

# PAKISTAN STUDIES

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Paper 2059/01  
History and Culture of Pakistan

## General comments

There were very few rubric errors with the vast majority of candidates able to answer the required three questions in the set time. Many candidates produced some excellent responses to questions that were both relevant and focussed. The depth of knowledge of such answers was of a very good standard.

However, there were some issues regarding candidate performance. One of these was the number of generalised responses, demonstrating limited knowledge of facts related to the topic being responded to. Some candidates answered questions in the incorrect sequence by answering all part (c) questions first, followed by part (b) and then part (a). Candidates should be encouraged to answer the questions in the correct sequence and write their answers clearly; using words rather than initials to describe events or individuals. Generally, the use of initials such as RTC, OIC, MQM and SSAK before writing the words in full should be avoided.

## Comments on specific questions

### Question 1

In part (a), many candidates were able to interpret source A and scored three marks. In this question, candidates should refer to the source and extract the correct information from it.

Part (b) drew a range of responses about the way Zia-ul-Haq governed Pakistan. Many answers described the source, pointing to superficial features such as 'he's making a speech', although a significant number of responses drew valid inferences about Zia-ul-Haq's leadership. Successful answers were often contained in two or three sentences, for example: 'Source B tells me that Zia-ul-Haq ruled Pakistan on military lines. I know this because he is shown wearing his army uniform.' Responses that wrote about Zia-ul-Haq's government with no reference to the source or made assertions which could not be applied from the source itself, scored few or no marks. Candidates should refer to the source when answering the question and are advised to use previous mark schemes to ensure they understand the demands of this type of question.

Answers to part (c) were generally good. Many responses explained why Zia-ul-Haq introduced his Islamisation reforms, by raising Islamic awareness or countering Zulfikar Ali Bhutto's government. Other responses described the reforms without focussing on why they were introduced. Candidates should read the command word in the question carefully to ensure they understand what is needed in their answer.

The question in part (d) required candidates to explain the degree of success that Zia-ul-Haq enjoyed in his foreign policy. There were some effective answers concentrating on the Afghan Miracle and the role of the US that attained Level 4. However, many responses outlined Zia-ul-Haq's domestic policy, which did not address the question and could not be credited.

## **Section B**

The most popular questions answered this year in **Section B** were **Questions 2** and **3**.

### **Question 2**

This was the most popular question with some high scoring answers.

In part **(a)**, Titu Mir was generally well known with most responses gaining three or maximum marks of four. However, there was also some confusion with Tipu Sultan or other leaders who were involved in the War of Independence. These answers scored zero.

In part **(b)**, the question required candidates to explain the reasons why Sir Syed Ahmad Khan tried to improve relations between the Muslim community and the British. Candidates clearly knew who Sir Syed Ahmad Khan was and many were able to explain these reasons, reaching Level 3. The most common weakness seen here was in narrative/descriptive answers which outlined what Sir Syed Ahmad Khan did to improve relationships with the British, but which did not develop this with comments on Sir Syed's possible motivations for these actions.

Part **(c)** demanded explanation of the reasons why religion and other factors led to the War of Independence in 1857. This was a well-known topic, with plenty of descriptions of religion and other factors, but these were not always tied in to the War. Such responses were restricted to a mark in Level 2. Candidates should ensure that they explain why the factors they presented led to the War to attain Level 4 and provide an evaluation of which reason for the War they consider to be the most important for Level 5.

### **Question 3**

This was also a very popular question and was generally well answered by the candidates who chose it.

In part **(a)**, most responses were able to achieve three or four marks for this question on the Swadeshi Movement, which was well known. References to Gandhi were irrelevant since he was in South Africa at the time.

In part **(b)**, candidates were well-versed in the reasons why the Muslim community thought it was necessary to form their own political party and many secured Level 3 with some carefully constructed explanations.

Part **(c)** required an explanation of the extent to which the Round Table Conferences were successful. This question proved challenging as many responses were limited to Level 2 when narrative based descriptions of the three Round Table Conferences were produced. Many answers provided too much information about surrounding events, which prevented a clear assessment of the value of the relative Round Table Conferences, or became confused as to which leader attended which conference. Responses that attempted to evaluate the relative successes of each Round Table Conference or provided an explained consideration of the success and failure of each one were able to attain Level 4 or 5.

### **Question 4**

This was not a popular question and was answered by a much smaller number of candidates than **Questions 2** and **3**.

The Radcliffe Award in part **(a)** was well answered and responses generally displayed sound knowledge of the topic, often attracting scores of three or a maximum four marks.

Part **(b)** required responses on why Pakistan has given continued support to the Palestinian cause. Most responses made the point that they were fellow Muslims or mentioned the Al-Aqsa Mosque and the Organisation of Islamic Countries. Without some supporting detail or explanations, answers were restricted to marks within the Level 2 range.

Answers to part **(c)** on the factors leading to partition of the subcontinent in 1947 were mixed. Candidates had good knowledge of the events of the 1940s, but needed to focus more on the key elements of the question. Many responses gave detailed descriptions of the meetings which took place, but were capped at Level 2 as they did not consider which events were important factors leading to partition. Answers that could relate how the different events contributed to the partition of the subcontinent achieved Level 4 as a minimum.

### Question 5

As with **Question 4**, this question was not popular amongst candidates.

Answers to part **(a)** on the Central Treaty Organisation (CENTO) were generally well answered. Many candidates recognised CENTO as the former Baghdad Pact and were able to write about its formation, composition and purpose attaining three or four marks.

Many candidates found part **(b)** challenging. Responses provided narratives and detailed descriptions, to access Level 3 answers should provide explanations for the 1958 constitutional crisis.

In part **(c)**, many candidates knew the challenges facing Benazir Bhutto. Responses often described these challenges in detail, but needed to make more reference to the contribution of these challenges to her leaving office. A brief comment such as 'she therefore fell from power' was not sufficient to reach Level 3 or 4. To attain Level 4 or 5 responses should explain why the challenges described led to her leaving office, giving sustained comment on the significance or relative importance of challenges in Sindh compared to other challenges posed. In preparing to answer this type of question, candidates should carefully select two or three pieces of information to construct and support an evaluative answer.

# PAKISTAN STUDIES

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<p><b>Paper 2059/02</b> <b>Environment of Pakistan</b></p>
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## Key messages

In order for candidates to perform well on this paper they should:

- Follow the examination rubric correctly, answering three of the five questions only.
- Answer all parts of the chosen questions. Sometimes questions that required the completion of a map or graph were omitted by candidates.
- 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. In particular know the difference between ‘describe’ and ‘explain’.
- Identify the correct focus specified in the question stem, e.g. physical factors, benefits or distribution.
- Learn the meanings of key words in order to be able to define and accurately use terminology, e.g. ‘location, latitude, altitude, function, characteristic’. When defining words or phrases, candidates should not simply repeat a word or words as part of their definition.
- Perform skills such as interpreting maps and graphs (by describing a pattern or trend), photographs and of various types, completing a map using information provided or adding information to diagrams/graphs as well as using accurate statistics or referring to specific features as appropriate to support ideas.
- 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 over long 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 and language such as ‘proper, better, no, better quality of life, infrastructure, pollution, facilities/services, technology, extreme, moderate, disease’ etc. Candidates will not gain marks for using imprecise language, 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.
- Make sure that in the **(d)** part of each question, ideas are developed with the correct focus, giving different points of view and state which view they agree with and make an evaluative comment.
- Write comparative statements for questions which ask for a comparison rather than writing discrete comments about each item being compared.
- Avoid direct lifts from resource materials when a question asks for interpretation of ideas, especially in the **(d)** part questions where material is often copied from the stem or actual question.
- Have a range of case studies or examples to use in the part **(d)** questions (including place specific information), 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.
- When using the extra space at the back of the question and answer booklet, make it clear that the answer is continued and indicate the number of the question accurately.
- Only use an additional answer booklet if all of the space on the additional pages in the question paper has been used. (If this is the case it is fair to suggest that candidates are writing too much).

## General comments

The examination differentiated effectively between candidates of all ability levels. The strongest 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.

**Questions 2 and 5** were the most popular and **Question 3** was the least popular choice.

Some candidates disregarded the rubric by answering four or more questions, but it was rare to encounter papers where all five questions had been attempted. If all questions had been answered, the responses were usually weak. Also, some stronger candidates crossed out several lengthy answers, which was time that could have been spent working on their chosen answers.

Many observed the conventions of writing for examination purposes and wrote legibly. However, many candidates chose to shorten some words by using abbreviations such as 'Pak, b/w, bcz, bus and mvt', which hinders understanding and should be discouraged as it interferes with the clear communication of responses.

Overall, candidates engaged with the questions and most of them clearly understood the material needed for focused answers. Most responses displayed an excellent level of English and subject knowledge and expressed opinions and ideas clearly, which was shown through lengthy and thorough responses. However, very little evidence of planning a response for the **(d)** questions was seen. Some candidates may benefit by spending a little time producing a brief plan of what to include, which will help to better structure a response. (The additional pages at the end of the combined question and answer booklet could be used for this).

There were many good attempts at all the part **(d)** questions, particularly **Questions 1, 2 and 5** 'the impacts of topography on development, whether land should be used for more forest cover or not and whether it is possible to support a growing population'. Level 3 answers in 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, or were characterised by the use of simple statements. In some cases the detail provided was largely irrelevant to the question being asked, including long and unnecessary introductions, some of which occupied almost all the answer space, or a copy of or re-wording of the original question stem or speech bubbles. This is what then leads to the candidate needing more space at the back of the question paper.

The **(d)** part questions require both sides of the argument or different points of view to allow access to Level 3. The focus of the requirement can vary between questions, e.g. the scale can be a local area (**Question 1**) or on a national scale for the country as a whole as in (**Questions 2, 3, 4 and 5**). Some candidates limit the mark that can be attained by choosing a viewpoint that they claim not to support, but then the response shows clear support for that viewpoint and does not provide arguments against it, giving a one sided view. In all of 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 that they are trying to make. Evaluations are evident in the best responses, giving a justification either for or against a viewpoint or idea and consolidating their response fully.

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

### Comments on specific questions

#### Question 1

- (a) (i)** The vast majority of responses correctly identified Afghanistan and India. The most common error in this question was 70°E as many candidates thought that they were required to draw the line on the map somewhere for this, rather than just label the line that was already provided for them.
- (ii)** Many responses accurately drew and labelled the line just south of Pakistan without going through the country and gained two marks. A significant minority omitted this question completely.
- (iii)** A majority of responses gained at least one mark, usually by focussing on the location of India, Iran, China and Afghanistan. However, some answers discussed the political benefits of the surrounding countries and those in the Middle East rather than their geographical location. Candidates should ensure that they understand the terminology being used in the question.
- (b) (i)** This question was well answered with many responses noting the barren and sandy land with sparse vegetation or few trees. The majority of answers gained at least two marks with many scoring the full three marks available. Many candidates also referred to human features, but these are not features of the desert so cannot be credited.

- (ii) This question differentiated well with many responses, giving developed ideas that gained the full four marks. All mark scheme ideas were seen. Weaker answers gave vague and extreme responses such as the use of the word 'no', e.g. 'there is no water'. Candidates should not use extremes such as this because water can be found in deserts and having none is rare. Instead, more accurate words such as 'there is a lack of water' should be used.
- (iii) This question was well answered with most responses referring to cold temperatures and snowfall. Answers that confused climate with topography did not gain any marks.
- (c) Many responses demonstrated a very good understanding of effect of latitude on climate and gained the full two marks available. However, some answers confused the Tropic of Cancer with the Equator or altitude with latitude and did not gain any marks. This question provides another example of where it is important for candidates to have a clear understanding of key terminology.
- (d) This question differentiated well as the full range of marks was awarded. Most responses showed that candidates knew which factors were relevant, with many answers focusing on the steepness of the land and the impact of topography on climate, with roads being closed for weeks on end due to heavy snowfall and ice, which limits development. However, the strongest responses were able to counter this argument by referring to the scenic beauty and development of the tourist industry in the northern regions, and also that of cottage industries in order to promote economic development and also the ways around the issue of food supply. Some responses focussed on one view point only, which limited the number of marks available to Level 2, three marks.

## Question 2

- (a) (i) This question was a good discriminator. Most answers gave coniferous in A, although a significant minority wrote alpine. B and C were often mixed up or referred to as sub-tropical and tropical. Many wrote riverine or bela for C. Some responses missed C out completely.
- (ii) This question did not see a large success rate as many responses relied on knowledge rather than focusing on the distribution of mangroves shown on the map. Common answers included the coastal area of Sindh/Indus Delta or coastal areas of Balochistan. Some responses gave place names such as Pasni or Gwadar, where mangroves undoubtedly exist but are not shown on the map. Other common errors were Makran Coast, Hab Delta and Karachi.
- (b) (i) Many candidates scored two marks by stating that mangroves can survive in salt water and have leathery leaves. The ability of their roots to filter salt was a common correct response. Some responses suggested that mangroves were low in height and others that they were 3 metres high. Those who stated a range in height sometimes said 3–10 metres rather than 3–8 metres. Common incorrect responses included breeding grounds for fish and protecting the coast against flooding. Neither are natural characteristics of the mangrove forest.
- (ii) The functions of forests were very well known by the vast majority of candidates, with many giving more than the required two. The provision of timber/raw material for furniture/firewood was the most common response, closely followed by giving out oxygen/absorbing carbon dioxide. Creating rainfall/clean air/removing pollution were the most common responses which were not credited. This question was well answered.
- (iii) Strong responses referred to types of forest linked to a factor, e.g. alpine growing in cold conditions/near the snow line, coniferous growing in high locations, thorn scrub in places which lack rainfall, mangroves in salty soils and bela where there are river banks. The majority of answers scored one mark for identifying three factors, but did not gain any further marks as the factors were not linked to a particular forest type or density, e.g. soil, altitude, temperature and precipitation. Some weaker answers did not understand what was meant by physical factors. A common misconception was that the type of forest was determined by identifying characteristics of the tree species by type of bark/leaves/height, which was incorrect.
- (c) (i) This question was well answered with most scoring the full four marks. These marks were obtained by reference to the conical shape/downward sloping branches which prevented snow accumulation, as well as them growing tall to reach sunlight. Needle shaped leaves to prevent excess transpiration was another common answer. Evergreen was often mentioned but without appropriate development. Weaker responses mentioned 'sloping leaves, leathery leaves, deep roots (which is certainly not the case) and upward sloping branches' (to reach sunlight or to

accumulate snow). Reasons why coniferous trees have wide spreading roots and a shallow root system were not well understood.

- (ii) This question was very well answered, with almost all responses achieving the full three marks available. Most candidates concentrated on human factors, but fires and flooding were also suggested. Occasionally, reference was made to illegal cutting without saying what for. Soil erosion was the most common incorrect response. There was some repetition of the uses of wood, e.g. for timber and furniture, which were on the same line of the mark scheme, meaning some answers did not achieve full marks.
- (d) This question differentiated well as the full range of marks was awarded, although the majority of candidates received a mark within Level 2. Most argued for the increase in forests (View A) and could explain the advantages that forested areas bring. Developed points included the creation of scenic beauty leading to tourism and subsequent employment creation or increase in revenue, and the prevention of soil erosion leading to more fertile soils for agriculture/prevention of siltation in dams and thus, increasing HEP production. References to rainfall creation/clean air/reducing the effects of global warming were less well developed. Responses giving the disadvantages of not increasing forests tended not to refer to view B and were limited to Level 2, three marks. Answers that argued against view A contained some developed points along the lines that 'the growth of forests tended to take a long time and thus the financial return took a long time to be realised'.

Some of the strongest responses arguing for view B referred to the development of agriculture to feed the increasing population and the export of any surplus to bring in revenue to further develop the economy. There was also reference to the creation of infrastructure which would help develop more remote areas and improve trade. Those who argued against view B usually referred to the problems caused by deforestation. These responses revolved around the functions of forests, e.g. providing habitats for wildlife which might become extinct. Examples given included the Tarbela/Mangla Watershed Management Project and the AKRSP – Agha Khan Rural Support Programme.

### Question 3

- (a) (i) This question was generally well answered with the correct definition provided. However, a minority of answers stated 'it was the farming of animals', which could not be credited.
- (ii) The most frequent responses seen were: draught power, ploughing and Persian Wheel. Common incorrect responses cited products such as milk and meat which were required for '(b)(ii)'. Overall, this question was well answered.
- (b) (i) This question was also well answered with the majority of responses correctly naming the livestock types of cows/cattle and sheep/lambs. Incorrect answers included buffalo and goats.
- (ii) Again, this question was very well answered with milk and meat being the most frequent responses. Responses that gave two types of dairy products were limited to one mark as they were on the same line of the mark scheme.

A general point to note for **Question 3 (a)(ii), (b)(i), (b)(ii) and (b)(iii)** is that candidates seemed to try using the same points for these questions repeatedly, e.g. writing that milk and meat was a use of livestock, as well as a product, as well as a benefit. Candidates should ensure that they understand the terminology being used in the question.

- (iii) This question was well answered with the most frequent responses being 'food for family use, food for sale, wool/leather and manure' and all mark scheme ideas were seen. Many responses scored the full three marks available here and weaker answers were able to achieve one or two marks.
- (c) (i) Responses identified that the buffalo were in eastern Punjab and Central Sindh, gaining two marks. Few answers gained the full three marks available as named cities or province names were provided rather than the general pattern that was being asked for in the question. Some responses also stated where the buffalo are not reared, which did not gain any credit.

- (ii) The majority of candidates scored at least one mark, with many scoring two marks. Many responses focused on the buffalo being in water a lot of the time and in areas where water is abundant. Flat land and the demand for products also featured in responses. Climate comments were sometimes generalised, e.g. 'suitable', which was too vague for credit.
- (iii) Many good responses were seen which stated a natural factor and gave a suitable development. Water, drought, disease and flooding were popular factors. A frequent mistake was to use the same consequence twice, usually 'death', and miss out on full marks due to duplication. Candidates should give a range of ideas / factors / reasons which cannot be credited twice for the same idea. Some candidates did not make it clear that the problems were for the buffalo farmers and not for the buffalo.
- (d) Although the full range of marks was awarded, responses to this part (d) question mostly gave simple points with little or no development, achieving no more than Level 2, three marks. Many responses referred to other livestock and in particular to the production of milk rather than poultry farming. Where poultry farming was better understood, answers focused more on the challenges for the industry than strategies to overcome them. Disease and hygiene were the challenges most commonly explained, whilst strategies discussed involved veterinary improvements and government interventions. Responses that gave actual examples of what had been, or was being done were rare. A minority of answers gave both sides of the question with some evaluation reaching Level 3.

#### Question 4

- (a) (i) This question was well answered with the vast majority identifying X, Y and Z correctly. The most common incorrect answers put Karachi and Hyderabad the wrong way around and identified Lahore instead of Faisalabad.
- (ii) This was not well answered and the responses seen were usually more suited to question 4(b)(iii), often because Fig. 4.1 was not referred to, as requested by the question. Most common answers were near the Arabian Sea and in the province of Sindh. No responses with a distance or direction from a named feature were seen.
- (b) (i) This question was well answered with a suitable and full definition provided.
- (ii) A wide variety of responses were seen to this question, with the most commonly correct response being for cottage industries identifying that it is done in their own homes or by the family. Most responses for large scale industries referred to the amount of investment, use of machinery and the number of people working there. Responses with references to output, quality of product, or exports were too vague for credit. Small scale industries was the least well answered question.
- (iii) This question was well answered with the reasons fully outlined. Very few lists of simple factors which would have limited responses to one mark were seen. All mark scheme ideas were seen.
- (c) (i) This question was a good differentiator as strong responses recognised the machine and knew what the processes were. Weaker responses were clearly guessing at what was happening at each stage. The vast majority answered A correctly and could see that the rollers were flattening or straightening the fibres. B was less well answered with many answers stating that the cotton was cut rather than divided. Responses to C sometimes incorrectly stated that the cotton was being stored or wound onto spools rather than being further divided or stretched.
- (ii) This question was generally well answered with a wide range of answers seen. Responses showed a good understanding of the contribution of the cotton textile industry to the national economy and society. Weaker responses were unable to develop their simple points further by explaining the 'importance' i.e. reasons why this industry is more important than others, which limited the marks that could be awarded.



- (d) This question differentiated well as the evaluation required the candidates to explain which of the two views represents the greatest challenge – load shedding or lack of skilled labour. Answers did generally consider both compared with the other part (d) questions and there was roughly an even split between 'load shedding' and 'skilled labour'. Evaluations seen tended to be of the type 'without skilled labour machinery is of little use as the people don't know how to use it' and 'without electricity machinery is of little use'. Many responses did not include named examples for this question, which prevented them from gaining full marks. Good arguments were frequently seen, but unless these were supported by an opposing view or different explanation, the response was limited to a score of Level 2, three marks.

### Question 5

- (a) (i) Many responses supposed the line 'Z' represented 'natural increase', 'death rate', 'birth rate', 'population growth rate' and 'infant mortality rate', or missed the answer out completely. Hence, this question was not well answered.
- (ii) Most answers correctly identified the fall in death rates and the increase in natural increase. Fewer observed the slight decrease in birth rate; instead many responses stated that the birth rate had stabilised or remained constant. Most candidates were able to gain at least one mark on this question.
- (b) (i) This question was well answered with all mark scheme points seen. Many responses expressed ideas as extremes such as 'no medical facilities', which were not rewarded. Others mentioned 'diseases' rather than the 'spread of diseases' or 'types of diseases'. Candidates should remember that extremes such as 'no' or 'no proper' do not gain any credit.
- (ii) A good range of points was seen here and many responses scored at least three marks. The most frequently seen ideas related to education of women and focussing on their careers rather than having children, family planning and use of contraception. The desire for material possessions was seldom mentioned. Strong answers stated a point and then developed it fully before moving onto the next idea.
- (c) (i) The vast majority of candidates answered this correctly and knew the full definition. A minority did not state the units or unit area and a few answers stated that 'it is the number of people who live in an area'. Also 'metres' were seen instead of 'kilometre'.
- (ii) This was not a well answered question. Responses often quoted figures for different areas from the key or gave a range of figures without an indication of which areas had higher or lower population densities. Very few answers could identify that the distribution was uneven or varied. Candidates require more practice at describing distributions/patterns or densities shown on maps.
- (iii) This question was well answered with many responses scoring all five marks available. Marks were awarded for a range of both human and physical factors. All mark scheme points were seen.
- (d) This part (d) question was well answered with the full range of marks seen. Frequently seen answers explored the challenges resulting from the current size of the population such as pressure on schools, healthcare, housing and transport etc., or focussed on the difficulties encountered by governments over the years in controlling the population. Most responses made a judgement about whether the government could support the future population of Pakistan such as 'the government is working hard on population policies in order to control the population so that it can be supported in the future'. However, often the arguments put forward to support the judgement being made were 'one-sided', lacking the corresponding developed points about the opposite view that were necessary to lift the answer into Level 3.