

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

General Comments

There was a similar entry for this examination compared with November 2010 with standard of work broadly in line with that of last year, although it was noticeable that more candidates were able to access higher marks this time.

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

However, there were a few problems for many candidates who were entered for the examination this November series of which Centres should take note. Some candidates produced largely descriptive answers that did not fully address the question set. This was especially noticed in answers to **Questions 1 (c), 3(c) and 4 (c)**. Part (c) questions are very specific and require a focused approach to **explaining** answers rather than a 'write all you know' method.

Comments on Specific 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 apart from part (a). In part (a), the short answer question on Titu Mir was rarely answered for full marks.

Part (b) caused few problems and was well answered. The question focused on the reasons why Urdu was chosen as the national language of Pakistan. Most candidates were able to explain a number of reasons with the result that many scored a Level 3 mark, often reaching the maximum allowable.

In part (c) candidates were required to explain the effects of social, religious and economic reforms introduced by the British between 1773 and 1856, including educational ones. Many candidates knew a large number of facts about such reforms and as such accessed a Level 2 mark. Candidates who reached Levels 3 and 4 were also able to explain the reforms, and the effects they had on Indian society during this time.

Question 2

This was also a very popular question. Most candidates were able to score 3 or 4 marks in part (a) on the Loyal Mohammedans of India and showed good knowledge of this pamphlet.

Part (b) did cause a few problems for some candidates. The question focused on the reasons why the Indians failed to achieve independence in 1857. 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. A few gained lower marks as they wrote about the causes of the War, rather than the reasons for its failure.

Part (c) was generally very well answered by most candidates who were knowledgeable about Hajji Shariat Ullah, Shah Wali Ullah and Syed Ahmad Shaheed Barailvi. Candidates were required to explain their contributions to the spread of Islam. Most candidates were able to explain their contributions and a high Level 4 mark was often achieved where candidates were able to explain all their contributions.

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 hijrat.

In part **(b)**, the question required candidates to explain why there were three Round Table Conferences held between 1930 and 1932. This was a well known topic, although some candidates tended to write about the events that happened at the Conferences or the reasons why they failed rather than the reasons why they were held and, as a result, were only able to score a Level 2 mark.

In part **(c)**, candidates who had revised and had adequately prepared for the examination this question did well. Answers from these candidates were focused, accurate and relevant and many scored a high Level 4 mark by ensuring that they **explained and commented on** the importance of each political development in turn, including the Montague–Chelmsford reforms. The candidates who merely **described** the political developments (often very accurately) could not achieve a mark beyond Level 2.

Question 4

This was not as popular a question as the previous three. Those candidates who did answer it tended to score 1 or 2 marks for the part **(a)** short answer question on the Basic Democracies.

In part **(b)**, candidates found difficulty with the question that required candidates to explain why it was so difficult to agree on a new Constitution in 1950.

Candidates who answered question 4 were probably attracted to part **(c)**, which required them to explain how successfully India and Pakistan handled the Kashmir issue between 1947 and 1999. The number of marks achieved depended on candidates' ability to **explain** their answers rather than adopt a narrative approach. The best candidates focused on explaining how the Kashmir issue had been handled and analysed the **success or otherwise** of this.

Question 5

This was the least popular question choice of candidates and few answers were seen by Examiners. The short answer question on the U2 crisis was usually well answered with generally 2 or 3 marks being achieved.

In part **(b)**, most candidates attempted to answer the question on why General Musharraf came to power in 1999 but knowledge of this topic was weak. It is important that Centres and their candidates recognise that in future examinations, topics in the later part of the twentieth century will be set and that they understand the need to ensure that these are dealt with as comprehensively as those set in earlier times.

In part **(c)** there were some good answers to the question asking for the importance of Zulfikar Ali Bhutto's domestic policies between 1971 and 1977. As with other questions, it is important that candidates attempt to explain the importance of these policies in order to achieve a Level 3 or 4 mark.

PAKISTAN STUDIES

Paper 2059/02

Environment of Pakistan

Most of the candidates approached this paper well and showed good knowledge and understanding of the subject matter. There was, in general, a good standard of English and clear handwriting.

Most candidates responded very well to the new type of question paper. Answers were more concise and neatly presented.

Question 1

This was a popular question with some Centres, and most candidates showed sufficient knowledge of fish farming.

- (a) (i) Most candidates identified three improvements to the site of the fish farm, for example the well-surfaced road, the separate ponds and the trees for shade and ground stability. However, there were some who did not complete their answer by stating the benefits given by these improvements, for example 'separate pond for fish of different ages or species.'
- (ii) There were many correct answers, though a few candidates gave examples of salt-water fish.
- (iii) The subject of fish-farming methods still seems to be one with which many candidates are unfamiliar, although there were some good answers explaining about the stocking, health care, and feeding of the fish.
- (b) (i)(ii) Most candidates answered these parts correctly.
- (iii) The term 'overall total production' did not seem to be understood by many candidates. A few answers were made unnecessarily long by stating the separate trends in marine and inland fishing.
- (c) This was answered well by many candidates. It is important that candidates learn that in recent years the fishing industry generates only 0.9% of GDP and only 6% of foreign exchange earnings for exports to a small number of countries. Its importance within Pakistan is much greater, for example as a nutritious food, fertiliser and source of earnings for many landless people.
- (d) (i) Most candidates could list at least three ways of fish storage and processing.
- (ii) This was a question where the better candidates showed their knowledge and understanding of the subject. A good answer referred to the advantages of better infrastructure provision in the area, not only for the factories but also the people needed to work there. This would lead to better standards of living generally. The ports of Balochistan and their closeness to the western border offer opportunities for more trade and economic development, attracting interest from investors.

The disadvantages were easier to describe, although candidates need to concentrate on explaining specific details such as steep slopes and ravines, lack of water supply and extremes of hot and cold temperatures.

Question 2

This was a very popular question but weaker candidates failed to gain full marks for parts (c) and (d).

- (a) (i) Most candidates stated clearly that the areas A and B were only parts of the upper and lower Indus Plain.
- (ii)(iii) Most candidates gained the full two marks for each of these questions, but some did not achieve this by referring only to 'mountains' and 'desert'. These terms were not considered to properly describe the unfavourable conditions for cotton. A good answer referred to the lack of flat or gently sloping land for commercial cultivation, summer temperatures rising to 25 to 35 degrees centigrade and a sufficient supply of water from rainfall of 1000 mm or irrigation to bridge the gap.
- (b) (i) – (iv) The questions were generally answered correctly. From 2012, candidates may be required to give the correct units from the scale of the graph.
- (c) (i) Most candidates achieved one mark for explaining why their three chosen inputs were effective in increasing yields, but not all gained the second 'development' mark for giving more detail such as an example of an HYV seed, type of nutrient in a fertiliser, or pest likely to damage a crop. Only a few explained the inputs of education or land reform. Those who achieved less than three marks failed to explain why the input caused a higher yield.
- (ii) Most candidates achieved all three marks. Those that did not often referred to long-term changes in yield such as waterlogging and salinity, and climate change that do not cause yearly variation. Others referred back to their answer to part (ii) by referring to fertiliser and irrigation for example, without linking these to the income received from the previous year.
- (d) Good candidates started their answer by stating that the cotton textile industry provides about 60% of total exports and employed about 50% of the present industrial workforce. It has the potential to increase these if conditions are favourable. By manufacturing cotton it becomes a value-added good that not only generates more money, but is also more attractive to other countries as an export.

Most candidates were well aware of the disadvantages of developing the industry but did not always express them clearly. Some examples are the difficulties of attracting investment, shortage of inputs such as water and power, lack of training and expertise in modern methods.

Question 3

This question was less popular. Some candidates lacked knowledge of trading partners and craft industries.

- (a) (i)(ii)(iii) Most candidates answered these parts correctly
- (b) (i) This was usually answered correctly. From 2012, candidates may be required to give the correct units from the scale of the graph.
- (ii) Most candidates explained that the production was more variable before the year 2000 than after, but most did not also say that the overall increase was greater before this date. Some achieved the third mark for giving accurate, comparative figures.
- (c) Again, some candidates wrote at great length about the value of fertiliser to the economy, and neglected to consider its greater value for making land productive, improving farm outputs and increasing food supply.
- (d) (i)(ii) Almost all candidates gave the correct answer to part (i) but very few correctly named two machines used in craft industries, such as sewing machines, and named electrical and mechanical woodwork tools.
- (iii) Most candidates achieved some marks for explaining the benefits of mechanisation, but the best extended their answer to include producing a standardised product, or reducing the need for child labour, which may increase foreign interest.

Some candidates recognised that there could be a down-side to mechanisation, and were given credit for saying why it was not important. For example, it may lead to the loss of traditional skills, or that there may be problems of providing electricity, so hand labour can be better.

- (e) The subject of Pakistan's trading partners is required by the syllabus, and it is necessary that candidates should understand the significance of trading blocs, and the factors that may promote or hinder trade with other countries. Most candidates wrote just that it would increase exports and affect the balance of trade. There was little about the disadvantages.

Question 4

A very popular question. Good candidates achieved high marks in parts **(b)(ii)** and **(c)**.

- (a) (i) Almost all candidates correctly identified the animals as sheep or goats.
- (ii) Some candidates did not appear to understand the terms 'topography' or 'relief'. As one mark was reserved for this, many were given only the two marks available for vegetation.
- (iii)(iv) Most candidates explained correctly why nomadic farming was needed in areas such as those in the photograph, but relatively few explained the disadvantages other than the poor health of the animals. There were marks available for damage to the ground by overgrazing and lack of potential for improving the living standards of these people.
- (v) There were some vague answers here but the best candidates gave the alternative of 'stall-feeding these animals'.
- (b) (i) Good candidates gave clear answers relating to specific aspects of the relief of climate, though a few did not give physical reasons despite the word being emboldened.
- (ii) Most candidates achieved better marks for this question than in previous years as the physical features were stated in the question.
- (c) Most candidates focused their answer on area A, Khyber Pakhtunkhwa, or B, Balochistan, but did not always refer in their answer to specific items for trading or industrialisation in those areas. There was little consideration of the human benefits such as better education and health provision, but more about the economic benefits. There was more reference to transport than to telecommunications.

Question 5

This question was less popular. A few candidates lacked knowledge of climatic factors and an understanding of how water supplies are obtained, maintained and controlled.

- (a) (i) Not all candidates appeared to understand the temperature key to this map.
- (ii) The majority of candidates answered correctly.
- (iii) Most candidates explained that altitude affected winter climate, but few explained how the angle of the sun, due to latitude affected insolation and day length, and thus temperature.
- Credit was given to those who explained the maritime and continental effects. That is, sea winds in winter warm the coastal areas whereas away from the sea the ground loses heat more quickly and thus becomes colder.
- (b) (i) Again, candidates needed to state clearly that the areas A and B were only parts of the upper and lower Indus Plain.
- (ii) There were some correct answers here, though a few candidates appeared not to have understood the term 'body of water' or 'source of moisture'.
- (c) Most candidates achieved a few marks for their answer by explaining that farmers may have poor yields resulting in lower incomes. A good candidate went on to say that they needed to rely on

water from irrigation which was often insufficient and expensive, or that in the long term their land may suffer from salinity and soil erosion.

- (d) The question of improving water supply is crucial to all aspects of farming. Most candidates explained that the Punjab has resources that have not been fully utilised, but that there are the problems of unequal distribution and pollution, and loss by leakage and siltation which reduces capacity. Candidates needed to consider both the improvements that could be made and the problems that occur.