

Cambridge International Examinations

Cambridge Ordinary Level

| CANDIDATE NAME | | | | | |
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| CENTRE NUMBER | | | CANDIDATE NUMBER | | |

PAKISTAN STUDIES

2059/02

Paper 2 The Environment of Pakistan

May/June 2014

1 hour 30 minutes

Candidates answer on the Question Paper.

READ THESE INSTRUCTIONS FIRST

Write your name, Centre number and candidate number in the spaces provided.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer any three questions.

The Insert contains Fig. 6 for Question 3 and Photographs A and B for Question 5.

The Insert is **not** required by the Examiner.

The number of marks is given in brackets [] at the end of each question or part question.



International Examinations

1 (a) Study Fig. 1, a graph showing wheat production and cultivation.

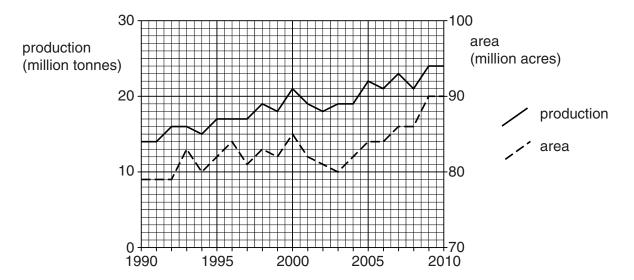


Fig. 1

| (i) | By how much did wheat production increase from 1991 to 2010? |
|-------|---|
| | [1] |
| (ii) | By how much did the area of wheat cultivation increase from 1991 to 2010? |
| (iii) | Compare the production of wheat from 1991 to 2000 with the production from 2001 to 2010. |
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| | |
| | [2] |
| (iv) | To what extent was the amount of wheat produced related to the cultivated area from 1991 to 2010? |
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(b) (i) Circle the months in which most wheat is grown in Pakistan.

| | | | OCTOBER | R – MAY | | JUNE – S | SEPTEME | ER | | [1] |
|-------------------|-------|-------------|---------------|---------------|------------|-------------|-------------|------------|------------|-----|
| | (ii) | Explain \ | why the clima | ate at this t | ime is mo | ost suitabl | e for whea | at farming | J . | |
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| | | | | | | | | | | [3] |
| (c) | Wh | y are wate | erlogging and | d salinity ca | alled 'the | twin mena | aces for fa | rmers'? | | |
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| / ₋ 1\ | | | : | | | | | | | |
| (d) | Des | scribe trie | ways in whic | n damage | | | | | | |
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| (e) | To what extent can better education and training increase farm production? |
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| | [6] |
| | [Total: 25] |

2 (a) Study Fig. 2, a cross section showing an oil trap.

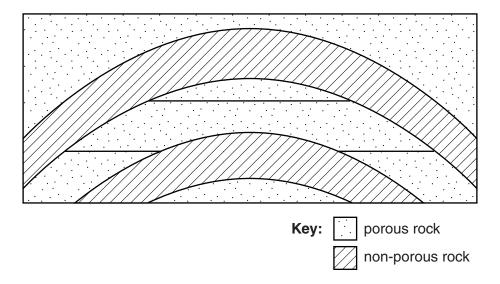


Fig. 2

| (i) L | _abel | on t | the | diagram |
|-------|-------|------|-----|---------|
|-------|-------|------|-----|---------|

- A the layer of rock containing oil.
- B the layer of rock containing gas.

[2]

| | [1] |
|------|---------|

(iii) Why is the feature in Fig. 2 called 'an oil trap'?

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(b) Study Fig. 3 which shows the uses of oil.

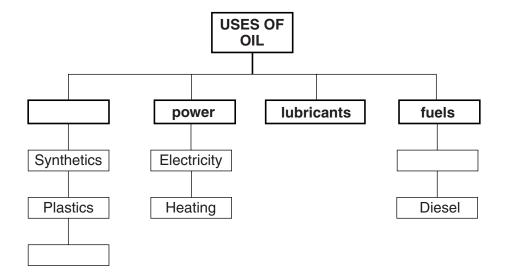


Fig. 3

Choose three of the following terms below to complete Fig. 3.

| by-products | raw materials | pesticide | |
|-------------|---------------|-----------|--|
| petrol | biogas | bagasse | |

[3]

(c) Study Fig. 4, a map showing oil refineries and pipelines in Pakistan.

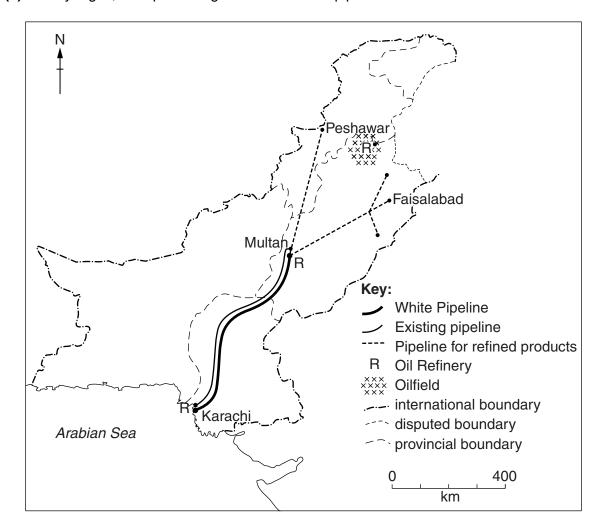


Fig. 4

| (i) | Name and locate the oil refinery marked | d on the oilfield in Fig. 4. | |
|------|---|------------------------------|-----|
| | Name | Location | [2] |
| (ii) | Name one refinery where imported oil i | s processed. | |
| | | | [1] |

| | (iii) | Explain the importance of the White Pipeline, and other pipelines to the development of Pakistan. | | | | | |
|-----|-------|---|--|--|--|--|--|
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| (d) | (i) | Name an area where coal is mined in Pakistan, and state one type of coal found there. | | | | | |
| | | Name[2] | | | | | |
| | (ii) | Give two reasons why most of the coal mined in Pakistan is called 'low quality'. | | | | | |
| | | 1 | | | | | |
| | | 2[2] | | | | | |
| (e) | То ч | what extent can Pakistan rely on fossil fuels to increase fuel and power supplies? | | | | | |
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3 (a) Study the map Fig. 5.

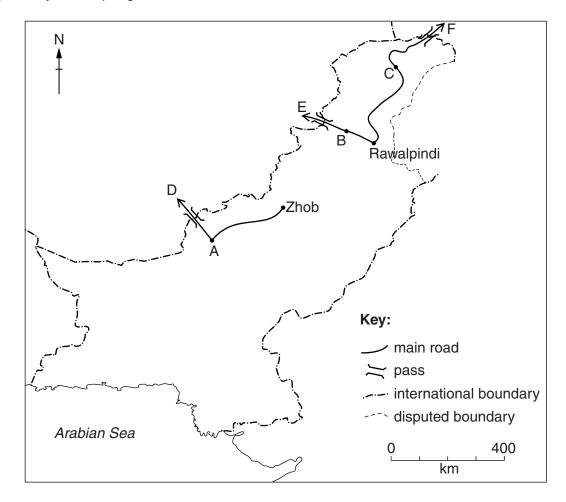


Fig. 5

| (i) | Name the towns A, B and C. |
|-------|---|
| | A B |
| | C[3 |
| (ii) | Name one of the passes D, E and F shown on Fig. 5, and name the country that it links to Pakistan. |
| | Letter Name Country |
| (iii) | Give two reasons why air transport is used to carry lightweight or valuable goods to other countries instead of roads. |
| | 1 |
| | 2 |
| | [2 |

| (D) | Stu | dy Fig. 6 (Insert) an advertisement for cotton fabric. | |
|-----|------|---|-----|
| | (i) | State three ways in which this company can be contacted. | |
| | | 1 | |
| | | 2 | |
| | | 3 | [3] |
| | (ii) | Explain the importance of good communications to a business such as Cotton Fab International. | |
| | | | |
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| | | | |
| (c) | (i) | Name two dry ports in Pakistan. | |
| | | 1 2 | [2] |
| | (ii) | Explain how dry ports have increased trade in Pakistan. | |
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| (d) | To what extent could a better road network increase the development of small scale and craft industries of Pakistan? |
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| | [6] |
| | [Total: 25] |

4 (a) Study Fig. 7, a map of deforestation in Pakistan.

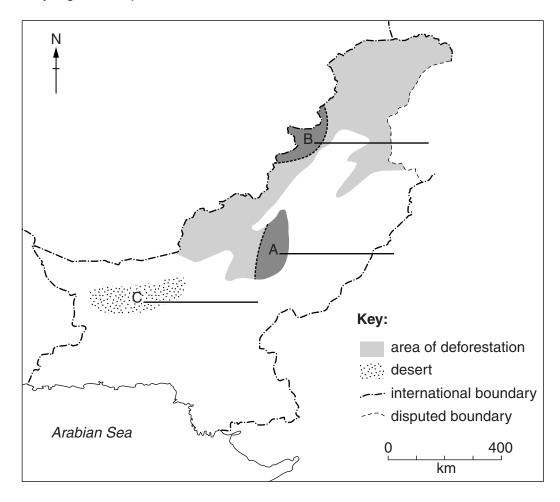


Fig. 7

| (i) (ii) | Name the areas of deforestation A and B. Name the desert C. | [2 [1 |
|-------------|--|----------|
| (iii) | State three reasons why deforestation occurs in one of the areas shown on Fig. 7. | |
| | 1 | |
| | 2 | |
| | | . |

(b) Study the article below from 'Dawn', November 4th, 2011.

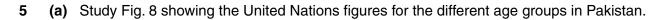
Pakistan has the highest annual deforestation rate in Asia.

The forests only cover 2.5% of the country's land. At the time of independence they covered 33%. If deforestation is not more strictly controlled, the country will not be able to meet its commitment under the UN Development Goal. This goal is to increase its forest cover to 6% by 2015.

| | (i) | By how much has forest cover decreased since independence? | |
|-----|------|---|----|
| | | | [1 |
| | (ii) | By how much should it increase by 2015 to meet its commitment under the Underland Development Goal? | JN |
| | | | [1 |
| (c) | Stat | te and explain three effects of deforestation in mountainous areas. | |
| | Effe | ct | |
| | Ехр | lanation | |
| | | | |
| | Effe | ct | |
| | Ехр | lanation | |
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| | Effe | oct | |
| | | lanation | |
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| (d) | Exp | Explain how forests can become a source of income for the people of rural areas. | | |
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| (e) | (i) | What is meant by the term 'sustainable agriculture'? | | |
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| | | [1] | | |
| | (ii) | To what extent can agriculture be sustainable in Pakistan? | | |
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[Total: 25]



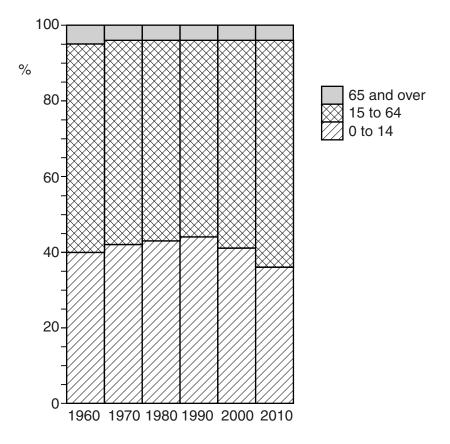


Fig. 8

| (i) | What was the percentage of the age group 0-14 years in 2010? | |
|-------|---|------|
| | | [1] |
| (ii) | Which age group of the population decreased in percentage from 1990 to 2010? | |
| | | [1] |
| (iii) | How has the percentage of working population (aged 15 to 64) changed from 198 2010? | 0 to |
| | | [1] |

| (b) | (i) | What is meant by 'seasonal migration'? |
|-----|------|---|
| | | |
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| | | |
| | | [2] |
| | (ii) | Name and describe an example of seasonal migration. |
| | | Example |
| | | Description |
| | | |
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| | | [4] |

| (c) | Stu | dy Photographs A and B (Insert). |
|-----|------|--|
| | (i) | Give four features of the housing shown in the photographs. |
| | | 1 |
| | | 2 |
| | | 3 |
| | | 4[4] |
| | (ii) | Explain why people live in areas such as those shown in Photographs A and B. |
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| To what extent can living conditions in areas such as those in Photographs A and B be improved? |
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