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PAKISTAN STUDIES

Paper 0448/01
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 are reminded to read questions carefully to ensure answers are focussed and relevant.
- It is important for candidates to avoid lengthy narratives and focus on explanation, analysis and evaluation.

General comments

There was a small entry from candidates outside of Pakistan. Most candidates answered the required three questions with few rubric errors. Many candidates used their time well, producing answers that were relevant, focussed, and attempted to address the questions as set.

Comments on specific questions

The most popular optional questions answered were **2** and **3**, with **1** being compulsory.

Question 1

In part **(a)** most responses scored maximum marks, although very occasionally some provided their own thoughts rather than what was in the extract. In this question, candidates **must** refer to the source and not describe the topic being examined.

Part **(b)**, which was about the British presence in India, produced a range of responses from candidates. The question drew several strong responses which related the features of the source to the question and made at least one valid inference. Such responses, which were awarded Level 3, usually referred to the soldiers and the ceremonial nature of the occasion. However, a small number of answers did not comment on the source and wrote generally about the topic instead. Candidates are reminded that they **must** refer to the source in answering the question to avoid scoring zero marks.

Answers to part **(c)** were varied. The question required candidates to explain the importance of the Lucknow Pact of 1916. Responses showed that candidates knew some facts about the Pact but most were limited to a Level 2 mark as they merely described its features. Candidates should read the question carefully and use their knowledge in such a way that they explain the Lucknow Pact's importance rather than describe what happened. Candidates who managed to do this were able to obtain maximum marks.

Part **(d)** required candidates to explain the extent to which India had benefitted by the early 1920s from supporting the British in the First World War. Almost all candidates found the question difficult. Whilst most responses referred to the Montagu-Chelmsford reforms and the Rowlatt Act, very few attempted to address the question as set and were limited to a score within Level 2. It is important for candidates to explain their answers rather than merely describe the relevant factors. Again, it is essential that candidates read the question carefully.

Question 2

This was the most popular question in Section B.

Part **(a)** saw some excellent answers scoring three or four marks on the achievements of Ranjit Singh.

In part **(b)** there were many high scoring responses. This was a familiar topic, and most candidates had few difficulties with explaining the reasons why Urdu was chosen as the national language.

Part **(c)** was a very well-known topic that demanded an explanation of the contribution of individuals including Shah Waliullah to the spread of Islam in the subcontinent between 1700 and 1850. Answers to this question were amongst the highest scoring on the examination paper with some very well explained answers. Most answers explained the contribution of each of the individuals and so achieved a mark within Level 4. Responses which gave descriptive accounts were unable to progress beyond Level 2.

Question 3

Part **(a)** was generally not well answered as most responses demonstrated limited knowledge of what happened at Allahabad. However, there were a few answers that gave accurate descriptions of the events at Allahabad, describing the contribution of Allama Iqbal and his presidential address, scoring three or four marks.

In part **(b)** candidates were asked to explain why the Muslim League was formed in 1906. Answers were mixed with most candidates having some knowledge of the reasons, although these were commonly described in a narrative fashion rather than explained, and so most responses were limited to a mark within Level 2.

Part **(c)** required candidates to examine the extent to which the outcomes of the War of Independence were beneficial for India, and produced a mixed response. Most responses described the reasons for the war taking place or gave reasons for its failure, suggesting that candidates had misread the question. Only a very few answers could explain how the outcomes may have been positive for India and as a result reached Level 3 or 4.

Question 4

There were insufficient responses to make meaningful comment on this question.

Question 5

There were insufficient responses to make meaningful comment on this question.

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PAKISTAN STUDIES

Paper 0448/02
Environment of Pakistan

Key messages

For candidates to perform well on this paper they needed to be able to:

- Ensure that the examination rubric is followed correctly, answering three of the five questions only; it was pleasing to see that most candidates did follow the rubric in this examination session.
- Answer all parts of the chosen questions, as questions requiring the completion of a map or graph are omitted by some candidates, e.g. **Questions 1(a)(i), 1(b)(i), 2(a)(i), 3(b)(i)** and **4(a)(i)**.
- Read the question carefully – it is important to spend time doing this. If it helps, they should underline command words and words which indicate the context of the question. Too many candidates misinterpret what the question is asking them to do.
- Know the meaning of, and respond correctly to, command words used in questions, e.g. know the difference between 'describe' and 'explain'.
- Identify the correct focus specified in the question stem, e.g. natural or human factors.
- Learn the meanings of key words to be able to define and accurately use terminology, e.g. 'sustainable' **Question 1(c)(iii)**, 'irrigation' **Question 2(b)(ii)**, 'secondary industry' **Question 4(a)(ii)**, and 'underemployment' **Question 5(b)(i)**. When defining words or phrases, candidates should not simply repeat a word or words as part of their definition.
- Describe a pattern or trend from a map or graph as in **Questions 1(b)(iii)** and **3(a)(i)**.
- Complete a map using their own knowledge as in **Question 1(a)(i)**.
- Add information to diagrams/graphs such as in **Questions 1(b)(i)**, **2(a)(i), 3(b)(i)** and **4(a)(i)**.
- Use/interpret a diagram to answer the question such as in **Questions 1(b)(ii)**, **5(a)(ii)** and **5(a)(iii)**.
- Use the mark allocations and answer space provided in the question and answer booklet as a guide to the length of answer required and the number of points to be made. It was pleasing to see that most candidates did not write overlong answers this examination session.
- Write as clearly and precisely as possible, avoiding vague, general statements such as 'proper', 'better', 'no', etc. Candidates must be advised that they will not gain marks for using imprecise language such as this. It was common to see vague responses.
- Avoid the use of vague language such as 'infrastructure and pollution' which need further clarification to be awarded a mark.
- Write developed ideas wherever possible where extended writing is required in the four- and six-mark answers, and avoid using long lists of basic ideas at the expense of developing one or two ideas fully. Not many candidates used bullet point lists this session which was pleasing to see.
- In the final part **(d)** of each question, candidates should ensure that their ideas are developed with the correct focus, giving different points of view and stating which view they agree with more with an evaluative comment. It is pleasing to see that some candidates have been taught to do this and many start and end with an evaluative statement. However, far too many still only develop one point of view or one side of an argument, often including several well-developed points at the expense of providing a developed idea for the other viewpoint. Also, very few candidates provide examples, this limits responses to a maximum of 5 marks.
- Perform basic skills such as describing photographs as in **Question 4(b)(ii)**. Too many candidates do not say what they can see in the picture.
- Avoid direct lifts from resource materials when a question asks for interpretation of ideas, especially in the final part **(d)** questions where material is all too frequently copied from the stem or actual question. This wastes candidates' time and takes up valuable space in the answer booklet, often taking up to half of the answer space provided.
- Have a range of case studies or examples so that appropriate ideas can be provided for the topics tested. Place-specific information or examples should be included in part **(d)** questions.
- Make it clear, when using the extra space at the back of the question and answer booklet, that the answer is continued and indicate the number of the question accurately.

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General comments

The examination was appropriate for the age and ability range of candidates and it differentiated effectively between candidates of all ability levels. Able and well-prepared candidates performed very well across the paper and some excellent answers were seen. Most candidates made a genuine attempt at their chosen questions. Weaker candidates, however, found it difficult to interpret tasks and write effective responses to some or all questions. Many candidates have a good understanding of the needs and stage of development their country is at and write sympathetically about its needs and the challenges faced.

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

The part **(d)** questions require **both sides of the argument or different points of view to allow access to the highest level**. Some candidates limit their mark by inappropriate choices, for example, choosing a viewpoint that they say they do not support and then their response shows clear support for that viewpoint and does not provide arguments against it, thus giving a one-sided view. In all these questions, candidates can refer to examples that may be local to them or that they have studied which may highlight a view or idea that they are trying to make. Evaluations are evident in the best responses giving a justification either for or against a viewpoint or idea, and consolidating their response fully.

Comments on specific questions

Question 1

(a) (i) Candidates were required to shade the areas on the map where gypsum and limestone are extracted. Some did not attempt to answer this sub-question. It differentiated well as some candidates answered correctly and others got one or two of the areas correct.

(ii) This was generally well answered but some responses were repeated. Candidates should avoid repetition as no double credit will be awarded.

(b) (i) Most accurately completed the bar.

(ii) Many responses accurately stated the amount of GDP earned from mining in 2011.

(iii) Most answers correctly described the changes shown between 2011 and 2018. All mark scheme ideas were seen. Responses identified the overall increase and provided accurate data.

(c) (i) Mixed responses were seen to this question. The full range of marks was seen. The best advice for candidates when answering this type of question is to read it through to check that the words they have entered make full sense. If not, then the likelihood is that the wrong word(s) have been selected.

(ii) This was a good differentiator with the full range of marks used. Most mark scheme ideas from the indicative content were seen. Some candidates did not develop their answers, so were limited to 2 marks.

(iii) Most candidates understood the meaning of sustainable, and thus gained the mark.

(d) There were insufficient responses to **Question 1(d)** to make meaningful comment.

Question 2

(a) (i) Most responses completed the divided bar graph correctly, gaining the full 5 marks available. Some candidates did not understand how to construct a divided bar graph.

(ii) Many candidates gained at least 2 marks for this question. The most common responses were from 'rivers; wells and rainwater'.

(b) (i) This question was generally well answered with many responses gaining at least 3 marks. The most common examples seen were thermal power stations, iron and steel industry, pharmaceutical industry and food processing.

(ii) Most candidates understood the term 'irrigation' and gained the mark.

(iii) Some candidates wrongly described modern methods of irrigation and therefore did not gain any marks. Most answers described a traditional method with the most common answers referring to Persian wheel, shaduf, charsa and karez. Some answers described the method without giving the name of it.

(c) Most responses identified the advantages of using irrigation on small scale subsistence farms but were less confident with the disadvantages. A few gave the same response for both an advantage and a disadvantage, but no double credit is awarded.

(d) There were insufficient responses to **Question 2(d)** to make meaningful comment.

Question 3

(a) (i) This question was poorly answered with the majority of answers referring to places that were not identified on the map. When answering questions such as this, candidates should ensure that they refer to places/labels on the map as reference and should not answer from knowledge/memory only. These are skills-based questions testing the candidates' ability to use the resource or map, not their memory or knowledge.

(ii) Most responses identified at least one use of wheat correctly.

(b) (i) Most candidates accurately plotted the point at 36°C and joined up the line.

(ii) Mixed responses were seen to this question. It was a good differentiator.

(iii) A range of responses were seen to this question and it was a good differentiator. The full range of marks was awarded and most mark scheme ideas from the indicative content were seen.

(c) (i) Most responses correctly identified 'rabi'. The most common incorrect answer was 'kharif'.

(ii) The most common error here was to refer to physical or natural factors, as the question asked for human factors. However, most responses identified and developed at least one human factor. The full range of marks were awarded and the most common responses referred to HYVs, pesticides or fertilisers, irrigation or machinery.

(d) There were insufficient responses to **Question 3(d)** to make meaningful comment.

Question 4

(a) (i) This was a good differentiator and most responses gained at least 2 of the 3 marks available. To gain full marks, a pie chart should be completed in order from largest to smallest sectors using the correct shading from the key. Some answers did not complete the pie chart in the correct order, so did not gain full marks.

(ii) Most candidates understood what 'secondary industry' means, but some simply said manufacturing products. To gain the mark, responses needed to contain 'uses or changes raw materials…'

(b) (i) Most answers identified at least one raw material needed to manufacture fertiliser, and in most cases, they identified two.

(ii) Many responses gained at least 1 mark here. The most common answers identified tall chimneys/cranes and/or pipelines. Some answers wrote about things that could not be seen or were not relevant to the question being asked and so could not be credited. For questions such as this, candidates should be encouraged to simply describe what they can see in the photograph.

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(iii) This question was generally not well answered. Many responses ignored the focus of the question which was 'physical factors' and wrote about human factors instead, which did not gain any marks. However, some good responses were seen and the full range of marks were awarded.

(c) (i) Many responses gained at least 1 mark here, with some gaining the full 3 marks. Most mark scheme ideas from the indicative content were seen with the most common response being 'to increase agricultural output/as an export'.

(ii) This question was generally well answered. The full range of marks were awarded and most mark scheme ideas were seen.

(d) There were insufficient responses to **Question 4(d)** to make meaningful comment.

Question 5

(a) (i) This question was generally well answered and most responses accurately plotted 3 per cent and joined up the line to gain the mark.

(ii) Most responses correctly identified the year of the lowest unemployment rate as 2008.

(iii) Many responses only ticked one statement so could not gain the mark. Candidates should be advised to read questions carefully and pay close attention to any words in bold.

(iv) This question was a good differentiator as most responses gained at least 1 mark for either the correct working out or the correct answer. A few candidates did not show their working out or had the correct working out but the wrong answer.

(b) (i) Underemployment was not well understood by most candidates, and few answered this question correctly.

(ii) Most responses suggested two reasons for unemployment but fewer could do so for underemployment. Some candidates repeated their ideas for both unemployment and underemployment, but no double credit is awarded.

(iii) This question was a good differentiator. The most common responses seen were 'reduced/low GDP; lower taxes collected; lack of jobs leading to out-migration'.

(c) (i) This question was well answered. Most candidates could correctly identify two jobs in Pakistan's informal sector. All mark scheme ideas from the indicative content were seen.

(ii) This question was a good differentiator with many responses achieving at least 2 marks, with some gaining 3 or 4 marks. Some good ideas were seen linked to literate people creating businesses and thereby reducing unemployment/boosting the economy. Many mark scheme ideas were seen, mostly in more simplified forms.

(d) There were insufficient responses to **Question 5(d)** to make meaningful comment.