

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

Key messages

- When answering questions using source material, candidates should refer to the source, draw inferences from it and support these, either with detail from the source or with contextual knowledge.
- Candidates are reminded to read questions carefully to ensure answers are focussed and relevant.
- It is important for candidates to avoid lengthy narratives and focus on explanation, analysis and evaluation.

General comments

Most candidates were able to answer the required three questions with few rubric errors. The majority of candidates used their time well and most produced answers that were relevant, focused, and addressed the questions as set. There were a number of candidates who omitted answers to whole parts of questions. This seemed to be a more frequent occurrence than previously, suggesting that there were some candidates with a limited understanding of the questions and knowledge of the topics set.

Comments on specific questions

The most popular optional questions answered were **2** and **3**, with **1** being compulsory.

Question 1

In part **(a)**, most responses gained three marks by referring to the source. In this question, candidates need to refer to the source directly and not describe the topic being examined to gain credit.

Part **(b)** produced a range of responses from candidates about Gandhi's ideas on education. There were some good Level 3 answers, usually about the spinning wheel and links to the Wardha Scheme. Weaker responses gave a surface comprehension of the source but did not seem to understand what the source meant in context. Some responses mentioned some aspects of Congress Rule without any reference to the question or the source and could not be credited at all; therefore, candidates are advised to refer carefully to the source in order to score marks.

Answers to part **(c)** explaining how Jinnah transformed the Muslim League were mixed. Many candidates seemed to find this question challenging as their responses did not address the question of what Jinnah did, instead dealing with his reasons for transforming the Muslim League. Other responses gave unnecessary descriptions of Congress Rule between 1937 and 1939 or identified ways the Muslim League was transformed by Jinnah, but did not then develop these identified points into explanations to reach the top levels. A number of responses did address the question with clarity and appropriate knowledge and explanation that was relevant to the question and were able to gain maximum marks. Candidates should focus upon using their factual knowledge to explain rather than deploying a purely narrative approach.

Answers to part **(d)** required candidates to explain the degree of success of the 1937 provincial elections. Most responses were able to explain some of the successes or otherwise, so Level 4 marks were common. Other answers described the events of 1937 and gave lots of detail about the misuse of power by Congress, but were restricted to Level 2 as they needed more explanation/analysis. The very best responses were able to explain the successes and set-backs and then come to a reasoned judgement as to the relative success of the elections and for whom. Candidates need to ensure that they use their factual knowledge to substantiate the arguments they make to reach the top levels.

Question 2

This was a very popular question.

In part (a), Sir Syed Ahmad Khan was well known as the author of 'The Loyal Mohammedans of India' and most responses demonstrated good knowledge of its contents, with many candidates scoring three or the maximum marks of four.

In part (b), the question required candidates to explain the reasons for the decline of the Mughal Empire. Responses were mixed. This was a very well-known topic with responses that explained several reasons for the decline following Aurangzeb's death, accessing the higher levels. Weaker responses gave descriptive accounts of the lives of the successors of Aurangzeb or did not discuss the decline following the death of Aurangzeb, so were unable to progress beyond Level 2. Answers relating to the policies of Aurangzeb were irrelevant and gained no marks. Candidates need to focus upon using their factual knowledge to explain the factors, relating these to the decline of the Empire post Aurangzeb rather than deploying a purely narrative/descriptive approach which can gain little credit.

Part (c) required candidates to consider the relative effect of educational reforms on the Indian people compared with other factors between 1773 and 1856. This was a very well-known topic, with plenty of descriptions of Indian grievances such as objections to the introduction of co-educational schools, which were not always linked to the question, restricting such answers to Level 2. Better responses explained how each factor/grievance affected the Indian people; here knowledge and analysis were secure with many achieving a mark within Level 4. Strong responses were able to decide which factor/s in their opinion had the greatest effect on the Indian people and explain reasons for their decision. Some responses referred to the War of Independence in 1857. Any mention of events before 1773 and after 1856 could not be credited.

Question 3

In part (a), most responses stated Gandhi's involvement with Satyagraha or that it was associated with Hindus and gained at least one mark. Some responses appeared to have confused it with the Swadeshi Movement and wrote about that or other irrelevant events.

Part (b) required an explanation of the reasons why three Round Table Conferences were held between 1930 and 1932. Most responses understood that the conferences were about trying to settle India's future. Better answers linked the conferences to the Simon Commission and Nehru report and/or explained why one conference failed and therefore necessitated another. Whilst many responses demonstrated good knowledge of the various conferences held and what happened at them, the focus of the question was not on what happened at the conferences, but why they were held, thus many answers were restricted to a mark in Level 2. To reach the top levels, candidates needed to develop the factors they previously identified/described by using their factual knowledge to explain why there were three conferences rather than deploying a purely narrative approach.

Part (c) on the relative importance of the reasons for the formation of the Muslim League was generally well known with many responses giving at least one detailed explanation. Some responses focused on the partition of Bengal, without relating it as a reason for the formation of the Muslim League, making it difficult for these responses to access higher level marks.

Question 4

In part (a), many responses demonstrated very detailed knowledge on Cabinet Mission Plan, its membership and its proposals for the future of India, with many gaining three or the maximum marks of four. Weaker responses appeared to be confused between this plan and the Cripps Mission of 1942.

Answers to part (b) on the opposition to the Cripps Mission were generally well explained, although there were some over-long descriptions of the Cripps Mission rather than the reasons why Congress and the Muslim League rejected it.

Part (c) required candidates to consider the relative importance of the main developments in the Pakistan Movement. Most responses gave descriptions of the provisions of each development they included, sometimes with an explanation usually on the importance of Jinnah's 14 Points as the 'parting of the ways'

and then Jinnah as paving the way forward. As a result, many answers hovered in top Level 2/bottom Level 3 at around five to seven marks. The best responses identified several developments and explained why each was important to the Pakistan Movement and concluded with an evaluation/judgement as to which development they considered to be the most important and justified their decision.

Question 5

In part (a), candidates had good factual knowledge about the Karakoram Highway such as the length of time the road took to build, its location and origins. At least three marks were achieved by many candidates.

In part (b), most explanations of the reasons why Pakistan sought membership of the United Nations in 1947 were focused and accurate, thus gaining a mark within Level 3. Most responses centred on Pakistan's desire to become a leading voice for Muslim countries and the need for aid and agencies to help with the problems with India following partition.

Responses to part (c) evaluating constitutional matters between 1949 and 1973 were largely narrative in format. Few explained the progress made or difficulties encountered in establishing a new constitution and then come to a judgement regarding achievement of a new constitution, and were therefore limited to a mark within Level 2. Some answers demonstrated little factual knowledge relating to the steps taken to develop a new constitution and seemed to struggle to progress beyond Level 1.

PAKISTAN STUDIES

Paper 2059/02
Environment of Pakistan

Key messages

For candidates to perform well on this paper they needed to be able to:

- Ensure that the examination rubric is followed correctly, answering three of the five questions only; it was pleasing to see that fewer students did not follow the rubric in this examination session.
- Answer all parts of the chosen questions as questions requiring the completion of a map or graph are omitted by some candidates, e.g. **Questions 1(a)(i), 3(b)(i) and 5(a)(i)**.
- Read the question carefully – it is important to spend time doing this. If it helps, underline command words and words which indicate the context of the question.
- Know the meaning of, and respond correctly to, command words used in questions, e.g. know the difference between ‘describe’ and ‘explain’.
- Identify the correct focus specified in the question stem – e.g. natural or human factors, impacts, problems or advantages.
- Learn the meanings of key words in order to be able to define and accurately use terminology, e.g. ‘topography’, ‘dry port’, ‘overpopulation’. When defining words or phrases, candidates should not simply repeat a word or words as part of their definition.
- Describe a pattern or trend from a map or graph, e.g. **Question 3(a)(i)**.
- Complete a map using information provided, e.g. **Question 1(a)(i)**.
- Add information to diagrams/graphs, e.g. **Question 3(b)(ii)**.
- Use the mark allocations and answer space provided in the question and answer booklet as a guide to the length of answer required and the number of points to be made. Some candidates write overlong answers to questions worth few marks at the expense of including detail in those requiring extended writing.
- Write as clearly and precisely as possible avoiding vague, general statements such as ‘*proper*’, ‘*better*’, ‘*no*’, etc. Candidates are advised that they will not gain marks for using imprecise language such as this.
- Avoid the use of vague language such as ‘*better quality of life, infrastructure, pollution, facilities/services, technology, extreme, moderate, disease*’, all of which need further clarification to be awarded a mark.
- Write developed ideas wherever possible where extended writing is required in the four and six mark answers; avoid using long lists of basic ideas at the expense of developing one or two ideas fully. Developing ideas is still an issue for many candidates although it is pleasing to see that progress is being made in this area.
- In the final (**d**) part of each question, candidates should ensure that their ideas are developed with the correct focus giving different points of view and that responses include an evaluative comment stating which view they agree with more. Some candidates do this and many start and end with an evaluative statement, however others only develop one point of view. Few candidates are able to provide examples limiting their responses to a maximum of five marks.
- Perform basic skills such as interpreting graphs, photographs and maps of various types, using accurate statistics or referring to specific features as appropriate to support ideas.
- Approach questions which ask for comparison by writing comparative statements rather than writing discrete comments about each item being compared.
- Have a range of case studies or examples, so that appropriate ideas can be chosen for the topics tested and ensure they are aware of the scale of the question – e.g. rural or urban area, local or national.
- Include place specific information or examples in part (**d**) questions, whilst avoiding writing a long introduction to the question with place detail or repetition of the stem of the question at the expense of answering the actual question as this wastes both time and space for candidates.
- When using the extra space at the back of the question and answer booklet candidates should make clear which answers have been continued, by indicating this at the bottom of the answer space and also clearly number the continued response in the Additional Pages part of the booklet.

General comments

The examination was considered appropriate for the age and ability range of candidates and it differentiated effectively between candidates of all ability levels. Able and well-prepared candidates performed very well across the paper and some excellent answers were seen. Most candidates were able to make a genuine attempt at their chosen questions. Some weaker responses showed difficulty in interpreting tasks and did not contain effective answers to some or all of the questions. Many candidates have a good understanding of the needs and development that their country requires, and write sympathetically about its needs and the challenges it faces.

Some candidates disregarded the rubric by answering four or more questions. However, it was rare to encounter papers where all five questions had been attempted, which is pleasing to see. Usually, if all questions had been answered they were all weak. Nevertheless, some stronger responses included several lengthy passages, which had been crossed out; meaning time, that could have been spent working on the answers eventually chosen, was lost.

Some candidates are choosing to shorten some words by using abbreviations, e.g. '*Pak, b/w, BBCs, bus and mvt*'; this hinders understanding and is discouraged.

Overall, candidates engaged with the questions and most of them clearly understood the material needed for focused answers. Most candidates have an excellent level of English and subject knowledge and were able to express most of their opinions and ideas clearly, which was shown through their lengthy and thorough responses. Greater planning of responses for the **(d)** questions could be carried out by candidates; spending a little time producing a brief plan of what to include, will help candidates to better structure their response. The additional pages at the end of the question and answer booklet could be used for this.

Questions 2 and 5 were the most popular and **Question 3** was the least popular choice. There were many good attempts at all the part **(d)** questions, the final part of each question, particularly '*small dams versus large dams*' and '*whether to extend the rail network into Balochistan or China*'. Stronger responses to these questions were characterised by a range of developed ideas from different points of view and occasionally some examples with some very good evaluations, clearly siding with one viewpoint. Weaker responses tended to be generic developments of ideas with little or no evaluation or examples to support them, whilst others were characterised by the use of simple statements. In some cases, the detail provided was irrelevant to the question being asked, or included an overlong introduction occupying almost all the answer space, or a copy of, or re-wording of, the original question stem or speech bubbles.

The **(d)** part questions require both sides of the argument or different points of view to access the highest level. The focus of the requirement can vary between questions, e.g. the scale can be national for the country, as in **Questions 2, 3 and 5**, or on a local scale as in **Questions 1 and 4**. Some responses limit the mark that can be awarded by making inappropriate choices, for example, choosing a viewpoint that they say they do not support and but the response shows clear support for that viewpoint and does not provide arguments against it, giving a one-sided view. In all these questions candidates can refer to examples that may be local to them or that they have studied, which may highlight a view or idea they are making. Evaluations are present in the best responses, which give a justification either for or against a viewpoint/ idea and consolidate their response fully.

The following comments on individual questions focus upon candidates' strengths and weaknesses and are intended to help candidates better prepare for future examinations.

Comments on specific questions

Question 1

- (a) (i)** This question was generally well-answered, and most responses identified the correct landforms in the right boxes. However, some labelled the Himalayan Ranges and Karakoram ranges the wrong way round. Also a very small number of responses just wrote the first word for each label in the box, e.g. '*Balochistan*' instead of '*Balochistan Plateau*' and consequently did not gain the mark.
- (ii)** This was generally very well-answered, and the vast majority of responses gained the mark for '*peak*'.
- (b) (i)** The majority of responses gained the mark here understanding what topography is the study of.

- (ii) Many scored the full three marks. All mark scheme answers were seen, e.g. '*mountainous area with glaciers and U-shaped valleys*'.
- (c) (i) Most responses stated two reasons why deforestation has occurred in the Northern Mountains. Again, all mark scheme answers were seen and quite often more than two reasons were given.
 - (ii) This question was a good differentiator. Many responses gained two marks for stating two impacts of deforestation in the Northern Mountains, but then did not go on to develop these to gain the remaining two marks. Some gave a list of impacts which again is a maximum of two marks. Where responses were developed, it was often with regard to '*loss of habitats (1) leading to species becoming extinct (dev)*' or '*more landslides (1) due to lack of tree roots to hold the soil in place (dev)*'.
 - (iii) This question was also a good differentiator. Most responses scored at least one or two marks and all mark scheme ideas were seen.
- (d) This question was a good differentiator with a wide spread of marks. It was, however, less common to see five and six marks. Simple responses which achieved Level 1 typically made points such as '*plant more trees*', '*implement laws to prevent people cutting down the trees*' and so on. Developed points centred on the provision of LPG to the northern regions in order to prevent people cutting down trees for use as fuel. Some responses argued that it is easier to prevent deforestation in the northern regions because land further south is needed for settlement and agriculture, so there is less available land for afforestation programmes there. Examples of afforestation schemes allowed some responses to reach Level 3, providing they had developed two ideas. It was common to see responses only develop one point of view, which prevented them from moving beyond Level 2.

Question 2

- (a) (i) This question was generally well-answered, incorrect responses generally mixed up the rivers Chenab and Ravi and wrote them in the wrong order.
 - (ii) Most responses correctly named the '*Mangla Dam*'. Incorrect responses included '*Tarbela*' or '*Warsak*'.
- (b) (i) The most commonly seen responses were '*Jinnah, Chasma, Taunsa, Guddu, Sukkur, Kotri*' and '*Rasul*'.
 - (ii) Mixed responses were seen here with most gaining at least one or two marks. Common answers included '*dams are more expensive to build*', '*barrages can be built anywhere more quickly than dams*' and '*dams are used for HEP production*'. All mark scheme ideas were seen.
 - (iii) Most responses could state the problems caused by siltation, such as '*reducing the capacity of reservoirs, blocking canals, weakening the foundations of dams*' etc. However, a significant minority confused siltation with saltation, and responses relating to waterlogging and salinity were not relevant.
- (c) The majority of responses here gained full marks. Candidates understood the reasons why rivers are important to Pakistan and were able to develop their ideas. There were some responses that gave just simple reasons with no development, but two marks were gained for that. All mark scheme ideas were seen.
- (d) A wide spread of marks was seen on this question and it differentiated well. Candidates appear to be well practised in responding to the speech bubble type questions and in most instances find it more straightforward to develop both sides of the argument when the question is structured in this way. Weaker responses did not get beyond simple statements regarding small dams being cheaper and quicker to construct, and lacked development. Developed points were mainly on the theme of a small dam causing less disruption to fewer people as '*fewer people will need to be evacuated for them to be built*'. For the construction of large dams, it was often argued that they are too expensive to construct, thereby placing a burden on the economy of Pakistan and leading to further debt when the money could be better spent on other things such as health care. Most responses gave a simple evaluation either at the beginning or end saying which view they agreed

with more, many were able to provide examples of names of dams that had been constructed or that are in the process of being constructed, thereby gaining full marks.

Question 3

- (a) (i) This question was not well-answered because many candidates ignored the instruction given in bold that told them to use *'the information in Fig. 3.1 only'*. This should have alerted candidates to this question being about skills and not knowledge. However the majority of answers named and referred to provinces, which are not named on the figure and also referred to the capital city which, although named, did not indicate that it was the capital city on the map or key. By doing this candidates brought their own knowledge to the question which could not be credited. It was, however, pleasing to see some responses using the scale line, giving distances to named features on the map and providing directions, e.g. *'Sialkot is approximately 200 kilometres from Islamabad and north-east from Multan'*. Most candidates gained marks for stating that *'Sialkot is near to the border of Jammu and Kashmir and near to the border with India'*.
- (ii) This question was generally well-answered, with most naming at least one raw material that is used in the sports goods industry. All mark scheme ideas were seen except oil/varnish.
- (b) (i) There was a high omission rate for this question. Those attempting it often shaded two countries, but did not name them or countries were either inaccurately shaded or named, e.g. China labelled in Canada or UK in Greenland. Many incorrectly chose Iran. The most commonly seen correct answers were: USA, China, UAE, Saudi Arabia, India and Japan.
- (iii) This was generally well-answered with most responses scoring at least one or two marks and many gaining all three. The majority knew that the sports goods industry is mostly small-scale, involves child labour, and that the goods made are mostly for export.
- (b) (i) Mixed responses were seen to this question and again omission rates were high. Many attempting this question part did not know how to complete the pie chart with some drawing over the section that had already been completed for them. Others were not able to complete the shading accurately as shown in the key. Questions such as these are a way of gaining marks without having to remember any information, but candidates need to develop their skills in order to be able to complete them.
- (ii) Responses here were varied with many referring to the sugar mills rather than the fact that sugar cane is not grown in Balochistan.
- (iii) This question was generally well done, and all mark scheme ideas were seen with many responses gaining two marks. Some answers, however, named sugar and then went on to say that it is used in baking, which was irrelevant.
- (c) (i) This question was a good differentiator. Many responses scored two marks for naming the physical and human factor, but then did not develop their idea to gain the third and fourth marks. Some candidates wrote human factors for physical factors and vice versa, and so scored no marks at all.
- (ii) This question was also a good differentiator with approximately 50 per cent of responses gaining the full two marks and the other 50 per cent gaining one mark. Very few got this answer completely wrong.
- (d) Many responses clearly recognised why people prefer imported goods over home-produced goods. Explanations of how this could be addressed were varied and the full range of marks was seen. Simple ideas mostly consisted of placing a restriction on the number of imported goods and/or improving the quality of home-produced goods. This gained Level 1, two marks. However, if candidates had then gone on to explain this in more detail, such as *'the quality of home-produced goods can be improved by increasing training and using good quality raw materials so that the products meet international standards, then the domestic market would be more inclined to buy those products'*, they would have achieved Level 2. The majority of developed ideas focused on advertising home-produced goods more widely and appealing to the target market. The alternative argument focused on the domestic market preferring well-known international brands and thus having less interest in home-produced products, no matter how well they are advertised, etc. Very few examples were seen, but most provided an evaluation so the majority of better answers gained five marks in Level 3.

Question 4

- (a) (i) This question was very well-answered with most candidates correctly naming the two cities although a small minority did get them the wrong way round.
- (ii) Most responses correctly named the Karakoram Highway.
- (iii) This question was not well-answered because many candidates ignored the instruction given in bold that told them to use *'the information in Fig. 4.1 only'*. This should have alerted candidates to this question being about skills and not knowledge. However the majority of answers named provinces and features that were not provided on the figure. This is another example of a skills question that does not require candidates to bring their own knowledge to the question, but by doing so such responses could not be credited.
- (b) (i) This was generally well-answered with most responses gaining at least two marks. All mark scheme ideas were seen. Candidates clearly understood why motorways are needed.
- (ii) This question was also well-answered with many responses scoring three or four marks. All mark scheme points were seen. Candidates clearly understood the benefits of rail transport for people and goods.
- (c) (i) This question proved challenging. Many candidates did not know what a dry port is or how to define it, and so did not gain the mark for the question.
- (ii) Most correctly named at least one dry port. All ports named on the mark scheme list were seen.
- (iii) This question was a good differentiator with weaker responses scoring one or two marks for basic points with no development. Stronger responses were able to develop at least one idea and score at least three marks. It was unusual to see the full four marks awarded for this question. The most frequently seen responses were *'relieves pressure on a major sea port (1), e.g. Karachi (dev)'*, or *'speeds up/saves time (1) as businesses don't have to transport their goods all the way to the sea port (dev)'*.
- (d) This question was a good differentiator with the full range of marks being awarded. Ideas ranged from simple Level 1 statements giving reasons why the rail network should be extended in either Balochistan or the northern regions to China such as *'it will help develop Balochistan/China'*, or *'can provide more opportunities for tourism in northern areas'*. More astute answers developed their ideas more fully such as *'Balochistan has a lot of untapped mineral wealth and extending the rail network will enable the minerals to be extracted and transported to other provinces in Pakistan or internationally'*. The alternative arguments for not developing the rail network in the northern regions to China were also provided such as *'it will be more difficult to extend the rail network due to the rugged and mountainous terrain and it may be closed for part of the year due to heavy snowfall'*. Examples were provided usually with a simple evaluation. However, many responses repeated information from the speech bubbles thus wasting valuable space and time.

Question 5

- (a) (i) Despite some omissions this question was generally well-answered with candidates being accurate in their completion of the line. It is advised that the point and line is drawn with a sharp pencil rather than a pen as mistakes can then be erased easily if the response is later changed. Scribbling out a response makes it more difficult to determine the accuracy of the answer given.
- (ii) This question was well-answered; the vast majority of responses accurately interpreted the graph to provide the correct answers: *'2008'*, *'1980'* and *'decreased'*.
- (ii) This question was also very well-answered with most responses gaining two marks. All mark scheme ideas were seen. However, there were a minority who misread the question and wrote about why there is a high death rate, e.g. *'poor diets, war'*.
- (iii) This question was generally well-answered with most responses correctly working out the calculation and achieving both marks.

- (b) (i) Around half of the responses for this question were able to clearly and succinctly define the term overpopulation as the *'number of people exceeding the resources available'*. However a number of answers revealed that candidates do not always understand this term correctly.
- (ii) Candidates clearly understood the ways in which population growth can be reduced in Pakistan. Many answers explained several ideas and developed at least two of them, thereby gaining three or four marks. All mark scheme ideas were seen.
- (c) (i) There were many good answers given by candidates that gained three or four marks. The most frequently seen responses were *'less manual labour is needed in agriculture due to mechanisation'*, *'low literacy rates'*, *'not enough jobs for everyone'*, *'high rate of population growth'*, but all mark scheme ideas were seen.
- (ii) This question was less well-answered, with some responses struggling to gain more than one mark. The most frequent successful response was *'investing in small businesses'*. Too many answers mentioned stopping rural-urban migration or improving education and skills, but these ideas do not answer the question as they do not directly generate more employment.
- (d) This question was the most challenging **part (d)** question for candidates but a good differentiator nonetheless. Many responses wrote about why or how the birth and death rates are decreasing, which was not required, suggesting that some candidates had not read the question carefully enough. Weaker responses gave simple ideas such as *'low birth rates will mean that fewer school places are needed in the future'*, or *'lower death rates will place a burden on the dependent population'*. Stronger responses were able to develop at least one idea to gain Level 2, e.g. *'a decreasing death rate will mean that more people require pensions which will put a financial burden on the government'*. Very few evaluative statements or examples were seen which meant that not many answers reached Level 3.