

# 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 ensure answers are focused and relevant.
- Candidates should avoid lengthy narratives and focus on explanation, analysis and evaluation.

## General comments

Most candidates were able to answer the required three questions with few rubric errors. The majority of candidates used their time well. They produced answers that were relevant, focussed, and addressed the questions as set. There were a number of candidates who left parts of their answers to questions without comment, just leaving a space. This seemed to be a more frequent occurrence than previously.

## Comments on specific questions

The most popular questions answered were **2** and **3**, with **1** being compulsory for all candidates.

### **Question 1**

In part **(a)**, most responses gained three marks by referring to the source. In this question, candidates need to refer to the source and not describe the topic being examined to gain credit.

In part **(b)**, most candidates understood the point of the narrow entrance and that it would have been difficult to escape from the British troops, scoring four marks. Weaker responses wrote about the topic without using the source, or found difficulty with the source and wrote points about seeing blood and bullet holes on the alleyway as well as Indians trying to escape. These statements could not be given credit as they could not be seen from the source and therefore, candidates are advised to refer carefully to the source in order to score marks.

Answers to part **(c)** on the reasons why India was not granted self-rule by Britain in 1919 were mixed. Many candidates found this question challenging. Many responses explained the communal violence and a few referred to India's financial value, but did not appreciate the date of 1919. They concentrated on the need for manpower in the First World War, which was not required, rather than the wider economic and political issues that were relevant. A number of responses did address the question with clarity and appropriate knowledge that was relevant to the question.

Part **(d)** required candidates to make an evaluation of the contribution to the Pakistan Movement of the Morley-Minto reforms, the reversal of the partition of Bengal and the Lucknow Pact. Some responses struggled to relate the reversal of partition to the Pakistan Movement, instead describing its implementation and reversal. Most responses answered the question with relevant details in at least two of the sub-sections, so level 4 marks were common.

## Question 2

This was a very popular question and generally well-answered. **Question 2(a)** saw a large number of responses scoring three or four marks. Most answers were able to identify Lakshmibai as Rhani of Jhansi and demonstrated good knowledge of this individual.

In part **(b)**, the question focussed on the reasons why Syed Ahmad Bareilvi called for Jihad to overthrow Sikh rule. Many answers were accurate and relevant, scoring up to maximum marks. Most knew about his role and what he did to improve the situation for the Muslim community by liberating them from the Sikhs.

Part **(c)** asked candidates to explain the reasons for the decline of the Mughal Empire with an emphasis on British expansion. This was a very well-known topic, but responses that gave wholly descriptive accounts were unable to progress beyond level 2. Candidates needed to relate their explanations to the decline of the Empire in order to reach the higher levels.

## Question 3

In part **(a)** there was limited knowledge of the Communal Award. Many answers were about issues such as the Radcliffe Award which could not gain credit. As a result, most responses were limited to two marks maximum.

In part **(b)**, the question required an explanation on how the British reacted to Hindu-led protests about the Partition of Bengal, which proved challenging for candidates. Many responses focussed on Partition describing the events that happened during this time, which were not relevant to the question. Other answers examined the violent protests at the time and their cause without referring to the British response. Those who did focus on the British stated that they made arrests without further elaboration.

Part **(c)** on the reasons why the Muslim community disliked Congress rule was generally well answered. Most responses knew about the problems for Muslims under Congress rule and were able to explain these. Some answers overlooked explaining the reasons for the key part of the question, namely the Wardha Scheme; such responses were limited to level 3.

## Question 4

This was a question that was answered by many candidates. Part **(a)** saw most responses gain at least three marks for a sound description of the Refugee Crisis of 1947.

In part **(b)**, the question required candidates to explain why educational reform became such an important issue between 1947 and 1999. This question brought a mixed response; some identified the low literacy rate, the need for an educated workforce and the prioritisation of defence over education which, if well explained, reached level 3. Weaker responses identified these reasons, but did not offer further support.

Responses to part **(c)**, which considered the extent to which Zulfikar Ali Bhutto's named domestic reforms met with success, were generally well-answered. The best assessments were of health and educational reforms, but a good number of responses also achieved level 4 by commenting on the longevity of the constitution. Weaker responses to this question provided a narrative, or identified what Bhutto did or did not do without elaboration, explanation or evaluation and were limited to a mark within level 2.

## Question 5

Part **(a)** on the Eighth Amendment was well-answered with three marks being achieved by many candidates.

In Part **(b)**, many candidates explained in some depth the reasons why Urdu was chosen as the national language in 1947. Most responses contained three explained reasons and so scored maximum marks.

Part **(c)** required candidates to examine the relative success of Pakistan's relationship with China between 1947 and 1999. Most responses showed a good knowledge of the relationship between China and Pakistan most placing greater emphasis on the successes rather than the setbacks in their explanations. Weaker responses, tended to describe in chronological order all they knew about the relationship between the two countries rather than attempt to explain the degree of success. Candidates that provide a straightforward narrative of the relationship achieve level 2, but those who address the degree of success progress to a mark within level 4.

# PAKISTAN STUDIES

---

<p><b>Paper 2059/02</b> <b>Environment of Pakistan</b></p>
--

## Key messages

For candidates to perform well on this paper they needed to be able to:

- Ensure that the examination rubric is followed correctly, answering 3 of the 5 questions only.
- Answer all parts of the chosen questions as questions requiring the completion of a map or graph are 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, the difference between ‘describe’ and ‘explain’.
- Identify the correct focus specified in the question stem – e.g. environmental factors, problems or variations.
- Learn the meanings of key words in order to be able to define and accurately use terminology, e.g. ‘hydel power’, ‘renewable/non-renewable’, ‘trade deficit’, ‘population structure’, ‘natural population increase’, ‘birth rate’. When defining words or phrases, candidates should not simply repeat a word or words as part of their definition.
- 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.
- Describe a pattern or trend from a map or graph.
- Complete a map using information provided.
- Add information to diagrams or graphs.
- 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, technology, facilities/services, extreme, moderate, disease’, 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 that responses include an evaluative comment stating which view they agree with more.
- Approach questions which ask for comparison by writing comparative statements not 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 from the stem or actual question.
- 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.
- Only use an additional answer booklet if all 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, less successful candidates found it difficult to interpret tasks and write effective responses to some or all questions.

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 they were weaker responses. Some stronger candidates crossed out several lengthy answers, wasting time which 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. Many candidates also shorten some words by using abbreviations e.g. 'Pak, b/w, BBCs, bus and mvt', which hinders understanding and 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).

**Questions 1 and 4** were the most popular and **Question 2** was the least popular choice. There were many good attempts at all the part **(d)** questions, the final part of each question, particularly 'how to prevent food shortages, whether nuclear energy is a sustainable energy source for the future and where it is best to invest in the internet infrastructure'. 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 contain generic developments of ideas with little or no evaluation or examples to support them, or were characterised by the use of simple statements. In some cases, the detail provided was irrelevant to the question being asked, or included long and unnecessary introductions, some of which occupied almost all the answer space or a copy 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 national for the country (**Question 1, 2, 3 and 5**) or on a local scale as in (**Question 4**). Some candidates needed to carefully consider their response as they limited their mark by inappropriate choices, for example by choosing 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 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)** This question was generally well answered and most candidates were able to identify the correct crop types. A few responses put sugar cane and wheat the wrong way around.
- (ii)** As with the previous question, this was generally very well answered and if candidates had correctly identified the crops from the photographs, they were then able to provide a use for the crop. A small percentage of answers gave the same response for both crops which would not gain double credit. Hence, candidates should be advised to avoid the repetition of answers for different parts of a question. For example, responses gave 'rice and wheat' as the crops and then provided the same use as 'for food', but this will only gain one mark as no double credit is allowed for the same response. Therefore, a better response would be 'for food' in rice and then 'for making bread' for wheat.

- (b) (i)** The majority of responses gained just two marks here as they struggled to develop their answer, making only simple points with no “so... / because...”. On the whole, responses were quite vague about the natural growing conditions, providing comments such as “not too hot” or “needs lots of water”. Also, many used points relevant to **(b)(ii)** such as “cannot tolerate frost”, “no rainfall at harvest” or “problem of leaf curl virus”. This is an example of where candidates would benefit from reading through all the questions prior to answering them.
- (ii)** This question was very well answered. Three and four marks were common. Candidates generally knew about leaf curl virus and that the crop is sensitive to frost and many also stated rain at harvest and why it was harmful. Pest/insect attack, floods, drought, waterlogging and salinity were also common points. Many responses developed their answer here, rather than in the previous question, which was not required.
- (c) (i)** This question was generally well done. However, some answers shaded provinces but did not name them and vice versa. A few only shaded FATA for example. Some only did partial shading of provinces which did not gain the mark. In order to gain the full three marks available, candidates needed to fully shade two correct provinces and name them. A small minority also named provinces next to the province, but did not draw an arrow indicating where the province is, so did not gain the mark. For example, Punjab was named in the location of India with no arrow or line showing where Punjab is, and the area was not shaded either. Candidates need to be accurate with labelling and shading maps.
- (ii)** This question was generally not very well answered. Many gained no marks due to vague statements such as “the climate/conditions are suitable”. Where marks were awarded it was often for “fertile soil” or “flat land” and occasionally, points referring to “irrigation” or “water from the Indus” were seen. “Market” or “demand” was rarely mentioned.
- (d)** This question was a good differentiator with a wide spread of marks seen. It was less common to see five and six marks. Some responses repeated the question and what was in the speech bubbles without adding much substance to it, and gained no marks at all.

Simple responses achieving Level 1 usually made points such as “the food production should be increased for the domestic market”, “we should grow more crops”, “Pakistan is an agriculture based country so easy to grow more crops”, “Pakistan has large amounts of cultivable land, increasing food production will provide employment”, “Pakistan has less cultivable land” and so on, which could only gain one or two marks.

Developed points on view A mainly centred around ways in which food production could be increased, e.g. “Pakistan has plenty of suitable agricultural land, doabs etc. and which are irrigated, food production can be increased through mechanisation, HYVs, increasing fertility of soil through fertilizers, reclamation of land from waterlogging and salinity” etc. Many went on to mention the role of the government, e.g. in providing loans to help with this, land reform and details of educating farmers on modern farming techniques.

Developed points on view B centred on the cost of imported food and the effect on balance of trade, leading to increased loans and reliance on other countries, the downfall or burden on the economy. Not many other ideas or themes from the mark scheme were developed.

Examples commonly given included “Punjab being a fertile area due to the River Indus”, names of crops and “SCARP” in relation to reclamation of land.

It was common to see candidates only develop one point of view which prevented them from gaining higher marks.

## Question 2

- (a) (i)** This question was generally well answered
- (ii)** This question was a good differentiator with a spread of marks seen. Many answers gained at least one development mark. The most common responses seen were regarding “too little rainfall” and therefore “less water to be able to generate electricity idea”, “low temperatures freeze the water or water stored as snow or ice” and conversely “high temperatures lead to higher rates of

evaporation". Incorrect answers often referred to floods and siltation, with the idea of high-water pressure damaging the turbines or siltation blocking the turbines which was irrelevant.

- (b) (i)** Most responses gained the full two marks and used figures. Where candidates lost marks, it was usually because the figures were not accurate enough or because they had not used a comparative phrase such as "higher / lower / more / less" in order to compare. A minority of candidates wrongly referred to renewable energy.
- (ii)** Mixed responses were seen here with most gaining at least one mark and two to three marks being quite common. Many scored marks for "the lack of funds / cannot afford to develop renewables" and "the lack of machinery and / or lack of skills". Occasionally, responses referred to the reliance on other countries and using up coal reserves first.
- (iii)** Many responses did not answer this question fully and merely repeated what it was asking, e.g. "solar power can provide electricity to rural areas". Many answers referred to the amount of sun in rural areas being high, which did not gain credit, and some added to this "therefore a limitless supply", gaining one mark. The most common ideas seen were "did not need to be connected to the national grid" and "every house can have its own solar panel".
- (c) (i)** The majority of responses gained one mark for the overall sketch of the wind turbine. However, very few candidates scored the full three marks. Many repeated the word "turbine" for the blades and many thought that the generator was located separately on the ground. Pole, gear box and cables were rarely used or referred to.
- (ii)** Candidates responded well to this question. They knew the advantages and disadvantages of wind power with most scoring three or four marks. In general, the disadvantages were better answered than the advantages with a mark being lost on advantages compared to disadvantages.
- (d)** A wide spread of marks was seen on this question and it differentiated well amongst candidates.

Weaker responses did not get beyond simple statements regarding nuclear energy helping with load-shedding and electricity supply, that it generates much more energy, that the chance of accidents is small and that it helps with industrialisation or less environmental pollution. All of these are good and valid simple points, but with no development.

Developed points were mainly on the theme of a small quantity of uranium being able to generate a large amount of energy. A significant number of responses included the fact that half kg of uranium produces more energy than the same weight of coal (as per mark scheme).

For the less sustainable argument the developed points tended to be around the dangers of accidents, the dangers of cancer, birth defects etc., the problem of disposing of radioactive waste and the length of time waste remains radioactive. Candidates who used these points tended to know the subject well and would use an example (such as Chernobyl or Fukushima), therefore achieving five or six marks.

Where candidates were able to use facts, figures and places, demonstrating good subject knowledge they scored highly on this question.

### Question 3

- (a) (i)** This question was a good differentiator. Approximately half of candidate responses gained the full four marks. Once candidates got the divisions correct, they got the full four marks as they always labelled the sectors correctly. The remaining half made errors such as drawing three bars sideways, partial divisions, almost like a single line bar or half way vertically. Many gained one mark for correctly drawing the first division, but then worked from zero again to put the other lines in, indicating that some candidates do not understand what a divided bar graph is or how to complete it.
- (ii)** Many responses gained two marks out of three on this question. The vast majority correctly identified "fisherman and miner" as primary jobs, but "chef" was often incorrectly identified as tertiary and "train driver" as secondary. Therefore, one of each of secondary and tertiary was incorrect, thus limiting the mark to two. However, many candidates did score all three marks and very rarely did anyone get zero.

- (b) (i)** Many candidates missed this question out. Those who did attempt it often shaded two countries but without naming them. Also, many countries were either inaccurately shaded or named, e.g. China labelled in Canada or UK in Greenland. Many incorrectly chose Iran. Some responses did gain the two marks with the most commonly seen answers being: USA, China, UAE, Saudi Arabia, India and Japan.
- (ii)** Mixed responses were seen to this question with most scoring two marks, and many were able to gain at least one mark. The most common error was “oil” as candidates needed to be more specific about which type of oil they were referring to as it could have been crude oil or edible oil. Therefore, relative few responses achieved all three available marks. All mark scheme ideas were seen.
- (c) (i)** This question was generally not well answered. Most answers simply stated “imports more than exports” or “when there is a negative balance of trade”. This is an example of where candidates need to learn key terms and definitions accurately.
- (ii)** Responses to this question were variable with about half gaining the full two marks and the remaining getting either the number (-23519) or “increased” incorrect. A significant number of candidates circled the +23519 and circled the increased.
- (iii)** This question was not well answered. There was a lot of repetition of the imports are more than exports idea, expressed too simply for any credit. Marks were picked up for the trade barriers idea, which was often developed with child labour. Answers on the theme of competition and lack of quality of goods / standardisation also gained credit. Hence, some full mark responses were seen but all too often many were limited to just two marks due to a lack of development.
- (d)** Generally, this question was not particularly well answered. Little development was seen and there appeared to be an overall lack of understanding of the issue.

Simple points made were quite weak such as “Pakistan’s own resources need to be exploited”, “quality of exports needs to be improved”, “small scale industry should be developed”, “cannot reduce imports as these fulfil basic needs/oil is needed in large amount”, etc. Hence, the simple statements tended to be a list of what Pakistan should do or needs to do without being based on anything concrete to show how this could be achieved in order to correct the balance of payments.

Developed ideas were usually based around the idea of developing EPZs to attract foreign investors. Development of view B was rarely seen except for ideas based around improving employment opportunities and producing higher value goods for export.

Many candidates repeated what was in the question and speech bubbles without adding any substance to it and therefore, gained no marks at all.

Responses often identified the need to correct the balance of payments, but had a simple level of understanding, therefore did not provide examples or a balanced view of what is a complex subject.

#### Question 4

- (a) (i)** This question was very well answered with most correctly naming the three provinces.
- (ii)** This question was also well answered. The occasional incorrect response was seen, e.g. Afghanistan instead of Iran.
- (iii)** This was a good differentiator as the full range of marks was seen. Strong responses easily gained the full three marks referring to the “dense network in Punjab, Sindh has second most dense network / moderate and sparse in Balochistan”. However, many found this question difficult gaining just one mark for either “dense in Punjab” or “none in Northern areas”. Some weaker responses listed cities and places of where the railways go from or to, which was not required and did not score any marks.
- (b) (i)** Mixed responses were seen to this question with many vague ideas such as “the network has improved”, “trains have been modernised” or “railway lines have been improved”, which did not

gain any marks. Where the mark was gained, it was most often for “computerised ticketing, air conditioning, dual tracks or electrification”. However, all mark scheme points were seen, and many candidates did gain the mark.

- (ii) Again, this question was a good differentiator and varied responses were seen with the full spread of marks being awarded. Most were able to score at least one mark for the idea of transporting goods. A second mark was often gained for the idea of improving trade or reaching markets / dry ports / industrial areas etc. Many responses commented about the railways being “faster” and “cheaper”, but did not say of what such as “faster than road” or “cheaper than air”.
- (c) (i) Candidates generally responded well to this question and were able to gain both marks. The most common responses focused on why the internet is not used such as “illiteracy, lack of connection and inability to afford it”. The most common errors seen were “people being unaware” and “too busy with farms or farmers don’t need to use the internet”. A smaller proportion of responses gave reasons why the internet would be used in the rural areas and were able to gain a mark for this too.
- (ii) Overall, responses to this question were strong and some good examples of developed ideas were seen. Candidates have a good understanding of the importance of internet access in education. The mark scheme points were interchangeable, so without double credit candidates were able to gain marks for development based on a wide range of ideas/starting points such as “distance learning is possible (1 mark) and this is of particular benefit for women as they can get education at home on the internet (dev)”. The full range of mark scheme ideas was seen.
- (d) This question was a good differentiator with the full range of marks being awarded. Ideas ranged from simple statements giving reasons why people use internet in cities, such as “used in offices, internet in cities needs to be consistent to help people to work, children need it for school work, waste of money to invest in cities as internet is already there”, and for view B, simple ideas such as “people are illiterate in rural areas and do not need the internet, it would be a waste of money to invest in rural areas” etc.

Stronger responses developed their ideas more fully with ideas such as “businesses / industries / entrepreneurs / larger population in cities and thus their needs are more important / vital to be met for the development of the country”, whilst also arguing that rural areas also need contact with the outside world, as well as need the internet to improve education and skills, which are poor in rural areas. These answers often recognised that this allows rural areas to develop and reduces rural-urban migration, and, furthermore, aids the development of small-scale industries so they become more efficient reduces rural to urban migration. Named examples of businesses or industries were provided as well as an evaluative statement to say which view candidates agreed with, which gained them full marks.

### Question 5

- (a) (i) A small minority of candidates missed this question out but overall, this was generally well answered with accurate completion of the bar.
- (ii) Varied responses were seen to this question with some candidates not understanding what is meant by population structure. Most commonly, responses gained a mark for “there are less older dependents”. For the second mark, many were able to identify that “there is a decrease through the age groups”. Common errors were made, notably that there are more young dependents, and many just picked one age band or provided comments about more female/male for specific age bands. All mark scheme ideas were seen.
- (b) (i) This question was less well answered. Common mistakes included “the natural increase in a country” or “the increase in the rate of birth”, “the number of births” and “in a particular time period” was a popular addition. Many gained one mark for either “the number of births in a year” or “per thousand”. Occasionally, candidates gave both and gained the two marks available. This is another example of where key terms and definitions need to be learnt accurately.
- (ii) This question was generally well answered. Most candidates knew the calculation and achieved both marks. A minority gave elaborate workings out which gained no marks.
- (iii) The vast majority correctly identified “too many people” and “rapid population growth”, but also ticked “immigration” rather than “not enough resources” and thus gained two of the marks

available. A few answers ticked lots of different statements and gained only one mark or zero, but only a minority ticked only one statement, quite often “rapid population growth”. This is most probably because the question was not read carefully enough. In a question such as this it is worth pointing out to candidates that even if they are not sure about what the answer is, it is better to try rather than only partially complete it.

- (c) (i)** Candidates regularly gained the full four marks on this question. The ideas of more food, disposable income and particularly being able to afford education / educating their children were the most popular points made, followed by achieving better standards of living. For problems, candidates were confident with the idea that there would be fewer children to work (usually on farms) or less work to bring income in. Many did not make a further point for problems and if they did, it tended to be for the lack of support in old age. A few answers made points regarding overpopulation / benefits or problems for the country, which were irrelevant.
- (ii)** Again, this question was very well answered. The most common mark was three for correctly identifying why the death rates are changing, with the vast majority making points about improved health / medical care / facilities, improved food production, clean drinking water, reduced infant mortality rate etc. Some weaker responses omitted the decrease in death rates, just stating that they are changing, and a few incorrectly stated that they are increasing.
- (d)** The full range of marks was awarded here, making this question a good differentiator.

Many responses were able to achieve up to two marks, mostly for the idea of population stability and usually one other point such as the increased number of older people or increased dependency.

A number of responses went on to develop their ideas usually through the idea of less pressure on economic resources and therefore, more finance can be put into developing industry and infrastructure, which leads to growth in the economy. Also, through the idea of more old people as result of low death the government must provide pensions, more health care, old people's homes etc.

Most answers provided an evaluation, stating clearly that low birth and death rates are positive for Pakistan. Some were able to provide examples by how to reduce birth rates such as Subz-Sitara clinics and named locations where these had been introduced and had been successful.

A small minority of responses did not answer the question and focused on why birth rates drop and / or death rates decrease with no reference to the question being asked.