

# PAKISTAN STUDIES

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Paper 0448/01

History and Culture of Pakistan

## General Comments

There were few rubric errors this year with the majority of candidates able to answer the required three questions in the set time. In the main the majority of candidates attempted to address the questions as set with an appropriate length of answer. Many candidates produced some excellent responses to questions that were both relevant and focused. The depth of knowledge of such answers was of a good standard. However there were a number of issues that raised some concerns amongst Examiners. One of these was the number of candidates who produced vast descriptions of legislation and negotiations with various bodies, especially in respect to **Question 2 (c)**, rather than make their answers relevant to the question. There was also a large number of candidates who were ill-prepared for this examination, demonstrated by vague, often generalised answers, and little knowledge of facts related to the topic. Finally there were a number of candidates who did not answer questions in the correct sequence and answered all part **(c)**s first, followed by part **(b)**s and then part **(a)**s. It would help candidates to provide less disjointed responses if the questions were answered in the correct sequence. Candidates should continue to make efforts to ensure that their handwriting is legible.

## Comments on Specific Questions

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

### **Question 1**

In part **(a)**, the short answer question was well answered with most candidates gaining 3 or 4 marks on Haji Shariat Ullah. Some candidates confused him with Shah Wali Ullah and so were not rewarded. Where candidates focused on the Faraizi movement and the benefits brought to the Muslims of East Bengal, marks were readily awarded.

Part **(b)** caused few problems. The question focused on the reasons why the East India Company became involved in the Indian sub-continent during the seventeenth century. Candidates had few difficulties with this question and there were many high scoring answers explaining the raw materials to be gained, the inability of the British to establish themselves in the East Indies and the strategic importance of the subcontinent ports. Some candidates gave unnecessary narrative on how the British took control in India or gave reasons (such as spreading Christianity or selling goods made post Industrial revolution), which explained general British interest, but not the reason for the initial East India Company's involvement.

Part **(c)** focused on the reasons for the War of Independence in 1857. Again well-prepared candidates had little problem in answering this question as their knowledge was very good. However there were a large number of candidates who knew the subject matter very well but in their enthusiasm to give all possible reasons for the outbreak of war did not directly make the link between the cause and the war. Many answers stated that the War of Independence was the result of the introduction of the Doctrine of Lapse or other British policies, such as social reforms or political discrimination. Too often, these answers gave the information without explaining **how** such policies caused resentment and led to a local backlash. Consequently a great deal of knowledge went unrewarded. If candidates merely **identify** or **describe** the reasons why the war took place then they will limit their mark. The art of a good answer to this question is to explain **why** these reasons **caused** the outbreak of war.

## Question 2

This was also a popular question, which caused candidates few problems, although part (c) did raise a number of issues. Part (a) was very well answered by the majority of candidates. Most candidates knew the outcomes of the 1937 elections and showed a good understanding of this. They either focused on the actual results or the tyrannical rule between 1937-9. Better answers included impressive statistics. Some answers gave details of the 'Congress tyranny'. This was a valid area of discussion for the outcome of the elections and was duly rewarded.

In part (b), the question focused on the reasons for the reversal of the partition of Bengal in 1911. Candidates knew this topic well, although many spent unnecessary time explaining why the partition first occurred. However there were many good explanations of how the general unrest amongst the Hindu community, the Swadeshi movement and the attempted assassinations all threatened British interests to the point where they were forced to reverse partition.

Part (c) was generally well answered by most candidates who were very knowledgeable about the political developments of 1909 to 1919. Candidates were required to explain how successful the attempts were to solve the problems in the sub-continent between these years. Although some candidates wrote outside the chronological boundaries, most were able to relate the details of the Morley-Minto reforms, the Lucknow Pact and the Montagu-Chelmsford reforms (amongst others) to the question. Often, however, they left the Examiner to decide whether the reforms were successful or not, or made a generalised comments along the lines of 'so this was successful in seeking a solution'. Refreshingly, many candidates attempted to answer the question as set and so demonstrated good focus on the topic, rather than a narrative account of each of the reforms. The very best answers were able to analyse each measure in terms of Hindu-Muslim or Anglo-Indian relations and conclude that it either improved the situation or made it worse.

## Question 3

Again this was a popular question. In part (a), some candidates clearly did not know what the Cabinet Mission Plan was while others wrote with impressive detail on the membership of the mission and its proposals for the future of India. They also were able to explain why the proposals were rejected. Weaker candidates were clearly confused between this plan and the Cripps Mission of 1942.

In part (b) the question required candidates to explain the reasons why there were three Round Table Conferences held between 1930 and 1932. Candidates demonstrated good knowledge of the various conferences held and what happened at them. Regrettably, the focus of the question was not on what happened at the conferences, but why they were held. Here knowledge was less impressive, though most candidates understood the conferences were about trying to settle India's future. Better answers linked the conferences to the Simon Commission and Nehru report rather than merely describe each of these, which some candidates did. Good candidates also explained why a conference failed and therefore necessitated another one.

Part (c) was a well-known topic on the reasons for the failure of the Khilafat Movement.

Most candidates knew the reasons for failure well, but there was a need to establish how the stated reason actually helped bring about its failure. For example, almost all candidates wrote at length on the Hijrat, but most stopped at '*So when the Muslims returned, they had not homes or jobs*'. Where a candidate was able to add '*This meant they lost faith in the Muslim leaders and instead of continuing to support the Khilafat Movement, instead they devoted their time to trying to improve their difficult lives. So this led to the decline of the movement*', then much higher reward was given. This pattern was repeated when many candidates merely described events such as Chauri Chaura without showing how this contributed to the failure of the Movement. There were not as many strong candidates on this question but those that were, explained each point well.

## Question 4

Those candidates who answered this question knew their facts about the Co-operative societies.

In part (b) candidates had to explain the reasons why Pakistan sought membership of the United Nations in 1947. Most answers were focused and candidates generally gave accurate answers. Most answers focused correctly on Pakistan's need for aid and on outside agencies to help with the problems with India after partition.

In part (c) there were few good answers to the question on the relative importance of Ayub Khan's domestic reforms. There were some lengthy answers containing much description but without any assessment of the importance of Ayub Khan's domestic policies. Only on agriculture and, to a lesser extent industry was there any real analysis of the impact of such reforms. Some candidates described his international policies thereby displaying a lack of understanding the question's focus on domestic policies.

### Question 5

This was also a less popular choice of question for candidates and one that produced varying degrees of success. In the short answer question most candidates were able to provide good detail on the Kargil Conflict.

In part (b) there was a preponderance of descriptive answers to the question asking for the reasons why Bhutto was arrested and executed. Few answers were able to **explain** a number of reasons why this happened. Answers were generally limited to the accusations of murder and there was little depth of understanding of the part played by Zia and Bhutto's refusal to plead for mercy. Most candidates were able to explain that Bhutto had been executed for being found guilty of murder. However, the links made with vote rigging and changes in education leading to execution were difficult to justify.

In part (c) there were some good answers to the question about the reasons for the creation of Bangladesh in 1971. Many candidates had a good knowledge of these factors relating to political and economic and geographical issues. Better answers explained the issues East Pakistan had and **why** they caused resentment. Most candidates were aware of the political issues and considered the disparity in wealth between East and West and how the growing of jute in the East only seemed to benefit people in the West. Weaker candidates tended to describe social issues such as the language controversy, which were not directly relevant to the question.

# PAKISTAN STUDIES

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Paper 2059/02  
Environment of Pakistan

## Key Messages

**Specific and focused answers to particular questions are required** which will be assessed against a range of assessment objectives as stated in the syllabus.

Candidates should **closely observe the tariff for each section** of a question and devote time and space to each section accordingly.

Many candidates displayed commendable knowledge and good factual recall but did not correctly identify emphases in questions. It is necessary to **read questions carefully and note command and other key words** in order to give precise

-answers and the correct type of response required. In **Question 2(e)**, for example, many candidates missed the key words *'rely on ... to increase'* and gave accounts of the uses of fossil fuels and/or the potential for renewable energy, neither relevant to the question. **Question 3(c)(ii)** required an explanation of how dry ports have *increased trade*, not a description of the function of dry ports.

In questions where **one** or **two** examples are asked for, credit will not be given for lists of possible answers.

If candidates continue their answers elsewhere in the answer booklet they should indicate this clearly and where a continuation occurs.

## General Comments

Candidates were, in general, well prepared for this examination and demonstrated understanding of most of the material needed to answer the questions well. Candidates generally wrote legibly, using well-structured and grammatically correct sentences.

Many candidates structure concise, yet detailed, responses within the limited space in the answer booklets, whilst some responses are over-long. There is also a tendency to force fit text book knowledge or rote learning into answers. This is rarely successful and should be avoided.

In questions using photographs it is very important to focus on what information is to be identified from them. In **Question 5(c)(i)** it was features of the housing that were required. Candidates should not provide information about aspects other than housing, nor features that are not **visible** in the photograph, either through negative statements or by giving value judgements and impressions.

Identifying changes over time on line graphs is a skill that many candidates need to develop further. **Question 1(a)(iii)** for example required clear comparisons between two sections of a graph and statistics to illustrate, and part **(iv) of the same question** a description of the relationship between two line graphs and changes over particular years or small groups of years to illustrate.

More candidates are now correctly using units in statistical answers rather than just values.

Candidates appeared to manage their time well with little evidence of hurried or incomplete final answers, nor were there many unanswered sections within questions.

Some candidates, are still attempting more than three questions despite the disadvantage they give to themselves in doing so in terms of wasted effort and time.

## Comments on Specific Questions

### Question 1

#### Answered by most candidates

- (a) Generally correct in **(i)** and **(ii)**, occasionally only giving start and end values rather than the difference. In **(iii)** ideas about fluctuation, overall increase, and rate of increase were seen often with accurate and relevant statistics to support. In **(iv)** many good descriptions of the relationship were seen. There was considerable inaccuracy with the use of year data to support the relationship statement, though: many candidates tried to illustrate decrease or increase (changes over time) using troughs or peaks, i.e. points, on the line graph rather than considering time periods, e.g. 1992-93 (which is the year 1992) or 2000-03.
- (b) Question **(ii)** asked for an explanation of the link between aspects of climate and wheat cultivation, which many missed. A common misunderstanding was to use the term 'sowing' or 'sown' instead of the correct 'growing' or 'grown' which prevented credit since these terms are not interchangeable.
- (c) Many candidates did not show precise knowledge about the specific effect of each of water logging and salinity on soil or plants. Most candidates were able to explain a more general reason common to both 'menaces'. The relationship of one to the other was not required, nor a description of what they are.
- (d) Candidates clearly understood a range of different ways of preventing damage and gave detailed explanations. There was some confusion with the issues of siltation or flooding.
- (e) Most candidates produced fluent and detailed descriptions of 'Green Revolution', modern farming methods, accessible via education and training. For a full evaluation the opposing case needed to be considered, that there are other factors likely to prevent this increase and that better education and training are likely to increase production only to a small extent. Candidates need to understand what they are being asked to evaluate, and what does not need to be questioned: in this instance 'better education and training'. In many answers this full evaluation was either absent, or focused incorrectly on whether the education could be provided or afforded. Of relevance to the question was whether the *implementation* of the training could be carried out or afforded.

### Question 2

#### Least frequently answered

- (a) Generally accurate in **(i)** and universally accurate in **(ii)**. In **(iii)** most candidates only presented one valid idea. For highest credit they should have considered the particular characteristics of this anticline oil trap.
- (b) Generally correct.
- (c) In **(i)** generally well answered apart from occasional confusion with Mahmood Kot. Candidates generally supplied a correct name in **(ii)** but they should note a specific name or exact location was needed rather than the general 'Karachi'. In **(iii)** answers were comprehensive and focused. For full marks candidates needed to appreciate why the 'White Pipeline' was specifically stated in the question.
- (d) Well answered in both sections. Occasional inaccuracies with the type of coal in **(i)** but candidates can be commended for being able to recall this specialised information.
- (e) Detailed answers were often seen containing factually correct information. Arguments for or comparisons with alternative sources of energy, e.g. renewables or nuclear, were often presented but solutions were not relevant to the question. Both sides of the evaluation were frequently seen either presented as separate paragraphs or more frequently opposing comments interspersed throughout the answer.

### Question 3

#### Frequently answered

- (a) In (i) generally correct in A and B, less so in C. In (ii) name of pass D was generally not known. The material needed to answer (iii) was well understood. Some candidates gave reasons for perishable goods which are generally neither lightweight nor valuable and therefore not included in the question.
- (b) Straightforward in (i). Part (ii) most candidates produced suitable ideas but with a tendency to vagueness. There was much repetition of a single point in a number of different ways. Candidates taking the perspective of a customer, rather than a business, achieved lower credit. The ambiguous use of the first person ('we') was commonly seen.
- (c) Correct in (i) except for occasional confusion with sea ports. In (ii) the focus of the question was on *increasing trade*. Most candidates demonstrated their knowledge of the functions of dry ports, or their advantages to business people, with no reference to an effect on trade.
- (d) The link to small scale and craft industries was understood and most candidates provided suitable advantages. A presentation of only one side of the argument was common. For a full evaluation the opposing case needed to be considered: an acknowledgement that that the provision of a better road network may only increase development to a small extent or even have an adverse effect. In this instance the ability to provide or afford a better road network is not the focus and should not be questioned.

### Question 4

#### Less frequently answered

- (a) In (i) A and B were generally not known. Names of hill or mountain ranges were required but District names would have sufficed. In (ii) C was known by many candidates. Most candidates provided a list of suitable answers for (iii).
- (b) Frequently accurate with occasional arithmetic errors. Many candidates transposed 6% from the question paper material for (ii), suggesting they had not read the article carefully enough.
- (c) Candidates did not always follow the layout provided for their answers. Some effects were stated in too vague or unfocused a manner. Better responses demonstrated a depth of understanding and good use of geographical terminology. Candidates frequently understood the effect of trees in mountainous areas but did not state the effect of the absence of trees.
- (d) Very well understood by the candidates with a wide variety of income sources stated.
- (e) Part (i) required a detailed definition including a reference to agriculture and being able to meet future food needs or being able to meet present food needs while protecting the environment. The concept was understood by the candidates but needed to be more clearly expressed in many cases. In (ii) many candidates found it difficult to explain how sustainable agriculture could be carried out and only considered economic growth ('sustained' rather than 'sustainable' agriculture).

### Question 5

#### Frequently answered

- (a) Generally correct in all parts. Sometimes stated 'decrease' in (iii) due to a misinterpretation of Fig. 8.
- (b) Often answered well, frequently via the method of including an example which is material more suited in part (ii). In (ii) candidates provided an unexpectedly large variety of examples beyond the expected transhumance and nomadism, but they were simply examples of migration. There was occasional confusion with tourism. Most candidates' examples were creditable except vague 'north to south' notions.

- (c) **Part (i)** Candidates frequently did not focus on the housing but rather on the surrounding environment as being unhygienic or dirty, for example, or answered in the negative, e.g. 'not built with bricks', 'no roads'. There is no credit in questions of this type for giving features that are not visible. Comparisons between the photographs was not required and often prevented credit. In **(ii)** the candidates gave excellent accounts, well constructed essays, on this theme, showing a good social understanding of the necessity for some to live in squatter settlements.
- (d) Full answers and plenty of ideas for improvements were provided by the candidates. Candidates should focus on the key aspect of the question: the improvement of *living conditions ... in these areas*. Instead, many candidates focused on providing employment or improvements to rural areas that would not see such squatter settlements develop in the first place, which could not receive credit.