PAKISTAN STUDIES

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Paper 2059/01

History and Culture of Pakistan

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General Comments

There was a significant increase in the entry figures for this summer compared with 2005. The total entry figure now stands at almost 10000. The standard of work was broadly similar to that of last year.

Almost all candidates were able to answer the required three questions and there were very few rubric errors. Time appeared to have been well used by the vast majority of candidates and few seemed to have rushed to complete their final answer. Many candidates produced good answers which were relevant, focused and attempted to address the questions as set. The depth of knowledge of these answers was also good. However, as in previous years, a number of problems remain for some candidates. These candidates continue to produce long, rambling descriptive answers which tend to contain much unnecessary or irrelevant detail that either does not answer the question or merely produces a narrative of the events. Such questions this year included 3 (c), 4(c) and 5 (c). Centres need to ensure that such candidates as these are aware that in almost all cases these answers will not result in more than half-marks being awarded. What was equally worrying was that there were a number of candidates who clearly were unprepared for this examination and knew little about the subject content. Examination questions are now very specific and continue to require an analytical and focused approach to answers rather than a 'write all you know' method. Several textbooks now on the market reinforce this approach which together with teacher/online INSET occurring on a regular basis should ensure that all Centres are more aware of the demands of this paper.

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

Comments on individual questions

Question 1

This was a very popular question, with many candidates scoring highly, especially in part **(c)**. In part **(a)**, the short answer questions were quite well answered, with most candidates gaining 3 or 4 marks. Part **(b)** caused a few problems. The question focused on the reasons why the Mughal Empire declined following the reign of Aurangzeb. Many answers were to the point and relevant, dealing with such issues as the absence of a law of succession, lazy and corrupt successors, lack of finance and the superiority of the British etc. However, many candidates were unable to explain why (for example) the absence of a law of succession led to the decline of the Mughal Empire. Clearly these candidates were unable to gain very much credit for these answers beyond Level 2. In part **(c)** many candidates produced excellent answers provided they explained the way in which languages were promoted since 1947. The question focused on the way in which regional languages and Urdu were promoted between 1947 and 1988. Many candidates produced very good answers and were clearly well prepared with much relevant material. It was pleasing to note that some candidates attempted a judgement on the relative success of the regional languages in comparison with Urdu.

Question 2

This was also a popular question, which caused a few problems in parts **(b)** and **(c)**. Most candidates scored 2 or 3 marks in part **(a)**. In part **(b)**, the reasons explained for the Lucknow Pact coming about were rather limited. Most candidates failed to score more than Level 3/5, with only the very good scoring higher. Many candidates tended to write about the terms of the Lucknow Pact, which were not strictly required by the question. In part **(c)** there were a number of problems. The question focused on the reasons for the Partition of Bengal. For those candidates who had been adequately prepared for the examination this caused few problems for them and many answers from these candidates were focused, accurate and relevant. However there were many candidates who saw the words Partition of Bengal and proceeded to write all they knew about its origins, causes and events leading up to its reversal mainly in chronological order. As a result many answers were merely descriptive and only partially relevant, often gaining no more than half marks as a result. Equally, there were also many candidates who having explained a number of reasons for Partition (and many did this well) then proceeded to go further and dealt with the events/reasons for its reversal. This only served to waste valuable time in the examination and stored up problems for the final question.

Question 3

Again this was a popular question. Part **(a)** short answer questions were slightly better answered than in **Question 2 (a)** and sometimes attracted 3 or 4 marks. In part **(b)** the question required candidates to explain why the Khilafat Movement had failed by 1924. Again many candidates who were well prepared found little difficulty in their answers. However there was a temptation for others to write about the Movement as a whole, or at best fail to explain why, for example, the Hijrat Movement led to failure of the Khilafat Movement. Merely describing the Hijrat Movement did not answer the question and only attracted a Level 2 mark. Part **(c)** seemed to cause some candidates a few problems. The question asked candidates to explain the importance of a number of factors, including how the 14 Points helped the development of the Pakistan Movement between 1928 and 1935. Candidates were able to refer to such factors as the Nehru Report, the 14 Points, the Round Table Conferences and the Government of India Act amongst others. These factors were quite well known and many candidates were able to access Level 2 marks without any explanation. However the mark limit for such descriptive answers was only six. In order to access the higher marks in Levels 3 and 4, candidates were required to explain how each of the factors contributed to the development of the Pakistan Movement rather than merely describing what the Nehru report detailed. Refreshingly there were fewer candidates than in the past who listed all of Jinnah's 14 Points or indeed the terms of the Government of India Act! Throwaway or rote-learned comments such as 'it failed because of Gandhi's stubborn attitude' in relation to the Round Table Conferences were unable to score any marks in these levels without further elaboration on how they related to the question. Hence only the better candidates were able to score highly on this question and once again this highlights the need of Centres and their candidates to focus more clearly on explanation rather than description.

Question 4

This was not as popular a question, with many candidates faring surprisingly badly in part **(c)**. Candidates scored 2 marks, in the main, on the part **(a)** short answer questions. In part **(b)** candidates had to explain why India was successful in the wars against Pakistan in 1965 and 1971. For many candidates this question was misinterpreted, with their answers tending to be a description of the wars and why they took place rather than reasons for India's success. As a result, few candidates managed to achieve Level 2 or 3. However, once again, those candidates who were aware of the demands of the question were able to focus their answers concisely. In their responses to part **(c)** on the relative importance of the factors leading up the creation of Bangladesh, many candidates found some difficulty in scoring high marks. Weaker candidates described the Six Points and some related them to the creation of Bangladesh. Better candidates knew a number of factors, particularly relating to real or supposed discrimination and were able to prioritise the factors.

Question 5

This was probably the least favoured question of candidates, producing varying degrees of success. The short answer questions were not well answered, with most candidates scoring no more than 2 marks. In part **(b)** there were some good answers to the question asking for the reasons why Zia-ul-Haq introduced his Islamic reforms. However, as to be expected with questions on these, many weaker candidates saw it as an opportunity to describe all they knew about the nature of these reforms. In part **(c)**, on Bhutto's domestic policies, knowledge was good but answers were often descriptive, with many candidates also including foreign policy, which was not asked for by the question. There were few candidates who were able to do this part well and most answers tended to be awarded Level 2 for a straightforward narrative of reform during this time. Some candidates found difficulty with the term 'social reforms'. However it was pleasing to note that there were a number of candidates who did attempt to answer the question as set and as a result did score highly.

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General comments

The entry this year increased again to over 9800. Generally the standard of performance was pleasing. One Examiner commented 'Many of the candidates were well prepared for this examination, usually writing fluently and intelligently throughout.' Question 5 was the most popular question, which asked about population pyramids and the causes of rural urban migration, finishing with the importance of education and literacy in reducing population growth. The least popular was Question 4. This contained questions about inputs to Pakistan Steel and the importance of the outputs of this industry especially in the Punjab, the characteristics of this industry as an example of the formal sector, and the role of government in promoting industrial growth.

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 recommended that candidates have more practice at answering examination questions from the past three years, so that the teacher can give more guidance on good answering techniques. The attention of the candidates 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 standard of English was good. Almost all candidates answered the required three questions in the time allowed. A short time spent planning the answers to each question would, in the long run focus the candidates' minds on what the question is asking. One Examiner says in his report 'The best scripts are clear and concise. They state the points without needless repetition, loose writing and verbosity.' Several Examiners commented on the poor standard of handwriting, making scripts hard to read.

Candidates should number the questions clearly and list the numbers of the three questions answered on the front page of the answer booklet. This is seldom done. 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.

Comments on each question

Question 1

(a)   Most candidates answered these questions correctly.

(b) (i)   Many candidates wrote about *rainfall* instead of *wind*. A good answer referred to low pressure developing in summer over the hot northern interior. This causes air to move towards it from the seas to the south where air pressure is higher.

(ii)   This was the question that asked the candidate *to explain the causes of monsoon rainfall*. A good answer included reference to Northern Pakistan where air is cooling and water vapour condensing as it rises over hills and mountains, and an explanation of the rain shadow effect. In addition to this, reference needed to be made to the decrease in rainfall towards the south and west due to the loss of humidity as the air passes over land.

The descriptions of the rainfall distribution map were poor. Some candidates ignored the map and quoted from the textbook, sometimes referring to annual rainfall distribution instead of that of *monsoon rainfall*. Others did not realise that the shading represented a range of figures e.g. 125-250mm.

(c) Although most candidates knew that barani wheat farming takes place on the Potwar Plateau, few really knew how this was related to seasonal rainfall. In dry areas it is important that there is rainfall <u>before</u> the ground is prepared and the seeds sown, and that light rainfall <u>continues</u> through the growing period. Many made reference to 'irrigation one month after sowing and one month before harvest'. Examiners were unsure whether this referred to rainfall or irrigation, and anyway the statement was wrong.

(d) Most candidates answered this question well, although Examiners were looking for clear reference to extreme events of flood, high wind, lightning, hail and other damaging agents.

Question 2

(a) Most candidates recognised the coniferous trees in this photograph but this was not the answer to **(i)**, which asked for *topography*. There were some vague answers to part **(iv)** such as strong roots, great height, flexible trunk and branches. These are characteristics of most trees. Candidates did not state the importance of the shallow, spreading roots, which are needed in these areas where the sub-soil is thin and often frozen.

(b) The effects of deforestation on soils and water supply were well known, but candidates were asked to state *one* way in which this damage could be reduced, and then there were two marks for explaining the way. Strictly speaking afforestation is not an answer to this, as it is a method used <u>after</u> deforestation, however it was credited this year. Some of the correct ways would be selective cutting, forest reserves, legal controls and supply of gas for fires. Many candidates just quoted a list of ways, so only achieved one mark.

(c) The reasons for irrigated plantations in the Indus Plain are many, but some candidates were more concerned with the economic reasons for growing more trees. Examiners only credited those answers that were clearly related to the Indus Plain.

(d) This was an easy question, as tourism seems to be a topic that is well known. Candidates must write only about the *area stated in the question*, in this case the Northern Areas (not Murree). They must avoid using *vague terms* such as 'scenic beauty', 'greenery', 'pleasant climate' and others. In future candidates should be aware of the feasibility, advantages and disadvantages of developing tourism in Pakistan.

Question 3

(a) Most answers to these questions were correct but few candidates stated that sugar cane produced a large yield because it was a tall, bulky plant <u>and</u> each stem had a high sugar content.

(b) (i) Most candidates correctly named three areas of high sugar cane production using the map, although Examiners noticed that some quoted from the textbook instead of studying the map.

   (ii) (iii) (iv) The requirements for good sugar cane cultivation were known, although candidates should be aware that the factories are only there because that is where the crop is grown, not the reverse. The importance of cutting and transporting the crop quickly were given and the uses of bagasse known.

(c) It is pleasing to see that most candidates understood the terms of this question, and wrote about the *climatic* inputs of rain, temperature and sunshine. Part **(ii)** required an answer that explained *how* the inputs given could increase crop yields. For example fertilisers increase soil fertility and replace those nutrient used by the previous crop, machinery speeds up processes and increases efficiency, irrigation provides the required amount of water at the correct times.

Question 4

As stated in the introduction, this was not a popular question. Perhaps the topics require better teaching. Those candidates who answered it were mostly the more able, and some achieved the maximum marks.

(a) Some candidates did not know these inputs, although most stated that Pakistan coal is insufficient and of a poor quality.

(b) The two inputs of labour and capital were usually given, but the two description marks were not fully given.

A good answer would have been as follows -

Input one – labour; unskilled and skilled needed, unskilled for moving the raw materials, cleaning, driving etc. and skilled for management, operating machines etc.

Input two – capital; large amounts needed, from investors abroad and/or government, to pay for wages, raw materials, power, machinery etc.

Other inputs could have been machinery, power, transport, government policies and port facilities.

(c) Few candidates stated that over 50% of the output goes to the heavy engineering industries at Taxila, however there was credit for those who stated that Punjab was the most industrialised province, with many factories and construction works.

(d) In past papers candidates have often referred to 'the formal or informal sector' but the answers to this question showed that some are unaware of what these terms actually mean. Huma Naz Sethi explains these terms well in the textbook 'The Environment of Pakistan'.

(e) The role of the government in attracting investment was better known, although candidates should be advised to be concise in their answer.

Question 5

(a) Most candidates were familiar with population pyramids and could interpret them correctly, however the question did not require them to quote the relevant figures at length, simply a statement comparing the total percentages. Part **(ii)** required reference to the lowest two bars only. Death rates become an increasing factor in the bars above these.

(b) To answer part **(i)** candidates should be aware that the percentages of males and females should not be added together as they are percentages. The other parts of this question were answered well.

(c) The two parts of this question were answered well. Candidates must be clear in their minds whether they are asked to explain 'pull' or 'push' factors.

(d) Candidates were well informed about the importance of literacy and education. However the question related this to *population growth*, so some answers were not acceptable. It is important to answer this type of question clearly and concisely. Good answers included reference to awareness of the problems of population growth and the importance of family planning, education of women and its implications, education of medical professionals and the opportunity of getting better jobs with less need for family labour and support.