PAKISTAN STUDIES

Paper 0448/01

History and Culture of Pakistan

General Comments

There was a pleasing increase in the entry figures for this summer of some 20% compared to June 2009, with the standard of work broadly similar to that of last year.

There were few rubric errors, with the vast majority of candidates able to answer the required three questions in the required time. Examiners were again pleased that many candidates produced some excellent responses to questions that were both relevant and focused. In the main, the majority of candidates attempted to address the questions as set with an appropriate length of answer. The depth of knowledge of such answers was also of a high standard. However, explanations do continue to let candidates down especially where they are knowledgeable about certain topics. This can be best exemplified with **Question 4 (c)** on the reforms of Zia-ul-Haq where the overwhelming number of answers was mainly narrative. The other aspect which raises some concerns amongst Examiners is the number of candidates who continue to produce weak and generalised answers which tend to contain unnecessary and/or irrelevant detail. Alongside this point are those candidates who do not answer questions in the correct sequence and answer all part **(a)**s first, followed by part **(b)**s and then part **(c)**s.

It was very pleasing to note that the new part **(a)** produced no problems for the vast majority of candidates who answered this with confidence and produced an appropriate length of answer which was up to about 10 lines maximum in length.

Comments on Individual Questions

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

Question 1

This was a very popular question that saw some very high scoring marks. In part **(a)**, the short answer question was well–answered with most candidates gaining 3 or 4 marks. Knowledge on the East India Company was sound, although several candidates attributed the granting of the charter to Queen Victoria rather than Elizabeth I! Part **(b)** caused few problems as most candidates were able to explain why Shah Wali Ullah had a major influence on the revival of Islam in the sub-continent. As a result, many candidates scored a Level 3 mark, often reaching the maximum allowable. However, the emphasis was on his influence on the revival of Islam rather than his career, about which many candidates wrote at length. In part **(c)** the question focused on the reasons for the failure of the War of Independence. Most candidates had little problem in answering this question as their knowledge was very good, although the maximum mark was not often achieved since many were unable to write much about other reasons after dealing with the British factor. The lack of unity argument was competently addressed by most. Thus a common level achieved for this answer was Level 4, with many candidates achieving at least 10 or 11 marks. However, there were those candidates who misunderstood the question and wrote erroneously about the causes of the war. As a result, these candidates gained little or no credit for their answers.

Question 2

This was also a popular question, which caused candidates few problems. Most candidates scored 3 or 4 marks in part **(a)**, again displaying a good knowledge of the topic. In part **(b)**, the question focused on the reasons why the the Khilafat Movement was founded. For those candidates who had been well prepared for the examination, this caused little or no problems and many answers from these candidates were accurate and relevant, scoring maximum marks. However, there was a significant minority of candidates who found some difficulty in being able to focus their answer on the question posed. As a result, many answers were narratives of the events of the Movement from the beginning of World War One up to 1924, some of which

was relevant and marks were gained accordingly. However, such candidates must understand the nature of the question stated and answer it accordingly. Part **(c)** on the reasons for the foundation 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 those candidates who produced unnecessarily lengthy descriptions that went back to the foundation of the Congress party and for many little or no credit for such detail was forthcoming beyond Level 2. Many candidates found difficulty in formulating their answers to answer the question, but there was a significant number who were able to relate the requirements of the Muslims to form their own political party in response to the Hindu reaction to the partition of Bengal and the Congress party's view that saw them representing the interest of all Indians. For these candidates a Level 4 mark attracting 9 or 10 was common.

Question 3

Again this was a popular question. The part **(a)** short answer question was not as well answered as the previous ones and usually attracted 2 or 3 marks. The Direct Action Day was not well known by most of those who answered this question. In part **(b)** the question required candidates to explain why Jinnah produced his 14 Points in 1929. Although this was a well-known topic, a number of candidates had problems with it since they misunderstood the question and tended to write about the events that took place during 1928 and 1929 rather the reasons why Jinnah introduced his 14 Points and as a result fewer candidates scored within Level 3 than in previous questions. Part **(c)** was a well-known topic and the question on the successes and failures of the three Round Table Conferences was answered much better than in previous years. Many candidates who were well-prepared found little difficulty in explaining the successes of the first RTC and the failures of the second and were able to score a mark within Level 4. The successes and failures of the third RTC were more elusive for most candidates and the mark score of most candidates within Level 4 was in the region of 9 or 10. Nevertheless, there was still a sizeable minority of candidates who knew their facts on the topic and wrote a narrative account but were unable to comment succinctly on the level of success or failure of each Round Table Conference.

Question 4

This was not as popular a question, with few candidates scoring highly especially in part **(c)**. Those candidates who answered this question knew about the Canal Water Dispute and were able to score 3 or 4 marks for the part **(a)** short answer question. In part **(b)**, candidates had to explain why Pakistan joined the United Nations in 1947. Most answers were focused and candidates generally gave accurate answers and were able to score within Level 3. Most answers focused correctly on Pakistan's need for aid and on outside agencies to help with the problems with India after partition.

In their responses to part **(c)** on Zia-ul-Haq's domestic policies, candidates' answers were largely narrative in format and few were able to explain their importance especially related to Islamic reforms. As a result, most candidates were only able to score a mark within Level 2 at best. Centres must impress upon their candidates that in such questions an explanation is required to achieve a Level 3 or 4 mark, and descriptions will only attract a Level 2 mark.

Question 5

This was the least popular choice of question for candidates and one that produced varying degrees of success. In the short answer questions, most candidates scored well and there were 3 or 4 marks gained by most of those who answered it. In part **(b)**, many candidates scored well on the reasons why the Decade of Progress was so named. There were some genuine attempts to answer the question as set and candidates detailed such reasons as the agricultural, industrial and social measures of Ayub Khan as reasons for the so-naming of this period of time. As a result, many candidates scored a mark within Level 3. In part **(c)**, there were some good answers to the question about Pakistan's relationship with Afghanistan. Many candidates had a good knowledge of the relationship between the two countries and were able to comment on the level of success or failure of this, and there were some good answers that achieved 10 or 11 marks within Level 4. However, there was a significant minority of candidates who adopted a chronological narrative of the relationship between the two countries and failed to comment on any successes or failures and, as such, were unable to secure a mark beyond Level 2.

PAKISTAN STUDIES

Paper 0448/02

Environment of Pakistan

This was the first examination paper of the revised syllabus. Most of the candidates answered the questions satisfactorily and it was pleasing to see how many achieved high marks. Naturally there was a range of achievement, but almost all candidates answered the required three questions in the given time.

However, Examiners felt that teachers had not revised their teaching to consider the changes in the weighting of marks applied to the revised syllabus for this examination, that is:

  55% knowledge and understanding;
  20% evaluation of information by identifying the advantages and disadvantages of development;
  25% interpretation and analysis of resources.

Teachers should also apply in their teaching 'Themes Which Go Across Syllabus Sections', that is:

  the problems and opportunities as a developing country;
  matters affecting the environment and the importance of conserving it;
  the promotion and importance of sustainable development;
  the need for, and the nature of, feasibility studies before developments are planned.

In general, candidates write far too much in their answers to most questions. It is essential that they are instructed that from October 2010, there will be only two lines allowed for each mark in the question, so a question totalling 25 marks will only be allowed 50 lines for answers. Most candidates are writing far in excess of this. If repetition and irrelevant material is omitted, most candidates would achieve this.

Examiners reported that many candidates did well in all questions. The resources of a climate graph and population pyramid in **Question 5** proved a challenge to some candidates, and resulted in this being the question that was least well answered. Sometimes candidates rushed into questions without giving full consideration to their meaning for example, **Questions 2(d)(ii), 3(c)(ii), 4(c)(ii)** and **5(a)(ii)**. These are all parts which carry a larger number of marks and should be properly considered before they are answered.

One Examiner said 'generally there was too little use of developed or reasoned sentences in response to being asked to 'Explain'.' Too many words were used without adjectives or detailed meaning, for example 'easy, efficient, pollution, and infrastructure.'

Most candidates presented their work neatly in the booklets provided, their handwriting and standard of English was good, and written in well-constructed sentences. An Examiner reported 'Some really good candidates try to explain accurately and thoroughly, mostly the writing is legible and in many cases beautifully neat, but in some instances there was scrawl that was very difficult to decipher.'

It was noted that some answers were written in very pale blue ink that did not appear clearly on the paper. Many Examiners expressed annoyance that most candidates do not write the numbers of the questions answered on the front of the booklet. This is a simple task, as only three numbers are needed, e.g. **Questions 1,2,3**. This helps because most Examiners mark one question at a time on all papers.

From October 2010 the question paper will take the form of an answer book. Candidates will be required to answer each part of each question on the lines provided for it. It highly recommended that candidates are instructed and trained in the skills of writing clearly and concisely.

All five questions will be printed in the booklet, but the requirement to answer only three questions will remain. Candidates who try to answer more questions will be undoubtedly disadvantaged as each question is designed to be answered in 30 minutes, and only three will count towards the final mark.

QUESTION 1

(a) Most candidates named the types of forest, and named the Arabian Sea and the Tropic of Cancer correctly. Most achieved some marks in part **(iii)** by explaining how coniferous trees are adapted to cold weather, sloping ground and thin soils, and in part **(iv)** by explaining the importance of mangroves as a habitat for fish, shelter from storms and source of materials for the local population. Some took another approach, stating that it was 'because the forest was under threat from water pollution and deforestation'. This was accepted but prevention of earthquakes was not.

(b) The drawings in Fig. 2 provided a resource that candidates were expected to use to explain their answer. Direct quotes without explanation did not achieve marks. However, most were able to apply their knowledge to use the information in the figure to answer the question.

(c) There was some confusion between the term 'plantation' meaning trees, and 'planting' which could refer to any type of vegetation. A good answer to part **(i)** referred to the lack of, and unreliability of, rainfall in these areas, and the importance of good root growth to establish trees.

In part **(ii)** the advantages of plantations in the environment such as improving air quality, shade, more humidity and holding the soil in place were accepted, as well as the value of the wood in future for named uses. A good answer also considered the disadvantages of loss of land for other named uses, and the need for long-term investment, not only in the trees but also in irrigation systems and regular maintenance. The answer 'because Pakistan does not have the required amount of forest' was not accepted.

QUESTION 2

(a) All candidates stated that wheat covered the greatest area but few stated this area accurately, recognising that the measurement was in 1000 hectares. From next May they will be expected to use the correct units to get a mark. In part **(iii)** not all candidates read to the end of the question, which stated 'food crops not shown on the graph'. Others gave cotton and tobacco, which are not food crops. The list rule was applied in this part of the question.

(b) Many candidates did not seem to understand the meaning of the terms 'cultivation', 'harvesting' and 'processing'. In this question they were asked for methods of cultivation, but many wrote about the harvesting and processing and even temperature and soil requirements. Another example is the misuse of the terms 'fertiliser' and 'pesticide'. These can be confused, or even considered as doing the same function. Irrigation is a term used for water supply to crops by means other than rainfall, and should not be used to refer to rain.

Many Examiners considered that the candidates had not been taught about the production of wheat on barani farms as required in the syllabus.

For part **(b)(ii)**, most candidates answered well and achieved the maximum of five marks. Good answers considered both the benefits and problems of modern irrigation systems, including their cost, reliability and need for maintenance, as well as the disadvantages of leakage and over-irrigation, the cost of installation and maintenance, and power shortages. A few wrote about modern machinery instead of irrigation.

(c) Most candidates achieved full marks here. Some good answers stated that these were important to maximise profits for the processors, and provide work for those who would otherwise only have seasonal employment, as well as providing cheap and plentiful materials for poor farmers in rural areas. Another benefit is that they provide alternatives to plastics and more expensively manufactured products, such as synthetic goods and steel.

(d)   Some candidates did not confine their answer to part **(i)** to a single sentence. They went further, to answer part **(ii)** within part **(i)** which was not credited.

There were some very good answers to part **(ii)**, but not all were related to 'the causes of low farm incomes'. The reader should refer here to the mark scheme for guidance for some of the ideas that were considered necessary for a good answer.

QUESTION 3

(a)   Most candidates named the three ways by which coal is mined and explained why Pakistan coal is of low quality. The answer 'because Pakistan does not have the technology to mine deeper resources' was not accepted.

(b)   The question required the candidates to describe the brickworks, not the surrounding landscape. Some did not appear to recognise the two brick kilns with their chimneys emitting black smoke, or the level working area in front of the kilns. Marks were given for the metalled road for transport and pylons and wires bringing electricity supply.

(c)   Most candidates named three inputs correctly but it should be remembered that water is not a raw material in this industry, and that metals are supplied as an ore. The list rule was applied in this part of the question.

Part **(c)(ii)** was not answered well. Many candidates did not read the question, which required them to refer to Fig. 4. Instead they quoted much material learned 'by rote' from the textbook. The Figure did not show that the works was near Karachi, or that there was a lake or range of hills nearby. There was no evidence that the site was flat, or even 'large and unused'. Many failed to see the berths where ships carrying raw materials could unload, or the conveyor to carry these from the port and the storage areas. Others did not understand that the 'raw materials' shown was a store, not where they were quarried, or that slag was a waste product that needed to be stored before disposal.

(d)   A few candidates wrote in the present tense, suggesting that production had already increased, instead of considering the possibilities for the future. Many referred excessively to 'the balance of trade' idea, which was only one part of the question. However, there were some good answers. These stated that this would reduce imports of steel and steel goods, as well as providing cheaper steel for named uses, such as agricultural machinery and building construction. In addition, the provision of more employment would increase national income. For disadvantages, there were many: the lack of raw materials, machinery, skilled labour and the necessary infrastructure were all considered, as well the problems of environmental damage and waste disposal.

QUESTION 4

(a)   Most candidates answered all three parts correctly. However, a few misread the pie chart and stated the wrong percentage. For part **(ii)** some wrote too much about why Pakistan grew a large quantity of cotton, instead of considering why such a large amount was exported, and in part **(iii)** Examiners were surprised to see 'others' stated as an export that has increased in percentage.

(b)   Most candidates studied the photograph carefully and recognised the characteristics of a modern EPZ. Teachers should instruct their candidates to use the words 'trees', 'shrubs' and other vegetation types instead of using the incorrect terms 'plantation' and 'greenery'.

For part **(ii)** many candidates achieved maximum marks by explaining that an EPZ aimed to produce high-quality export goods with the help of investors attracted by government incentives. Candidates who confused these functions with those of a dry port did not gain high marks.

(c)   Part **(i)** was answered well. For part **(ii)**, the question was introduced with the phrase 'To what extent?'. This implies that motorways will not necessarily help the development of industry. For example, they are expensive, and use up a lot of valuable resources as they are built. There are many other factors, such as availability of finance, political will, need for machines, skills and materials. Such a road may reduce land for the agricultural industry. It may be that it would be better to bring about more industrialisation by developing coastal areas, or improving the present road and rail system. However, many candidates did write correctly about the development of industry adjacent to motorways and better access to raw materials in Balochistan, as well as the qualities of a motorway as a wide, fast road that bypasses areas of congestion and relieves other main roads.

Fewer marks were given to those who failed to write about 'development of industry' and wasted time on employment and trading instead.

QUESTION 5

(a) (i)   Many candidates still describe a climate graph by listing the temperature of each month. This does not answer the question. The distribution should be described as trends, for example temperature increasing steadily to a maximum in June and July and then decreasing steadily to a minimum in December and January. Rainfall is highest in winter and very low and variable during the rest of the year. When answering an examination question, candidates must refer to the graph in the question and put aside what they have learnt about a theoretical climate.

A few confused the line graph for temperature with the bar chart for rainfall.

(ii)   This was very poorly answered, as candidates did not read the question properly. It referred to the 'development of agriculture and industry', not what is there at the present time. A good answer first considered agriculture and the need to supply water, shelter against wind and shade from intense heat, and soil improvement, then industry, with the need for investment in infrastructure, better living and working conditions and access to raw materials, possibly agricultural or minerals.

(b)   The 2010 Syllabus states '*candidates should understand the changing population structures as shown by population pyramids',* and *'should be able to explain and evaluate the effects of the present and projected population structures on the economy and development of Pakistan'*. In other terms, candidates are expected to understand a population pyramid, how it is read and what it shows. Therefore the figures are percentages for males and females which give a total for each age group when added together. They do not show birth and death rates, or absolute numbers. Candidates should also know the ages of the dependent age groups.

(c)   The lack of understanding of what this pyramid showed meant that many candidates achieved only low marks for these parts of the question. Many seemed to think that the whole structure would become bigger if there were an increase in the whole population. This lack of understanding meant that they had great difficulty in understanding the consequences in twenty years time. Some candidates had simple ideas of a larger population of older dependants and the strains that it may put on the working population, and that the large numbers of older children would provide an energetic and innovative workforce in the next few years. The lower proportion of young children would free more women to work, especially in formal jobs. Marks were also given to those candidates who recognised that a smaller percentage of infants meant that there would be less pressure on education facilities in the near future, therefore there was the prospect of a more educated workforce. However, in the long term the lower birth rates may mean a smaller, and older workforce.

One Examiner wrote 'There was much consideration of the population boom and overpopulation rather than specifically the workforce.' Another questioned 'Was their low mark because of their general lack of knowledge, or did they simply provide an answer that they thought would suffice?'