

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

General Comments

There was a similar entry for this examination as for November 2009 with the standard of work broadly in line with that of last year, although it was noticeable that this year many candidates found some difficulty in scoring the higher marks (60+), largely for reasons detailed below.

Most candidates were able to answer the required three questions with only a small number of rubric errors. The majority of candidates used their time well, although there were examples where a number appeared to have rushed the completion of their final answer. As in previous examinations, however, most candidates produced answers that were relevant, focused, and addressed the questions as set.

However, there are a number of problems for many candidates who are entered for this examination in the November series of which Centres should take note. Many candidates are clearly unprepared for this examination series and, amongst other things, produce largely descriptive answers which do not fully address the question set. This was especially noticed in answers to **Questions 1 (c), 4(c) and 5 (c)**. Candidates need to realise that such answers will only attract a Level 2 mark, only achieving half-marks or less. Centres should note that examination questions are very specific and require a focused approach to **explaining** answers rather than a 'write all you know' method.

Comments on Individual Questions

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

Question 1

This was a very popular and generally well-answered question, apart from part (c). In part (a), the short answer question on the Faraizi Movement was well answered, with most candidates able to gain 3 or 4 marks.

Part (b) caused few problems. The question focused on the reasons why the East India Company became involved in the Indian sub-continent. Most candidates were able to explain why the East India Company got involved in the sub-continent and as a result many scored a Level 3 mark, often reaching the maximum allowable.

In part (c), candidates were required to explain how successful British attempts were in taking control of lands in the sub-continent. Many candidates knew a large number of facts about the battles fought in which the British conquered the sub-continent but this was not the point of the question. A mere description of these events only resulted in a Level 2 mark. The point of the question was to enable candidates to explain either **how** the British were **successful or otherwise** in **taking control** of the lands of the sub-continent. Most candidates failed to see the point of the question and merely described all they knew about the events and personalities of the period. At best candidates reached a low Level 3 mark by making the point that the British were able to take control because of their superior strength etc. This often came at the end of a long description of the various battles that took place during the eighteenth and early nineteenth centuries, often seemingly as a throwaway comment. Centres **MUST** ensure that candidates are equipped with the skills to recognise the demands of such a question if they are to achieve the higher marks available in part (c).

Question 2

This was also a very popular question. Most candidates were able to score 3 or 4 marks in part (a) on the regional language of Balochi.



Part (b) did cause a few problems for some candidates. The question focused on the reasons why the Mughal Empire decline following the death of Aurangzeb. On the surface this should have been an easy question, especially as it appears to be a well known topic. However, this question seemed to confuse many candidates. If candidates merely **identify** the reasons why the Empire declined e.g. corrupt, weak successors, no law of succession, the British etc., then they will only ever achieve a Level 2 mark. The art of a good answer to this question, whether it is set as a part (b) or (c) one, is to **explain why** these reasons failed to prevent the decline of the Empire. The question does **NOT** ask for candidates to identify the reasons or describe how weak or corrupt the successors were, for a high level mark.

However, there were many candidates who were able to recognise the demands of the question, and were able to answer it well and gain near or maximum marks.

Part (c) was generally very well answered by most candidates who were knowledgeable about Sir Syed Ahmad Khan. Candidates were required to explain his contributions to the cause of the Muslims, which included his religious views. Again, the crucial part of the question hinged on **explaining his contributions** rather than describing his career. A mere description of this resulted in only a Level 2 mark. However, most candidates were able to explain his contributions and a Level 4 mark was achieved where candidates were able to explain his contributions through religion and other aspects of his work such as education and politics.

Question 3

Again, this was a popular question with a good level of knowledge shown by most candidates generally achieving 3 or 4 marks on the part (a) short answer question on the Swadeshi Movement.

In part (b), the question required candidates to explain why the Simla Deputation of 1906 was an important event for Muslims. This was a well known topic and few candidates had many problems scoring a Level 3 mark. However, for some candidates who strayed unnecessarily into details about the Partition of Bengal and too much detail on the foundation of the Muslim League, marks were harder to come by. Nevertheless answers were generally good on this question.

Part (c) was similar to that of **Question 2 (c)** in that some candidates failed to explain their answers sufficiently. This question focused on the reasons why the Khilafat Movement failed, including the migration to Afghanistan. For those candidates who had revised and had adequately prepared for the examination this question caused few problems. Answers from these candidates were focused, accurate and relevant and many scored a high Level 4 mark. However, many candidates merely described the events of the Movement. Describing the migration to Afghanistan or any other factor that led to the failure of the Movement was **NOT** answering the question as set – only identifying/describing a reason. In order to gain a Level 3 or 4 mark the candidates needed to **explain why**, for example, the migration to Afghanistan helped to bring about the failure of the Khilafat Movement.

Question 4

This was not as popular a question as the previous three. For those candidates who did answer it, they tended to score usually about 3 marks on the part (a) short answer question on Dr Allama Iqbal.

In part (b), the question required candidates to explain why the Muslims objected to the rule of the Congress Party between 1937 and 1939. Many candidates who were well prepared found little difficulty in their answers and were easily able to achieve a good Level 3 mark. However, there was a temptation for other candidates to **describe** the various ways in which the Muslims were treated rather than **explain why** Muslims objected to this.

Part (c) depended on candidates' ability to **explain** their answers rather than adopt a narrative approach. The question focused on political developments to achieve the partition of the sub-continent during the Second World War (1939-1945) and required candidates to explain the **success or otherwise** of these. This type of question does not require a narrative approach but never fails to attract one. Centres should ensure that candidates fully understand that this type of question requires **explanation** – and in this year's examination, **success and failure**. Candidates must try not to fall into the trap of writing narrative answers to questions that clearly signal the need for an explanation, since they are only going to achieve a Level 2 mark when they should be capable of reaching marks within Levels 3 or 4. Yet again this does highlight the need for Centres and their candidates to focus more clearly on **how to write explanations** rather than description in part (c) questions especially with regard to those that focus on political matters.

Question 5

This was the least popular question choice of candidates and few answers were seen by Examiners. The short answer question on the Simla Agreement was not well answered, with generally only 1 or 2 marks being achieved.

In part **(b)**, most candidates attempted to answer the question on why Benazir Bhutto fell from office in 1990 but knowledge of this topic was weak. It is important that Centres and their candidates recognise that in future years, topics in the later part of the twentieth century will continue to be set and it is hoped that they both understand the need to ensure that these are dealt with as comprehensively as others set in earlier times. Good time management is a key factor here.

In part **(c)**, there were a few good answers to the question asking for the relative success of Pakistan's relationship with China between 1947 and 1999. However, these were in a small minority of answers. As reported in previous years, the tendency has been for many candidates to describe in chronological order all they knew about the events that shaped such a relationship rather than attempt to **explain the successes and failures** of such a relationship. Few candidates are able to do this part well and most answers this year tended to be awarded Level 2 for a straightforward narrative of the relationship. It is important that candidates attempt to address both the positive and negative aspects of such a relationship in order to achieve a Level 4 mark.

PAKISTAN STUDIES

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

This was the first year of examinations on the revised syllabus. Most of the candidates answered the questions well, and it was pleasing to see some achieving high marks. Naturally there was a range of achievement, but almost all candidates answered the required three questions in the given time.

The questions now require candidates to consider issues of development, including sustainable development as well as impact on the environment and the importance of making development sustainable in the future. This is stated in the 'Themes which go across syllabus sections' in the present syllabus.

It may be useful for teachers to use a definition of sustainability as

'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

CIE would also like to draw teachers' attention to the changes in the weighting of marks applied to the revised syllabus for this examination, that is,

55% knowledge and understanding,
20% evaluation of information by identifying the advantages and disadvantages of development,
25% interpretation and analysis of resources.

In this paper the requirement to consider issues of development was assisted in most questions by the provision of a diagram on the question paper. This was intended to guide the candidate through their answer. It is recommended that teachers use such diagrams as a teaching resource.

Sometimes candidates rushed into questions without giving full consideration to their meaning for example **Question 1(a)(ii), 2(a)(i), and 5(c)(iii)**.

Use of the Question Paper

In general candidates write far too much in their answers to most questions. It is important to tell them that there will be only two lines allowed for each mark in the question, so for example, a question totalling 3 marks will only be given 6 lines for answers. Most candidates are writing far in excess of this. If repetition and irrelevant material is omitted candidates find this enough. CIE recommends that candidates are instructed and trained in the skills of writing clearly and concisely

All five questions will be printed in the booklet, but the requirement to answer only three questions will remain. Candidates who try to answer more questions will be undoubtedly disadvantaged as each question is planned to be answered in 30 minutes, and only three will count towards the final mark.

Question 1

- (a) (i) Most candidates named the cities correctly, but very few identified the line of latitude as 30°N, many not even stating that the figure that they gave was °N.
- (ii) Few candidates read the question correctly, and wrote only about the relief and water supply in these areas. A good answer clearly stated that areas of population density over 200 per sq. km. were lower and flatter, and had a better water supply from rivers and irrigation, and seasons of rainfall, whereas those with a lower density of population were more hilly with usually a lack of rainfall and less irrigation.

- (b) (i) Most candidates gave two good reasons for the lower fish catch in 2006. There was too much consideration of the different types of water pollution, instead of the more likely causes such as over-fishing, banning of fishing in the closed season or by illegal nets, and loss of breeding grounds in the mangroves.
- (ii) Few candidates described the changes in a concise manner. A good described the two maxima, that the catch in 2006 was lower than in any other year, or that the catch has declined since 2002.
- (c) Some candidates showed their knowledge of modern fishing methods, but some answers were inadequate. The syllabus states 'candidates should be able to describe the fishing methods used in marine and inland waters', and 'explain improvements in fishing methods and processing techniques'. Some candidates referred in vague terms to 'better boats' and 'better nets', and others wrote about preserving methods onshore. Candidates needed to refer to more precise improvements, such as the use of sonar for locating shoals, satellite navigation for boats and listening to weather forecasts.
- (d) This question required candidates to consider development of the fishing industry. Most candidates achieved a few marks by developing the facts given in the diagram. They referred to 'more employment, types of exports and better quality food', but few showed a sufficient understanding of, for example the advantages of a more skilled workforce, better roads and telecommunications, and the growing use of technology. In addition there were the disadvantages of over-fishing, lack of a skilled and motivated workforce and legal restrictions on catches.

Question 2

- (a) (i) Most candidates made a good attempt to use the map provided to describe the distribution of goat rearing. A few misread the question and did not refer only to Balochistan, and others were obviously quoting from the textbook.
- (ii) Most answers referred correctly to the problems of overgrazing leading to soil erosion and desertification.
- (iii) This was also answered correctly, although some candidates did not achieve the third mark for considering the lack of cultivable land, or the low density of population making a nomadic way of life possible.
- (b) A good answer here considered the importance of large supplies of food and water needed by buffalo, and the lack of demand for their milk and meat in Balochistan.
- (c) (i) Most candidates showed that they had studied the photographs well. In general they referred to the clean and organised appearance of the farm, and the ample provision of food and water. There were not so many who referred to the use of brick and concrete for strong structures and ease of cleaning, or the use of a well to provide ample clean water. These are important factors that made good living conditions.
- (ii) Most candidates stated that buffalo provide large supplies of milk, and this needs to be delivered quickly and regularly to the people and processing industries in urban areas.
- (d) This was another question requiring candidates to consider development, this time the livestock industry. Most candidates used their knowledge of livestock farming to achieve a few marks, but full marks were only given to those who considered the importance of these animals and their products to the growing population, and industrialisation. The disadvantages of large-scale livestock farming are many, for example the issues of waste disposal and animal welfare, competition for land and water, and delayed profit.

Question 3

- (a) (i) – (iv) Most candidates answered these parts correctly, although some did not appear to understand the difference between 'self-employment' and 'employers'.
- (v) Most candidates stated that subsistence farmers do not have the money to pay for labour and rely on large families for help on the farm. These farms are small and rarely need skilled workers for machinery.

- (b) It is important that candidates understand the difference between 'pull' and 'push' factors, and that they are able to explain the reasons for them. For example the lack of jobs in rural areas is a push factor when this is caused by increased farm mechanisation, land sub-division or just the increasing population numbers. Poor standards of living are caused by the lack of good housing, clean water, electricity, telecommunications etc., Poor quality of life comes from illiteracy due to the lack of Schools and colleges, or sickness and disease due to the lack of health facilities.
- (c) (i) Most candidates showed their knowledge of how steep slopes and flat land can be used. They referred to the lack of flat land making irrigation and the use of machinery difficult. Some considered the difficulty of farming on terraces. Those who referred to the lack of roads and water supply did not look closely enough at the photograph.
- (ii) Although some candidates named two cottage industries correctly, there were a few who only gave 'handicrafts' or 'woodwork' which are rather vague terms.
- (d) Good candidates read the question carefully and referred to employment opportunities in mountain valleys, explaining how these factors could bring about such a means of development. Some misconceptions were that roads would provide the opportunity to move to other areas (this was not the question) and that clean water supplies would improve farming (this is not necessary). Most candidates achieved a few marks by referring to the jobs generated by the construction of these facilities but did not really go further. A better answer would explain for example, how a reliable electricity supply could create secondary jobs by stimulating small, and larger scale industrial growth, and then tertiary jobs and services for in marketing, shops and services to the workforce. A good answer considered the problems of such developments caused by climate and topography, government support and lack of other infrastructure.

Question 4

- (a) (i) – (iii) Most candidates answered these parts correctly.
- (b) (i) Most candidates answered this part correctly.
- (ii) Despite the syllabus requirement that 'students should understand the physical and human conditions that favour the development of HEP (hydel) schemes', this part was not answered well. Many candidates failed to state that dams can be built in the deep, steep-sided mountain valleys where the rock is impermeable, or that the large amount of rainfall and low evaporation rate means that large volumes of water can be stored.
- (iii) Most candidates explained correctly that the unreliability of the electricity supply is caused by damage to the poles and wires, and old, poorly maintained machinery. They also referred to the variability of rainfall both annually and in the longer term due to climatic change. Credit was also given to those candidates who explained the problems caused by the build up of silt in the reservoirs
- (c) Most candidates understood what a 'factor' was, and added a good explanation to answer this part well. However some said that the airport was important for exporting goods. The high cost and limited carrying capacity of air travel is really only of importance for business travel.
- (d) This question required consideration of the development of the cotton textile industry. The best answers were given by those candidates who explained only the most relevant factors from those given in the diagram. In general candidates wrote too much about trade, and not enough about the benefits and problems of good infrastructure provision such as water, power and communications, and the progress that could be made with better technology and skills necessary for trading in a competitive world.

Question 5

- (a) (i) – (iii) Most candidates answered these parts correctly, although some stated that e-mail or fax was slower than a telephone call. Others did not state that a visit could be made, or a letter written to the address.
- (b) (i) Candidates generally explained these statements well.

- (ii) This was answered well, with good candidates explaining that these were usually subsistence farmers with small pieces of land and low incomes and skills. They did not need, and could not afford tractors.
 - (iii) Most candidates explained that banks could be encouraged to provide loans, and companies to provide leasing or rental agreements. The government should make progress on land reform, and encourage co-operative schemes to make the use of machinery feasible, and give training and advice on modern farming methods.
- (c) (i) – (iii) These parts were answered well. The syllabus states that candidates should ‘name and locate Pakistan’s main trading partners and name goods traded with them’, and ‘understand the significance of trading blocs’. A good answer considered the importance of maintaining a balance of imports and exports.
- (d) Most candidates wrote knowledgably about the advantages and disadvantages of developing alternative electricity supplies. These should be considered additional to thermal power stations rather than a replacement in view of the present shortages in the total supply of electricity.

In addition the feasibility of developing alternative sources of power was considered by good candidates who explained that this technology was still developing and thus expensive to buy, and that wind and solar generators were inefficient compared to thermal power stations and liable to fluctuations due to the weather. A good candidate referred to the sustainability of alternative power supplies.