

PAKISTAN STUDIES

Paper 2059/01

Paper 1

General Comments

There was a similar entry for this examination compared with November 2011. The standard of work broadly in line with that of last year, although it was noticeable that many of the candidates found some difficulty in scoring high marks.

Whilst most candidates were able to answer the required three questions, there were a small number of rubric errors. The majority of candidates used their time well and, as in previous examinations, most candidates produced answers that were relevant, focused, and addressed the questions as set.

However, many candidates were clearly unprepared for this examination and produced largely descriptive answers, which did not fully address the question set. This was especially noticeable in answers to **Questions 1 (c), 3(c) and 4(c)**. Such answers will only attract a Level 2 mark and achieve no more than half the available marks. Centres should note that examination questions are very specific and require a focused approach to **explaining** answers rather than candidates simply writing all they know.

One further point of note is that very few candidates answered **Questions 4 and 5** in either of the 2012 examinations. This may suggest that Centres are not addressing the whole of the syllabus, which could disadvantage candidates by restricting their choice of topics in future examinations. It could pose serious problems for Centres if the 2015 examination series does include, as expected, a compulsory question that is selected from any area of the syllabus.

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 (c). In part (a), the short answer question on the Hindu-Urdu Controversy 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 British were attracted to the Indian sub-continent. Most candidates were able to explain why the British 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 Indian resistance to British attempts to take control of lands in the sub-continent was. Many candidates knew a large number of facts about the battles fought by 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 Indians were **successful or otherwise** in resisting British 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. As a result most candidates failed to achieve a mark beyond Level 2. At best candidates reached a low Level 3 mark by making the point that the Indians were unable to resist Britain taking control because of British 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). This type of question in various forms has frequently been set over the past few years and unfortunately little improvement in the quality of answers has been seen. Centres should attempt to address this issue.

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 Punjabi.

Part (b) caused few problems for candidates who generally focused on the reasons why Bengal was partitioned in 1905 and produced well-argued answers that often reached Level 3. Many candidates achieved maximum marks.

Part (c) was generally very well answered by most candidates who were knowledgeable about the political developments of 1909 to 1919. Candidates were required to explain the attempts to solve the problems in the sub-continent between these years. Although many candidates knew their facts about Morley-Minto, Lucknow and the Montagu-Chelmsford reforms, they also needed to explain how these attempted to solve the political situation in the sub-continent. Refreshingly, many candidates attempted to answer the question as set and so were able to score a mark within Level 4. They were able to demonstrate good focus on the topic, rather than simply giving a narrative account of each of the reforms, for which only a Level 2 mark would have resulted.

Question 3

Again this was a popular question with a good level of knowledge shown by most candidates, who generally achieved 3 or 4 marks on the part (a) short answer question on the Chauri-Chaura incident.

In part (b) the question required candidates to explain why there was much opposition to the Government of India Act of 1935. This was a well known topic although many candidates struggled to reach Level 3. Many candidates focused too much on the terms of the Act and then considered briefly why some of these were disliked, rather than explaining why there was opposition to the Act. Nevertheless there were some good attempts at answering the question.

Part (c) was similar to that of **Question 1 (c)** in that it was usually answered in narrative form rather than an explanation of Jinnah's achievements between 1929 and 1947. Although there was a small minority of candidates who focused clearly on the question and were able to access the higher levels of marks, most candidates produced a description of events that Jinnah was associated with and made little or no attempt to address the achievements with which he was so clearly associated. As a result most marks were depressed and half marks or more were an uncommon sight. As with **Question 1(c)**, candidates need to recognise the demands of the question and Centres have a responsibility to prepare their charges for such topics properly. In order to gain a Level 3 or 4 mark in this question, the candidates needed to **explain** Jinnah's achievements. Often their knowledge base of Jinnah was surprisingly poor, so there is a lot of work needed in this area of the syllabus, if high marks are to be achieved.

Question 4

This was not a popular question compared with the previous three with few candidates attempting it. For those candidates who did answer it, they tended to score up to 3 marks on the part (a) short answer question on the refugee problem.

In part (b) the question required candidates to explain why Martial Law was declared by Ayub Khan in 1958. Many candidates who were well prepared found little difficulty in their answers and were able to achieve a good Level 3 mark with ease. However there was a temptation for other candidates to write about Ayub Khan, in the misplaced assumption that this was required. For these candidates few marks were scored.

In part (c) there were a few good answers to the question asking for the relative success of Pakistan's relationship with the USSR between 1947 and 1999. However, 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 were 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.

Question 5

This was the least popular question choice of candidates. The short answer question on Bhutto's downfall was generally well answered with 3 or 4 marks being achieved.

In part **(b)** most candidates attempted to answer the question on why Benazir Bhutto fell from office in 1996 but knowledge of this topic was weak. It is important that Centres recognise that topics in the later part of the twentieth century will continue to be set and it is hoped that these are dealt with as comprehensively as others set in earlier times. Good time management in teaching Pakistan Studies is a key factor here.

Part **(c)** depended on candidates' ability to **explain** their answers rather than adopt a narrative approach. The question focused on the domestic reforms of Zia-ul-Haq between 1977 and 1988 and required candidates to explain the importance of these, including economic reforms that were introduced. Again most candidates adopted a narrative approach to this question and there were few attempts to explain their answers and there were many long descriptions, especially of the Islamisation reforms introduced by Zia-ul-Haq. Again, candidates must understand that good marks will be unattainable if such answers are produced in the examination.

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 highlights the need for Centres and their candidates to focus more clearly on **how to write explanations** rather than description in part **(c)** questions.

PAKISTAN STUDIES

Paper 2059/02

Environment of Pakistan

Key Messages

This paper is written to assess the candidates' abilities in three ways, as stated in the syllabus. These are:

1. Their ability to show knowledge and understanding of physical and human environments in Pakistan.

Candidates should demonstrate their knowledge and understanding of the subject matter by avoiding the use of such vague terms as 'pollution', 'infrastructure', 'economic benefits', 'living standards'. The analysis of the marks for this paper shows that many candidates have a good knowledge and understanding of most of the topics in the syllabus.

2. Their ability to evaluate information.

Candidates must be able to evaluate their learned knowledge by assessing the success of various developments or proposals. The analysis of the marks for this paper shows that many candidates achieved high marks for evaluation, although those who did not consider both the advantages and disadvantages of a proposal could not achieve the maximum marks.

3. Their ability to interpret and analyse resources: in other words, skills.

Candidates are expected to demonstrate their skills in using maps, photographs, written extracts and scientific data when answering questions. This includes measurements to scale and the use of the correct units. The analysis of the marks for this paper shows that many candidates need more instruction and more opportunities to practise these skills.

It is essential that candidates are taught not to rush into writing their answers immediately, but to take the time to read the questions on the examination paper. In this way they will fully understand what they are required to say in their answer. Many good candidates did not achieve full marks because they did not always follow the command word 'Compare' or the phrase 'To what extent?'

It is also important that candidates write clear and concise answers. Those that run out of space have usually repeated the same point more than once, or written a long introduction before they give any answer that can gain them a mark.

General Comments

Each question has a general theme. The sub-parts of the question are intended to develop and move through this theme, leading to a 6 mark question which requires the candidate to assess the positive and negative aspects of an environmental, social or economic issue. For example **Question 1** moved from testing the candidates' skills in interpreting the graphs Figs. 1 and 2 and making observations from Photograph A, to testing their knowledge of the cement industry and the creation and control of the extraction of its raw materials. Following this, candidates were asked 'To what extent' can mineral extraction increase development in the country?

This year I have summarised the themes at the start of my detailed report on each question.

Candidates who have considered the exact meaning of each part of a question will not have to repeat information. For example **Question 4(c)(ii)** and **(iii)**. Part **(ii)** only required a short statement of 'increasing or decreasing, not the reasons.

In **Question 2(a)(iii)** the use of the word 'climate' meant that a description of both the temperature and rainfall of this season was needed. Similarly in **Question 4(b)(i)** the command word 'compare' meant that comparisons should be made between cotton yarn and cloth production.

Candidates are now expected to use the units that are given when extracting data from maps, graphs and charts. For example in **Question 1** extraction should be given in thousand tonnes, in **Question 2** temperatures should be given in ° C and rainfall in mms, and in **Question 5** birth and death rates given per thousand.

Other terms which should be understood are the factors that can improve 'living standards' and 'infrastructure', for example in their answers to **Questions 1(d), 4(d)** and **5(c)(ii)**.

Evaluation of learned knowledge is important. Most questions include a part which expects a candidate to be able to do this. For example **Question 2(d)(ii), 3(c), 4(e)** and **5(d)** candidates should be taught that plans for development have both benefits and problems. It is important that the candidate knows the specific problems for different types of development, for example the problems of shortage of capital and lack of good access to areas where new mines or quarries could be built for minerals extraction, the lack of training establishments for farmers, and the lack of opportunities for those who benefit from a good education in Pakistan.

Comments on the Questions

Question 1

This was a question that tested the candidate's knowledge of the mineral resources of Pakistan, the problems of their extraction on the environment and their benefits to the country.

(a) Part **(i)** was usually answered correctly. For part **(ii)** a clear answer was required, vague answers which made reference to industries such as food or textiles were not given a mark. Candidates should have a clear knowledge of specific uses such as preservation of fish or meat, or as a bleaching or dyeing agent for cotton. In part **(iii)** candidates were required to give the correct units of measurement.

(b)(i) It is apparent that many candidates do not understand the principles of graphic analysis. This question asked them to 'describe the changes' in chromite production. A good answer would have identified the fluctuations in output from 1992 to 2004, a significant fall from 1992 to 1995 then rising to a peak in 1997-1998. The largest increase to 2008 was from 2004 to 2008. Weak candidates who gave an almost yearly description were not considered to have described the 'change'.

In part **(ii)** few candidates showed that they understood the factors that could create variations in the annual production of minerals. Candidates should be taught that 'variation' means going down as well as up, thus they must consider those factors that may limit production as well as those that increase it. Some of these are the same as those for agriculture such as government investment and demand, but there are others that can apply to mineral production. These may be the difficulty of extracting contorted seams, exhaustion of seams and the difficulties of developing new ones as well as the problems of using old machinery in remote areas with little skilled labour. The role of international investors can be significant in mineral development.

(c)(i) It was unclear from many of the candidates' answers whether they had really looked at Photograph A. Those who had, referred to the cleared, flat area with rock piles at the edges as well as the lack of vegetation and water. Most candidates described general environmental problems, some referring un-necessarily to the effects on people and wildlife.

In part **(ii)** good candidates described how damaged land can be restored by measures such as levelling and afforestation, even to the extent of returning it to use for farming by returning the top soil and providing irrigation. Others considered the possibilities of laws and fines to control pollution and un-necessary damage.

- (d) Those who achieved maximum marks for this question considered both the possibilities and problems of the development of more of the mineral resources of Pakistan. A good candidate showed their understanding by explaining how more mineral exploitation could increase trade and industrialisation leading to a greater Gross Domestic Product, and provide a stimulus for the development of remote areas, especially in Baluchistan. It could improve infrastructure and services in these areas for both the existing and increased population as well as providing fuel and raw materials for enhanced industrial production.

There were also marks for the problems of such a proposal, such as the lack of funds, trained workforce, and infrastructure in such areas which are usually remote. Also that exports would compete with those of other countries which may be of better quality, or in larger quantity and the environmental damage that such extraction may cause.

Question 2

This question tested aspects of the climatic knowledge of the candidate. Firstly the causes of the monsoon and its effects in industrial areas, then moving on to the means by which the power of the weather and other natural resources can be harnessed to generate more power supply.

- (a) Some candidates failed to gain marks because they did not give the correct units, if any. A range of figures is not acceptable in questions where a single figure is required. Some candidates wasted time as they did not restrict their answer to the months stated in the parts (i), (ii) and (iii).

In part (ii) weaker candidates gave monthly figures, not the pattern of rainfall required by the question.

In part (iii) some answers only considered the rainfall or the temperature. Good candidates looked at the climatic trends, recognised the characteristic drop in temperature when the monsoon rain arrived in July, and went on to state that the temperature remained fairly constant, within a range of 29 to 31 °C whereas the rainfall rose quickly in July and decreased in the following two months.

- (b) Most candidates achieved some credit for explaining how the monsoon winds are generated from the sea to the land. Many referred to the monsoon winds from the Bay of Bengal and not the secondary monsoon from the Arabian Sea. This was not penalised as the causes of the monsoon are the same.
- (c) Although most candidates correctly named these storms as cyclones many stated in part (ii) that they occurred during the months of the monsoon. In part (iii) good candidates read the question carefully and explained the effect of such storms on industry and communication only. Others lost marks by writing about farming and fishing, and also the human cost of such storms. A good answer referred to the damage to buildings, roads and transmission cables, explaining how they disrupted the supply of goods and services to and from industry.
- (d) Those candidates who read the article were guided to write an answer showing their knowledge and understanding of alternative energy sources. Many referred to wind, wave and tidal generators because Karachi is placed by the coast; solar panels because it has a sunny climate and thermal generation from the mountains of waste produced in the area.

However there were marks reserved for the problems of these means of power generation. Not only the cost and lack of experts, (which would apply equally to new power station using fossil fuels), but more specifically the problems that most generate much smaller electrical outputs, and are subject to fluctuations in weather conditions and hours of sunshine. In addition waste or biogas power stations produce air pollution and nuclear power stations produce radioactive waste that is very difficult to make safe for disposal. Hydro-electric power is not feasible in southern Sindh.

Question 3

This question started by testing the candidate's knowledge of the karez system of irrigation then moved on to how too much irrigation can damage agricultural land. The question about increasing agricultural production tested the candidate's knowledge of how government action can increase this.

- (a) Most candidates named the karez system of irrigation, located it in Balochistan and named a fruit crop grown in the area. Most candidates gained some credit for their description of the karez from Figure 4, but only the better candidates showed a real understanding of how this system worked. Some common errors were that the shafts were to collect water, and that the reason why the tunnel was underground was to prevent evaporation. The good candidates explained that the tunnel carried water from a rainy area in the mountains where it soaked underground, to desert areas where it could be used to grow crops.
- (b) Most candidates gave the correct percentages of cultivated and waste land, and showed a clear understanding of the damage to soils caused by waterlogging and salinity. Some weaker candidates confused salinity with siltation. Part (iv) was perhaps the most poorly answered question on the paper. Candidates failed to understand that the reason that approximately two thirds of the land was not cultivated was that it was not agricultural land. Many failed to identify the sectors of forest and waste as uncultivated, and very few explained that much land was covered by houses, industry, offices, roads etc. as well as grazing land, polluted and damaged land, desert, mountains and other land uses.
- (c) Many candidates answered this question well, and achieved maximum marks. Those who did not, failed to explain what measures the government can take to increase production, for example, loans or subsidised prices for buying better inputs; better training schemes; land reform and help to bring uncultivated land into production by measures such as those used by SCARP and WAPDA. Other candidates who did not achieve full marks failed to consider 'to what extent' this is possible, for example lack of resources, money and education as well as the sheer size of the task and other demands on the money and resources.

Question 4

This question considered aspects of the cotton textile industry. As with the other questions it required the candidate to be able to read and interpret information from graphs and maps.

- (a) (i) Most candidates named the main Centres of cotton production correctly, although some did not look accurately enough at the locations of B and C. In part (ii) candidates showed their knowledge of the distribution of cotton processing in Pakistan, but some comments were not related to the map. For example many stated that 'they are mainly situated in Punjab and Sindh', but the map, Figure 6 clearly showed that there are considerably more in Punjab than in Sindh, and that they are widespread in Punjab but grouped in two separate areas in Sindh.
- (b) (i) Although many candidates attempted to answer this question correctly by comparing the production of cotton yarn and cloth, some made too much reference to figures without saying that they were greater or less. It is important that candidates are taught to look at trends and differences. For example on Figure 7 both products increased at almost the same rate from 1999 to 2004 then from 2004 to 2008 yarn increased more rapidly whereas cotton production rose less consistently, and by a lesser amount.

In part (ii) the better candidates read the question carefully and stated one reason for these difference in output and explained it. For example there are fewer cotton weaving mills, and their production may be affected by breakdowns, power shortages, capital and lack of supply of their cotton yarn.

- (c) In part (i) some candidates failed to read the question properly and gave examples of jobs in industries other than cotton production. The response to part (ii) was sometimes incoherent. Many candidates did not give the simple answers of 'increasing' or 'decreasing' but explained how and why workers moved from one sector to another. Similarly in part (iii) the clear answers expected such as mechanisation and the need for skilled workers, the mismatch between workers and skills, and the general lack of jobs for highly trained experts were not forthcoming.

- (d) This was not an easy question for candidates. Although the need for better education is regularly referred to for aspects of the development of the country, this question asked what can be improved. A good candidate referred to reasons such as the following, more people could read and understand government advice on parenting, farming and healthy living, and their education could lead to them becoming more skilled, managing their money and knowing their rights.

Question 5

Parts (a) and (b) tested the candidate's knowledge and understanding of the birth and death rates of Pakistan, and moved on to their knowledge of population movements.

- (a) Most candidates answered parts (i) and (ii) correctly but only gained a mark if they gave the correct units. In part (iii) they showed a good knowledge and understanding of the reasons for the falls in birth and death rate although a few weaker candidates wrote about the reasons for an increase in deaths.
- (b) Most candidates answered all parts correctly, although in part (i) few stated that there was an overall decrease in birth rates despite the increase from 1972 to 1981.
- (c) Part (i) was generally answered correctly, although some candidates associated these terms with the time spent in other places rather than movement from one area to another. In part (ii) some candidates explained the advantages to the people of Pakistan in terms of the benefits of a reduced total population. This is unlikely and certainly undesirable. Those who wrote about the benefits of better jobs, living standards and independence to those who emigrated from Pakistan, as well as the increase in income through remittances to those left behind, achieved the best marks. Candidates did not write as clearly about the disadvantages of international emigration. There were marks available not only stating the loss of loved family members, and an educated and skilled workforce for Pakistan, but also the social problems of those who try to make a new life in another country such as the need to learn a new language, prejudice, lack of acceptable qualifications and homesickness.