

# PAKISTAN STUDIES

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Paper 2059/01

History and Culture of Pakistan

## General comments

A similar number of candidates entered as in November 2005, with the standard of work broadly similar to that of last year.

Almost all candidates were able to answer the required three questions although, as in previous years, there were a small number of rubric errors. The vast majority of candidates appeared to use their time well; only a small minority appeared to have to rush their final answer. Most candidates produced answers that were relevant, focused, and an attempt to address the question as set.

That said, a number of problems remain. Many continue to produce largely descriptive answers which do not address the question. As stated in previous reports, Centres need to ensure that all candidates realise that such answers can, at best, only result in about half-marks being awarded. Examination questions are very specific and require an analytical, focused approach to answers - NOT a 'write all you know' method. This was particularly evident in **Questions 3(c), 4(c) and 5(c)**. It is important that Centres ensure that all candidates are adequately prepared for the examination and have sufficient time to hone their skills of writing accurate and relevant answers.

## Comments on Individual Questions

The most popular questions answered this year were 1, 2 and 3.

### **Question 1.**

This was a very popular and well answered question with many candidates who answered it correctly scoring highly, especially in part **(c)**. In part **(a)**, the short answer questions were quite well answered with most candidates gaining 3 or 4 marks. Part **(b)** caused few problems. The question focused on the reasons why Britain was so successful in expanding its control of the sub-continent. Many answered this question well and were able to gain maximum marks. However, there were a few who saw this question as one that required details of why the Mughal Empire declined. Whilst this was partially relevant, it did require candidates to explain the reason given rather than merely describe some of them. Part **(c)** focused on why Shah Wali Ullah and others had such an important influence on the revival of Islam in the sub-continent. Many answers were to the point and relevant, dealing with such issues as the translation of the Holy Quran, Quranic teachings and the need for strong leadership. However, many failed to recognise that this question required them to address the work of others during this time. In consequence, their answers were restricted to a Level 3 mark. It is important that candidates read questions carefully and answer the one that has been set.

### **Question 2.**

This was also a very popular question. Most candidates scored 2 or 3 marks in part **(a)**. In part **(b)**, candidates were required to explain why the Simla Delegation of 1906 was an important turning-point for Muslims. Some only described the demands of the Simla Delegation. However, those candidates who understood the question found little difficulty in gaining a good mark. In part **(c)**, there were similar problems as in **Question 1(c)**. This question focused on the reasons for the failure of the Khilafat Movement. A reason was given – the abolition of the caliphate in 1924 – and the question required candidates to explain why such reasons led to the Movement's failure. Candidates were **NOT** required to **describe** the Movement's progress from 1919. Many described the details of the Movement from beginning to end, missing completely the point of the question which specifically focused on the reasons for failure. On the other hand, some answers were focused, accurate and relevant.

**Question 3.**

This too was a popular question. The part **(a)** short answer questions were slightly better answered and often attracted 3 or 4 marks. Part **(b)** required candidates to explain reasons why the Government of India Act of 1935 was so important. Very few candidates tackled this question with confidence and at best only described the terms of the Act (for which only a Level 2 mark could be awarded). Although this topic has rarely been set in the past, Centres must recognise that all elements of the syllabus will be examined, not just the more popular ones. Part **(c)** on reasons for the hatred of Congress rule in the 1930s was generally well answered. However, some who knew the details of Congress rule only described what happened without offering any reason why it was so hated. Teachers must show their candidates how to be alert to exam's requirements so that they do not offer description when it is explanation that is required - the difference is a Level 2 mark instead of one in Level 3 or Level 4.

**Question 4.**

This was not as popular a question and many candidates had problems with part **(c)** similar to those outlined for **Question 3**. Most candidates scored 2 or 3 marks on the part **(a)** short answer questions. In part **(b)**, candidates had to explain why Pakistan faced a refugee problem. Most answers tended to contain good detail; few only described events such as the violence and massacres that took place at this time. In their responses to part **(c)**, however, most candidates found great difficulty in scoring high marks. Most candidates were able to **describe** events since 1947 but, as with **Question 3(c)**, they did not **explain and make comments on how successful such attempts were**. Again it highlights the need of Centres and their candidates to focus very firmly on developing the skills of explanation.

**Question 5.**

This was the least favoured question. The short answer questions were not well answered with, in most cases, only 1 or 2 marks being achieved. In part **(b)**, there were some good answers to the question asking about reasons for Ayub Khan declaring Martial Law. In part **(c)**, on the relationship between Pakistan and Russia, knowledge was generally good with some answers attempting to explain the successes and failures of this since 1947. However, others tried to make simplistic and/or passing comments on parts of the relationship being successful or unsuccessful. Curiously, some candidates were successful in answering this question but not the equivalent part of the previous question.

# PAKISTAN STUDIES

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Paper 2059/02

Environment of Pakistan

## General comments

The entry was similar to that of November 2005 and generally the standard of performance was pleasing. All questions were answered well by many of the candidates.

The answer booklets used by most centres are very good and make marking easier. Please ensure that the numbers of the questions answered are listed on the front page. The standard of English was also generally good, with clear writing and sentence construction. Candidates should be reminded that their handwriting must be of the highest standard so that the examiner can read it easily. They should also be reminded to number their answers clearly at the start of each answer. A space of at least 4 lines left between each complete question for the examiner to use would be very much appreciated. Thank you.

Examiners frequently notice that the amount of writing is more on the first question than the last, although no more marks are awarded. A short time spent planning the answers to each question would, in the long run focus the candidates mind on what the question is asking. This would avoid many sentences that are irrelevant to the question, including repetition of points already made. Examiners noticed that a few candidates had started questions then crossed them out and answered another. This shows lack of planning, and is a great waste of time. The parts of each question should be answered in the same order as they are presented on the paper. The answer to one part often leads on to the next.

The ability of candidates to recognise and understand the key words in a question is of vital importance. These key words will be shown *in italics* in the following analysis of the questions. Many waste time answering with information they have pre-learned from the textbook instead of applying this knowledge and understanding to the question actually set on the examination paper. One examiner wrote 'there were parts of some questions that the candidates did not answer well, usually because the question asked for explanation but all that was offered in the answer was description.'

The attention of the candidates should be drawn to the marks allocated on the question paper for that part of the question. This gives a reasonable idea of the number of short sentences required for the answer. It is recommended that candidates have more practice at answering examination questions from the past three years so that the teacher can give more guidance on good answering techniques.

For questions that require description of figures showing maps, candidates should not write everything that they have learnt from textbooks but restrict their answer to simple description. Where explanation or comparison is required then this should be done separately.

We are very pleased to report that photographic interpretation is improving. Nonetheless, teachers are urged to keep the INSERTs with their question papers as they provide a valuable resource for use in class.

## Comments on specific questions

### Question 1

This was a popular question. Most could recognise the photograph of cattle pulling a plough guided by the farmer, and understood that the land in area X had been ploughed whereas that at Y had not.

Part (a)(iii) asked the candidate to identify inputs *shown on the photograph*. The syllabus requires students to be able to recognise photographs of cattle and other farm animals.

Part **(a)(iv)** asked the candidates to describe three other processes, sentences credited were those such as 'fertilising the soil to provide more nutrients' and 'weeding the crop to remove plants competing for water and minerals'.

Parts **(b)** and **(c)** required further knowledge of subsistence farming but again candidates failed to understand that an *explanation* of the importance of the animal was required for credit, for example milk, meat and eggs for food, skin for clothing.

There was some uncertainty in stating the *names* of animals. Cattle, bullocks and cows are all the same species whereas goats and sheep are different species. The 'wool' of sheep was often referred to as 'fur'.

Part **(c)** required the candidate to explain the reasons for year to year variation in output. Most explained that subsistence farmers rely mainly on the weather, particularly rainfall for water supply, and have poor quality fertiliser and pesticides. Their output, even in a good year is unlikely to make enough money for machinery or a modern irrigation system, and would probably be spent on better quality seeds, fertilisers, pesticides or repairs to tools and machinery.

Part **(d)** was usually incorrectly answered. Very few stated that such farmers could supplement their income with seasonal factory work, or use their traditional skills to be a carpenter, cobbler, blacksmith etc.

## Question 2

It was pleasing to see that most candidates could identify (a)(i) – (v).

Part **(b) (i)** Photographic description skills are improving but candidates must be taught not to analyse the processes when simply describing a photograph.

An understanding of the causes of water-logging and salinity was required for (b)(ii) and (iii). These questions showed that most candidates had this knowledge, but the methods of reducing these problems were sometimes stated without explanation of why they worked. For example 'lining canals to prevent seepage', 'planned closures so that water only passed through when it was needed by the growing crop', 'tubewells to provide extra water to flush salts from the soil.'

The extract in **(c)** is a new type of resource for candidates. The allocation of 2 marks in part **(i)** indicated that two sentences were required, e.g. 'Most parts of Pakistan have a low rainfall' and 'There is not enough water to supply the demands'. The best answers to (ii) referred to the users in the extract - agriculture, population and industry, explained why they needed large quantities of water, and referred to conflicts such as those that lead to the Indus Water Treaty and the building of new dams in the north such as Kalabagh.

## Question 3

For part **(a)** most candidates correctly located oil refineries on the coast and in Punjab, and stated why they were there. Most in **(b)** explained the advantages and disadvantages of transport methods in Pakistan. References to transport by sea was irrelevant while air transport was considered incorrect unless the answer referred to small quantities.

Part **(c)** asked for an understanding of the uses of oil. This was generally good, but candidates must be made aware of questions that require a *choice of alternatives*; in this case, 'farming' or 'manufacturing', not both. The six marks available required a full explanation of the use, for example 'diesel for tractors and other machinery that improve farming outputs by faster and more efficient work', or 'fuel for boilers used in factories to make heat for brick making, steelworks or a heating system in cold winters'.

Part **(c)** moved to gas. Not all understood that (ii) asked for its use as a *raw material*, thus for power or fuel was incorrect. Part **(iii)** asked for its importance as a *fuel*. The importance of natural gas to Pakistan is that it is extracted in the country in large quantities and there are large reserves to exploit, thus it is cheaper and more readily available than other fossil fuels. This had led to its increasing use in vehicles, power stations and factories. In its compressed form it is the only fossil fuel available in Northern Areas, and is more accessible to homes for domestic use.

#### Question 4

As in **Question 2**, it was very pleasing to see that most could name X, Y, Z and identify A and B.

Part **(b)** asked for *description* in (i) but *reasons* in (ii) but, unfortunately, candidates still get in a muddle. Some amend their answers by changing (i) to (ii) and the reverse, but this is generally unsatisfactory. They must be clear in their minds what is required in each part before they start to write.

The map showed clearly different networks in the two provinces ('main roads' and 'other roads'). Very few wrote much more than comments on the density of the networks and the number of towns reached by main roads. Credit was available for comments on the larger numbers of 'other roads' in both provinces (i) and the absence of any roads in named desert areas (ii). Other good answers referred to the demand for good roads by industries and neighbouring countries in Punjab, and access to Karachi only in Sindh were credited.

Parts **(iii)** and **(c)** The factors hindering the development of air transport in the north were fairly well understood, but candidates need to understand the character of these mountainous areas, for example the lack of flat land for runways, the poor climate leading to the unreliability of timetables, the lack of demand and the problem of communications both on the ground and in the air.

In part **(d)**, reasons for building the first motorway were often not explained fully. Many said no more than 'to increase trade between two cities.' The importance of this and other motorways is that they avoid passing through congested urban areas, and provide a wide, multi-laned road suitable for lorries that makes travel between these cities faster. This motorway also provides a link from eastern Punjab to the Karakoram Highway for trade with China, and gives access to new industrial estates along its route.

#### Question 5

This was another popular question. It required candidates to have a good understanding of the reasons for the growth of tertiary industry, and introduced the subject of pollution in cities.

Parts **(a)(i)** and **(ii)** were answered correctly by most, but (iii) was not. This is a common statement in texts, but very few seemed to understand that seasonal workers and women are included as unemployed. Also the increasing population and fragmentation of land means that there are too many family labourers on farms.

Part **(b)** needed to understand that the problem of unemployment is not only due to high birth rates and mechanisation in rural areas, but also subdivision of land, infertility and degradation of soil. In urban areas unemployment is mainly due to lack of jobs suitable for a large inflow of unskilled population from rural areas.

Good answers to **(c)** considered facilities present in urban areas, such as provision of means of power, transport, communication to stimulate industrial and office development. Also, the factories and businesses requiring managers and services, such as schools, hospitals, banks requiring mainly skilled workers who can train in urban colleges. Few considered growth of the informal sector of the unskilled, such as street traders and cleaners. Many found parts **(b)** and **(c)** quite challenging.

Most named Sialkot or Lahore, but **(d)(ii)** was not well answered.

A. Few went further than stating that more factories would be opened; some added that this was a labour intensive industry. Industrial development such as this provides greater opportunities for self-employment in cottage industries, including more work for women, and a large number of tertiary jobs supporting the factories including transport, marketing, and advertising. This can be called 'the multiplier effect'.

B. Such growth, stimulated by an international market, requires infrastructure such as telecommunications and an airport as well as electricity, clean water, roads and a dry port.

Part (e): The subject of pollution is new to this paper, but it is a topic that is familiar and relevant to us all, and well-publicised in the media. This question required not simply a list of ways of pollution, but the reasons for this, for example untreated waste, named pollutants in gases and other waste, problems caused by traffic congestion and the loss of greenery, and the effects on human, animal and plant health. A good answer would have been 'untreated waste is dumped in unused areas where pools of water cause mosquitoes to breed, and water seeps underground into the water table where it contaminates the water supply of the city', or, 'sulphur dioxide and carbon monoxide are produced by the burning of fossil fuels. Sulphur dioxide dissolves in the air to cause acid rain which damages plants and buildings, and carbon monoxide is breathed in and can cause breathing problems leading to asthma and lung cancer. Another aspect of this topic is that industry can carry on polluting because of the lack of legislation, and its enforcement.

Pupils should be made aware that reference to global problems such as the destruction of the ozone layer, or the greenhouse effect may or may not be relevant to individual exam questions. This depends on whether the question asks about the local or worldwide effects.