

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

General Comments

This year saw a newly styled question paper, with a compulsory **Question 1** and a **Section B** that contained a choice of answering a further two questions from four. **Question 1** contained two sourced based sub questions together with two more familiar styled questions which followed the pattern as set out in the specimen question paper. The questions in **Section B** followed the same pattern of previous years apart from part **(a)** which contained only the question without the stimulus source that has appeared in previous years.

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 very good standard. It was evident to Examiners that many candidates had been well prepared to answer the source based question. However some candidates produced vast descriptions of events, especially in respect of **Question 1(d)**, rather than make their answers relevant to the question.

Finally, there were a number of candidates who continue to not answer questions in the correct sequence and answered all part **(c)**s first, followed by part **(b)**s and then part **(a)**s. This is not a recommended way of completing the examination.

Comments on Specific Questions

Section A

Question 1

In part **(a)** most candidates were able to score 2 or 3 marks, although there was a sizeable minority of candidates who failed to score any marks since they ignored the source and wrote generally about the battle of Plassey. In this question, candidates must refer to the source.

There were some good answers to **Question 1(b)** from candidates who were able to use features from the source to make inferences about it. However, a large number of candidates ignored the source completely and wrote generally about the East India Company or provided a description of events and British conquests more suited to **1(c)**, thereby scoring no marks. Other candidates merely described what they saw in the source without making any inferences and thereby gained few marks.

Answers to part **(c)** were generally good with sound knowledge being used to score near maximum marks. It is important for candidates to study the question carefully, noting the dates given so as to avoid writing irrelevantly about events outside the given timescale. In this case, it was the Doctrine of Lapse candidates frequently described which occurred after 1850 and was therefore irrelevant to the question.

Answers to part **(d)** were not as good. The question required candidates to explain attempts to westernise Indians between 1750 and 1850. The question focused on westernisation and not on the causes of the War of Independence which many candidates turned their answers into, thereby gaining little credit. It was rare to get a good answer on why the Indians opposed the work of missionaries. It was insufficient to say that the Indians resented British attempts to westernise them through the work of missionaries or the introduction of education without explaining *why* they did so. Equally, any other factors given, such as the building of railways, needed to be related to westernisation and also to reasons why Indians resented this growth.

Section B

Question 2

In part (a), Tipu Sultan was generally well known and few candidates had problems with gaining 3 or, more likely, maximum marks of 4.

In part (b), the reasons for the choice of Urdu as the national language were very well known and generally well explained. Candidates were able to write at length on this topic and high scoring answers were well in evidence.

Part (c) required candidates to explain Sir Syed Ahmad's attempts to create a better understanding with the British together with his attempts to develop Muslims. This topic was generally very well known and candidates were often able to articulate these attempts at some considerable length, often scoring near maximum marks on a regular basis.

Question 3

In part (a), most candidates were able to score 3 marks for this question on the All India Khilafat Conference as the subject was well known, although some candidates did insist on writing extensively on the reasons why the Movement failed which was not required in this question.

In part (b), candidates did have some understanding of why the 14 Points were produced in 1929 and there were some good responses to this question. However, there were a number of candidates who reproduced the list of the 14 Points which was not relevant to the question. Answers that focused on the 14 Points as a response to the Nehru Report were usually well explained.

Part (c) required candidates to explain how successful the three Round Table Conferences were. Generally candidates tended to answer this question by dealing with the Conferences in chronological order and describing the events that took place. At times there was some attempt to say that one of these failed without really explaining why. The best responses first of all dealt with the successes that occurred in each of the Conferences and then followed up with the failures that were noted. In each case, these candidates were able to explain why there were either successes or failures and as a result were able to score highly.

Question 4

The 'Afghan Miracle' in part (a) was not a question that required details about the Russian invasion of Afghanistan. It required details about aid given to Pakistan by the West and the USA especially and the effects this had on the economy of Pakistan. As a result, marks achieved on this question were generally markedly lower than those achieved for **Questions 2(a) and 3(a)**.

Part (b) required responses on why Islamabad was chosen as the new capital of Pakistan. Answers were varied, often merely identifying reasons such as the disadvantages of using Karachi as the capital, without really explaining why.

Answers to part (c) were largely descriptive of the relationship Pakistan had with the USA rather than responding to the 'how successful' aspect of the question. As a result, answers tended to be chronological and descriptive and although some good knowledge was displayed, candidates were not able to achieve the highest marks. It is insufficient to describe events and then say in passing that therefore this was successful. Candidates need to explain *why* they say the events demonstrated success or failure. What was it about the event that demonstrated success (or failure)?

Question 5

Answers to part (a) were lacking detail on the Siachen Glacier and few candidates could score more than 2 marks. Many candidates had limited knowledge of the significance of the glacier in Pakistan-Indian relations.

In part **(b)**, candidates were able to explain some of the reasons why Musharraf was able to gain power in 1999, and there were often good marks achieved in this question.

In part **(c)**, many candidates generally had a good knowledge of Bhutto's domestic policies and at times there were some high scoring answers in explaining how successful these were. It was pleasing to note that many candidates were articulate in explaining why reforms were either successful or met with failure, although there were a substantial number of candidates who merely described as much as they could about these policies without offering much attempt at explaining success or failure.

PAKISTAN STUDIES

Paper 2059/02
Environment of Pakistan

Key Messages

- Almost all the candidates answered every question attempted, and put a great deal of effort into their responses, showing maturity and understanding of complex issues. However, often the responses needed more direction, more specific detail, or the use of more precise and subject specific language and skills to gain the maximum marks.
- Many candidates addressed both sides of the arguments required in the part **(d)** questions. More development of the points made for and against a point of view is needed. More attention also needs to be given by the candidates to making sure that their evaluation is clear. This will assist candidates in accessing the highest marks. Limited marks are available for entirely one-sided arguments, or arguments where only one side of the argument is developed.
- Candidates should read the questions carefully and note command and key words, and any words which are written in bold, to give precise and accurate answers. The glossary of terms for Paper 2 in the syllabus helps with this.
- When reading graphs, always check the labels and give correct units in the answers.
- When definitions are required, candidates should not repeat the words used in the question that they are being asked to define in their answer.

General Comments

- Good responses were seen to all questions, and many candidates produced concise, detailed responses, using subject specific language and skills that addressed the questions directly, to gain higher marks. Other candidates gave responses that were lengthy, which were much less concise and which needed to contain more directed content informed by the Paper 2 syllabus.
- Candidates demonstrated in the questions a very good knowledge and understanding of trade, balance of trade, sources of foreign exchange and imports/exports. More careful reading of questions, however, will lead the candidate to qualify the terms they are using and produce more directed responses.
- The majority of candidates observed the conventions of writing for examination purposes and responses overall were well written and in good, legible handwriting. However, the use of shorthand, for example 'temp' for temperature and 'bus' for business, should be discouraged.
- Candidates continuing their answers elsewhere in the answer booklet or on additional pages need to indicate clearly that there is a continuation, where that continuation is, and use the correct question part number with their continuation.

Comments on Specific Questions

Question 1

It was generally observed that fewer candidates attempted **Question 1**.

- (a) (i) Areas in Balochistan were correctly shaded and gained marks. A number of candidates confused named deserts with areas that experience rainfall of 125 mm or less. Many candidates who chose **Question 1** chose not to mark and shade the areas in the map, suggesting that some candidates need to gain more confidence in using their map skills.

- (ii) A few candidates identified the main crop correctly as 'dates'. Most candidates referred to the secondary crops.
- (iii) Many candidates demonstrated a good understanding of the difficulties facing people living in areas of low rainfall. However, some candidates confused low rainfall with water supply, while others needed to consider all aspects of life for people, such as the impact of low rainfall on what happens in the home. Seasonal migration was sometimes mentioned, but without explaining why people need to do it. Some candidates could have gained higher marks here with the use of more precise language, which conveys a more accurate meaning, for example referring to 'extreme temperatures' rather than just 'hot'.
- (b)(i)A** The candidates that answered this question well were those who had read the question carefully and responded according to the command word, which asked candidates to 'compare'. The best responses considered what was similar and different about the monthly rainfall in Hyderabad and Dera Ismail Khan; for example that both were high in July and August, or reached their maximum in those months; or gave accurate statistics for a comparison between the two cities of a single month, for example in May in Hyderabad there is 4 mm of rain, while/whereas in DIK the amount of rainfall is 17 mm. Marks were only awarded for comparisons and not for general description or explanation as is the case when comparisons are asked for in this type of data analysis.
- B** Candidates gave more accurate responses to this part of the question. Most responded that both cities experienced monsoon rainfall. Some candidates gave the information that had been requested in part **b(i)A**, which could perhaps demonstrate that they were unsure about what they were meant to do when asked to 'compare'.
- (ii) Some candidates demonstrated a good knowledge of the effects of flooding on the local economy and on transport links, referring to crops being destroyed, resulting in loss of income and roads and railways being damaged/destroyed, which made journeys more difficult and gained the maximum marks. Some candidates referred instead to the effects on the local area, in terms of houses being damaged/destroyed, while others referred only generally to transport links, repeating the words in the question. The weaker responses talked in general terms about flooding, but without being able to indicate an understanding of the impact, and also often referred to the national economy.
- (c) Many candidates identified 'dry port' correctly and gave a correct example. Candidates then either went on to give the correct locational factors, such as the dry port being inland/far from a seaport, or incorrectly responded with details of the functions of dry ports. The importance of carefully reading the question was illustrated here as candidates sometimes wrote everything they knew about the topic of dry ports rather than directing their knowledge to the question. Many candidates also identified 'ports' rather than 'dry ports'.
- (d) Most candidates gave a response that addressed one or more points as to why the motorway was needed, and many developed this well. Some also addressed why the motorway may or may not be possible and developed one particular side of the argument well. However, very few candidates addressed both sides of the argument, as is required in a feasibility study, and very few of those who did address both sides of the argument gave an evaluation as to what extent this proposal would be possible. Better responses referred back to the question material and gave specific geographical detail linked to the places named, rather than discussing the general advantages of motorways.

Question 2

Relatively few candidates answered **Question 2**.

- (a) (i) Most candidates who answered the question were looking at the correct area of the bar chart. However, when writing the response a significant minority of candidates then omitted the tonnes or the 000's tonnes.
- (ii) This was answered very well indeed, with the vast majority of candidates correctly stating the difference between the different types of information being provided in Fig. 3 (tonnes/quantities/amounts) and Fig. 4, almost wholly answered as percentages.

- (b)(i) Some of the candidates correctly identified the uses, for example, 'steel', bridges' and 'tools'. Very few could identify an area of extraction.
- (ii) Candidates in the main showed very good knowledge and understanding. Most identified employment opportunities for local people, and most identified a raw material for a named sector or a raw material and its use by local people. Most candidates also identified benefits to the national economy, for example, reductions in imports and a source of foreign exchange.
- (iii) Very well answered overall, with many candidates achieving all the marks available for this question, giving precise, well developed answers. The candidates that did less well mentioned 'pollution' without specifying the type or giving clear development or talked about 'damaging the natural environment' without development.
- (c)(i) Very well answered indeed, with many candidates keen to show their knowledge. The vast majority of candidates correctly identified three terms on the diagram.
- (ii) Most candidates of all abilities referred to fossil fuels as being non-renewable, and many explained at length why fossil fuels were non-renewable, without addressing other possible answers. The best responses referred to the cost, the need to import and global warming, thus considering the source of the fuel and the effects of using such fuels.
- (d) Many candidates gave some excellent examples, made some interesting and relevant points and organised an argument; however, only a small minority of candidates developed their points. Of those who developed their points, only a few gave an evaluation. The weaker responses addressed the problems with the railways and the benefits of road and air transport over the railways, rather than considering the solutions.

Question 3

This was a popular choice of question.

- (a)(i) While many candidates gave the figures (35–65) for part **B** of the question, they needed to give the figures as a percentage (35–65%) to gain the mark as the question asked 'How much of Faisalabad District is cultivated?' A few candidates were able to identify a district that has a cultivated area of over 65% and most gave Gujranwala or Multan. This suggests that candidates need to become more familiar with the location of places within Pakistan.
- (ii) Many candidates answered this question well, and gave a range of physical factors that were the reasons why so many districts of Pakistan have a cultivated area of less than 5%. Most of the correct responses identified low rainfall, rugged terrain and infertile soil and the best responses mentioned that these districts were too far from a river. Candidates who had perhaps not read the question carefully gave responses about lack of irrigation and waterlogging and salinity, which did not gain marks. Some candidates talked about these districts having 'less rainfall' without giving something against which 'less' could be compared. For example, they could have written 'these districts have rainfall of less than 125 mm per annum' to indicate low rainfall.
- (iii) There were some good developed responses which fully addressed the requirements of the question, particularly around waterlogging and salinity. The best responses included developed ideas around deforestation and floods, alternative use of land, migration of workforce, the problems with landlords, and also recognised that waterlogging and salinity are two separate, although interlinked, problems. Some candidates gave undeveloped answers which did not explain why agricultural land is no longer producing crops and so were unable to gain marks.
- (b)(i) This was very well answered, with the vast majority of candidates of all abilities giving 7% or 8% as their response.
- (ii) This was answered well in the main, with many candidates achieving maximum scores. There were some good responses which focused on pull factors rather than push factors. Some candidates needed to think more carefully about the qualifying words they were using in describing the factors, for example, some candidates wrote about there being 'no schools' in rural areas, rather than about the level of quality of the schools, 'not many good schools'.

- (iii) This question produced a range of responses. Some candidates who had read the question carefully and understood the geography gave very good answers and usually gained maximum marks as they considered both the positive and negative effects. Other candidates needed to have applied their knowledge to the question that was being asked and think more deeply beyond 'decrease in population' and 'reduction in agricultural activity/output'. A significant minority of candidates responded with effects on urban areas. An analysis of (b)(ii) and (b)(iii) responses seems to suggest that some candidates need to be clearer about the definitions of urban and rural and push and pull factors.
- (c) A few candidates demonstrated confidence and clarity in the interpretation of the statistical data, correctly identifying the main changes and achieving maximum marks. While many candidates produced satisfactory responses, most of those candidates needed to interpret the main changes that were taking place over time, for example, that 'all four provinces increased', or that 'Balochistan increased at a slow rate', rather than focusing on too short a time period. Some candidates needed to check the labels on the x and y axis before writing their responses.
- (d) Some very good responses were seen here, with accurate detail and examples, although many of these only developed one side of an argument. The best responses were able to discuss provinces specifically and consider what these provinces had to offer which could be developed. Most candidates confined their discussion of development projects to those involving transport and industry and how this might impact on population density.

Question 4

This was a popular choice of question.

- (a) (i) Very well answered indeed, with many candidates gaining the mark.
- (ii) Most of the candidates gained the two marks for this question, giving good examples of service industries. Some candidates gave very general answers such as 'trade' or 'offices'. A few less good responses gave examples of secondary and primary industries.
- (iii) Parts A and C of this question were well answered, with most candidates giving a correct percentage within tolerance. The main reasons given as to why more people visited relatives compared to visiting Pakistan as tourists were that many people lived abroad and returned to visit relatives, the security situation and that there were few tourist attractions. While most candidates had read the graph labels carefully and had correctly given the number of visitors in 000s, many candidates had not.
- (b) (i) This was well answered. Most candidates referred to the mountainous terrain and gave at least one example of bad weather. The best responses linked the terrain and weather to specific problems, for example, difficult conditions for flying, lack of space for a runway. The question allowed candidates to demonstrate their obvious knowledge.
- (ii) Most candidates gave precise and well directed responses referring to 'an increase in tourists' and an 'increase in trade/more exports/more foreign exchange', 'more business trips'. The best responses gave examples of the type of products that could be exported and covered a wide range of the marks that could be gained. Reference to the provision of employment tended not to be linked to the airline industry. Weaker responses gave more general, less precise statements not sufficiently directed to the question, such as 'boosts economy', 'faster transport', 'makes it easier for businessmen' and 'improving ties with other countries'.
- (c) (i) Generally the border crossings were well known, with the Karakoram Highway and China as the response most often given. Most candidates did well here.
- (ii) Most responses were positive about the benefits of the border crossing, and most candidates gained at least two marks. The best responses fully answered the question 'How useful is the border crossing...?' and also stated the benefits – the border crossing 'improved trade' and 'improved relations between the countries'. Many candidates were able to give examples of exports and imports.
- (d) Most candidates were able to give a response that addressed both points of view and some of these candidates were able to give developed points supporting or opposing one point of view.

Most of those candidates supported the view that Pakistan would benefit from stronger trade links with China, illustrating the close relationship between Pakistan and China. Some good examples were given, particularly mentioning Gwadar port and the types of goods that were imported from China/exported to China.

Some candidates presented developed points addressing both points of view, and the better responses gave clear evaluation between their two developed points of view. Many candidates needed to have a clearer idea of the countries that constitute the European Union.

Question 5

This was the most popular choice of question.

- (a) (i) Most candidates correctly identified 'D' as the point where the natural increase is the highest. Very few candidates were able to label the y-axis, with 'per 1000 population (per year)' or 'average births and deaths per 1000 people'.
- (ii) Very well answered. Good knowledge of the various reasons why Pakistan continues to have a high birth rate, with 'wanting a son', 'the need for labour to help the family' and 'early marriage' being the most frequently cited.
- (iii) Answers showed a very good understanding of why death rates have been falling with many candidates gaining full marks. The majority of candidates commented on improvements in health care and the improvements in food and hygiene, as well as the reduction in infant mortality.
- (b) (i) Better responses mentioned the higher Pakistan population growth rate throughout, the overall decrease and fluctuations. The question asked for a comparison of the main changes between the two dates. Candidates therefore did not need to mention other dates within the overall range of 2000 to 2012, or break the overall range into shorter time periods, or give a description of every change or trend within those shorter time periods, and could not be credited for such.
- (ii) Many candidates were able to define immigration, although some candidates confused immigration with emigration, or with internal migration – rural to urban migration, for example. Candidates overall displayed an excellent understanding of the causes of emigration from Pakistan and the effects this had on the economy. Many gained full marks. Most discussed the causes as 'unemployment' and the 'better lifestyle abroad' as well as 'security problems'. In terms of the effects on the economy, few candidates mentioned the 'ideas and initiatives that come back with returning emigrants' or 'less pressure on resources'.
- (c) (i) Candidates who referred to resources in their answer invariably gained the mark. Some of the candidates who provided the correct meaning also referred to the need to think about the impact on future generations, which was above and beyond what was required but excellent to see. However, most candidates, while demonstrating that they had an understanding of some of the core issues associated with sustainable population growth, were not able to give a definition which could be credited.
- (ii) Most candidates gained full marks, using the full range of problems likely to occur in the event of unsustainable population growth. Most candidates understood the need to qualify problems, such as 'unemployment rises' and 'crime increases', recognising that these problems exist in a society not experiencing unsustainable population growth.
- (d) Of all the part (d) sections on the paper, this question elicited the best answers. Answers were often extremely insightful, particularly those responses addressing young women in Pakistan and the choices facing them, as well as the experience of people in rural areas. The vast majority of candidates supported increasing literacy for all, especially females, and most went into good detail of the advantages that would bring. A few candidates mentioned the advantages that education for males would confer.