

# PAKISTAN STUDIES

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Paper 2059/01

Paper 1

## General Comments

There was an increase in the entry for this examination compared with November 2012. The standard of work was broadly in line with that of last year although it was noticeable that many candidates found less difficulty in scoring high marks this time.

There was a small number of rubric errors. The majority of candidates used their time well and there were few examples of them rushing the completion of their final answer. Most candidates produced answers that were relevant, focused, and addressed the questions as set.

However, the number of largely descriptive answers in response to the part (c) questions continues to be a cause for concern. Candidates need to understand that such answers will only attract a Level 2 mark for the identification or description of relevant facts, achieving half-marks or less.

It is important that Centres and their candidates recognise that topics in the later part of the twentieth century will continue to be set and it is hoped that they both understand the need to ensure that these are dealt with as comprehensively as others set on the earlier part of the syllabus.

## Comments on Specific Questions

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

### **Question 1**

This was a very popular and generally well answered question. In part (a), the short answer question on the development of Sindhi was well answered with most candidates able to gain 3 or 4 marks.

Part (b) caused a few problems. The question focused on the reasons why the successors of Aurangzeb contributed to the downfall of the Mughal Empire. Most candidates were able to explain their answers and as a result many scored a Level 3 mark, often reaching the maximum allowable. However, too few candidates demonstrated the outcome of the overspending or the lives of luxury of his successors and were unable to access Level 3. Other candidates wrote about other factors involved in the downfall of the Empire, including the life of Aurangzeb, which were irrelevant.

In part (c) candidates were required to explain the reasons why the British were able to take control of India, which included the industrial revolution in Britain during the eighteenth and nineteenth centuries. Candidates wrote about the wealth created by the industrial revolution, which led to the ability to produce weapons and equip a modern army, and gained a Level 3 mark. A few candidates were able to make reference to the cotton trade which affected India greatly during this time. Many answers dealt with battles and were largely descriptive. There were a number of candidates who used their knowledge of the military, administration, trade and education, social and religious reforms that enabled the British to take control of India to good effect.

### **Question 2**

This was also a very popular question. Most candidates were able to score 3 or 4 marks in part (a) on the Mohammeden Anglo-Oriental School.

In part (b), candidates were required to explain why the war of Independence failed to meet its aims. Most candidates were able to score near maximum marks by stating and explaining how it contributed to the

failure of the war. There was a minority of candidates who did not understand the question and thought they had to describe/explain the reasons why the war started and so gained little or no credit for their answer.

Part (c) on the reasons for the establishment of the Muslim League produced mixed responses. This was a very specific question that demanded equally specific arguments and those candidates who wrote narrative accounts of the period of time up to 1914 found that they were unable to progress beyond Level 2. There were however, a significant number of candidates who were able to use their knowledge of the period to formulate good answers that centred on the political needs of Muslims, their fear of Hindu dominance and the views of the various British governments of that time.

### Question 3

Again this was a popular question with a good level of knowledge shown. Most candidates achieved 3 or 4 marks on the part (a) short answer question on the Quit India Resolution.

In part (b), the question focused on the reasons why the Khilafat Movement failed. The majority of candidates produced accurate and relevant answers, gaining full marks. However there was a significant minority of candidates who did not focus their answer on the question posed. As a result many answers were either a narrative of the events of the Movement from World War One up to 1924, or descriptions of the failures without giving reasons for it.

Part (c) on Muslim objections to the rule of the Congress Party between 1937 and 1939 was well answered. Candidates who were able to explain why Muslims objected to Hindu rule, including *Bande Matram*, scored highly in Level 4. However there was a temptation for some candidates to **describe** the various ways in which the Muslims were treated rather than **explaining why** Muslims **objected** to them.

### Question 4

A small number of candidates attempted this question. For those candidates who did answer it, they tended to score usually up to 3 marks on the part (a) short answer question on the 1956 Constitution.

In part (b) the question required candidates to explain why Ayub Khan came to power in 1958. Those candidates who answered the question had mixed fortunes since they tended to know little about the reasons and wrote generally about Ayub Khan.

Part (c) on the problems facing the newly formed country of Pakistan, was generally well answered. Many candidates were able to reach Level 4.

### Question 5

Few candidates attempted this question. The short answer question on the Hudood Ordinances was generally well answered with 3 or 4 marks being achieved.

In part (b) most candidates attempted to answer the question on why Nawaz Sharif fell from office in 1993 but knowledge of this topic was weak.

In part (c) candidates were required to assess Pakistan's relationship with India. Many candidates merely described the relationship, but others did show a good knowledge and some answers attempted to explain the successes and failures in this relationship. Many others stated that the relationship was (un)successful, but failed to **explain why**.

In conclusion, candidates must try to avoid falling into the trap of writing narrative answers to questions that clearly signal the need for an explanation, since they are only going to achieve a Level 2 mark when they should be capable of reaching marks within Levels 3 or 4. This highlights the need for Centres and their candidates to focus more clearly on **how to write explanations** rather than description in part (c) questions.

One further point of note is the trend in both the 2012 and 2013 examinations, that very few candidates answered **Questions 4 and 5**. This may suggest that Centres are not addressing the whole of the syllabus with their candidates and as such many candidates could be caught out in not having enough questions from which to choose in future examinations.

# PAKISTAN STUDIES

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Paper 2059/02  
Environment of Pakistan

## Key Messages

**Reading questions carefully and noting command and other key words** It is necessary to be precise in answers and to consider the type of response that is needed before starting an answer, whether it is for example describing, explaining, comparing, or evaluating. Evaluation is a higher skill being looked for in final sections of questions, where candidates are asked for a largely positive or largely negative assessment of an issue, or a balance between the two. Comparisons are only necessary if the question specifically asks for them.

**Suggested layout of answers** These are given in the answer booklets for some questions in order to assist candidates in structuring their responses and they would be advised to follow such a layout correctly in order to achieve full marks. Candidates are advised they must only enter one named item in each space or box in questions asking for items to be stated or named (typically one-word answers). In questions of this type only the candidate's first item was credited if he or she produced a 'list' of two or more items. This practice is increasingly going to be used in questions requiring factual knowledge, particularly in those parts of the answer booklet that have clearly delineated spaces, boxes, or numbered lines.

**Written style** Candidates should be careful to avoid repeating material. Clarity of written expression is a very important skill especially in an examination paper where limited space given for answers. Acquiring this skill will improve those answers requiring linked ideas or full explanations.

**Examination technique** In longer answers, especially those requiring an analysis of an issue or an evaluation, candidates might benefit from producing an outline of their answer first. This technique would need to be taught alongside time management to ensure all chosen questions are fully answered. Candidates should also be aware of the number of marks available for each section of a question and devote time and space to each section accordingly.

## General Comments

Candidates were, in general, well prepared for this examination and demonstrated understanding of most of the material needed to answer the questions well. Candidates generally wrote legibly, using well-structured and grammatically correct sentences.

**Command words in questions** Candidates generally respond well to command words and give the required type of response.

**Other key words in questions** Key words embedded in questions are being missed. Terms such as 'increasing' (**1e**, **3e**, **4d**), 'continuous increase' (**2civ**), and 'expanding' (**2d**) require candidates to look for positive developments and descriptions of, or factors for, growth rather than simply stating current functions, uses, or processes, as many did.

**Multiple answers** Candidates must have confidence in their knowledge and not put multiple answers in each space or box in questions asking for items to be stated or named.

**Interpretation of material in resources** Questions requiring this skill were answered well. It was pleasing to note most candidates are correctly using units in statistical answers rather than just values.

**Examination technique** Candidates appeared to manage their time well with little evidence of hurried or incomplete final answers. This is an improvement on the past and is commendable. There were, however some candidates who left out those sections which required names to be added to maps in the answer booklet (**1b** and **4b**). The reasons for these omissions are not immediately obvious.

### Comments on Specific Questions

#### **Question 1 (a popular question)**

- (a) Most candidates were familiar with the tubewell and its mechanics but less sure about where water is sourced from, where it is collected, or how it is distributed to fields.
- (b) Correct placement of District names in most cases.
- (c) Good understanding in (i) and apart from underestimating temperature and rainfall requirements well answered in (ii).
- (d) In part (i) the difficulties and cost of transport were understood, although some candidates were unsure about what physically happens to the sugar cane over time, which is it loses its moisture. Generally correct in part (ii).
- (e) Correct identification of a cash crop. Advantages well understood in terms of positive effect on economy. The disadvantages, which should be seen in terms of difficulties associated with increasing cultivation, tended to be weaker with little consideration of availability or cost of inputs, for example.

#### **Question 2 (not many candidates answered this question)**

- (a) In part (i) many candidate did not write the physical inputs. In (ii) some very vague terminology was seen and the processes were not always in the right order. In (iii) candidates could name two types of air pollution.
- (b) Many responses were too general or vague. Candidates were required to explain the effect on the *local area*, therefore considerations of global warming, acid rain, etc. were not relevant. Descriptions of the pollution itself were presented but little information on specific effects on people or the environment was given. Candidates achieved credit mostly for types of disease caused by air pollution.
- (c) Accurate figures in (i) and (ii), slightly less accurate with the raw material names in (iii). In part (iv) candidates would be advised to consider the question wording 'continuous increase' since answers which only gave uses of cement did not receive credit.
- (d) This question was less well answered than 1(e). Here candidates were asked to write specifically from their knowledge of the sports goods industry. Arguments tended to be those applicable to industries generally. Arguments about deforestation or preventing alternative use of land were not relevant. A common weakness was to ignore the key word 'expanding' in the question.

#### **Question 3 (not many candidates answered this question)**

- (a) Figures were generally accurate but please note the correct unit to be stated in part (i) is tonnes/kilometre.
- (b) Balanced answers with material presented concerning roads and railways. Some candidates lost the question's focus and compared advantages and disadvantages of rail and road without actually answering the question.
- (c) Challenging questions for the candidates. In (i) sometimes correct in X but often 32 degrees N in Y instead of 30. In part (ii) candidates understood the effect of latitude on temperature but did not explain it. A minority confused latitude with altitude. Few candidates achieved marks in the Day Length section. Candidates did not state a reference to a season when describing the effect of latitude. It is only in summer, for example, that day length is longer in higher latitudes. Explanation in terms of the earth being tilted on its axis was rarely seen.
- (d) Part (i) was well answered, frequently with detailed, poetic and colourful descriptions. In part (ii) candidates produced a detailed answer for each way local people could gain income from tourism.

- (e) Many thoughtful, wide ranging answers were seen with good evaluation as to how it might be possible, and might not be possible, to increase tourism. A minority of candidates only presented wholly positive arguments which prevented higher marks. A few considered how *desirable* it is to increase tourism or discussed the *effects* of tourism on the local population, neither of which was relevant).

**Question 4 (a popular question)**

- (a) Usually correct in (i) and presenting at least two credible advantages of renewable energy in (ii). In **section (iii)** candidates demonstrated good knowledge of the disadvantages of their chosen energy type.
- (b) Whilst some candidates managed to identify the dams and rivers correctly, many others confused the names of the dams and rivers.
- (c) Good understanding displayed of the physical geography factors for the siting of HEP in (i). A small number of candidates made relevant points under the wrong heading, which prevented credit or did not separate out the material needed to answer each part. In (ii) candidates were required to present information case specific to HEP power stations. Many answers were too general and did not receive the highest marks.
- (d) Answers seen were detailed, made a good number of different points, and mostly presented both sides of the argument, i.e. also giving factors which worked to prevent electricity supply being increased. Some candidates focused excessively on different types of renewable schemes. One misunderstanding was to consider the benefits of electricity for rural areas.

**Question 5 (a popular question)**

- (a) Generally accurate in (i). Part (ii) required identification of an area from Fig. 7 in which literacy was <20%. It was not evident that candidates were referring to this map – most used the generic ‘Balochistan’. However many of the remaining five marks were awarded for well expressed and detailed explanations which followed.
- (b) Generally well answered.
- (c) The term tertiary was frequently misunderstood in (i). Part (ii) produced many unfocused, general answers about how a literate person could do his or her job better, or be more useful in the workplace, and the link to increasing economic development was missed. Others gave accounts of what economic development consisted of, or presented demographic factors, (neither of which was relevant here).
- (d) Accurate in (i). Section (ii) required careful consideration before beginning an answer, especially to consider the meaning of ‘influenced by’ in the question. Most candidates presented informed arguments about the likely reduction in population growth and giving reasons for a lower birth rate clearly linked to female literacy. The opposite case was less well argued, despite different approaches that might be made, for example that increasing female literacy is only one of a number of factors that could influence population growth, or that other traditional, factors keeping birth rates high were still too influential for female literacy to have much of an effect.