answer overly descriptive. When explaining economic factors, some responses were limited to descriptions of higher taxes and the idea that sepoys were paid low wages. Candidates need to develop their answers beyond description. Equally, several responses included factors beyond the political and economic, highlighting the need for candidates to read the question carefully.

Section B

Question 2

Part (a) was a well-answered question with many candidates showing good knowledge of the 'Loyal Muhammadans of India'. Most candidates offered successful answers, with the mention of Sir Syed Ahmad Khan and Muslims showing acts of loyalty being the most common.

Part (b) on the formation of the Indian National Congress was generally well answered. Most candidates were able to explain the formation of the Congress to widen political interactions. Few referred to promoting a national identity or unification. Some candidates struggled with why it was formed; instead, they gave contextual knowledge of what the Congress became.

Part (c) related to the reasons for the decline of the Mughal Empire, with specific reference to its military power. There were many arguments given for the decline of the empire, but candidates needed to focus more closely on the military influences. Instead, many responses focused on the over-indulgence of its leaders, the mistreatment of Hindus, succession disputes and attacks from foreign armies, without including an explanation as to why these contributed to the end of the Empire. Many candidates provided valid reasons but struggled to link these to decline. Stronger responses, however, did link descriptions to the reasons why these factors this led to decline. Such responses included the lack of funds for military campaigns or a lack of cash to support military upgrading.

Question 3

In **part (a)**, most candidates knew about the Communal Award and were able to provide three or four accurate facts when describing it: these included its announcement by Ramsey MacDonald, the British Prime Minister, after the second Round Table Conference, and the recognition of separate electorates for minorities. A few candidates did not demonstrate a confident awareness of the topic and tended to describe events closer to independence in 1947 such as the Radcliffe Award.

Part (b), regarding the reasons for the importance of the Simla Deputation of 1906, was generally well-answered. Many candidates were able to explain two reasons for its importance. Almost all candidates provided contextual knowledge on what the Simla Deputation was which then led them to further explain its importance. Candidates commonly referenced the formation of the Muslim League and improved Muslim-British relations, with well-developed links highlighting their importance. Some weaker responses were only descriptive: they explained what the Simla Deputation was and what happened after but did not explain its importance.

Many candidates gave very strong responses to **part (c)** on the reasons why Congress Rule (1937–1939) was unpopular with the Muslim community, making specific reference to the introduction of Bande Mataram. Candidates were able to demonstrate detailed knowledge of Congress Rule and could link their descriptions back to the question. They provided an event or scheme and were able to connect it to how Muslims objected due to their religious freedom being taken away. Weaker responses identified reasons without explanation. For example, some candidates simply stated that Bande Mataram was a nationalist song that was often sung at the start of school and office days and disliked by Muslims but did not explain why.

Question 4

Part (a) on the 'One Unit' Scheme was answered well by many candidates. References to Muhammad Ali Bogra, Iskander Mirza, increased efficiency and Pakistan being divided into East and West were common.

Part (b) asked why East Pakistan sought independence from West Pakistan in 1971. Most candidates showed a good level of knowledge and were able to identify East Pakistan's grievances. Some weaker responses did not explain why these objections led to them seeking independence. Candidates need to remember to develop explanations. Stating that there was '*economic disparity between the two wings*' could, for example, have been developed into an explanation. Other descriptive answers related to floods and food shortages. Many candidates listed why East Pakistan was unhappy or detailed the build up to independence without providing the causes.

Most candidates demonstrated an excellent knowledge of relations between China and Pakistan in **part (c)**. Many stronger responses presented a balanced answer to this question and candidates showed excellent knowledge of the ties between China and Pakistan. Strong references were made to the Karakoram Highway and trade. Weaker responses often listed examples of cooperation, or lack of cooperation, without developing an explanation into why they were positive or negative.

Question 5

Answers to **part (a)** on Sajjad Ali Shah's role in the Pakistan governments of the 1990s were mixed. Some candidates were able to identify Sajjad Ali Shah as the Chief Justice but were not able to provide other details.

In **Part (b)**, many candidates found the question about why relations between Pakistan and the USA improved during the 1990s challenging. Many responses did not provide specific details of the improvement in relations during the specified period. Some candidates, for example, described improvements in relations between during the Afghan War, but this fell outside of the 1990s. Others could not list specific examples of why relations improved, and instead gave generalised answers such as the provision of aid or visits.

In **part (c)**, many candidates gave points that did not develop beyond statements. Stronger responses generally provided good detail about the impact of the Afghan War, the social complications that arose from the arrival of refugees, and the impact of the USA's aid provision. Weaker responses did not have sufficient knowledge of wider factors beyond description. As a result, these responses demonstrated knowledge of the impacts, but were limited when pairing description with relevant development points.

PAKISTAN STUDIES

Paper 2059/02
The Environment of Pakistan

Key messages

- Candidates should ensure that the rubric is followed, selecting, and answering three questions out of five.
- If using the additional space at the back of the booklet, candidates must accurately label to show which question(s) they have continued. Answers should never be continued on the blank pages or in the margins. Additional space in the question paper should be used before an additional answer booklet is attached.
- Candidates should read questions carefully. If it helps, underline the command words and words that indicate the context of the question.
- Candidates should know the meaning of key command words such as 'state', 'define', 'explain' and 'evaluate'.
- Candidates should attempt all parts of their chosen questions.
- The meaning of key terms such as '*metallic minerals*' in **Question 1(a)(iii)** and '*physical factors*' in **Question 4(a)(ii)** need to be understood.
- Candidates should identify the focus of a question by understanding the question stem: for example, in **Question 1(a)(ii)**, '*Using Fig. 1.1 only, describe the distribution of...*' means that the description provided in the response should refer only to evidence shown on the map, **Fig. 1.1**. Information not labelled on the map, province names for example, will not be credited.
- Evidence that is shown in a photograph should be used: for example, in **Question 1(b)(i)**, most candidates were able to describe accurately the landscape shown, identifying features such as mountains. However, in **Question 2(a)(i)**, many candidates struggled to name natural floodplain features in the photograph.
- Candidates should read the context of questions carefully.
- The mark allocations and answer space provided should be used as a guide to the required length of response.
- Specific detail is required avoiding vague terms such as '*uses resources*', '*better services*', '*improved communications*' or '*a better quality of life*'. An example shows specific knowledge. '*Jobs provide people income to buy more variety of food*' is stronger and more specific than '*jobs provide people a better quality of life*'.
- Candidates should write developed ideas wherever 'you should develop your answer' is stated in the question. To do this, take a simple idea and extend it by mentioning why something happens or describing the likely consequences of something.
- In the **part (d)** questions, candidates should always respond to both points of view or evaluate both sides of an issue. Giving several developed points but for only one side of the argument limits the number of marks that can be gained. A balanced answer, considering both perspectives is required.
- In the **part (d)** questions, candidates need to be able to provide an example relevant to the question. Candidates should learn and include a specific location/industry/crop/mineral/disease/project, etc.
- Candidates should conclude **part (d)** responses by indicating which view they agree with most or giving an evaluative statement assessing the sides of the debate.

General comments

Competent responses were seen to all questions. Many candidates demonstrated knowledge of landscapes and resources as well as an understanding of contemporary environmental, urban and economic issues in Pakistan.

Candidates demonstrated use of their skills to interpret resources and present data graphically. Candidates' knowledge of mineral extraction, agriculture, transport and trade was particularly strong. Urban issues and

management of rural to urban migration perhaps requires more focused study. Overall, most candidates were able to suggest both many obstacles to sustainable development and potential opportunities for the future in Pakistan.

Candidates need to read questions carefully to avoid misinterpreting them. This was the case in **Questions 2(d)** and **4(d)**. In **Question 2(d)**, many responses focused on the causes or solutions for water pollution rather than whether provision of clean water is important or not for future sustainable development. In **Question 4(d)**, many candidates could not describe any measures used to solve problems of housing and service provision in urban areas. Several candidates answered with irrelevant details about the causes or consequences of rural to urban migration.

When interpreting maps and describing distributions, fewer non-geographical terms were seen this series: for example, '*above*' or '*to the right*' of the map. However, features not labelled on a map were still mentioned: the most common example was province or city names to describe a location or distribution. When '*using Fig. X only*' is stated in the question, information not labelled on the map or listed in the key is not relevant.

A minority of candidates left question parts unanswered in the three questions they chose. Likewise, only a very few answered more than the three questions required. This suggests that most candidates made good use of the time allowed. There were almost no blank scripts or examples of candidates only attempting one or two questions. Some appeared to run out of time on their final response; often, this appeared due to earlier responses being too long.

Those who scored most highly in the **part (d)** questions gave succinct responses, provided facts, and developed them precisely. However, many candidates appeared to have devoted a disproportionate amount of the time available to these responses. Candidates should concentrate on the technique and structure of a succinct response.

Many weaker responses just listed ideas in every part **(d)** question because of not knowing how to develop the points they had made. To improve this, candidates should focus on developing simple points into developed points. They should take a simple idea and extend it by stating why something happens or the likely consequences of something.

It should be noted that writing the opposite argument for developed points will not gain double credit: for example, in **Question 5(d)** '*developing international trade links may increase exports and help produce a positive balance of trade*' would be credited as a developed point. However, then writing an opposite argument: for example, that '*developing internal industry requires increased imports of machinery thus creating a negative balance of trade*' would not be credited as a second developed point. Nor is there any need to argue for and against each view in the questions set out with speech bubbles; an argument for or against each view is sufficient.

Candidates produced responses to questions in full sentences and demonstrated capable language skills with a good command of English vocabulary, punctuation, and spelling. Candidates should ensure that their answers are written legibly and concisely in the allocated answer spaces. Several candidates used extra pages and booklets, often unnecessarily. Answers on additional pages were often unclearly and incorrectly labelled with the question number and aimed to add further information but scored few or no further marks.

Comments on specific questions

Question 1

(a) This question was mostly answered well since most candidates knew the province name and were able to list metallic minerals in **part (iii)**. In part **(a)(ii)**, many candidates gained full marks by following the instruction to use **Fig. 1.1** only. However, some candidates ignored this and used the names of provinces or the River Indus. It is critical in questions where the resource is the only source of information that candidates do not provide answers from their own knowledge and only refer to what is on the map.

(b) In **part (b)(i)**, there were many excellent answers: the most common being ‘rocky’, ‘badland’, ‘mountainous’, ‘hilly’, ‘barren’, ‘arid’ and ‘rugged’. Some candidates did not know what a landscape feature was and described the weather or sky in the photo. In **part (b)(ii)**, weaker responses were of one word, commonly ‘deforestation’, ‘air’, ‘water’, or ‘noise pollution’, without further description other than ‘mineral extraction’, which was copied from the question stem. The strongest responses linked the cause to the impact in their description.

(c) In **part (c)(i)**, most candidates were able to give a correct use of coal. Common answers included ‘for electricity’ or ‘in thermal power stations’, ‘for heating or fuel’, ‘in brick kilns, steel or cement industry’. A few gave ‘burning’ as their answer, which was considered too vague as a ‘use’. In **part (c)(ii)**, almost all candidates knew that coal is mined, whereas natural gas was sometimes thought to be obtained by pipelines or, even, burning or dredging. In **part (c)(iii)**, a wide variety of responses were seen. Most candidates were able to identify a ‘challenge’, usually mentioning ‘rugged terrain’, ‘distance to populated areas’, ‘transport by road’ and ‘high cost’. Some responses were too vague and only mentioned ‘topography’, rather than specifying what is challenging about the topography. When talking about ‘extreme’ weather, many candidates used words such as ‘harsh’, ‘cold’ or ‘hot’ rather than emphasising ‘extremely cold/hot’. Stronger responses were able to explain the challenge of providing natural gas to some areas of Pakistan, for example, by linking the high costs to the mountainous terrain. Weaker responses only provided the challenge(s).

(d) The strongest responses to this question showed knowledge and understanding of both viewpoints, considering both mineral exploitation and/or importation and economic development. Weaker responses often only considered one viewpoint or did not develop their ideas about improving local roads or creating jobs by exploiting minerals and thus supporting economic development. Many candidates showed their understanding of international trade by mentioning both the positive and negative aspects. Several candidates suggested the gaining and losing of foreign exchange and the impact on the balance of trade. Many showed sound knowledge of Pakistan’s mineral reserves, their location and how they might lead to economic development. More candidates made a developed point for view **A** than for view **B**. Stronger responses recognised that importing mineral resources could be preferable as they could result in the production of high value goods for export. More often view **B** was developed as a negative point. Only a few responses mentioned environmental issues and fewer talked about renewable alternatives, possibly due to the focus on economic development. Nevertheless, this question was well answered.

Most candidates used named minerals, either exploited in or imported to Pakistan, as examples. Recent mining operations, or locations identified as possible mineral reserves in Pakistan were also mentioned frequently, reflecting teaching of current case studies.

Question 2

(a) **Part (a)(i)** was a poorly answered. The most common answers included ‘flat land’, ‘fertile soil’ or ‘meanders’. Candidates gave very few of the many floodplain features, although the strongest responses could pick out the alluvial terrace or the braided channel. The most common incorrect responses labelled the river (stated in the question) or mountains, or gave human features such as crop growing, not having understood the focus of the question. In **part (a)(ii)**, most responses scored at least two out of three marks, typically, mentioning agriculture and fishing. Tourism was frequently identified. Weaker responses repeated the uses in the question, namely, transport and communications. Others separated crop and livestock farming and were unable to suggest any of the many other uses than for agriculture. Several suggested ‘industry’ rather than specifying an industry; a creditable response would have been ‘manufacturing’ or ‘factory’. **Part (a)(iii)** was generally well answered with most candidates gaining two marks. ‘Roads destroyed or damaged’

and ‘towers destroyed’ were the most common answers. Many responses gained a mark for stating that power cuts or vehicles would be unusable.

(b) In **part (b)(i)**, candidates were asked to complete a proportional bar graph. This was a less familiar type of graph and some candidates left it unanswered. However, those that completed it usually got the mark for putting the shading in accurately using the key and leaving no sections blank. Many were able to put the dividing line in accurately at 91%, although several plotted the information in the incorrect order. The information must be plotted from left to right in key order. **Part (b)(ii)** was usually correct. In **parts (b)(iii)** and **(b)(iv)**, many responses demonstrated knowledge of river pollution, both sources and potential solutions. ‘Sewage’, ‘litter’, ‘fertilisers’ and ‘factory waste’ were commonly given. The main challenge here was to describe how sources of pollution contribute to river pollution. Short responses like ‘*industrial waste*’ do not describe how they pollute rivers. Candidates should be aware that command words like ‘describe’ and ‘explain’ mean one word or simple term responses are not sufficient. In **part (b)(iv)**, answers were often vague; the command word ‘state’ requires a shorter response. Many candidates identified levying fines or new legislation as a good strategy to reduce pollution. The second most common response was to improve awareness with an inference towards education. Weaker responses suggested asking companies to be more responsible. Some gave very thoughtful but unnecessarily detailed responses about farmer education or the use of organic fertilisers, again showing a need to consider the command word and adjust the length of their response to the marks available.

(c) To answer fully, this question required candidates to make developed points. Only the strongest responses successfully gave two developed points. Conflicts described were such as where rivers cross international borders causing disputes, or where dam building in a province affects other provinces. Alternatives were competition for water between sectors of industry or between farmers. Some candidates offered simple points of conflict, usually one of the above-mentioned points, but did not develop either point. The main misconception with this question was that many candidates listed the problems faced due to limited water supply, such as industries collapsing, fields of crops being destroyed or people dying of dehydration. This misconception seemed to arise from an insecure understanding of the word ‘conflict’.

(d) There were some strong answers to this **part (d)** question. Most candidates could explain why a clean water supply is needed, with most responses focused on human health. Some lost focus and discussed clean water provision for agriculture and industry. Many candidates did not understand the concept of sustainable development: for example, only the strongest responses linked clean water to economic sustainability via higher production of quality industrial products. Candidates should understand that sustainable development has economic, social and environmental factors and they could consider them all in developing their arguments.

Most candidates successfully offered examples, citing waterborne diseases or clean water supply projects and WAPDA. Many struggled with developing a counter argument or alternative view about why clean water provision could be difficult to achieve, or suggesting another priority which would lead to greater sustainable development.

Question 3

(a) Responses to **part (a)** were mixed. In **part (a)(i)**, measuring distance on the map was considerably less accurate than giving the compass direction. Several candidates attempted direction in degrees, mistaking compass direction with bearing. **Part (a)(ii)** was not very well answered with candidates referring to places which were not on the map. The strongest responses generally referred to sugar cane growing near the River Indus, around or near Multan or near the coast. In **part (a)(iii)**, most candidates understood the requirement to state natural factors, unlike in **Question 4 (a)(ii)**. Weaker responses just listed ‘*soil, temperature, rainfall*’, rather than making the detail specific to sugar cane. Even so, many candidates could recall well the required factors and, for example, could provide rainfall amounts in millimetres, temperatures in °C, or state ‘*loam soil*’.

(b) There was a range of responses to **part (b)(i)**. Several candidates could not put the given terms into the correct order. **Question (b)(ii)** was largely answered correctly. **Part (b)(iii)** was one of the questions requiring candidates to develop their answers and many were able to demonstrate secure and detailed knowledge. The most frequently seen error was to state only ‘*this leads to higher production*’, or equivalent terms, which were given in the question. Most candidates identified at least one factor which supports the growth of cotton: for example, many candidates were aware of the various nutrients which promote the growth of cotton and are the components

which make up artificial fertiliser. Pesticides and insecticides used to withstand leaf-curl virus was a common response. However, the development of the responses on HYV seeds were poorer with many lacking knowledge such as pest resistance or the reduced amount of water required and stated that more cotton is produced.

(c) This question was poorly understood. In **(c)(i)**: most achieved just the mark for salinity. Many candidates ticked four boxes and thereby could not score as their incorrect ticks cancelled out any correct ones. The definition of waterlogging was largely unknown. However, in **(c)(ii)** the measures to take for the prevention of waterlogging were correctly identified by most candidates, with reference to tubewells to lower the water table and planting of (eucalyptus) trees being the preferred answers. A wide variety of methods were suggested, and most candidates could suggest two.

(d) In **part (d)**, the majority of candidates showed a good understanding of what was required. Candidates provided detailed, full answers in support of the idea that developing the agricultural sector is very important to Pakistan. The requirement to restrict to the importance for people and economy was well noted. Most argued that increasing output is important using macroeconomic ideas, such as to reduce trade deficit or to gain foreign exchange. Ideas about decreasing food shortage or insecurity for a rapidly increasing population were also well explained. Many of the strongest responses developed points on income and described how increasing output could improve the lives of farmers. Arguing against the question, that increasing agricultural output is difficult or not important, was well tackled in stronger responses. Ideas seen included the fact that natural disasters such as floods could destroy crops wiping out any gains, that too much capital or training would be required, or that poor or subsistence farmers could not afford to modernise. Also included in the range of acceptable opposing arguments was that other aspects in Pakistan are more important, such as the diversification of the economy away from agriculture, or that agricultural land was needed to be used for industry or housing, although opposing arguments of this type were not very commonly seen. Weaker responses were limited to describing only how agricultural output could be increased, or they focused on one side of the argument with only a brief sentence exploring why increasing agricultural output might not be the most important priority.

Candidates offered a variety of useful examples, usually named crops but also statistics, such as the contribution of agriculture to GDP or employment percentage. Named agricultural organisations or agri-businesses were credited and named industries which could develop further with more raw material inputs or export destinations for Pakistan's agricultural produce.

Question 4

(a) **Part (a)(i)** was mostly answered correctly. A few candidates misidentified the level of shading by one step in the key. Most errors were either due to selecting a single figure within the given range or careless transcription, such as 300 rather than 301 or 100 rather than 1000. Candidates offered some very good answers to **part (a)(ii)**, usually based around relief, climate or availability of water from rivers. Some candidates found it challenging to develop part of their answer and some provided an unnecessary contrasting simple point before they developed their idea. Development was often related to the potential for agriculture in a region: some tried to use this idea twice, which would have only gained one development mark. The most common error was missing the requirement for physical factors, launching straight into economic or social reasons, such as access to entertainments or, the most often seen incorrect answer, jobs.

(b) Some candidates did not attempt **Question (b)(i)**. Of those who attempted it, most were successful in plotting the male bar at 6.0%. The female bar at 1.5% was less accurately done, possibly due to not having a ruler to line up the end of the bar. A ruler is one of the required pieces of equipment for this paper, however, it appeared that many candidates do not use one. **Part (b)(ii)** was largely accurately identified. Very few candidates selected more than one age range or left the question blank. **Part (b)(iii)** was a question on population structure which required candidates to think what the impacts could be. Some were able to identify several impacts of a large group of young dependents, but for many projecting into the future was difficult. Often candidates did not specify whether an impact was current or in the future. The most common error was to describe the causes of a young dependent population structure rather than the impacts of it. In **part (b)(iv)**, a minority mis-read the question and wrote about the problems of older dependents. Many answered the question successfully. Several responses mentioned greater awareness of health or healthier lifestyle as well as, most often given, medical reasons.

(c) In **part (c)(i)**, many candidates could not define seasonal migration without using either of the words in the term itself and many did not add enough detail to show their understanding of the term *seasonal*. Those who described moving with livestock in winter and summer were usually sufficiently clear. Some understood the seasonal idea in relation to avoiding extremes of climate in general. Many weaker responses just repeated the words in the question. In **(c)(ii)**, there were many potential answers; this was an accessible and high-scoring question. Many focused their responses on access to jobs, higher income, education, healthcare and sanitation. Some weaker responses included vague statements like '*standard of living*' or '*facilities*', but usually included enough valid reasons overall. Responses phrased as negatives about rural areas or positive features of urban areas were equally valid.

(d) **Question 4** was a popular question choice. Candidates often misunderstood what they were being asked to evaluate in **part (d)**. Many responses started with detailed reasons for rural-urban migration or a description of problems in urban areas. Many responses lost focus and moved away from the set question. Towards the end, some included housing or services improvement measures which have been used in Pakistan. Those that began with housing or services often moved into other issues mid-way through. Very few evaluated the success or failure of specific measures. Due to this, there were very few successful responses as they did not answer the question set. There were a few very strong responses which were able to provide focused and detailed answers, most including a thoughtful evaluation of the progress made and issues that prevail.

Examples were lacking, although some candidates did know of the Orangi Pilot project, Khuda Ki Basti or other government and NGO led initiatives in various cities in Pakistan.

Question 5

(a) In **part (a)(i)**, most candidates were able to extract the required information from the map (**Fig. 5.1**). Identifying Quetta as the station 330 km north-west of Rohri was the part where most errors were seen. Equally, misconceptions were apparent when using compass directions as seen on other map questions in this paper. In **part (a)(ii)**, most candidates were able to suggest at least one reason for uneven railway distribution. Many stronger responses were seen such as rugged land inhibiting track construction and sparse population making development unviable. In **part (a)(iii)**, some moved away from the question set and wrote about goods transport rather than people. However, most were able to suggest at least one advantage or one disadvantage, fast travel and cheaper than air travel being the most common positives. The lack of door-to-door service and maintenance were frequent negatives. In the final section on transport, the candidates described a wide variety of recent improvements to railways in Pakistan. The nature of responses seen in all parts of **Question 5(a)** suggested that this is an area of the syllabus candidates knew well and understood confidently.

(b) A significant proportion of candidates omitted the pie chart completion task in **part 5(b)(i)**. Some of those that attempted it did not plot the data in the correct order: this needed to follow the same order as the key. Asia at 74% should have been plotted followed by Europe at 10%. Several candidates therefore were not successful in plotting the dividing line having mistakenly put it at 10%: a significant proportion of these did get the shading mark. Use of a ruler could be helpful for candidates when completing shading. Also importantly, candidates must ensure that the angle of the lines drawn in shading matches the key. In **part (b)(ii)**, the most common misconception was that the question was asking about the goods imported or exported between Asian countries and Pakistan. However, the majority responded with an appropriate reason for the trade; '*good relations*', '*close location*' and '*transport costs*' were commonly seen. Most candidates were able to define '*export*' as a good or service sold to another country. Weaker responses unsuccessfully used terms such as '*goods sent to other countries*'. Very few mistook exports with imports and most were able to name a main export of Pakistan.

(c) This question focused on factors which limit international trade for Pakistan. Most candidates gained one or two marks, and the strongest responses were able to access all four. Simple points stating limiting factors were varied, such as tariffs and quotas, or membership of trading blocs and international relations. Many candidates were able to develop their initial point by explaining why trade is limited and others developed their point by suggesting how the limiting factor could be overcome. Responses to this question were overall more successful than the equivalent in **Question 2** which focused on conflicts over water supply. Trade and international relations were

clearly another area of the syllabus that candidates found relevant and for which they understood the contemporary challenges.

(d) As in **Question 1(d)**, the format with two views in speech bubbles led to successful responses. The nature of the question did however lead to some misconceptions. Many wrote opposite ideas for each view. If the development points made for both sides of the arguments are the same, only one will be credited. Therefore, it is important that candidates provide further and alternative development points to make both points creditable. As in several of the **part (d)** questions, there was a focus in many of the weaker responses on just imports and exports, sometimes developed by mentioning foreign exchange and the balance of trade. However, a wide range of other points were given by the strongest responses, such as the potential for new service and IT based industries, employment creation, competition between industries and the impacts that either foreign or national investment could have on different sectors. In the evaluations, there was a balance of candidates favouring international trade and favouring national investment and trade, with some very good reasons suggested for each being the path to sustainable economic development.

Candidates need to remember to include an example within their responses. Stronger responses gave examples of products, named industries and countries Pakistan trades or could trade with.