

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 narrative descriptions of event(s) and focus on explanation in relation to the historical concept being tested.

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 required to identify three of Muhammad Ali Jinnah's views on freedom, though some candidates included more than three points in their response and therefore wrote more than is necessary to answer the question.

In **part (b)**, most responses identified a few surface features such as the presence of the three leaders, a map on the wall, or papers on the desk. Some responses gave valid inferences about the source e.g. '*it looked like an important meeting*'. The most successful responses gave at least one valid inference supported by a surface feature with some accompanying relevant contextual knowledge, e.g. recognising that the meeting depicted was about the 3 June Plan.

In **part (c)**, candidate responses were generally good. Most were able to identify Muhammad Ali Jinnah's successes and explain their impact such as addressing the refugee problem, establishing relief funds, and supporting rehabilitation. Weaker responses identified successes without explanation or focussed on Jinnah's role in partition or events that occurred after his death. Candidates should therefore ensure that they read the question carefully.

In **part (d)**, most candidates demonstrated excellent knowledge of all three events but few were able to link this knowledge to answer the question fully. Many responses described the content of the 14 Points, Allahabad address or the pamphlet 'Now or Never' but not all responses analysed their significance in advancing the idea of a separate Muslim state. Candidates need to develop their answers beyond description using linking words such as '*hence*', '*therefore*', and '*as a result*' to build their arguments and strengthen their evaluation.

Section B

Question 2

Answers to **part (a)** on the military achievements of Titu Mir were mixed. Some responses introduced Titu Mir but provided limited detail on his actions, while some confused Titu Mir with other historical figures such as Tipu Sultan or included references to the Mysore Wars and the battles of Plassey and Buxar.

Part (b) asked candidates to explain why Aurangzeb's successors faced challenges as rulers. Most candidates showed a good level of knowledge and were able to identify factors such as luxury living, wars of succession and the vastness of the Empire (when linked directly to the successors). Some weaker responses described these events but did not explicitly frame them as challenges to governance. For example, there were many references to the Empire being vast and foreign invasions as a general hindrance without any direct link made to the successors. Some weaker responses misunderstood the question, discussing challenges faced by Aurangzeb himself rather than his successors which could not be credited.

Most candidates demonstrated sound knowledge of the reasons for opposition to the British in the late eighteenth and early nineteenth centuries in **part (c)**. Many stronger responses explained a relevant educational reform, such as the introduction of co-education or English as the medium of instruction, and how this led to Indian opposition to the British. Weaker responses often listed educational factors or mentioned the imposition of taxes without developing an explanation of how these policies contributed to growing resistance e.g. the imposition of taxes that led to increasing poverty. Some candidates introduced military matters like the so-called 'greased cartridge incident' which were not relevant to the question and could not be credited.

Question 3

In **part (a)**, many candidates were able to accurately identify three or four key terms of the Government of India Act, 1935. References to the introduction of a bicameral legislature with upper and lower houses, the creation of NWFP and Sindh as separate provinces, and the continuation of diarchy at the central level were common.

In **part (b)**, most candidates demonstrated a clear understanding of how the Lucknow Pact of 1916 affected Hindu-Muslim relations positively and explained at least two points effectively. Weaker responses tended to make or develop only one explanation or repeated the same point twice.

Most candidates gave strong responses to **part (c)** on the successes and failures of the Round Table Conferences of 1930–32 explaining the outcomes of the Conferences and linking specific events to either success or failure. Most responses explained the failures more than the successes. Weaker responses described successes, such as agreeing a federal system for India, or failures, such as the lack of progress made, without further explanation or evaluation.

Question 4

Answers to **part (a)** on the main features of Sheikh Mujib's Six Points were mixed. Some responses identified features such as that there should be a directly elected government but did not provide other details. Many responses irrelevant to the question set were seen.

In **part (b)**, most candidates showed a good level of knowledge and were able to identify relevant events faced by Zia-ul-Haq during the 1980s. Many responses described relevant events e.g. at the Ojhri Camp, without explaining how these events constituted challenges. Stronger responses were able to link points of their explanation, such as it becoming harder to maintain law and order with other factors such as increasing discontent in Sindh.

In **part (c)** many responses included points that did not develop beyond statements about Pakistan's relations with the UK presented in chronological order. Stronger responses generally provided good detail about the UK's assistance with Pakistan's transition to an independent state and aid to help the Afghan refugee crisis or about the UK's acknowledgment of the formation of Bangladesh. Weaker responses often listed examples of good or poor relations without developing an explanation or evidence into why the relations were successful or not.

Question 5

Part (a) on the Eighth Amendment was answered well by many candidates. Most candidates offered successful responses with the enhanced powers of the President in appointing/dismissing the Prime Minister, the Army Chief, senior judges, and the National Assembly being the most common.

Part (b) focused on why Pakistan and China formed successful relations during the 1960s and 1970s. Many responses simply described or listed the support China has provided to Pakistan without further development or examples of why relations were a success during the specified period. Some candidates, for example, described successes such as the China-Pakistan Economic Corridor but this fell outside of the 1960s and 1970s time-period and therefore could not be credited.

In **part (c)** many responses exhibited knowledge of Muhammad Ayub Khan's domestic reforms such as education, constitutional reform, family planning and medical advances but did not explain their relative success or otherwise. Stronger responses generally provided good analysis of Muhammad Ayub Khan's economic reforms, with reference to improving crop yields and seven per cent economic growth. Weaker responses listed other multiple domestic reforms without explaining their impact on society or referred to foreign policy/international relations which was not relevant to the question which was focused on domestic policies.

PAKISTAN STUDIES

Paper 2059/02
The Environment of Pakistan

Key messages

For candidates to perform well on this paper they should:

- Ensure that the rubric is followed, selecting, and answering three of the five questions.
- Attempt all parts of the chosen questions.
- Read questions carefully. If it helps, underline the command words.
- Know the meaning of key command words such as '*explain*', '*compare*' or '*evaluate*'.
- Understand the meaning of key terms such as '*location*' in **Question 1(a)(iii)** and '*distribution*' in **Question 4(a)(iii)**.
- When responding to questions using a map candidates should use geographical language such as *north/east/south/west of*. Words such as '*left of/above/upper/lower*' cannot be credited. Candidates should also take care with prepositions, '*the location is east of...*' should be used rather than '*the location is east to...*'
- Identify the focus of a question. For example, in **Question 4(c)(ii)** '*Explain one reason why dry ports and one reason why international seaports have been developed in Pakistan*' means explain their purpose and the advantages they bring to Pakistan. Responses should not explain what a dry port or seaport is or describe where they are located.
- Use evidence that is shown in a figure, for example, in **Question 2(b)(i)**, '*Using Fig. 2.2 only, describe three characteristics of the landscape shown*', means that the characteristics described in the response should only refer to evidence from the photograph (Fig. 2.2) and only refer to the landscape. Responses should not include points from knowledge such as describing desert climate or the problems of living in desert areas.
- Read the context of questions carefully. For example, in **Question 3(b)(ii)** some candidates gave details about shaft or adit mining rather than open cast coal mining.
- Write as precisely as possible, avoiding vague remarks. For example, in **Question 1(a)(iv)** '*the land is not flat*', '*it lacks infrastructure*' or '*it is risky*' are all too vague. '*The land is too steep to transport machinery*', '*areas have no electricity supply*' or '*there is a risk of landslides*' are more precise descriptions.
- Write developed ideas wherever '*you should develop your answer*' is stated in the question. Take a simple idea and extend it by mentioning why something happens or mention the likely consequences of something. Building a point by providing more detail about it will allow access to the development marks.
- In the **part (d)** questions, include both points of view or both sides of a debate. Giving several developed points but for only one side of the argument limits the number of marks credited as a balanced answer is required for Level 3.
- Conclude **part (d)** responses by indicating which view they agree with most with or give an evaluative statement assessing the sides of the debate. This can often be expressed as a personal opinion. For example, in **Question 5(d)**, '*I think improving access to telecommunications is best as it brings more immediate benefits, such as people getting jobs online. Although education would bring a wider range of benefits in the long term*'.

General comments

Question 1 and **2** were the most popularly answered questions. Some excellent responses were seen for all questions.

Candidates were able to show sound subject knowledge and detailed understanding of contemporary issues in Pakistan throughout the paper. Candidates' knowledge of mining, climate and afforestation were particularly strong. Candidates' knowledge could be improved on the topics of power generation and

employment. Overall, most candidates showed an understanding of different contemporary issues and suggested both obstacles to sustainable development and potential opportunities for the future in Pakistan.

In responses to the **part (d)** questions, many candidates were able to provide a developed point for one side of the debate. The strongest responses to **part (d)** questions were succinct and precise, providing facts and developing them. Responses that listed multiple simple sentences were limited to Level 1; candidates should therefore focus on how to develop a simple point into a developed point. To achieve Level 3 in **part (d)**, responses must include a developed point on both sides of the debate or from both viewpoints.

In **part (d)** responses, named examples were frequently included. Many candidates were able to provide relevant details about their example which supported their response. Some good, well-constructed evaluative statements were also seen. Including a developed point for the alternative point of view would have elevated many responses from Level 2 to Level 3.

Comments on specific questions

Question 1

- (a) (i) Most responses correctly identified the country as Afghanistan. However, fewer candidates identified the city as Hyderabad.
- (ii) Some candidates were able to accurately use the scale to measure the length of the Sulaiman Range. Many responses were seen with incorrect distances such as 3.4 km or 33 m.
- (iii) This question was generally well answered by candidates with most describing the location accurately. Many responses included accurate use of both distances from a fixed point (usually a city on the map) and accurate references to latitude and longitude. However, some responses used knowledge rather than only the map evidence as required by the question.
- (iv) Most candidates were able to confidently suggest difficulties of mining in mountainous areas. The rugged landscape and problems of access for machinery were the most common responses, but landslides and the harsh climate were also included in many responses. A minority of responses used vague or negative statements such as '*the land is not flat*' or '*it is dangerous*'. More precise descriptions of difficulty such as '*extreme temperatures make work difficult*' were required.
- (b) (i) This question was correctly answered by the majority of candidates, although a few stated 41,000.
- (ii) Sound subject knowledge of the benefits of mineral extraction were demonstrated in responses to this question by most candidates. Many scored full marks, citing benefits linked to exports or import reduction, employment creation, uses in domestic industry or power generation as benefits to Pakistan. Some weaker responses gave multiple similar points rather than two different benefits.
- (c) (i) Most candidates demonstrated good knowledge of the conditions for different forest types and linked each forest type with the correct altitude. The altitude for alpine forest was most the frequent correct answer.
- (ii) The majority of candidates identified human activities reducing the extent of forests in Pakistan, such as '*cutting down trees for firewood*' or '*clearing land for building houses*'.
- (iii) Afforestation was generally well understood, though many candidates responded by stating what happens when trees are cut down before then discussing reasons for afforestation. A wide variety of reasons were included in responses, with stronger responses also including developed ideas. Examples of developed ideas given include afforestation to control flooding, either as a barrier in coastal areas or by roots taking up excess water, or afforestation to reduce soil erosion, by the roots binding the soil. Future uses of forest products were mentioned by many, as was the importance of forest areas for tourism and for wildlife and the need for a sustainable fuelwood supply. Weaker responses included many different simple reasons for planting more trees, limited to two marks without the development of these ideas.
- (d) Some good responses were seen to this **part (d)** question and most candidates scored Level 2, three or four marks. Fewer responses reached Level 3 as they focused on either opportunities or challenges rather than evaluating both. Weaker responses simply described benefits of mineral

extraction or problems with it. Candidates should remember that sustainability can be social, economic or environmental. Mineral extraction could be developed to enhance all these types of sustainability, although there are significant challenges.

Stronger responses focused on economic sustainability to argue there are both benefits and challenges with developing mineral extraction. The economic value of minerals in terms of export and foreign exchange, or employment creation were frequently discussed. However, care for the environment during and after mining was mentioned, as were safety measures and better working conditions for miners. Evaluation usually concluded that the challenges were greater than the opportunities. However, some candidates were able to give reasons why mineral extraction could lead to greater sustainability in Pakistan; this evaluation was credited even if the majority of the response indicated an obverse conclusion. Named examples tended to be regions of Pakistan, the Pakistan Mineral Development Corporation, named mining projects or named minerals.

Question 2

- (a) (i) When interpreting the climate graph, many candidates could identify the highest rainfall, 52 mm. However, many candidates also responded with 60 mm, reading the temperature line graph instead of the rainfall bars. Very few responses gave the correct temperature range, most commonly responding '19 – 60° C', instead of the correct answer 10.5° C (11° C was also credited).
- (ii) Many candidates scored two marks for this question. The most common misconceptions were to name months or a range of months, or to write '*monsoon*' as the season name.
- (iii) Most candidates selected the correct regions of Pakistan for each set of climatic conditions.
- (b) (i) This question was generally well answered. Most candidates focused on features of the landscape, such as sand dunes, dry land or the undulating shape. However, many wrote that there was '*no vegetation*' which did not gain credit as responses should focus on what is in the photograph, rather than what is 'missing'. A small minority of responses gave features of the climate, or mentioned the blue sky rather than the landscape, which was also not credited.
- (ii) Responses to this question were mixed. Responses required both a time-period and a lack of precipitation or rainfall. Whilst many responses accurately defined drought and scored both marks, many mentioned '*lack of water*' which was not credited, or included misconceptions such as '*an area of dry, cracked land*' or '*famine*'.
- (iii) This question was generally well answered. Most responses scored two marks for the inverse relationship of higher altitude/latitude and lower temperature. However, few responses were developed beyond these points. Stronger responses exemplified altitude's impact using the '*1,000 feet/-6.5° C*' rule. Other development points could have described the lower air density at high altitude or the ability of air to absorb more heat from the earth surface at a lower altitude. Most candidates scored two marks in the latitude section, demonstrating knowledge that the angle of the sun is higher at lower latitudes.
- (c) Candidates effectively explained the impact of rainstorms on agriculture, with many recognising potential benefits of heavy rainfall as well as the problems it causes. Stronger responses developed their ideas by explaining, for example, that flooding impacts farmers as the water brings nutrients and makes the soil more fertile for future harvest or that it impacts farmers as salinity can develop when the flood recedes leading to infertile soil in the future. Weaker responses listed multiple impacts without sufficient development.
- (d) There was a lot of varied content included in responses for this **part (d)** question with some excellent responses seen. Candidates were able to draw upon a wide range of knowledge and understanding of the northern areas of Pakistan and described many different benefits and challenges faced by people living in these regions. Weaker responses listed the benefits and challenges related to a cold climate but did not develop these initial ideas. Most responses addressed both sides of the argument, and many were able to access Level 2.

Developed points were frequently seen on the benefits of low temperatures for tourism and the many ways in which it could lead to higher income for local people, either by providing jobs or the potential custom for cottage industries. Another idea which was often developed was frozen water in glaciers, melting in summer and providing ample water for either crops or HEP, or alternatively

leading to destructive floods. Developed points on the challenges of the cold climate were less frequently seen, whilst '*snow blocking roads*' was often mentioned, this was rarely formed into a developed point by linking blocked roads to a negative effect on trade for the region or peoples' inability to access essential services. Examples were well used with responses including either named places (other than Swat Valley), named crops grown in cold climates, outputs of cottage industries or named jobs related to tourism. Evaluations favouring challenges and those favouring benefits were seen equally.

Question 3

- (a) (i) This question was answered correctly by the majority of candidates. Most correctly stated that there were six power stations in Sindh although, a very small minority stated that there were either four or five.
- (ii) This question was generally well answered and a large proportion of responses began with a comment on general distribution. Many suggested the distribution is uneven or that the power stations are widespread. The fact that most of the thermal power stations are in Sindh and Punjab was often stated, with many also identifying that they are near the River Indus, and/or Karachi. The one power station near Quetta was also referred to frequently. Weaker responses listed the number of power stations in each province or divided the provinces into different parts and gave detailed locations for each station, which did not answer the question.
- (b) (i) This question was generally well answered and the majority of candidates scored full marks. The most common error was labelling the cooling tower and boiler the wrong way round.
- (ii) This question about open cast mining was not well answered. Many candidates scored one mark for a general point about the transportation of coal away from the mine. Stronger responses usually referred to two of the following three points; the use of explosives, the fact that machinery is used to dig out the coal, and that the coal is transported from the site in trucks or trolleys. Weaker responses relied on basic knowledge of shaft and adit mining, with reference to shafts being quite common. Overall, there was little reference to the removal of the overburden, with many suggesting the coal outcropped on the surface.
- (iii) The question elicited a variety of answers. Common responses were load shedding, electricity theft and the loss of electricity from long transmission lines. Factors such as demand or the presence of a large population or nearby location of industry were also mentioned. Weaker responses tended to focus on similar factors, such as lack of power stations, lack of pylons and lack of power lines, for example. Lack of fossil fuels was also often referred to too vaguely as '*lack of resources*' or '*raw materials*'. Where a number of factors are required by the question, responses should focus on factors which differ from each other, for example, '*rugged terrain*', '*supply of coal*' and '*available workers*'.
- (iv) Responses to this question were mixed. Many responses included an initial statement but then did not develop it further. The scarcity of non-renewable resources or the fact they were running out was mentioned most frequently. Stronger responses developed this point by then referring to the rising demand or that demand is higher than supply.
- (c) (i) Almost all responses defined renewable energy accurately. Weaker responses repeated the word '*renew*' in their response. Copied terms from the question are not credited.
- (ii) Geothermal energy appeared to be a renewable energy type that is less well known and some responses to this question focused on solar panels or wind turbines. Whilst many responses demonstrated knowledge of water being turned to steam then used to drive the turbines or generator to create electricity, fewer responses described underground heat as the result of drilling down, or that water is pumped underground. Many responses stated that the source of the hot water was a volcano.
- (d) The majority of candidates who answered this question used solar power and HEP to guide their discussion, however other types of small and large-scale power could have equally been used.

Simple ideas were more commonly seen than developed points, especially so for small scale schemes. Solar power was thought to be a useful electricity source as it is affordable, especially in remote areas as panels do not have to be connected to the grid. These schemes could be used to

power machinery, for example, as tube wells in agricultural areas to improve irrigation or yields. Some responses also suggested that it would help power the internet, allowing people to carry out online business. Arguments against small scale power generation usually stated that it would not do enough to alleviate the demand for power or reduce the need for load shedding. Negative arguments also pointed out that solar power cannot be relied upon for a constant supply of electricity, especially where there is frequent cloud cover or at night.

Arguments for and against hydel dams were often better developed. The majority of responses mentioned that large scale dam projects had the ability to power Pakistan's industries and put an end to load shedding. It was suggested that the import of fossil fuels could be reduced and a small number of responses suggested power could be exported to other regions of Pakistan. Many candidates also referred to suitable valleys and rivers and that water that was available from snowmelt which would easily fill the reservoirs. Arguments against large scale projects were equally strong. The most common was the vast cost of the projects. Examples seen most frequently were named existing or planned dams or named rivers and regions. Evaluations were equally split on whether small-scale or large scale was the best option.

Question 4

- (a) (i) Gwadar seaport was almost always identified correctly, though Port Muhammad Bin Qasim was often identified incorrectly with Karachi/Kemani being the most common incorrect answer.
- (ii) When using the map to determine a compass direction, most correctly stated south-west (SW). Some incorrect responses gave distances.
- (iii) This question was generally not well answered. Weaker responses listed the different number of airports and/or dry ports in each province or described individual locations of dry ports and airports in each province. A minority of responses compared the distributions, as required by the question, with the point that there are more airports than dry ports overall the most common mark awarded. There was also some confusion between province and city names, in particular Quetta and Peshawar.
- (iv) This question elicited a variety of responses. Common factors identified were flat land, funding and electricity supply. Demand or the presence of a large population of customers or workers were other factors mentioned. Weaker responses focused on similar factors, such as flat land, large land and cheap land, for example. When asked to give a number of factors, candidates should suggest factors which differ from each other.
- (b) (i) A majority of candidates accurately plotted the two points from the table.
- (ii) Most responses were credited with one mark for this question. The most common error was to state that some areas in eastern Pakistan have few railway lines.
- (iii) This question was generally not well answered. Stronger responses often identified that roads '*provide a door-to-door service*' as the advantage and that '*there is congestion or traffic*' as the disadvantage. Weaker responses included vague statements which would apply to all modes of transport such as '*it is cheaper*', '*slow*' or '*lots of accidents*'.
- (c) (i) Some responses correctly defined a 'dry port' but many responses did not identify the key feature, that a dry port is an 'inland port'.
- (ii) Stronger responses to this question included developed points, such as developing dry ports to reduce the pressure on seaports by completing customs processes and paperwork to save time, or by linking the existence of the warm Arabian sea coast to the development of seaports, enabling land locked countries to trade via Pakistan or enabling year-round trade. Candidates' understanding of the reasons a seaport is developed was generally better than reasons for dry ports. Weaker responses did not develop the points made or repeated points such as encouraging trade/imports or exports as reasons for both types of port, limiting the marks they could gain.
- (d) Many candidates achieved Level 2 marks for this question. Although all responses made simple points and many developed at least one of these points, many responses also listed multiple simple ideas. Candidates should remember that sustainability can be social, economic or environmental. Airport development could potentially support or hinder all of these.

The most common developed points arguing for new airports were about increasing trade, or development of tourism leading to other associated developments like road building or electricity provision in all regions. Economic sustainability was mentioned most often, such as the increased export of raw goods to increase foreign currency and improve the balance of trade. Alternative arguments often referred to location factors, such as that airports require flat land which may mean relocating populations. Many stated that Pakistan had enough airports and therefore the money could be better spent on other named areas of development. Evaluation was equally split between overall positive and negative opinions on the potential for airports to generate sustainable development. There were almost always examples in responses, such as existing airports and named cities or regions and named goods which might be exported, such as perishable fruits or surgical goods.

Question 5

- (a) (i) The pie charts were not always interpreted accurately. The proportion of people employed in urban areas in 1990 was often correct, but fewer candidates calculated the decrease in rural employment between the two years correctly.
- (ii) This question was correctly answered by the majority of candidates.
- (iii) Candidates demonstrated good knowledge of the reasons for the number of workers in agriculture to be changing and a wide variety of reasons were given. The most common responses seen were '*due to mechanisation*' and '*rural-to-urban migration*' or for '*jobs with better pay*'. Most responses focused on numbers of workers employed in agriculture declining, though reasons for an increase in workers were also credited, such as population growth leading to more demand for food crops and cash crop farms expanding.
- (b) (i) Most responses described the lowest unemployment in Sindh and/or along the River Indus. However, fewer responses discussed the highest unemployment in Punjab, stating the highest unemployment was '*in Multan*' which was not credited. Those responses that took a '*highest/lowest*' approach were most successful, along with those who were able to accurately quote the figures used in the map key. A small minority of responses described the key instead of the map.
- (ii) Candidates were able to suggest a range of impacts. The most common responses included increased crime, poverty and inability to pay for education. A minority of responses focused on the economy, rather than people, and hence gave impacts which did not answer the question set, such as '*GDP decreases*'. In general, candidates should avoid the use of vague terms and phrases such as '*cannot afford facilities*' or '*people lack resources*' as these are not credited.
- (iii) Many candidates successfully suggested simple ways that unemployment or informal employment affect GDP and a number were able to develop at least one of their ideas. A good range of responses were seen with the most common being that informal employment is not registered with the government so taxes would not be paid. Sometimes candidates repeated points about taxes in both sections, which limited their mark. Strong responses developed their ideas with points such as with high unemployment, the production of goods would be lower reducing potential exports, or that people with lower income buy fewer goods, lowering profits for companies.
- (c) Candidates demonstrated a good understanding of the ways that authorities could encourage industrial growth in Pakistan. Many responses mentioned EPZs or industrial zones, and many also stated that training or education could lead to growth and that improvements to power supply or roads would help industries enormously. Response frequently referred to various types of incentive which could assist new industries such as loans and tax holidays for example. Weaker responses focused on listing different types of incentive, rather than focus on the number of different ways authorities can encourage growth of industries.
- (d) Overall, responses to this question were good. As with all **part (d)** questions including two views to evaluate, either view (telecommunications or education) could have been argued as the better option. Many candidates scored Level 2 for this question, providing a developed argument about education but a simple idea about telecommunications. Some responses demonstrated misconceptions that telecommunications referred to road or rail networks, or to a form of entertainment. However, some responses gave excellent detail about how growth of

telecommunications could lead to online work, such as wider trade via websites, or via online promotion to reach a wider market.

In terms of education, the most frequently made developed point linked education to literacy and the likelihood of getting a well-paid job to contribute to the economy. However, a variety of other responses were seen, such as improving education for women to add more people to the skilled labour force, or to reduce birth rates and achieve further economic development via more stable population growth. Responses also referenced accessing higher education, potentially attaining jobs abroad and more people sending remittances home to Pakistan or returning to set up their own business.

More candidates evaluated in favour of education and most of those that evaluated in favour of telecommunications also explained potential challenges with extending education across the entire population. Examples seen were often online companies, telecommunication-based jobs such as freelancing, or NGOs that provide education projects.