PAKISTAN STUDIES

Paper 2059/01
The History and Culture of Pakistan

Key messages

- When answering questions using source material, candidates should refer to the source, draw inferences from it and support these, either with detail from the source or with contextual knowledge.
- Candidates should make sure that they read questions carefully to understand the requirements of the question.
- It is important for candidates to avoid lengthy narrative description and focus on explanation, analysis, and evaluation.

General Comments

Most candidates answered the required three questions with few rubric errors. Many candidates used their time well and answers were produced that were relevant, focused, and addressed the questions as set. There were some responses that demonstrated limited understanding of the requirements of the questions asked, with knowledge and detail of the topics covered also limited. Candidates should also ensure they read the questions carefully before starting their answers.

Comments on specific questions

Section A

Question 1

In **part (a)** on the Treaty of Sèvres**,** the majority of candidates were awarded three marks, although very occasionally some responses focused on candidates' own thoughts rather than what was in Source A. In this question, candidates must refer to the source rather than describe the topic being examined. Candidates should also ensure that they do not directly copy out the entire source word for word.

For **part (b)**, the source was a poster produced by the Non-Cooperation Movement. The question required candidates to explain what they could learn from the poster about Indian nationalism. Overall, few responses included appropriate inferences from the poster with many misunderstanding the meaning of nationalism, limiting the response to Level 1. A number of responses also focused on the partition of Bengal, even though the source gave the date as 1921. Overall, candidates need to ensure that they refer to the source in their responses and that they understand the demands of this type of question.

Generally, **part (c)** about the impact of the Khilafat Movement on the Muslim community after 1924 was not well answered. Most responses described some aspects of the movement during its course, but few then went on to explain that it had an impact on the Muslim community in the long run after 1924. Many responses instead focused on the reasons the movement failed, or started, rather than focusing on its legacy as requested by the question set, so could not be credited.

Overall, answers to **part (d)** were good and this question was generally well answered. The question required candidates to explain the reasons for the Khilafat Movement ending and many responses addressed the question as set and achieved highly in Level 4. There were some responses that didn't explain why the withdrawal of Gandhi's support was important to the movement, especially regarding Muslim–Hindu collaboration as stated in the question. The significance of Hijrat in the ending of the movement was not included in many responses; when referenced it was often identified as a cause, with little attempt to explain why it caused the movement to end. Responses that did not explain the reasons that were identified were limited to Level 2. For this question, it was important for candidates to explain their ideas, rather than merely describing factors.

Section B

The most popular questions answered in this section were **Questions 2** and **3**.

Question 2

This was a very popular question and was generally well answered.

For **part (a)**, many responses scored three or four marks. Most candidates were able to describe the '*Hindi–Urdu Controversy*' and demonstrated good knowledge of this. Weaker responses often achieved two marks for identifying the role of Hindi and Urdu but did not make any further points beyond this.

Part (b) on the impact of Aurangzeb's domestic policies on the stability of the Mughal Empire produced mixed responses. Many responses demonstrated good knowledge of Aurangzeb's domestic policies but made vague statements about the impact of these on his popularity, and often did not link the policies to the stability of the Mughal Empire, as required by the question. Some responses also mistakenly described external military aspects of policy, rather than focusing on Aurangzeb's domestic policies. It is important that candidates read the question carefully before starting their answer.

Part (c) required candidates to explain why the War of Independence ended. Many responses demonstrated excellent understanding and knowledge of this topic. Many responses were able to explain why the lack of support by all Indian rulers together with other reasons led to the war ending, scoring within Level 4. Weaker responses often irrelevantly described the causes and/or events of the war rather than focusing on why the War of Independence ended.

Question 3

In **part (a)**, many responses demonstrated good knowledge of the terms of the Lucknow Pact of 1916, with three or four marks generally awarded.

In **part (b)**, the question related to how the Hindu community opposed the partition of Bengal between 1905 and 1911. Stronger responses explained the ways the partition was opposed clearly, often scoring maximum marks. Many other responses gave reasons for partition and/or why Hindus opposed it which were not relevant or linked to the question set, so could not be credited.

Part (c) related to the Second World War, its aftermath and the role of the British in agreeing the future of the subcontinent before 1947. Many responses to this question were very descriptive, with many candidates able to describe some of the events between 1939 and 1947 that led to partition. However, many responses did not then link their knowledge to the question or explain a view on the statement given. A minority of responses included irrelevant points relating to some of the Nehru Report, the 14 Points and the three Round Table Conferences. It is important that candidates read the question carefully before starting their answer.

Question 4

Part (a) about the achievements of Benazir Bhutto's foreign policy between 1988 and 1990 was generally well answered and there were many responses that scored three or four marks. Some responses mistakenly focused on Benazir Bhutto's later achievements between 1993 and 1996, showing a misunderstanding of the time period given in the question. A small number of responses also misunderstood the meaning of '*foreign policy*', writing about domestic matters instead.

Responses to **part (b)** on the benefits to Pakistan of being a member of the United Nations were generally good, including sound knowledge and explanation with near maximum marks awarded on occasions. Many responses included the role of the UN in assisting with the Canal Water Dispute and case of Jammu and Kashmir as relevant points related to the benefits of UN membership. Some weaker responses did not always give an example or explain the benefits they identified effectively.

In **part (c)** candidates were required to explain the extent to which economic factors were the main cause of increased tension between East and West Pakistan by 1971. Many candidates who chose to answer this question answered it very well, producing thoughtful responses which addressed the question, often making strong counter-arguments. Overall, few responses focused on content irrelevant to the question.

Question 5

There were significantly fewer candidates who chose to answer this question.

Responses to **part (a)** were generally good, with many candidates achieving maximum marks describing the impact on Pakistan in 1990 of its inability to meet the terms of the Pressler Amendment. However, there were some responses which demonstrated limited knowledge of the Pressler Amendment.

Part (b), which focused on the reasons why Zulfikar Ali Bhutto's government ended in 1977, was less well answered, with many responses not moving beyond Level 2. Responses tended to take a narrative approach and describe events relating to the end of his government in 1977. Some stronger responses were then able to able to knit the reasons they discussed into a chain of causation and explanation.

Part (c) was also generally not well answered. The most common approach to the question was to identify and describe or list the features of the 1973 Constitution, rather than focus on whether a new constitution had been successfully implemented by 1973, as required by the question. Generally, responses demonstrated limited knowledge of the details of this topic and were largely narrative or not relevant to the question asked.

PAKISTAN STUDIES

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Paper 2059/02
The Environment of Pakistan
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Key messages

For candidates to perform well on this paper they should:

- Ensure that the rubric is followed, selecting, and answering three of the five questions.
- Attempt all parts of the chosen questions. Some candidates missed **Question 3(a)(ii)** which required a word to be circled, and others did not attempt the diagram in **Question 4(a)(i)** or did not add any labels.
- Read questions carefully. If it helps, underline the command words.
- Know the meaning of key command words such as '*describe*', '*explain*', '*evaluate*'.
- Understand the meaning of key terms such as '*topography*' in **Question 1(b)(i)** and '*cultural attractions'* in **Question 5(c)(ii)**.
- When interpreting maps candidates should use geographical terms such as *north/east/south/west* etc. Words such as *above/below/upper/lower/left/right* cannot be credited.
- Identify the focus of a question by understanding the question stem. For example, in **Question 3(a)(iii)**, '*Using Fig. 3.2 (Insert) only, describe two characteristics*…' means that the description provided in the response should refer to only evidence shown in Fig. 3.2.
- Use evidence that is shown in a figure, for example in **Question 2(a)(ii)** candidates needed to ensure that they were comparing the information given in Fig. 2.1 and Fig. 2.2 and not making points from their own knowledge of climate in Multan and Lahore.
- Read the context of questions carefully. For example, in **Question 5(a)(ii)** some candidates gave jobs from any area of industry rather than focusing on jobs in tourism.
- Write as precisely as possible, avoiding vague remarks. Negative statements such as 'there are no…' are also less likely to get credit. For example, in **Question 3(a)(i)** '*riverain forest is not found in the north'* does not describe where riverain forest is found, as required by the question.
- Write developed ideas wherever '*you should develop your answer'* is stated in the question. Take a simple idea and extend it by mentioning why something happens or mention the likely consequences of something. Building a point by providing more detail about it will allow access to the development marks.
- In the **part (d)** questions, include both points of view or both sides of a debate. Giving several developed points but for only one side of the argument limits the number of marks credited as a balanced answer is required for Level 3.
- Conclude **part (d)** responses by indicating which view you agree most with or give an evaluative statement assessing the sides of the debate.
- When using the additional space at the back of the booklet candidates must ensure they label the parts they write to show which question/s they have continued. Additional answer space in the question paper should be used **before** an additional answer booklet is attached.

General comments

Questions 1, **2**, **3** and **5** were popularly answered questions, with **Question 4** the least popular question. Some good responses were seen for all questions.

Candidates were able to show sound subject knowledge and understanding of contemporary issues in Pakistan throughout the paper. Candidates' knowledge of forests, fishing and of power generation was particularly strong. Overall, most candidates showed an understanding of current issues and were able to suggest both obstacles to sustainable development and potential opportunities for the future in Pakistan.

Candidates should make sure they read questions carefully to understand the requirements of the question. In **Question 2(d)**, for example, there were very few responses which evaluated whether the impact of rain storms was more severe in agriculture or for other industries.

The strongest responses to **part (d)** questions provided succinct but precise responses, providing facts, and developing them, in many cases by using no more than an extra sentence. Responses that listed multiple simple sentences were limited to Level 1; candidates should therefore focus on how to develop a simple point into a developed point. To achieve Level 3 in **part (d)**, responses are required to include a developed point on both sides of the issue or from both viewpoints.

In **part (d)** questions named examples were frequently included. Some good, well-constructed evaluative statements were also seen; including a developed point for the alternative point of view would have elevated many responses to full marks.

Comments on specific questions

Question 1

(a) (i) Most responses correctly identified all three of V, W and X. Gwadar was the least well known.

(ii) Most candidates measured the distance and used the map scale accurately. The second part of the question which asked for a direction was less well answered. Some answered the reverse instruction, answering north-east instead of south-west. Many other incorrect directions and blank spaces were also seen.

(iii) Responses to this question were generally mixed. Many responses correctly identified the Tropic of Capricorn or 23.5°N, but a number of incorrect responses were also seen.

(iv) This question was generally not well answered. Lots of responses referred to places and features, such as province names or mountain ranges, that were not labelled on Fig. 1.1 which could not be credited. The question required candidates to only use Fig. 1.1 to answer the question.

(b) (i) Many responses could name an example of natural topography, but the definition part of this question was generally not well answered with few responses providing an accurate definition of the term.

(ii) Many responses did not access the development marks for this question, with many giving simple points only about temperature, rainfall, or the terrain. Few responses included any detail about how agriculture would be restricted or impossible in order to develop the points they made.

(c) This question was generally well answered, and some good responses were seen that included a variety of ideas. Some responses included agriculture, which showed they had not fully understood the question asked. Weaker responses also tended to focus only on tourism.

(d) There was a lot of varied content included in responses for this **part (d)** question. Most responses tried to address both sides of the argument and a lot were able to access Levels 2 and 3. Some good, developed points were seen on the benefits of better roads for trade or for tourism, whilst others also suggested it would encourage foreign investment. Several detailed case study examples were well used, such as new motorways built in Pakistan or the road building aspects of the CPEC project. Arguments against road building often explained that Pakistan already has a lot of roads and that other more-pressing areas would lead to greater economic development, such as investment in power supply or in education. Much focus was also given to the costs of construction, the logistical difficulties in mountainous regions, the likelihood of the economic gains being worth the investment and the impact on Pakistan's economy.

Question 2

(a) (i) Almost all candidates accurately completed the rainfall bars.

(ii) This question was generally well answered. Many candidates identified that the highest rainfall and temperature were in the same months for both locations. A lot of responses also identified which

climate was hotter and wetter. Weaker responses often did not include comparative points between the two locations and therefore could not gain marks.

(iii)   This question was generally not well answered, and a lot of incorrect responses were seen for both parts of the question. The most common incorrect response seen was '*monsoon*'.

(b)(i)   This question was well answered with many responses scoring two or three marks, with a variety of factors listed.

(ii)   Many responses appeared to misunderstand the term '*distribution*' and instead explained what months rainfall occurs in. Other responses also explained how rainfall occurs which was not relevant to the question. For those that focused on the distribution, cities were often given in responses rather than provinces.

(iii)   This question was not well answered. Some responses were awarded marks for referring to heating of the ocean, air pressure differences and the winds blowing rain inland. However, in many responses there was confusion and misunderstanding about how monsoon rainfall is caused.

(c)   There were mixed responses to this question. '*Windy*' and '*rain*' were frequent correct responses. Weaker responses often referred to types of depression such as '*western*' rather than the weather associated with them.

(d)   Some good responses were seen to this **part (d)** question and many candidates scored Level 2, three or four marks. Fewer responses reached Level 3. Weaker responses often tended to describe the ways in which flooding and rain storms impact agriculture or industry and communications, considering whether this was positive or negative rather than evaluating the impacts on different industrial sectors.

    Stronger responses described in detail the impacts on agriculture and then on specific other industries or communications such as call centres. Points were usually developed with detail on the long-term consequences of rain storms. Named examples tended to focus on crop types or regions of Pakistan, rather than named companies. A minority of responses included a successful evaluation of the degree of impact with almost all responses concluding that impacts were negative for every industry.

Question 3

(a)(i)   Most candidates identified areas where riverain forest is found. The most common correct response was '*beside the river*'. However, fewer responses went beyond this such as by stating where in the country riverain is distributed, or by referring to other details on Fig. 3.1 such as the other vegetation types or neighbouring countries.

(ii)   This question was missed by some candidates. Most of those who answered this question did so correctly.

(iii)   The responses to this question were very mixed. Stronger responses referred to characteristics of the mangrove tree shown in the photograph. Others gave generic features which did not match up with the photograph, or facts about mangroves which did not answer the question set.

(b)(i)   Barrages were well-known by the majority of candidates. A minority of responses included river or dam names.

(ii)   This question was generally well answered, with most responses awarded at least one mark. Credit was most often given for reference to irrigation water, but a significant number of responses included a variety of ways in which barrages can assist farmers.

(c)(i)   Responses to this question were mixed. Some responses gained full marks and listed three or four correct types of fish in the two categories, though incorrect answers for both categories were also seen.

(ii)   Good knowledge about the uses of fish was demonstrated by the majority of candidates in this question.

(iii) A large proportion of candidates misinterpreted this question with their responses focusing on improvements in the fishing industry generally, such as motorised boats that can go further, rather than recent innovations in fish processing techniques. Of those responses that focused on fish processing, use of refrigeration, ice and canning were the best understood. Developed points most often mentioned more exports.

(d) In this **part (d)** question many candidates included a developed point on either the positive or negative side of the debate, although some candidates focused on only one side of the debate, or only briefly mentioned the opposite argument.

Some good arguments were put forward for both sides of the argument. Points made included the potential for regulation of fishing, better enforcement of laws regarding net sizes, prohibiting fishing in breeding seasons and protecting mangroves forests. Identifying the challenges for the other side of the argument, other points focused on lack of capital, the difficulties of enforcement along such a long coastline, and the desire of fishermen to earn a living all year round.

Some well-considered evaluation points were seen regarding the feasibility of enforcing sustainable fishing, the costs of improving the industry versus export gains to be made from a large quantity fish, and the importance of sustainability versus the issue of poverty.

Question 4

(a) (i) This question was missed or left blank by a lot of candidates. Some candidates drew a diagram but did not label its features. Some effective labelled diagrams were seen, but responses to this question generally demonstrated limited understanding of natural gas extraction.

(ii) Good knowledge of the way natural gas is transported in Pakistan was demonstrated by the majority of candidates in this question.

(iii) This was successfully calculated by some candidates, though some confusion was evident in other responses. Candidates needed to include both the answer and their working.

(b) Wind power was the most frequent correct answer, with the other two sources of renewable energy less-often correctly identified.

(c) (i) This photograph response question was answered well by most candidates. There was good use of the image and almost all candidates described the features of the solar power farm that they could see in Fig. 4.2.

(ii) Overall, this question was generally not well answered. Many responses made vague points regarding absorbing sunlight, with very few responses including detailed developed points that explained how electricity can be generated from solar power.

(iii) The responses to this question were generally very good, with almost all candidates demonstrating knowledge of at least one disadvantage of using solar power to generate electricity. A good variety of disadvantages of using solar power were seen in responses.

(d) There were a small number of very good responses to this **part (d)** question. Strong responses included a range of different reasons for importing more fossil fuels, such as the cost and quality of domestic supplies, the power stations already in existence and the fast-growing demand for electricity in Pakistan. However, these high scoring responses also gave insightful comments about the need for a switch to renewables soon and suggested many areas where Pakistan has viable locations and options for renewable power generation. The short-term and long-term costs were evaluated, and some thoughtful conclusions made. Almost all responses seen referred to both views, but weaker responses tended to focus almost entirely on the advantages of view B.

Question 5

(a) (i) This definition was very well understood.

(ii) This question was generally well answered, though some candidates missed the context of '*tourism industry*' and gave formal or informal jobs from other types of industry. Another common error was to state a place of work rather than a job, for example '*hotel*' rather than '*hotel manager*'.

(iii) The majority of responses included valid suggestions of disadvantages of informal work, with a variety of ideas presented. Many responses scored full marks for this question.

(b) The information on the divided bar graph was generally well understood. A significant number of candidates scored three marks for this question. The most frequently credited answer was Europe.

(c) (i) This question asked candidates to use features shown in the photograph to describe what might attract tourists. Some responses included one-word suggestions such as '*forest*' which did not provide enough detail to gain credit. However, a large number of responses referenced a feature and then linked it to a reason tourists would be attracted to the area or suggested in more detail what tourists would do with the feature selected. A lot of candidates stated that the waterfall or mountain would provide scenic beauty which attracts tourists. Another popular suggestion was the seating in the river which offers tourists an experience.

(ii) Responses to this question were mixed. Some candidates were able to give specific examples of ancient, historic, or religious sites which would attract tourists and were able to name and either locate or describe them. Others named simple cultural attractions such as '*dances*' or '*traditional dress'* but did not provide any further detail to describe them.

(iii) This was a well answered '*you should develop your answer'* question. Responses showed a good understanding of the potential of television and, even more so, the internet in the tourism industry. Opportunities for highlighting locations, landscapes, and events in Pakistan to the outside word were described. Advertising, providing information, the potential for online bookings, communication methods and multiple uses of social media were well described by many candidates. The most common development point was to link these ideas to an increase in tourist visitors.

(d) This question asked candidates to evaluate whether new transport systems would be the most effective way to further develop tourism in Pakistan. Many candidates suggested logical reasons why improved transport systems would help, although most of the points made were simple and focused on better accessibility. A large proportion of candidates then took the alternative argument to be reasons why transport is not the solution, focusing their answer only on transport. For the alternative view, stronger responses included thoughtful suggestions about other ways to further develop the tourist industry such as improvements to advertising, improving hotels and resorts, and improving other aspects of infrastructure such as electricity and internet provision in all regions of Pakistan. However, relatively few responses seen took this approach, which resulted in many responses limited to a maximum of four marks. Some incomplete responses were also seen for this question.