

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

General Comments

There was a significant increase of almost 30% in number of candidates entered for this examination compared with November 2008, which was very pleasing. The entry for the November series now stands at its highest level. The standard of work was somewhat similar to that of last year.

Most candidates were able to answer the required three questions with only a small number of rubric errors occurring again this year. The vast majority of candidates used their time well although there were some examples where a few appeared to have rushed the completion of their final answer sometimes by writing notes. Some candidates either failed to attempt or complete a third question. As in previous examinations, however, most candidates produced answers that were relevant, focused, and addressed the questions as set.

However there are still a number of problems for some candidates attempting this examination. Many candidates still produce largely descriptive answers which did not fully address the question set, especially in respect to **Question 5 (c)**. Candidates need to realise that such answers will only attract a Level 2 mark and will only achieve about half-marks or less. Centres should note that examination questions are very specific and require a focused approach to answers rather than a 'write all you know' method.

Comments on Individual Questions

The most popular questions answered this year appeared to be 1, 2 and 3.

Question 1

This was a very popular and generally well answered question. Many candidates who answered the question appropriately scored highly especially in part **(c)**. In part **(a)**, the short answer questions were well answered with most candidates able to gain 3 or 4 marks.

Part **(b)** did cause a few problems. The question focused on the reasons why the War of Independence failed. On the surface this should have been an easy question. However this question seemed to confuse some candidates. Instead of explaining such reasons as a lack of unity and the modern methods of fighting by the British, candidates wrote at length about the reason why the war was **caused** and as a result scored only one mark at most. This illustrates a very important learning point that candidates must ensure they read the question carefully and ensure that they are answering the question correctly.

Part **(c)** on the reasons why the Mughal Empire declined was generally well answered but to reach a Level 4 mark, candidates had to ensure that they included the policies of Aurangzeb as well as other reasons since this was included in the stem of the question. However for the weaker candidates there was a similar problem to previous years whereby those candidates who merely **identified** the reasons why the Empire declined e.g. corrupt, weak successors, no law of succession, the British etc. then they would only ever achieve a Level 2 mark. As explained in previous years the art of a good answer to this or any part **(c)** question, is to **explain why**, for example, these reasons failed to prevent the decline of the Empire. However on the other hand, there were many candidates who were able to recognise the demands of the question, were able to answer it well and gain near or maximum marks.

Question 2

This was also a very popular question. Most candidates were able to score 3 or 4 marks in part (a).

In part (b), candidates were required to explain why regional languages were promoted by the Pakistan government since 1947. Many responses were good and candidates clearly knew their facts and scored highly. However some candidates struggled to recognise that this question was about **why** they were promoted rather than **how** as in previous years' part (c) questions. As a result these candidates struggled to achieve more than one mark in this question. Again, candidates must ensure that they read each question carefully!

Part (c) was similar to that of **Question 1 (c)** in that it was usually answered well. The question focused on the contribution of figures such as Shah Wali Ullah to the spread of Islam before 1850. As in **Question 1 (c)**, to reach a Level 4 mark, candidates had to ensure that they included the contribution of Shah Wali Ullah as well as other people since this was included in the stem of the question. The answer required candidates to **explain the contribution** of each person rather than **describe their life, times and careers** to achieve a good mark. Most candidates were able to do this but there was a significant minority who merely described their lives and at best were only able to achieve a top Level 2 mark which below half marks for this part question.

Question 3

Again this was a popular question although not as well answered as 1 and 2. Part (a) short answer questions were not well answered with most candidates generally achieving 3 marks at the very best.

In part (b) the question required candidates to explain the reasons why the Second Round Table Conference was unsuccessful. Many candidates did well here although far more of them were thrown by this question and either gave a narrative of this Conference or all three. Some started their description in 1928 with the Nehru Report. As a result few candidates were able to score as highly in this part (b) question compared with 1 and 2.

Part (c) was a different type of question that required candidates to think carefully about their answer. The topic concerned with this question was well known and centred around the years of Congress Rule. However the question posed required candidates to consider both sides of the argument by answering whether **to what extent** they believed the Day of Deliverance was justified. The vast majority answered yes, which was to be expected, and supported their explanation with details of the atrocities experienced by Muslims during this time. As a result a top Level 3 mark was achieved by most of these candidates but very few achieved a Level 4 mark simply because they failed to consider issues on the other side of the argument. Whilst it is accepted that this subject is potentially an emotive one, nevertheless as historians we should be prepared to consider more than one side of an argument – whilst recognising that we might not support these – but accepting that there are alternative points of view that need investigating.

Question 4

This was not as popular a question compared with the previous three with fewer candidates attempting it. For those candidates who did answer it, they tended to score only 1 or 2 marks on the part (a) short answer questions.

In part (b) candidates had to explain why Martial Law was declared in 1958. For many candidates this was a difficult question and one that attracted description rather than explanation. Thus most answers tended to be Level 2 ones with few reaching Level 3.

In their responses to part (c) on the problems facing the newly formed country of Pakistan, many candidates answered this very well and obviously had been attracted to **Question 4** for this part even though they might have scored lowly on parts (a) and (b). As in **Question 1 and 2 (c)**, to reach a Level 4 mark, candidates had to ensure that they included the problem relating to the formation of a government as well as other factors since this was included in the stem of the question. Most candidates were able to score well and many candidates were able to reach Level 4. However these answers highlight the clear need of Centres and their candidates to focus very clearly on **explanation rather than description** which will bring such rewards as seen in this part (c) question.



Question 5

This was also a much less popular question choice of candidates and few answers were seen by Examiners. The short answer questions were not well answered with generally only 1 or 2 marks being achieved.

In part **(b)** most candidates tended to concentrate on Bhutto taking advantage in the aftermath of the loss of East Pakistan, whilst for other candidates little was known of the reasons for him coming to power and scored poorly.

In part **(c)** candidates were required to explain and make comments on how successful was the Islamisation of Pakistan between 1947 and 1988. The temptation was that candidates merely described any knowledge they had on Islamisation and tended to concentrate on Zia-ul-Haq's reforms without any explanation in the vast majority of cases. As a result a Level 2 mark was the only one that these candidates were able to achieve. It is important that Centres should seek ways to ensure that their candidates are equipped with the necessary skills to answer questions from all parts of the syllabus.

PAKISTAN STUDIES

<p>Paper 2059/02 Environment of Pakistan</p>
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Most candidates approach the paper well, and achieve a moderately good to high standard. They understand that only three questions should be answered in a clear writing style that demonstrates their knowledge and understanding of the subject. From October 2010 this will be even more important as the examination paper will take the form of an answer booklet with space for answers on the paper.

Examiners reported that many candidates did well in all questions. **Question 1** was the least popular and sometimes least well done. One Examiner remarked 'candidates appeared to find physical geography topics more difficult to deal with as they appear to lack the understanding of processes, and find the language to express their ideas more difficult'. In contrast to this **Question 5** was attempted by almost all candidates as this appears to be a popular topic that is understood well. Sometimes candidates rushed into this question without giving full consideration to its meaning. Those who answered the question first often spent too long on it, whereas those who left it until last were rushing to write material that was not always relevant.

Most candidates presented their work neatly in the booklets provided, and their handwriting and standard of English was good, and written in well-constructed sentences. It was noted that some answers were written in very pale blue ink that did not appear clearly on the paper. Many Examiners expressed annoyance that most candidates do not write the numbers of the questions answered on the front of the booklet. This is a simple task, as only three numbers are needed e.g. **Questions 1,2,3**. This helps because most Examiners mark one question at a time on all papers.

In the examination room candidates should be reminded to leave space between questions for the Examiner to mark, and to list the questions answered on the front of the answer booklet. It is not necessary for the candidate to re-write the question before they answer it. Photographs should be kept by the teacher as a teaching aid for the future.

Teachers must be aware that a revised syllabus for examination in 2010 should now be taught. Although much remains unchanged, teachers will need to have prepared their candidates with better skills to analyse resources such as graphs and magazine extracts, as well as maps and photographs. Candidates will need to have a clear understanding of the meaning of the term 'development'. Questions will ask candidates to express their opinions, make evaluations and consider the sustainability of developmental issues in an environmental context.

From October 2010 the question paper will take the form of an answer book. Candidates will be required to answer each part of each question on the lines provided for it. I highly recommend that candidates are instructed and trained in the skills of writing clearly and concisely. In my recent reports I have tried to draw the reader's attention to the need for this.

All five questions will be printed in the booklet, but the requirement to answer only three questions will remain. It is important that candidates adhere to this rubric.

QUESTION 1

- (a) Most candidates read the graph correctly. The best answers divided the year into three sections, stating that: first, the section of rising temperature from January to June, giving minimum and maximum figures for the year in degrees centigrade; secondly, the section of high temperature, dropping slightly to July and then constant until September; thirdly, the section of falling temperature from September to December.

In the second part few candidates explained sufficiently how the moisture-laded monsoon winds from the Bay of Bengal, drawn by an area of low pressure over Central Asia, rise over the land forming clouds and rain.

- (b) Many candidates compared the total amounts of rainfall during the correct periods but failed to give comparative figures in degrees centigrade.
- (c) Most answers explained how Western Depressions move eastwards from the Mediterranean area bringing winter rainfall to Chitral, but (as with their answer to (a)(ii)) failed to explain that these depressions brought moist air and clouds that produced rain when it rose over the western mountains.
- (d) This part required a basic knowledge of the physical geography of Balochistan but few candidates really answered the question in detail. They failed to explain that the hills and plateaux have little soil that is of value to farmers as it is thin, stony and infertile. The slopes are exposed to soil erosion and the plateaux subject to wind erosion due to their dryness. Candidates are keen to use words like 'rugged' and 'barren' without a clear understanding of their meaning.

On the subject of drainage, not climate, a good answer referred to the lack of large rivers and the seasonality of those that do exist there. These provide little opportunity for irrigation even if there are floodplains with alluvium.

- (e) Few candidates used the extract Fig. 3 provided. An incorrect answer referred to perennial canals linked to the Indus system; this was in fact negated in the extract. Some explained how water can be diverted from small rivers into diversion canals or inundation canals, or rain stored in small tanks. The use of tubewells to access deep supplies of groundwater and simple wells for water nearer the surface was given credit, and many candidates explained the system of Karez to use water from more distant sources.

Candidates were also required to assess the success of the schemes that they described. Good answers compared the expensive but efficient tubewells with the cheap, primitive and inefficient Shaduf, Persian Wheel and Charsa, and others explained that Karez are often neglected although they can provide a continuous supply to desert oases using a source of water that would otherwise be wasted.

QUESTION 2

- (a) Most candidates described the crop as tall with long thin leaves, green showing good growth with plenty of water, no disease, but not yet ready for harvest.

They went on to explain that irrigation can increase growth by supplying water at the correct time to make up for the shortage of rainfall. This ensures a large size and high sugar content. Irrigation can also reduce salinity in the soil, and ensure uptake of fertilisers if correctly applied. Also fertilisers can increase growth by replacing those minerals removed by a previous crop and ensuring that the sugar cane has an adequate supply of the correct nutrients.

- (b) A few candidates wasted time and effort explaining the growth of sugar cane. This question referred to its processing, and most candidates achieved the maximum six marks for explaining that it is transported quickly to the factories, cleaned, crushed, and refined to make white sugar, brown sugar and other products including the waste of bagasse.
- (c) Most candidates read the graph correctly giving their answer in the correct units, and named an area of high sugar cane production.

- (d) This part was answered well. Candidates showed a good understanding of the factors affecting agricultural development. I suggest that teachers use all the factors listed in this to instruct their candidates on this subject.

The second part of this question opened the subject to any agricultural product. Weaker answers were too generalised, without reference to a crop. A good answer could refer to sugar as a nutritious crop for good health and strength, as well as an ingredient in popular foods such as sweets and drinks, or cotton as a valuable export that could increase economic growth as well as clothing the nation.

A large proportion of the population relies on agriculture for their income and survival; those who struggle to make a living can earn a small income from the by-products of their crops such as straw, leaves, and husks.

QUESTION 3

- (a) Most candidates answered these correctly.
- (b) Candidates must be taught to label their answers, in this case D and E. There was much confusion in this, as some answers gave places that were not 'main Centres'.
- (c) Candidates must be taught that an example is specific, not a group of industries such as 'surgical' or 'craft'. A fair number of candidates achieved full marks for explaining that these industries employ a small number of people or just the family, with a small amount of capital and little modern mechanisation. Their relatively small output, using local or waste raw materials, is usually sold to local people and tourists. The labour force has a range of skills from simple to advanced, often learnt from the family and often quite specialised.
- (d) A good answer explained that the government values these industries and helps them by giving loans and tax breaks for mechanisation. It also provides education and training and attempts to improve working conditions. This is aimed at improving the quality and thus the demand for and sale of these goods. It tries to improve their marketing by setting up shops and warehouses for buyers to visit, and on a larger scale provides better power supplies, telecommunication facilities and transport in the areas.
- (e) Some candidates failed to see that the northern Punjab was highlighted as the focus of this question. There were no marks for generalised statements such as 'air routes go to Sindh province'. Good answers gave directions such as 'south-west to Karachi' and 'towards the western border at Quetta', 'north or northwest to Gilgit or Chitral in the mountain valleys'. No international routes were shown on the map.

Most candidates understood the advantages and disadvantages of air transport, although they should avoid opposites such as 'suitable and not suitable for perishable goods'. There was little reference to the facts that aeroplanes cause air and sound pollution, or that most airports are a long way from the starting points and destinations of their users.

QUESTION 4

- (a) These parts were mostly answered correctly by candidates, although few achieved full marks for part (iv). The reason that coal supplies little energy is not only that it is of poor quality, but it is a bulky material to carry to thermal power stations in the distant urban areas, the coal seams are thin and broken so difficult to mine, and there is a lack of expertise and machinery to extract it.
- (b) Most candidates correctly named the two oilfields although some named refineries. They were able to define the term 'crude oil' and explained that not only did Pakistan lack oil reserves, but also that it was cheaper to import it from Middle Eastern countries which had huge supplies.
- (c) A large number of candidates did not use the photograph provided but chose to explain that the anticlinal position of natural gas made it more accessible. The photograph showed that the extraction machinery was small and needed little supervision, and there was unlikely to be any local impact either on the local population or the environment.



The reasons for the statements in the advertisement proved a challenge to explain for some candidates. A good answer explained that it was cheap because Pakistan had large reserves and that Sui was placed centrally in the country for distribution. It could be easily distributed for use in all urban areas, including to individual buildings by pipeline, and to areas of less dense population as LPG in cylinders.

- (d) The advantages and disadvantages of developing nuclear power were well understood. Candidates were aware of the dangers of development and the huge problems of disposal of the waste. The high costs of expertise and building were given but many stated incorrectly firstly, that these were 'safer than other types of power stations', and secondly that they could be built 'anywhere', whereas they must have a large and reliable source of water for cooling.

QUESTION 5

- (a) Most candidates gave the total population and its increase since 1951 in millions correctly, but some did not understand that the urban population was represented by the dotted part of the bar only. Most candidates remarked that the rural population increased by a larger total number, 27 million to 95 million, but fewer made the observation that the urban population increased by a larger proportion, that is, 9 times more compared to 3 times more for the rural population.
- (b) Many candidates achieved full marks in this part. They explained that better healthcare, food and education have improved life expectancy and lowered death rates, but the lack of education and good government programmes have mainly failed to reduce birth rates.
- (c) Those candidates who achieved full marks considered both parts of the question: firstly, how the economy is reduced by the high costs of supporting a growing population, leading to a negative balance of payments, loans and debt, and a lack of funds for investment, and secondly the need to provide increasing supplies of housing, food, water, education, healthcare and other things just to maintain the present living standards, let alone improve them. In association with this is the damage to the environment such as deforestation for housing, pollution from farming and industry, and land degradation.
- (d) Most candidates read the graph correctly, and explained that many people were unemployed in cities because of the increasing migration and birth rates combined with the lack of growth of jobs. In addition there are the problems of illiteracy and lack of skills in a large proportion of the population, especially as there are more jobs in the tertiary sector in cities.

However many candidates failed to achieve full marks in part (iii). They did not explain that there is much disguised employment, and many seasonal jobs. Much of the workforce on farms and in cottage industries is self employed, and women may not be counted. In addition it is difficult to collect figures in the more remote rural areas.

