

# PAKISTAN STUDIES

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Paper 2059/01

History and Culture of Pakistan

## General comments

There was a small increase in the entry figures for this summer compared to 2006. The total entry figure stands now at almost 10000. The standard of work was broadly similar to that of last year.

Most candidates answered the required three questions and there were very few rubric errors. Time appeared to have been well used by the vast majority (as last year) and few seemed to have to rush to complete their paper. Many produced some good responses that were relevant, focused and attempted to address the questions as actually set on the exam paper with an appropriate length of answer. The depth of knowledge of such answers was also good. The most popular questions answered this year were questions 1, 2 and 3 – i.e. chronologically, the earliest parts of the syllabus.

***We are pleased to report that many candidates now adopt an analytical, focused approach to answers.*** There were a pleasing larger number of candidates who attempted to produce a judgement at the end of their part (c) answers than in previous years. This is excellent and one that all Centres should encourage. Together, INSET by CIE and textbooks now on the market are reinforcing this approach which has obviously paid dividends for some Centres because their candidates are clearly far more aware of the demands of this paper. ***Teaching requirements do not end with covering the content of the syllabus. Students need also to be taught how to answer the various types of questions set.***

As in previous years, however, a number of candidates were pulled down by their approach to part (c) questions – which, of course, carry the highest number of marks. Descriptive answers tended to contain much unnecessary or irrelevant detail. More important, ***a factual account of what happened cannot provide an effective answer to a part (c) question.*** The tendency to 'write all you know' was particularly noticeable in responses to questions 1(c), 2(c) and 5(c).

## Comments on Individual Questions

### **Question 1**

This was a very popular question, but many candidates failed to score as highly as they should, especially in part (c). Part (a) was answered well with most gaining 3 or even the full 4 marks. Part (b) caused few problems as most were able to explain ***why*** the Indian sub-continent attracted European traders. However, many answers focused solely on the East India Company and the British and failed to take into account those other European countries which were also attracted to the sub-continent, notably the French. The part (c) question focused on reasons why the Mughal Empire declined. Many answers were to the point, dealing with various causal factors, such as the absence of a law of succession, poor-quality imperial successors to Aurangzeb (or even Shah Jehan), lack of finance, the loss of territory to foreign invaders (Persia and Afghanistan) and internal rivals (rising Maratha power) as well as the factor given in the question: the power of the British. However, many candidates were unable to explain ***why*** (for example) the absence of a law of succession led to the decline of the Mughal Empire. This is not a new problem. Although candidates know many facts about the decline of the Empire, they are often unable to apply their knowledge to ***explain why*** some of them caused its downfall. If answers fail to do this, they will not be able to gain much credit. Descriptive answers cannot rise beyond level 2.

### **Question 2**

This was a popular question and most scored 3 or 4 marks in part (a). In part (b), the question focused on the reasons for the reversal of the partition of Bengal. For those candidates who had been adequately prepared for the examination, this caused few problems and many answers from such candidates were accurate and relevant. However, there were some who ignored the question (***why***) and proceeded simply to write all they knew about the origins of Partition, together with the causes and events leading up to its reversal - mainly in chronological order. As a result, many answers were at best only partially relevant, often failing to gain a level 3 mark. In part (c), the same problems as with Question 1 (c) were seen. The question

asked candidates to **assess the relative importance of various reasons** for the War of Independence of 1857-58. Most knew a large number of facts, but many merely listed them. The point of the question was to enable candidates to explain **why these reasons caused** the War. That is not the same thing as describing (for example) what the Doctrine of Lapse was.

### Question 3

Again, this was a popular question. Answers to part (a) attracted 2 or 3 marks for the most part. In part (b), the question required candidates to explain why many Muslims objected to Congress rule during 1937-39. Many who were well prepared found little difficulty. However, there was a tendency for some to describe various ways in which the Muslims were treated rather than **explain why** many Muslims objected. Part (c) cause some candidates a problem. The question asked them to consider the **relative importance** of the three Round Table Conferences. The detail of these Conferences was well known and, refreshingly, there were many candidates who attempted to use their knowledge to **explain** reasons. As a result, they scored highly. Those answers without any explanation, however, were confined to level 2 marks. Low level, basic comments (such as 'it failed because of Gandhi's stubborn attitude') on the Round Table Conferences were unable to score high marks because they offered no further elaboration showing **how** they related to the question. **Essays must answer the question set if they are to score well.**

### Question 4

This was not as popular a question, but many who answered it scored highly, especially in part (c). Candidates mostly scored 2 marks in part (a). In part (b), candidates were required to explain why Pakistan joined the United Nations. Many suggested, with the benefit of hindsight, that the reasons were mainly to do with Pakistan solving all of its ills. Most of the detail was, however, justifiable and, as a result, many answers managed to achieve a level 3 mark. In their responses to part (c), **many scored highly because they were able to explain why various problems caused such difficulties** for the new government. Weaker answers, however, described the nature of the problems without showing **how** they affected the new country. Such answers could only score within level 2.

### Question 5

This was the least favoured question and answers to it showed varying degrees of success. In part (a), most candidates scored 2 marks. In part (b), many answers concentrated on the problems relating to Kashmir with few extending their responses to the problems related to the legacy of war, the nuclear testing programme and the after-effects of Indira Gandhi's assassination. In part (c), there were few good answers to the question asking for an assessment of the relative success of Zia-ul-Haq's foreign and domestic policies. There were few candidates who were able to do this part well. The tendency was for many just to describe all they knew about the nature of such policies so most answers could only be awarded level 2 for straightforward description of what happened. However, it was pleasing to note that there were a number of candidates who did attempt to answer the question as actually set on the exam paper - as a result, they did score highly. **Answers to such questions need to be able to explain why and/or how each of the issues they describe was successful or a failure.**

# PAKISTAN STUDIES

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**Paper 2059/02**  
**Environment of Pakistan**

## General comments

The number of candidates entering this paper continues to increase. It is good to see some achieving high marks, but the standard is very variable, not only between Centres but within Centres as well. Almost no candidates disobeyed the rubric and answered more than three questions. Each question requires at least 25 minutes to prepare and answer. This leaves 15 minutes for thought and review of answers. The most popular question was number 3 but this was not the one in which candidates achieved the best marks. Please see my comments on this question in particular.

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 candidates waste time and trouble answering the question with information they have learned from the textbook instead of applying this knowledge to the actual set question on the examination paper.

Many candidates spend too long, and write too much, in their answers to questions that are only allocated one or two marks. One Examiner wrote 'I am astonished that some candidates write so much in the time allowed. Deterioration of writing is the only sign of time shortage.' It is because of this, and other similar comments from Examiners, that I repeat my advice of last year: '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.'

Examiners recommend that candidates have more practice in answering examination questions from the past three years so that teachers can give more guidance on the skills required to answer questions well. The attention of pupils should be drawn to the marks allocated per part-question. This gives a reasonable idea of the number of short sentences required for the answer. Teachers are advised to keep and use in class the Inserts from past as they provide a valuable teaching resource.

The presentation of work by each candidate is very important. S/he should ensure that the questions are numbered clearly and that they list the numbers of those questions in the grid on the front page of the answer booklet. All booklets and loose sheets used should have the candidate's number and name on the first page. A space of at least four lines should be left between each complete question for the Examiner to use. Handwriting needs to be neat and clear if the examiner is to be able to read what the candidate is saying.

## Comments on each question

### **Question 1**

- (a) Most correctly identified the Karakoram Mountains and Highway but fewer named Gilgit as the town close to the River Hunza and very few named the Federally Administered Northern Areas.
- (b) Most stated correctly that a snowfield is a permanent feature where snow and ice remains throughout the year, and this is because of the high altitude, sub-zero temperatures and moderate to heavy snowfall. It should be noted that the highest peaks have no snow cover because there is no precipitation at these extreme heights.
- (c) The map (Fig. 1) showed the snowfields with the summer pastures just below them. It would seem from some answers that some candidates ignored this map and gave textbook-type answers 'at the foothills' or 'near the rivers' instead of understanding that these are areas where the snowfields melt back to reveal pasture land. The method of farming called 'transhumance' was less well known. It was confused with nomadic movements and a practice of migration in Balochistan that has largely finished. The question referred to the Hunza Valley and other similar areas.

(d)(i) Candidates needed to refer to Fig. 2, the climate chart to answer part one of this question fully. Snow and ice does not melt until air temperatures rise above freezing point that is March to October. In addition, the period of highest rainfall shown is in the months of March to May, which is Spring (not Summer).

(d)(ii) Very few used the Fig. 2 to answer this question. Most quoted 'textbook answers' referring to 'harsh climate' instead of giving an explanation such as 'temperatures below 5 degrees centigrade for five months of the year, and precipitation below 10 mms for 6 months' to show why farming was difficult and people had to stay indoors and wear thick clothing.

As for topography, words such as 'difficult terrain' and 'rugged topography' could be used to describe many parts of the country including the Baluchistan Plateau and Tharparkar Desert, which are not mountain areas. Steep slopes, stony soil, high peaks and the threat of landslides, soil erosion and flooding are all aspects of the topography of mountain areas. The six marks allocated to this question serves to show how important it is that candidates have the skills to apply their environmental learning to the lives of the people of the country.

(e) This part of the question referred to the control of the flow of these rivers. Good answers referred to dams, barrages and sluice gates giving examples and explaining how they held back the water and allowed it to pass in a controlled way as it was needed for farming. The process of afforestation is only important for controlling runoff before it reaches the rivers.

### Question 2

(a)(i)(ii) Although weaker candidates did not appear to know what 'fruit' is, most could name the fruit crops grown in areas A and B but could not explain why they were grown there. They seemed not to know of the importance of sunshine on the valley slopes for ripening the fruit that grows on the narrow stony terraces fed by meltwater streams from the mountain slopes. Other reasons include the alluvial soil, limited flat land, shelter from the wind and some monsoon rainfall for swelling the fruit in summer.

(iii)(iv) Again, the reasons for growing fruit crops in this area were not well known. Instead of the correct answers of a warm winters and hot, sunny summers with irrigation from the River Indus, some candidates linked it to lack of other food for the population, and even irrigation from the sea!

(b)(i) Some weaker candidates wrote, not only about climate but topography and human aspects as well. This is a good example of lack of preparation for an answer and of precious exam time wasted.

(b)(ii)(iv) The process of Karez irrigation was not well known, nor was the practice of agriculture in the oases of Balochistan.

(c) The practice of nomadic farming was known. However, candidates need to be taught that the command '*explain the importance of*' requires more than just a list of uses; they are expected to develop their answer, in this case with reference to matters such as food, clothing, haulage.

### Question 3

(a) Most correctly stated this photograph showed typical features of a plantation (trees of the same types and age planted in lines). The rest of the question was more challenging as many did not link the presence of a lined canal with the lack of regular rainfall and the importance of correct irrigation practices (i.e. preventing seepage and preventing waterlogging and salinity).

(b) Many answered these questions with lists. This was sufficient for (i) but not (ii) which had the command word *explain*. Good answers linked uses for construction (houses), industry (chemicals and paper), farming (carts, fencing), furnishing and means of transport (including railway sleepers and bridges) to the types of wood and the ways in which the timber is processed.

(c) It was pleasing to see that many understood the idea of sustainability and could relate it to forestry. Good answers referred to selective cutting and re-afforestation, as well as maintenance of existing forests and planting trees that can survive without artificial irrigation and other human inputs. However the were too many references to Pakistan as a country that had a low percentage of trees and 'needed more', with no reference to why these were needed or why this was an issue of sustainability. Weak candidates confused the term 'plantation' with planting (that is of any crop).

- (d) Most correctly explained why afforestation is a long-term investment. This is an important concept both in terms of the high set up costs, and the many future benefits to the country. However the advantages and disadvantages of developing tourism in an area were less well known, for example the advantages of employment and development of many forms of infrastructure, and the disadvantages of seasonal employment, litter and waste disposal, and cultural differences.

**Question 4**

- (a) These were answered well, although building new pipelines is not feasible to remote areas.
- (b)(i)(ii) Again, this was answered well. Most understood that a use in the 'other' sector was one that was not already named in the larger sectors.
- (b)(iii) Clear answers were required such as 'more readily available in pipes than coal or oil', or 'to prevent deforestation', rather than simply 'because it is cheap and easy', or 'more environmentally friendly'.
- (b)(iv) Candidates needed to state that the term 'non-renewable' means that it is in limited supply and will run out. Statements such as 'cannot be recycled' and 'cannot be re-used' are not enough.
- (c)(i)(ii) Most correctly named two raw materials for fertiliser production, but were less clear about why the factories are in Punjab and Northern Sindh. The main reasons are that they need to be near their market and sources of raw materials, that is the commercial farmland, and sources of minerals from Sui, the Potwar Plateau and Salt Range as well as water from the extensive irrigation systems. These are directly relevant to the named factory. Other site factors are more theoretical.
- (c)(iii) The problems caused by importing costly fertilisers and raw materials were usually given, but few went on to explain the need to increase agricultural production and employment opportunities.
- (d) There were some good answers about the impact of a factory in a rural area. These went further than just 'pollution' to explain the impact on local roads, water supplies and the loss of farming land. No candidates offered examples from their own knowledge of the damage caused by industrial development in their area.

**Question 5**

- (a) Most stated the increase in the value of exports correctly and compared it to the exports, but not all gave the units (million rupees). Few stated that the balance of payments was already negative in 2000, and would have further into the negative by 2005.
- (b) These questions were also answered well. Most explained that manufactured goods are replacing primary goods as exports, and that this is leading to an increase in foreign exchange as these goods are value-added.
- (c) A few confused dry ports with those on the coast, and thus gained few marks. Others restricted their answer to 'saves time and cost to the businessman' without going further to explain how the dry ports provide storage facilities and customs processing to save delays at the coastal ports; also that they have good management and security for goods in transit.
- (d) Most answers stated methods of telecommunication, not roads, railways and airports. Answers to (ii) needed to be structured to avoid un-necessary repetition, for example: 'the Internet provides a faster means of placing orders which can be sent back immediately', 'Internet banking provides a means of transferring money to assure that goods are paid for', and 'supply of raw materials or assembly of components can be co-ordinated efficiently'.