PAKISTAN STUDIES

Paper 0448/01

History and Culture of Pakistan

Key Messages

The paper gives candidates the opportunity to show their knowledge of the History and Culture of Pakistan and how this has impacted on the present day.

The majority of candidates seemed reasonably well prepared in terms of knowledge base. However, many limited the level which they could achieve in the part **(c)** sections in particular, through simply describing or listing the key facts and not elaborating on these. The higher levels require candidates to apply this knowledge to the context of the question, explaining and evaluating as appropriate.

General Comments

The standard of candidates' work was broadly similar to that of last year with a very small increase in the entry figure. Once again, there were few rubric errors this year with the majority of candidates able to answer the required three questions in the set time. The majority of candidates attempted to address the questions as set with an appropriate length of answer. Many candidates produced some excellent, relevant and focused responses to questions and the depth of knowledge of such answers was of a high standard.

It was pleasing to note that the part **(a)** question continues to produce few problems for the vast majority of candidates who answered these with confidence and produced an appropriate length of answer which was up to about 10 lines maximum in length. The only exception to this was **Question 4(a)** which was poorly answered.

A number of concerns were highlighted by Examiners this year. One of these was the number of weaker candidates who made poor attempts to categorise points made, linking a variety of factors in the same paragraph. A large number of candidates produced generalised answers that tended to contain unnecessary and/or irrelevant detail. Also, a number of candidates did not answer the questions in the correct sequence and answer all part **(a)**s first, followed by part **(b)**s and then part **(c)**s. A number of candidates failed to answer the part **(c)** questions as intended. Many candidates were able to *describe* the reasons in these questions but few were able to fully utilise the range of credit within Level 4 because they did not *explain why the reasons given caused* for example, the failure of the War of Independence or Khilafat Movement or the reasons for Muslim hatred of the Congress Rule in the 1930s.

Comments on Specific Questions

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

Question 1

This was a very popular question that saw some very high scoring of credit at times. In part **(a)**, the short answer question was well answered with most candidates gaining high credit on the battle of Plassey.

In part **(b)**, the question focused on the reasons why the Mughal Empire declined following the reign of Aurangzeb. For those candidates who had been well prepared for the examination this caused few problems and many of their answers were accurate and relevant, achieving good credit within Level 3. However a large number of candidates misread the question and wrote at length about the events during Aurangzeb's reign and his failings. With some scripts it was difficult to know whether the comments about, for example, the vastness of the Empire were relevant to the period after Aurangzeb since there was often little sense of chronology in these answers. Most good scripts considered size of Empire, incompetence or disinterest of rulers, succession disputes and the coming of the British.

Part (c) focused on the reasons for the War of Independence in 1857. Again well prepared candidates had little problem in answering this question as their knowledge was very good and scored well within Level 4. However, there were a large number of candidates who failed to score more than half credit. These candidates knew the subject matter very well but in their enthusiasm to give all possible reasons for the outbreak of war did not directly make the linkage between the cause and the war. In particular they did not link the greased cartridges with the war unless they used a descriptive approach. Consequently a great deal of knowledge went unrewarded and a disproportionate number of scripts remained in Level 2. If candidates merely *identify* or *describe* the reasons why the war took place then they will only achieve Level 2 credit. The art of a good answer to this question, whether it is set as a part (b) or (c), is to *explain why* these reasons *caused* the outbreak of war.

Question 2

This was also a popular question, which caused candidates few problems. In part (a), most candidates found this very straightforward and were able to score high credit.

In part (b), the question focused on the reasons why the Muslim League was established in 1906. Again, for the well prepared candidates, this caused little or no problems and many answers from these were accurate and relevant scoring up to maximum credit. Most candidates were able to show how and why the Muslims decided to form their own political party.

Part (c) on why the Khilafat Movement failed produced mixed responses. Most candidates were very well acquainted with the details of this and could write at length on it. However, this was perhaps not as well answered as expected as a result of lengthy accurate narratives which did not explain how the factors contributed to the failure of the Movement. For example, many candidates wrote at great length about the Hjirat without making it relevant by explaining how they lost faith in their leaders who had told them to go or how they were totally demoralized and destitute and thus now had more pressing personal problems than the Khilafat Movement. As a result, they lost focus on the failure for the Khilifat Movement and therefore kept that segment of the answer in Level 2. The most common explanation was how support for the Khilafat Movement became pointless once it had been abolished by the Turks. There was also much material about why the movement was formed after World War One and the focus of the role of Gandhi. This was described rather than made relevant through an explanation of the reasons for the decline of the Movement.

Question 3

Again this was a popular question. The part (a) short answer question on Chaudri Rehmat Ali was well answered and was often awarded high credit. However, many answers were frequently long and the full credit had been achieved in the first few lines. This highlights issues relating to time management and examination preparation including a rational approach to response length based on the amount of credit available.

In part (b), it was pleasing to note that many candidates demonstrated sound knowledge of this and were able to confidently explain why the Cripps Mission failed. Most candidates could offer at least two good reasons for rejection of what Cripps had to offer. More often than not these were the demand by Congress for immediate independence and lack of trust of the British and the Muslims disappointment at Pakistan not being on the agenda. Very few were able to explain why the British situation in the middle of World War Two caused them to appear weak and thus open to be exploited by the Indians and how this made them less likely to accept British suggestions.

Part (c) was a well known topic and the question on the reasons for Congress rule being hated was well known. Most candidates could describe the educational reforms and pinpoint the fact that they undermined the religion of Muslims. Very long descriptions of atrocities committed against Muslims were written but frequently were not linked to religious or cultural victimisation. However, this point was sometimes made in the conclusion where it could be credited. Thus, there was much knowledge displayed about Congress Tyranny. However, many candidates stayed at Level 2 because they did not say much more after giving an accurate account of each factor.

Question 4

This was not as popular a question as the previous three. Part (a) answers displayed knowledge that generally was awarded with half credit.

In part **(b)**, candidates had to explain why many Pakistanis migrated after 1947. Most made the single point about migration from India to Pakistan and a small number of candidates commented on the Commonwealth Immigration Act. The impression was that there was a lack of knowledge of this topic beyond the 1940s and as a result very few candidates scored more than partial credit.

The part **(c)** question on the ability of Pakistan to solve the problems of Partition during 1947 and 1948 was often misunderstood and many candidates who answered this question merely described the problems that beset the government of Pakistan. Candidates clearly knew about the problems of Partition but were very much less successful at looking at them in terms of success and failure within the time limits of the question.

Question 5

This was a more popular choice of question in comparison with **Question 4** for candidates and one that produced varying degrees of success. However, there were still relatively few candidates answering this question. In part **(a)**, most candidates knew some of the problems faced by Benazir Bhutto, although there were often generalised descriptions associated with allegations of corruption without substantiation. Many candidates were able to score at least half credit on this question.

In part **(b)**, many candidates scored well on the reasons why India was successful in the 1965 and 1971 wars against Pakistan. Most good answers concentrated on the size and strength of India and their army in particular and the advantage they had in terms of allies and support. However, there were also many incomplete answers relying on general points about the relative strengths of the two armies.

In part **(c)**, there were some good answers to the question on the relative importance of Ayub Khan's domestic reforms. There were some very lengthy answers containing much description but without any assessment of the importance of Ayub Khan's policies. Only with agriculture and, to a lesser extent industry, was there any analysis. As far as Constitutional reform was concerned there was some comment on Basic Democracies and the role of the President but again there was little or no assessment.

PAKISTAN STUDIES

Key Messages

This paper is written to assess the candidates' abilities in three ways, as stated in the syllabus. These are:

1. their ability to show knowledge and understanding of physical and human environments in Pakistan;
2. their ability to evaluate information;
3. their ability to interpret and analyse resources, i.e. skills.

It is essential that candidates are taught not to rush into writing their answers immediately, but to take the time to read the questions on the examination paper. In this way they will fully understand what they are required to say in their answer. Many good candidates did not achieve full credit because they did not always follow the command word 'Compare' or the phrase 'To what extent?'

Candidates should demonstrate their knowledge and understanding of the subject matter by avoiding the use of such general terms as 'pollution', 'infrastructure', economic benefits', 'living standards'.

Candidates must be able to evaluate their learned knowledge by assessing the success of various developments or proposals. That is to say 'to what extent is something possible' or 'assess the feasibility of a proposal'.

Candidates are expected to demonstrate their skills in using maps, photographs, written extracts and scientific data when answering questions. This includes measurements to scale and the use of the correct units.

It is important that candidates write clear and concise answers. Those that run out of space have usually repeated the same point more than once, or written a long introduction to the subject matter.

General Comments

Each question has a general theme. The parts of the question are placed to develop and move through this theme, which requires the candidate to assess the positive and negative aspects of an environmental, social or economic issue. For example, **Question 5** moved from testing the candidates' skills to read a map of population density, to knowing the reasons for a high density in Karachi, understanding the problems it causes and assessing (that is, evaluating) a proposal to improve living conditions in the poorest areas. This year, Examiners have summarised the themes at the start of the detailed report on each question.

Candidates who have considered the exact meaning of each part of a question will not find that they have to repeat information they gave in an earlier part where it was not actually required. For example, **Question 1 (b)** parts **(i)** and **(ii)** and **Question 3b** parts **(i)** and **(ii)**.

In **Question 2(b)(iii)** the use of the word 'climate' meant that both the temperature and rainfall of these two seasons required comparison. Similarly, in **Question 3(d)(ii)** the command word 'compare' meant that comparisons should be made between road and rail transport.

Candidates are now expected to use the units that are given when extracting data from maps, graphs and charts. For example in **Questions 2** and **3** temperatures should be given in °C and rainfall in mm, wheat production in million tonnes in **Question 3** and imports of steel in 000 million Rs in **Question 4**.

Candidates should be given a proper understanding of the general term 'pollution'. For example in **Question 4(e)** they should know what gases are emitted from industrial works, what, if any substance will cause water pollution and what if any materials are dumped on the land.

Other terms which should be understood are the factors that can improve 'living standards' and 'infrastructure'. For example **Question 5(d)** required the candidate to select words from the article and apply them to ideas such as health, education and disposable income.

Evaluation of lear*n*ed knowledge is important. Most questions include a part which expects a candidate to be able to do this. Examples are **Question 2(d)(ii), 3(c), 4(e)** and **5(d)**. Candidates should be taught that plans for development have both advantages and disadvantages. It is important that the candidate knows the specific problems for different types of development, for example the problem of shortage of water supply for irrigation projects, the lack of power supply for industrialisation or the lack of educated managers to move development forward.

Comments on specific Questions

Question 1

This was a question that tested the candidates' knowledge and understanding of the natural resource of forests. It then progressed into the tourism and crafts industries.

(a) (i) Most candidates identified the forest types correctly and located them correctly on the map.

(ii) Candidates should be taught to describe what they see on a photograph rather than state their theoretical knowledge. The candidates who said that these were healthy, green trees in a planned plantation with no undergrowth achieved full credit. There was also credit for stating that they were all of the same species but of varied height.

(iii) The best answers said that these mangrove trees were valuable not only for the large numbers of fish swimming amongst their roots that can be caught by fishermen, but also as a source of wood for various uses in the villages, and as a shelter against storms and tidal waves.

(iv) Most candidates recognised the planned blocks of trees of the same species but of different heights, planted in lines.

(b) (i) Most candidates achieved full credit. Those who had not read part **(ii)** wrote more than a single statement in **(i)**.

(ii) Many answers showed a good knowledge of how the effects of deforestation can be controlled. The answer 'by planting more trees' was not considered good enough for awarding credit. Candidates must understand why the loss of trees causes these effects, and how the control measures work.

(c) This was a question that needed reading carefully. Candidates were required to write about the value of <u>trees</u> as a resource. Most chose to consider their value to tourism and the craft industry, although many candidates did not gain all the credit available for tourism in forested mountain areas. Those who wrote about their control of climate and soil quality also achieved well, showing their understanding of how trees regulate climate and how trees improve soils.

Question 2

This was a question about mountain and desert areas. It tested the candidates' basic geographical knowledge of the northern areas, and the climate. It then asked for understanding of its effect on peoples' lives and progressed to the system of livestock farming.

(a) Many candidates gave four correct answers for parts **(i)-(iv)**, but some gave the wrong latitude for part **(i)**.

(b)(i) It is important that candidates understand that temperature is shown by a small dot on the line of the graph which shows the average for that month, and that rainfall is shown in bars which give the total for that month. Although many candidates gave the correct answers some confused the two.

(ii) The answer 'summer' was not credited as the rainfall was highest in spring (or early summer) between the months of March and May.

(iii) Most candidates answered this part well, giving a comparative statement with appropriate figures about each of temperature and rainfall. However, there were some who made no comparison and just a monthly account which was too long to fit into the space provided on the paper, and did not make a comparison.

(c) Many candidates achieved full credit for this part. Those who did not either misread the question and wrote about the more general problems of living in mountain areas, or did not consider the economic problems as well and the physical problems of continuing their lives in winter, in cold, snowy weather cut off from the plains.

(d)(i) Although most candidates understood the differences between the terms 'transhumance' and 'nomadic farming', there were other answers that did not clearly explain the difference.

(ii) Although many candidates explained the general advantages and disadvantages of livestock farming, few candidates referred to the value of finding good, free pasture in an area where soil suitable for cultivation is very limited, or the difficulties of trying to rear strong, healthy, commercial animals in areas of unpredictable climate and isolated position. Many candidates did not achieve full credit as they did not refer clearly to "**either** mountain **or** desert areas".

Question 3

This question tested the candidates' knowledge and understanding of rice farming and progressed to modern farming practices in general, including their benefits and limitations. The parts at the end tested the understanding of the benefits and drawbacks of different transport systems.

(a)(i) Although most candidates labelled A, B and C in the correct month and order on the *x*-axis, many did not circle <u>all</u> of the months between planting and harvest for growth. This showed a misunderstanding of the processes of agriculture.

(ii) A clear understanding of the factors affecting rice production was needed for a good answer. The importance of maintaining flooded conditions in paddy fields was understood by some candidates, but many just wrote generally about irrigation.

(b)(i) The figure quoted was usually accurate, although the correct units were not always given.

(ii) Some candidates wrote an account of the yearly changes in production, and not a comparison with 2008. A good answer stated that production in the years 2000 and 2006 was the same, in 2005 and 2007 it was higher, and in the remaining years it was lower.

(iii) Most candidates stated that the overall increase between 1999 and 2008 was a consequence of modern farming methods, but did not always add to their answer by referring to years when floods, drought and pest attacks reduced production and the profit that could have been invested in the next year's crop.

(c) Some candidates who had not prepared their answers found that they had already answered this in part **(b)(iii)**. However, many good candidates achieved high marks here, explaining the reasons why modern machinery, fertiliser, pesticides, seeds and other inputs could increase production. Fewer achieved the maximum credit available because they did not explain that this was only possible <u>to a limited extent</u> due to such factors as lack of money, education and small fields.

(d)(i)(ii) Most candidates gave the correct percentage, and many achieved some credit for explaining the comparative advantages of these two methods of transport. Good candidates adapted their learned textbook knowledge to explain that although railways carried large quantities of low value, bulky goods more cheaply over long distances; road transport was more flexible, accessing all but the most remote parts of the country. Comparisons of cost, time and damage needed the reasons for this. For example road transport is quicker and cheaper because it is door-to-door, but rail can be faster and cheaper over long distances between towns because it avoids congestion.

Question 4

This question tested the candidates' knowledge of the Iron and Steel Industry as an example of a large scale industry. Later parts tested their knowledge and understanding of more general aspects of industrialisation.

(a) Although many candidates gave all four answers correctly, some did not know the facts about the location of the only large steelworks in Pakistan, and a considerable number named the city D, by the River Indus and at one end of the motorway incorrectly.

(b) There was some misunderstanding between the terms 'large scale industry' and 'the formal sector' of industry. Although there are some common features of both types of industry, candidates should understand that the 'formal' type of industry is not necessarily 'large-scale'.

(c) (i)(ii) Most candidates gave the correct answers including the units.

(iii) Candidates who did not read the heading to Fig. 8 did not answer this part with reference to imports of steel. However those who did showed an understanding of the growing demand for steel for manufacturing industry in Pakistan, especially at The Heavy Metal Complex in Taxila. This was an example of a reason, with the explanation of the growing population and of the uses of steel for new developments.

(d) Most candidates explained the many uses of their chosen types of infrastructure. However, some answers were imprecise and did not give examples of their use, for example a poor answer was 'roads are needed for transport'. Candidates should be discouraged from writing in the negative, for example 'if there was no electricity machines would stop and workers would be idle', is better written as 'electricity is needed to power machines.'

(e) This part was answered well by most candidates, although with limited space it is important that the answer is not repetitive. In this type of answer it is important that terms such as 'infrastructure' and 'pollution' are explained by the use of an example. A good answer explained that industrial development increased employment, output and created economic growth, but was limited by the problems of a lack of finance, skills and consistent government policies as well as the physical problems of pollution and land degradation.

Question 5

This question tested the candidates' knowledge and understanding of population density and distribution, in particular the causes of, and problems caused by areas of very dense population. The last part tested their knowledge of the benefits and feasibility of self-help schemes as a solution to some of these problems.

(a)(i)-(iii) Many candidates answered these parts well, but there were a few who did not appear to understand that this was a map of Sindh only. There was no credit for those who gave reasons for this population density.

(iv) Many candidates achieved full credit within the first four or five lines of their answers. The importance of Karachi as an industrial, commercial and business centre, as well as the good services and infrastructure which attract people looking for work from other parts of the country was explained well. Another reason, that of high birth rates, was given in unnecessary detail by a few candidates.

(b) The terms 'population density' and 'population distribution' were understood by most candidates although some found it difficult to explain the meanings in simple terms.

(c) (i)(ii) Most candidates read the graph correctly and gave the answer in millions.

(iii) Many candidates achieved full credit. The phrases 'high unemployment creating poverty leading to high crime rates', or 'shortage of water and waste disposal systems leading to the growth of slums and water pollution' would each achieve high credit.

(d) There was no available credit for just copying from the article, or for writing about improvements that were not related to living conditions. A good answer explained how better housing, health centres and schools, together with better sanitation, power supply and roads could make a healthier environment with less chance of disease occurring. Also, how good education could lead to more awareness of family planning, and the prospect of better jobs; and how a reliable power supply would provide light, ventilation, warmth as well as the possibility of using electrical tools were all good answers.