

PAKISTAN STUDIES

Paper 2059/01
History and Culture of Pakistan

General Comments

There was a pleasing 11% increase in the entry from summer 2007 and the total entry is now almost 11000. The standard of work was broadly similar to that of last year.

The vast majority 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 were unable to complete their final answer. Examiners were pleased that many produced some very good responses that were both relevant and focused, attempting to address the questions set. The depth of knowledge of such answers was very good. However, as in previous years, a number of problems continue for some. These candidates often produce weak, descriptive or generalised answers which tended to contain much unnecessary or irrelevant detail that either did **not answer the question or merely produced a narrative of events**.

On the other hand, more candidates than in the past attempted to **produce a judgement at the end of their part (c) answers**. This is an excellent and **highly effective approach** to part (c) and one that Centres should encourage amongst their students.

Comments on Individual Questions

The most popular questions answered this year were 1, 2 and 3.

Question 1

This popular question saw some high-scoring marks. **Part (a)** questions were quite well answered, with most gaining 3 or 4 marks. **Part (b)** caused few problems as most were able to explain why Urdu was chosen, and so scored in Level 3. In **part (c)**, the question focused on the work of such individuals as Syed Ahmad Shaheed Barailvi in the revival of Islam. Many answers were very relevant, dealing not just with the importance of Syed Ahmad, but with others such as Shah Wali Ullah and Haji Shariat Ullah. The crucial point of the question was **the ways in which they were important** in reviving Islam. Most candidates addressed this aspect of the question and so scored in Level 3 - or Level 4 if they dealt with more than one individual. Those who only wrote a description of an individual's career could only score in Level 2.

Question 2

This was also a popular question, but some had difficulties in **part (c)**. Most scored 2 or 3 in **part (a)**. In **part (b)**, the question focused on the reasons why Syed Ahmad Khan wished to develop a better understanding with the British. The **important word in this question was why**, not how. For those adequately prepared for the examination, this caused few problems and many of their answers were accurate and relevant, scoring a good mark within Level 3. However, those candidates who felt the question required a 'how' approach and proceeded to write all they knew about the way Syed tried to develop a better understanding with the British ensured that their answers were only partially relevant, and so often failed to gain Level 3. **Part (c)** took a slightly different approach from previous questions. Candidates were required to **explain how successful** (or not) Indian resistance was to British attempts to take control of lands in the sub-continent. Many candidates knew many facts about British military victories, but that was not the point of the question. Most candidates failed to see this and so failed to achieve a mark beyond Level 2. At best, such candidates reached low Level 3 by making the point that the British were able to take control because of their superior strength, etc. This claim often came at the end of a long description of various eighteenth and early nineteenth century battles, and often seemed to be a throw-away comment that was not built upon. A further problem was that many candidates **ignored the dates of the question**, writing about events before 1700 and after 1850 – all, alas, irrelevant.

Question 3

Again this was a popular question. **Part (a)** answers often attracted 3 or 4 marks. In **part (b)**, the question required an **explanation as to why it was necessary** to hold three Conferences. Again, alas, many candidates failed to read the question. They were not asked to give a narrative of the Conferences, or even to describe the successes or failures of them. Neither did the question require candidates to go back to 1920 and the Nehru Report, nor before that to describe all that happened in these years. The question asked candidates to **explain why** three Round Table Conferences were required – and, indeed, **why any were required at all**. This was thus a very different question to ones asked in the past, and candidates must be warned about recycling old answers to old questions. Descriptive answers, however detailed, could at best only score in Level 2. However, there were a number of impressive and well answered scripts that scored highly within Level 3 by addressing the question actually set. **Part (c)** was set on a popular topic that has appeared in past exams. The well-prepared found little difficulty in **explaining why Muslims objected** to Congress rule and, as a result, they scored in Level 4. Some candidates, however, ignored the question and used their answers to **describe** various ways in which Muslims were treated. They could not score well.

Question 4

This was not as popular and few scored highly, especially in **part (c)**. Most scored 2 marks on **part (a)**. In **part (b)**, candidates had to **explain why** Ayub Khan called 1958-69 the 'Decade of Progress'. Many dealt with this question appropriately and achieved Level 3. In responses to **part (c)** on social problems (including literacy) facing Pakistan in 1947-88, many candidates found great difficulty in scoring high marks since they did not deal with the requirements of the question set. Many offered generalised answers which tried to consider the nature of literacy as a problem, but without much idea as to its meaning or context. Those who tried to deal with other social problems tended to regurgitate prepared answers to a previous question about problems facing Pakistan governments after independence. Many of these problems were not social in nature and, as such, were irrelevant. Social problems such as cultural differences, refugee and language problems, medical issues, population growth, age expectancy, infant mortality rates could all have been addressed. Sadly, very few offered answers that did this so most only scored in Level 2 at best.

Question 5

This was also a less popular question for candidates. In **part (a)**, most scored 2 marks. In **part (b)**, many focused as required by the question on the **reasons why** Zia-ul-Haq introduced a series of Islamic laws. Candidates often scored highly within Level 3, producing competent answers. **Part (c)** saw some good answers. Those who scored well did so because they considered, as the question instructed them, the **relative success** of Pakistan's relationship with the USA during 1947-88. The tendency in previous years was for many to describe in chronological order all they know about the events that shaped such a relationship. Such answers ignored the command in the question and so tended to be awarded Level 2 for a straightforward narrative of the relationship. However, in recent years there has been a vast improvement in candidate responses to such answers. This year was no exception, with many attempting to address positive and negative aspects of such a relationship. Such answers achieved Level 4. **Teachers need to guide their candidates in how to approach such a question:** avoiding the chronological and rote-learning approach and, instead, offering an analysis of successes and of failures.

THE FUTURE ...

1. Teachers are reminded that the present syllabus comes to an end after the November 2009 examination.
2. The revised syllabus, specimen papers and mark schemes were published at the start of 2008. The first examination using the revised syllabus will be June 2010.
3. Syllabus content: the end date has been extended from 1988 to 1999. Elsewhere, minor alterations have been made to make the syllabus clearer and keep it manageable. The Content and Notes have been merged so that teachers now have a single guide to what must be taught. Each topic has 'Focus Points' around which teaching and learning should concentrate.
4. Assessment: every part (a) will now be a single question set on a short piece of stimulus prose requiring a short paragraph-length answer. Teachers have been encouraged to use historical evidence in their teaching for some time and students need to be familiar with it within the learning process.

We are most grateful to teachers for all the help that they gave CIE during the extensive consultation process.

PAKISTAN STUDIES

Paper 2059/02
Environment of Pakistan

The number of candidates for this paper has reached over 10,900. The standard of achievement was generally good to very good, but there was a wide range of marks. One Examiner said 'there were some very well prepared candidates from a number of Centres', and another 'performance has improved'.

Most candidates presented their work neatly in the booklets provided, their handwriting and standard of English is good, and written in well-constructed sentences. However there are those whose answers create problems for Examiners. One Examiner wrote 'when a good candidate writes a longer answer it contains more details and relevant ideas, but for many there are just vague and repetitive ramblings which, if anything obscure anything of merit.' Another said 'those who write too much often do not read the question carefully enough, or have not done the preparatory work in class'.

In the examination room candidates should be reminded to leave space between questions for the Examiner to mark, and to list the questions answered on the front of the answer booklet. It is not necessary for the candidate to re-write the question before they answer it. Photographs should be kept by the teacher as a teaching aid for the future.

Teachers must be aware that a revised syllabus for examination in 2010 should now be taught. Although much remains unchanged, teachers will need to have prepared their candidates with better skills to analyse resources such as graphs and magazine extracts, as well as maps and photographs. Questions will ask candidates to express their opinions, make evaluations and consider the sustainability of developmental issues in an environmental context [see the explanatory note at the end of this Report].

QUESTIONS

Command words are highlighted here in *italics*.

Question 1

This was a very popular question. Most parts were answered well except for (b) the variability of crop yield from year to year, and (d) a question that asked about how livestock farming could be improved.

- (a) (i) Most candidates achieved full marks for *stating* that this was a traditional method of ploughing a field of ratooned sugarcane plants. They identified the animals as cattle, bullocks or oxen pulling a simple wooden plough. The more observant also noticed that there was some of the crop uncut in the left background, the soil was dry and the land flat.
- (ii) Many candidates achieved full marks. The *advantages* of a machine that is quicker, more efficient and labour-saving were contrasted with the *disadvantages* of the high costs of purchase, maintenance and fuel. Other disadvantages are unemployment and the lack of facilities for maintenance in the local community, the loss of food and dung from animals, and the limitations to the use of machinery on fragmented farms and on steeply sloping ground.
- (b) Candidates needed to *apply their learned knowledge* to answer this question. Year-to-year variability is caused mainly by climatic variation, but inputs of one year may also depend on past profits. This will provide the money available to spend on improved seed, fertiliser, pesticides even irrigation. Other factors may be the maintenance of the canal system, build up of salinity and waterlogging and extreme events such as flooding, winds and locust attacks.

Examiners were surprised that few candidates mentioned the lack of labourers to work on the fields, as this is often stated in answers concerning the reasons for rural-urban migration.

- (c) (i) Some candidates misread this question and did not write about the work that they do in the fields about the work done in the fields such as hoeing and harvesting, and simply stated improved transport and did not describe it.
- (ii) This was answered well.
- (d) Many candidates simply quoted a list of improvements with no *explanation*. A good answer would have considered how health of the livestock could be improved with better feed, hygienic living conditions, and cross breeding leading to the production of better meat and milk, and stronger young stock. The provision of medical care and vaccination to prevent and cure sickness is vital as well as better cultivation methods to provide better pasture, and the protection of land by preventing over grazing.

A better answer would also consider the importance of education and training of farmers in better farming practices, and scientific research into cross breeding, medication and nutrition.

Question 2

This was an unpopular question. In **part (a)** the candidates found it difficult to apply their learning to the situation in Balochistan, and in (c) many did not read the question properly and wrote about the effects on agriculture.

- (a) (i) Candidates found it difficult to *identify* the areas of Balochistan from the map showing soil erosion. Some seemed to think it was the whole of Pakistan.
- (ii) Most candidates achieved some marks but few really *explained* how the effects of overgrazing and lack of vegetation lead to the exposure of dry soil to the winds.
- (iii) This puzzled many candidates. Few *stated* that much soil gathers in the foothills of the mountains and plateaux, as well as in the rivers and lakes.
- (iv) Most candidates *described* how tree planting with proper irrigation can protect soil, but few gave other methods such as contour ploughing, strip cultivation and terracing.
- (b) (i) (ii) Almost all candidates correctly *identified* the coast as being affected by tropical cyclones but few seemed to be able to *state* their physical effects. In addition to the three marks for physical damage there were marks for heavy rain, strong winds, high waves, thunderstorms and flooding.
- (c) As stated in the introduction, a large number did not apply their answer to business and industry. Although storms can reduce agricultural output, and thus the work of the cotton and sugar mills, this question stated 'business and industry in urban areas'. A good answer would have *explained* the good and bad effects of high rainfall, and the problems caused to infrastructure by high winds, thunderstorms and coastal flooding. Loss of power, problems of supply of inputs and outputs by road and railway, even the closure of airports preventing travel of businessmen, should have been considered as disadvantages, and the increased water and HEP supplies as advantages.

Question 3

This was a popular question. Some candidates considered population numbers rather than *density* in (b) explaining the reasons for high and low birth rates, and in (d) failed to correctly answer the question of how dry ports relieved the burden on dry ports.

- (a) Most candidates achieved full marks in this part, although a few failed to realise that this was a map of Sindh province only.
- (b) (i) This part required candidates to give the physical reasons only. Those who related farming to the flat plains, alluvial soil, good drainage and plentiful water supply gained good marks. There was also credit for those who related flat land and good drainage to good roads and railways, ease of building houses and industry, and water supply for domestic and industrial use.

- (ii) There was a mark for naming this region as the Indus Delta. A good answer explained that the land was saline, marshy, polluted and exposed to flooding, and the climate was hot and tropical. This discourages farming, industry, construction of infrastructure and settlement, and development.
- (c) This was answered well. Most candidates knew that Port Qasim was developed at a good, deep harbour to supply the iron and steel works at Pipri and relieve the pressure on Karachi port.
- (d) Most answered this well. There was some confusion between mineral and vegetable oil, which is not imported in large quantities, and some unlikely answers to where wheat is imported from, for example Singapore. The *reasons* for continuing to import wheat in the future were understood as the ever-increasing population, and the reduction in arable land used for growing wheat.
- (e) Candidates needed to read this question carefully. They needed to understand *why* the seaports were burdened, e.g. that there are very few ports and that their facilities are crowded. There is a lack of space for packing, checking, tax collecting and storage. Dry ports provide space for these functions and prevent businessmen from travelling to the seaports and adding to congestion.

Question 4

This was a popular question, although some candidates did not have sufficient knowledge of the subject. In **part (a)** candidates did not show a very good understanding of how fishing methods can be improved to make it commercial and in (d)(ii) showed a poor knowledge of inland fishing.

- (a) (i) (ii) Most candidates correctly named two fishing ports in Balochistan and two types of marine fish.
 - (iii) Some candidates wasted time by explaining what subsistence fishing was, instead of *describing* the methods used. Good candidates wrote about small unpowered boats that do not go far out into the sea, with traditional nets or using rods and lines and no space for storage.
 - (iv) Few candidates *explained* the modern technology now available for locating shoals of fish with sonar, radios for weather forecasts, satellite positioning and other navigation aids. Many stated 'mechanised ships' without saying what the machines did, and were unclear whether 'cold storage facilities' were on the ship or onshore.
- (b) (i) (ii) Most candidates correctly wrote about the methods of processing, and that these preserve and improve the food product so that it can be sold for more money.
 - (iii) Candidates needed to *name a type* of infrastructure and *explain* how it is needed for development. The lack of good roads for fast and efficient transport to markets, telecommunication for placing and supplying orders, electricity and clean water for processing are all barriers to development of this industry in Balochistan. This lack of modern infrastructure is responsible for low living standards and discourages skilled labour and foreign investment in the area. Lack of education and health facilities means that the local labour may be unsuitable for work in modern industry.
- (c) (i) Most candidates were able to describe the changes shown by the graph. There were marks for stating that both had increased, marine increased more rapidly than inland, and that marine increased at a steady rate but inland increased by little until the early 1970s. There was credit for quoting figures that compared the change in the two lines, but this was not a reserved mark.

Teachers should be aware that candidates will be expected to describe graphs similar to this, including the use of figures, from 2010 when the new syllabus starts.

 - (ii) Although there were only three marks for this part, few candidates achieved full marks. The question asked about employment. There were several marks available for describing the work in fish farms, but most candidates only gained one mark for stating that more people lived near inland water, or that the government was encouraging fish farming.

Question 5

This was a very popular question. Candidates showed a good knowledge of electricity provision in Pakistan.

- (a) (i) (ii) Most candidates correctly *named* two large dams *and* the rivers on which they are built. However, many then went on to explain why large quantities of water are needed in Pakistan instead of explaining *why* these dams are so large. The reasons are that they exist in deep, steep sided valleys in areas of high rainfall, low evaporation and collect the melt water from the snow and ice fields. These explain why the large volume of water is held in these dams.
- (b) Almost all candidates identified this as a turbine that converts the force of running water to electricity through a generator. A few misunderstood the method of HEP generation and wrote about producing steam.
- (c) (i) (ii) These were generally answered correctly.
- (iii) Most candidates *explained* that production is stopped, half processed goods may be spoilt and machines may be damaged. The effects on modern technology such as computer programmes and telecommunications is important, as well as the loss of profit to businessmen, and income to workers.
- (d) (i) (ii) Some candidates stated that nuclear, and even thermal power generation was 'environmentally friendly'. This is not the case as not only are there the problems of nuclear waste disposal, but also air pollution from accidental releases of radioactivity and sulphur and carbon dioxide causing acid rain and global warming.
- (iii) The importance of renewable energy schemes, especially in a developing country are many. Most candidates stated that fossil fuels are non-renewable, in short supply, expensive and pollute the air, but there are many other reasons. The possibility of extending power supplies to the rural and Northern areas, the need to prevent load shedding and power cuts to existing users, and the potential for increasing living standards and industrial development if electricity supplies were actually increased are important.

THE FUTURE ...

1. Teachers are reminded that the present syllabus comes to an end after the November 2009 examination.
2. The revised syllabus and a specimen question and mark scheme were published at the start of 2008. The first examination using the revised syllabus will be June 2010.
3. Revisions to the syllabus are summarised in the 2010 syllabus at the start of the section on paper 2. In addition, the specified 'Themes' have been incorporated into the 'Syllabus Content' and the 'Notes for Guidance' as well as appearing as a separate list.

Please note also that

4. The concepts of 'development' and 'sustainability' will be included in every question.
5. Interpretation, analysis and evaluation of resources (provided on the question paper) have been added to the Assessment Objectives and will be formally tested. In consequence, the weighting of marks testing knowledge and understanding are being reduced.

We are most grateful to teachers for all the help that they gave CIE during the extensive consultation process.