

# PAKISTAN STUDIES

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Paper 2059/01  
History and Culture of Pakistan

## General comments

There was a pleasing increase of more than 25% in number of candidates entered for this examination compared to November 2006. The standard of work was slightly better than that of last year.

Almost all candidates were able to answer the required three questions with only a small number of rubric errors occurring this year. The vast majority of candidates used their time well with very few that appeared to have to rush the completion of their final answer. As in previous examinations most candidates produced answers that were relevant, focused, and addressed the questions as set.

However similar problems remain for some candidates. Many candidates continue to produce largely descriptive answers which do not fully address the question. Candidates should realise that such answers will only attract a mark within level 2 and as such only achieve about half-marks or less. It should be noted by Centres that examination questions continue to be specific and require a focused approach to answers rather than a 'write all you know' method. In this November's paper this was particularly evident in **Questions 3(c), 4(c) and 5(c)**.

## Comments on Individual Questions

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

### **Question 1**

This was a very popular and well answered question. Many candidates who answered it correctly scored highly especially in **part (c)**. In **part (a)**, the short answer questions were well answered with most candidates gaining 3 or 4 marks.

**Part (b)** caused a few problems. The question focused on the reasons why there were attempts to revive Islam. Many candidates misinterpreted this question and saw it as one that required details of the way in which Shah Wali Ullah and others revived Islam. Unless candidates were able to explain why these men did this then most of these answers were irrelevant. Therefore it is essential that candidates read the question carefully before attempting to answer it. 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)** focused on the promotion of regional languages since 1947. Many answers were to the point and relevant, dealing with such languages as Sindhi, Punjabi, Pushto and Baluchi and explaining how these were promoted since 1947. There were few problems noticeable (apart from those candidates who continue to write about Urdu, believing it to be a regional language) and very many candidates were able to score a high level 4 mark.

### **Question 2**

This was also a very popular question, which again causing few problems. Most candidates were able to again score 3 or 4 marks in **part (a)**.

In **part (b)**, candidates were required to explain why the war of Independence failed. Most candidates found this relatively easy and were able to score near maximum marks. However it was important that candidates did explain why the reason given was a reason for the War's failure rather than merely describe the reason. However there were a minority of candidates who failed to understand the question and though they had to describe/explain the reasons why the war started and so gained few marks.

**Part (c)** was similar to that of **Question 1(c)** in that it was usually answered well. This question focused on the work of Sir Syed Ahmad Khan's work. For those candidates who had revised and had adequately prepared for the examination this question caused few problems for them. Answers from these candidates were focused, accurate and relevant and most scored a high level 4 mark.

### Question 3

Again this was a popular question although not as well answered as 1 and 2. **Part (a)** short answer questions were not as well answered as in the two previous ones with most candidates generally achieving 2 or 3 marks this time.

In **part (b)**, the question required candidates to explain the reasons why Jinnah produced his 14 Points. Although most candidates were able to refer to the 14 Points (mercifully without listing all of them!) or the Nehru Report they struggled to explain convincingly why he produced them. Most candidates were unable to extract themselves from adopting a chronological approach starting with the Nehru Report rather than examining the 14 Points issues first. As a result few candidates were able to score highly in this **part (b)** question and at best only at the bottom of level 3.

**Part (c)** depended on candidates' ability to explain their answers rather than adopt a narrative approach to their answer. The question focused on the attempts of political developments to solve the problems in the sub-continent between 1909 and 1919 and required candidates to explain the importance of these. This type of question does not require a narrative approach. Candidates must not fall into the trap of describing answers to questions that clearly signal the need for an explanation since they are only going to be able to achieve a level 2 mark when they should be capable of reaching marks within levels 3 or 4. It does highlight the need for Centres and their candidates to focus more clearly on explanation rather than description especially with regard to political reform.

### Question 4

This was not a popular question with few candidates attempting it. For those candidates who did answer it, they tended to score only half marks or less on the **part (a)** short answer questions.

In **part (b)**, candidates had to explain why Pakistan had faced problems with educational reform from 1947 to 1988. For most candidates that answered this question their answers tended to contain some good detail but with little explanation, therefore few answers were able to reach level 3.

In their responses to **part (c)** on Ayub Khan's domestic policies answers were not substantive. Most candidates were able to **describe** his domestic reforms but, as with **Question 3(c)**, marks tended to be limited to level 2 with a maximum of six. Again it has to be repeated that in order to access the higher marks in levels 3 and 4, as with **Question 3(c)**, candidates were required to **explain and make comments on how successful such attempts were rather than merely describe** them. Once again this question highlights the need of Centres and their candidates to focus more clearly on explanation rather than description.

### Question 5

This was also a less favoured question of candidates. The short answer questions were again not well answered with generally only 1 or 2 marks being achieved.

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.

In **part (c)** on the reasons for the creation of Bangladesh, knowledge was generally good with some answers attempting to explain these. The incorrect date in the question, for which Examiners must apologise, did not appear to have any adverse effect on candidates. However many candidates found difficulty in explaining these reasons and provided a narrative answer, thus failing to score marks in levels 3 or 4.

# PAKISTAN STUDIES

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<p>Paper 2059/02 Environment of Pakistan</p>
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## General Comments

The number of candidates entering this syllabus in November continues to fluctuate and this November stood at 1777, the highest for some years (and 404 more than in November 2006). It is good to see some achieving high marks, but the standard is still very variable, not only between Centres but within Centres. This time, almost no candidates disobeyed the rubric and answered more than three questions. Each question requires at least 25 minutes to answer. This leaves 15 minutes for thought, and review of answers. Some candidates provide well-structured and thoughtful answers showing interest in, or commitment to the question under consideration. On the other hand, a common practice is to use wording from the question in their answer and therefore to make only very general or vague statements. Candidates must not be fearful of demonstrating their own knowledge.

The questions were of approximately equal popularity, but **Q5** seemed to provide difficulties for some. Many good candidates did not explain their answers in sub-part **(c)**. 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 to the question on the examination paper. It is disappointing for Examiners to see that some candidates do not show their understanding of a subject by failing to write an explanation or description when this is clearly stated in the question.

Overall many candidates now show good skills of observation from photographs and maps, but the use of climate graphs is still poor. Climate is not an easy topic, but an understanding of the climate of the country is essential, especially for Sections 1 – 3 of the syllabus for Paper 2. Candidates could be helped in their understanding by reference to climate graphs, such as that in Fig. 2 of the November 2007 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.'

Examiner recommend that candidates have more practice in answering examination questions from the past 3 years so that the teacher can give more guidance on good answering techniques. Their attention should be drawn to the marks allocated on the question paper for that part of the question. This gives a reasonable idea of the number of short sentences required for the answer. Teachers are advised to keep the photographs linked to question papers, as they provide a valuable teaching resource.

The presentation of work is very important:

- (a) Questions should be numbered clearly and candidates are required to list the numbers of the three questions answered in the grid on the front page of the answer booklet. This is seldom done.
- (b) All booklets and loose sheets used should have the candidate number and name on the first page. A space of at least 4 lines should be left between each complete question for the Examiner to use. This too is rare.
- (c) Handwriting should always be neat and clear.

## Comments on individual questions

### Question 1

- (a) Most candidates named the deserts correctly and gave a good description of the scene in the photograph. However marks are not given for things that cannot be seen, for example in this photograph 'no people, water, agriculture etc.'
- (b)(i) This question required the candidate to know the paths of the monsoon rain and western depression weather systems, and the reasons why convectional and relief rain do not occur in this desert. One mark was given for 'out of reach of rain-bearing winds'.
- (b)(ii)(iii) Most candidates answered these questions well, but some failed to understand that (ii) asked for *simple methods* suitable for small areas e.g. well, tank, shaduf, charsa and tubewell, whereas (iii) asked for *large scale schemes* such as canals from rivers, dams and barrages. Marks were awarded for correctly identifying the dams and barrages shown on the map. Many candidates stated 'karez'. This method of irrigation is only carried out in Balochistan.
- (c) The causes of waterlogging and salinity were known, but candidates needed to show *understanding* of the problem by explaining the methods used to overcome these problems. For example, tubewells to lower the water table and provide water for flushing out salts from the surface soil, surface drains to remove excess water and aid flushing of salt. It is recommended that pupils are taught the methods recommended by SCARP and implemented by WAPDA.

### Question 2

- (a) Many candidates did not apply their knowledge to the climate graph for Multan (Fig. 2). For example:
- 'the rising temperatures of 21° to 32° from March to May are ideal for establishment and early growth of cotton';
  - 'with the additional benefit of rainfall rising to 20 mms in March to moisten the ground';
  - 'warm temperatures of 35° to 31° from June to September are perfect for growth together with high rainfall';
  - 'a low rainfall from September to November makes a good harvest'.

Most candidates failed to make any connection between the graph and cotton cultivation. Limited marks were awarded for other knowledge, such as alluvial or loamy soil, good irrigation, and flat land.

- (b) Most candidate were aware of the danger of climatic hazards to the cotton crop, but did not *explain* their effects, for example 'drought causing poor growth', 'winds damaging soil and bushes', 'rain before harvest causing damage to the cotton boll'. For part (ii), many candidate did not *explain* how production was reduced for example by pests and disease, soil damage, and economic factors but just gave 'lack of' fertilisers, good seed and other inputs which were not linked to declining availability or income.
- (c)(i)(ii) Most candidates achieved full marks in these parts of the question.
- (iii) The *reasons for the importance* of Lahore as a centre of the textile industry were generally well known, but candidates must show *understanding* by giving explanations, for example: 'Lahore is in a cotton growing region so there is a large supply of raw material, and there are factories for every stage of the industry. It is in a well-developed part of the Punjab so it has access to reliable power supplies, a trained labour force etc. There are also good roads and railways to move the products.'

### Question 3

- (a) Most candidates accurately described the *distribution* of limestone extraction, naming the most important areas. They also knew that rail transport is cheapest for bulky goods, and that limestone is extracted in all four major provinces, and is therefore easier to access than rock salt.
- (b) Most candidates named two uses of rock salt, but not all knew that a mixture of salt and water is called brine.

- (c) There were some good observations of the photograph. Candidates should be reminded that there are no marks for things that are not there. The inputs both natural and human were well known, but an *understanding* of their importance was not always given. The difficulties of providing them at this site were observed and it was pleasing to see that some candidates noted that the factory was near Thatta, relatively close to Karachi.
- (d) The reasons for a large demand for cement were known. Some candidates related this to policies of industrialisation and urbanisation. This was good, but needed to be further explained with reference to factories, housing developments, roads and other infrastructure.

#### Question 4

- (a) Most candidates *listed* three features seen in the photograph and stated in the extract, but did not find it easy to explain why Quetta is an important *trading* centre. They failed to state that it is the provincial capital and the centre of the most populous area in Balochistan, and that it is close to the international border with Iran and Afghanistan, with good road and rail links to these neighbouring countries as well as the rest of Pakistan itself.
- (b) Infrastructure is a very vague word, and many candidates fail to show an understanding of its clear meaning. An understanding of infrastructure is vital to an understanding of development. This question gave candidates a chance to show their understanding by relating some of its components such as power supply, roads, water and telecommunications to Quetta. Very few candidates achieved maximum marks.
- (c) The first part of this question was correctly answered but few candidates stated that there were few primary jobs in urban areas because of the lack of land, pasture and trees, and the problems of pollution. The reason that people move there for tertiary jobs does not necessarily mean that there is no primary employment there.
- (d) There were some good observations of the photograph, but many candidates did not show *an understanding* of the problems by explaining why these occurred, e.g. 'because infrastructure and services are already over-stretched, and the lack of capital for investment.' Some candidates did not restrict their answer to infrastructure and services, but went further to quote 'unemployment, crime and racial conflict'.

#### Question 5

Questions from Section 7 on population are always popular, but are necessarily straightforward. A good number found themselves in difficulties because they did not read the questions carefully enough.

- (a) These required simple statements from the resource Fig. 4. Explanation was not asked for.
- (b)(i) The *structure* of a population is shown by a population pyramid. Birth and death rates, life expectancy and infant mortality are not relevant. A good answer made reference to smaller numbers of young children, increasing with age into the working groups. There will be more older people as well, but in declining numbers at the top of the pyramid because of mortality. An important overall change is in the dependency ratio, where greater numbers of children and retired people rely on the incomes of the working group.
- (ii) The problems are partly those of an increased population due to lower death rates and higher life expectancy. There are also growing problems of a higher dependency ratio, e.g. higher taxes to pay for health and education facilities, problems of an aging workforce, problems for the economy and future problems of a smaller proportion of younger people.
- (c) Many good candidates failed to achieve good marks here because they did not *explain* their answers to (i), e.g. loss of agricultural employment and poor working conditions linked to the opportunities in the secondary and tertiary industries in urban areas; poor standards of living due to the lack of infrastructure in rural areas linked to the idea of higher standards of living in towns. It was pleasing to see that candidates had learned the problems caused in rural areas by this migration, and *understood* the means of stopping this migration in the future.