

PAPER 1

General comments

Almost all the candidates answered the required three questions. Few displayed any sign of problems with the requirements of the examination, especially relating to time. A few candidates only answered two questions, but this did not appear to be for lack of time. There were few or no rubric errors. It was clear that many candidates had been well prepared for the examination. There appeared to be a good even spread of questions answered this year, apart from Question 8, which very few candidates answered. However those candidates who answered questions 1, 2, and 3 in particular generally performed well and displayed a good level of accurate and relevant detail in their answers.

Many candidates produced focused answers on the questions with genuine attempts to answer the question as set and few irrelevancies. However there were a number of candidates who were clearly unprepared for the examination paper, producing often generalised and weak answers to the questions. One pleasing feature of answers this year was that far fewer candidates listed points instead of writing explanations or even descriptions. It is hoped that successive reports warning candidates against this have been heeded by candidates and this is very encouraging. However it is still worth pointing out that those candidates who rely on lists will not score as highly as those who write explanations in full and continuous prose. It is hoped that centres will continue to bring this to the attention of their candidates.

Comments on individual questions

Question 1

This was a popular question on the contribution of the Mughal Emperors to the development of education, literature, architecture, art and music. Generally candidates did well, scoring about half marks consistently but there were few very high scoring answers. Perhaps one of the reasons for the lack of high scoring answers was the failure of many candidates to write in detail, focusing on the issues relating to education and literature, architecture and art and music. The question did highlight the need to *explain* the contribution as well as just describe their achievements. Clearly many candidates found the explanation aspect more difficult to attempt.

Question 2

This was another popular question and again one which was done well. However candidates were again required to *explain* their answers as well as describe and as a result many answers lacked the depth that one would expect to reach the highest scores. Most candidates knew their facts about the changes the British brought about to education and social conditions, government administration and the legal system and economic and industrial conditions. However there was an absence of genuine explanation of the facts the candidates were including. Again this is an important point that Centres would do well to pass onto candidates who sit future examinations.

Question 3

This was also a popular and indeed one of the best-answered questions on the paper. Answers on Sheikh Ahmad Sirhindi, Shah Wali Ullah, Syed Ahmad Shaheed Barailvi and Hajji Shariat Ullah were generally accurate, and the facts were well known with an attempt to explain their historical importance. As a result many candidates scored highly. However there was a minority of candidates who were intent on writing in great detail about the people's life and career without focusing on their achievements.

Question 4

This was also a popular question and in the main was well answered. Most candidates were able to describe the career of Dr Allama Iqbal and Chandri Rehmat Ali but answers offering detailed accounts of their achievements, which would have scored higher marks, were lacking. A minority of candidates wrote generalised or sometimes irrelevant answers on these two men but in general most candidates were able to describe some facts about each, even if their answers lacked the required depth.

Question 5

Surprisingly there were fewer candidates who answered this question on the Kashmir conflict than was expected. Also there were few good answers again with a lack of depth to be expected of 'O' level candidates. However within a number of answers there was evidence of candidates being able to write about recent developments in negotiations over Kashmir which was pleasing.

Question 6

There were only a few attempts at this question on education since 1947 and there were very few good answers. Most answers tended to be generalised in nature, especially in part (a), but there were better answers to part (b) where candidates had to indicate the steps that they felt were important in improving the literacy rate in Pakistan. There were some genuine attempts to advance a number of arguments but these answers were limited by a lack of adequate supporting evidence.

Question 7

The problems facing Pakistan in 1947, in relation to the formation of a government, the refugee crisis and attempts to deal with these, resulted in widely different answers, some of which were good but others were poor. Most candidates who answered this question knew their facts about the refugee crisis and some went into unnecessary detail. However fewer knew much about the problems relating to the formation of a government and answers were somewhat generalised and at times inadequate. There were some good attempts to focus on the way in which the government attempted to overcome the problems, but again the required depth of answer was not forthcoming in many instances.

Question 8

Very few candidates answered this question on the relationship between Pakistan and the USA since 1947. However as with question 5 it was pleasing that many of those candidates who answered it focused on more recent events affecting the relationship between the two countries.

PAPER 2

General comments

Most candidates were able to cope with the paper and answered the required number of questions, though there were some rubric errors where candidates answered all of the questions.

As is regularly mentioned in these reports, significant shortcomings by candidates frequently related to the selection of questions and the planning and preparation of answers. On many occasions candidates would have done better to take a more measured approach before even putting pen to paper. It is imperative that candidates take the time to read questions with care to fully appreciate the precise demands made and the instructions given.

There was evidence to suggest that some candidates judge the appropriateness of questions simply on the basis of the perceived topic(s) covered. While they were often well informed about a topic and had ample knowledge of the content, they simply 'wrote about' it without making any real attempt to answer the question. Consequently, an appreciable number of marks were forfeited. Equally, many candidates were strongly opinionated. This, of course, is to be encouraged, but is only appropriate on the paper if specifically requested. Moreover, opinions carry far more weight if they are supported by meaningful evidence.

Comments on individual questions

Question 1

Very few candidates scored full marks on this question. In general, the performance of candidates deteriorated as they progressed through the question. In particular, problems were encountered with the environmental problem at E, the location of mangrove forest and with the lines of latitude and longitude.

However, lack of knowledge apart, one of the most outstanding characteristics of a significant number of answers was the poor quality of presentation of answers. It really was very disappointing to see such an apparent lack of attention given to the completion of the outline map. For example, while it is understandable for there be confusion over latitude and longitude, the fact that the lines drawn were sometimes far from straight, and neither horizontal or vertical, suggests carelessness.

Question 2

In this question there was confusion between 'life expectancy at birth' and infant mortality. However, most candidates successfully interpreted the diagram showing the four indicators of development and were able to give sound reasons for the unreliable nature of the primary school enrolment indicator.

They coped less well with the advantages of expressing wealth on a 'per capita' basis, often choosing simply to dwell on the concept of GDP and overlooking, for example, the merits of a per capita expression affording the possibility of valid international comparisons. Similarly, in (a)(iv), many answers had a focus on the

characteristics of informal employment which completely missed the purpose of the question.

In general, parts (b) and (c) were competently handled. There were some very well developed answers regarding life expectancy but sometimes candidates deviated into the justice of the issues. Reasons, not views and opinions, were awarded marks in this case.

Question 3

Only a small number of candidates attempted this question. The quality of answers was disappointing.

Very few were able to offer an answer of substance in part (a). To do justice to this there was a need for a basic understanding of plate tectonics; most candidates seemed unaware of the concept. Some of the best answers to this question presented a well annotated diagram to support their answer. The diagram demonstrated the type of movements which take place at plate margins.

Weak answers to part (b) did little more than simply transpose the details from the table without any valid comment or observations. Better answers pointed out that while the magnitude of the earthquake in Country A was very significantly greater than that in Northern Pakistan, there was greater capacity to cope with the consequences, probably because this was a country with greater resources.

Question 4

A popular question which was generally well answered.

Almost invariably candidates were able to define 'bonded labour' adequately, though answers were sometimes very long. As only two marks were available for this part, in the interests of time management, such lengthy answers were rarely wise. Sound examples were presented.

Some candidates lost marks in part (c) as they failed to focus on the end part of the question. While some credit was given for pointing out that even bonded labour might be considered better than having no employment and no income, the essence of the question was about the failure to implement the legislation. Some candidates made it clear that as legislation had been in place for over thirty years, to no meaningful effect, it could be argued that the reality was that in the eyes of many it had simply been forgotten about.

Question 5

The percentage calculation was clearly a hardship for many candidates who attempted this question. However, many were able to offer valid reasons for the change in the active population working in agriculture. Unfortunately, arguments tended to break down in part (iii). Having discussed the impact of mechanisation and entirely appropriately mentioned consequent unemployment, it did not necessarily follow that productivity had declined. Indeed, in many instances, it increased. It was quite legitimate in this part of the question to incorporate the adverse consequences on the urban areas, to which workers in agriculture had moved.

Part (b) caused some candidates a lot of problems but equally gave others the opportunity to produce first rate answers. The term 'yield' refers to production per unit area. This defeated many. Thereafter, provided candidates were acquainted with genetically modified seeds, they were able to argue the production merits and environmental/health risks which account for the divergence of opinion between the two government departments. Weaker answers simply described the 'Green Revolution.'

Question 6

Part (a) was well answered, though it should be noted that in (ii), where more than one country was given against each export commodity, only the first named was marked.

The key term in (b)(i) was 'patterns'. Candidates were not expected to take each line in turn and make observations about its reading for each year on the graph. Indeed, such an approach scored no marks. Moreover, the question required that a comparison be made between imports and exports. Therefore, a statement that imports were higher than exports between 1996 and 1998, whereas exports exceeded imports in the years following, gained credit.

Equally, in (c) answers were all too often about increasing exports, and did not have a focus on their increased 'value'. Hence, the best answers discussed the likes of quality control, processing, packaging and the increased export of services.

Question 7

This was one of the most popular questions on the paper and was generally well answered. Candidates seemed well informed about energy provision in Pakistan and were able to make the distinction between fossil fuels and renewable energy.

Percentage calculations again caused problems in (b) but there were some very full answers explaining the operation of a biogas scheme.

Occasionally, there was a lapse of concentration in part (d) where there was confusion between renewable and non-renewable sources, but provided the answer was in the spirit of the question, at least some credit was given. However, it is questionable as to whether all renewable resources can be regarded as 'cheap'. Perhaps there is a case for making this claim, in relative terms, for a biogas scheme, but hydel stations do not 'come cheaply'.

Question 8

Most candidates were able to offer reasons for the rapidly falling death rate and the birth rate remaining high in Pakistan. With the former it was important to point out that because the death rate was so high some fifty years ago meant that there was appreciable scope to reduce it by taking some very basic precautions.

To score highly at (b) it was necessary for candidates to show a greater insight than simply to comment on there being a larger population. A falling death rate and high birth rate critically produce a larger dependant population, with the resultant strain on governmental resources, and therefore the working population, to provide the necessary services.

A point of view was sought in part (c); it was not always forthcoming. Equally, some attention had to be given to agencies other than the government to score full marks. Where the question was addressed, opinions tended to be that very considerable efforts were being made, and though not always well managed, these had been reasonably successful. Education was seen as being fundamental to this success.

PAKISTAN STUDIES 7535, JANUARY 2006, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	58	52	42	37	32

Note: Grade Boundaries may vary from subject to subject and from series to series, depending on the demands of the question paper.