

PAKISTAN STUDIES

GCE Ordinary Level

Paper 2059/01

History and Culture of Pakistan

General comments

This was the second November examination following the revision of the syllabus and was accompanied by a continued improvement in the standard of work. There was also another pleasing increase in the entry, this time of almost 40% on last year's figures.

Almost all candidates were able to answer the required three questions and there were very few rubric errors. However, it is clear to Examiners that similar problems remain to those encountered in previous examinations. Candidates continue to learn an enormous amount of facts, which they attempt to include in their answers but unfortunately this often leads to long, rambling answers that contain much unnecessary or irrelevant detail. In almost all cases these answers will not result in more than half-marks being awarded since the questions are very specific and require an analytical and focussed approach to answers rather than a 'write all you know' method. This was particularly evident in **Questions 3 (c), 4 (c) and 5 (c)** this year. However, for many other candidates, answers were produced which were relevant and focussed.

Comments on specific questions

Question 1

This was not the most popular question but those candidates who answered it did score some good marks especially in part (c). In part (a), the short answer questions were well answered with most candidates gaining 3 or 4 marks. Part (b) caused few problems. The question focussed on the reasons why Pakistan chose Urdu as its national language. Most answers were to the point and relevant. Few answers went into great lengths about the history of the language, which was a pleasing improvement on previous years. In part (c) many candidates produced well-explained and relevant answers.

Question 2

This was a popular question, which caused few problems. Most candidates were able to score half marks or more in part (a). In part (b), most candidates were able to score well. The reasons why the Khilafat Movement was established were well known and most candidates scored highly although there was a significant minority who ignored the question and wrote all they knew on the topic.

Answers to part (c) were generally far too descriptive. In this question candidates were required to explain how each of the three issues were **important in the development of the Pakistan Movement**, rather than describe each one. As a result the majority of candidates could only reach the top of level 2 (6 marks) because they merely described the work of each one. However, it was pleasing to note that there were many candidates who did attempt to answer the question as set and for these higher marks were achieved.

Question 3

Again this was a popular question. Part (a) short answer questions were generally well answered again and most candidates scored three or four marks. In part (b) the question required candidates to explain the reasons for the establishment of the Muslim League in 1906. Those candidates who explained specific reasons scored highly whilst those who merely identified them in general terms were limited to a level 2 mark of 4. There was also a significant minority of candidates who wrote long descriptive answers, which went back to the mid-nineteenth century, most of which was irrelevant. Part (c) seemed to cause candidates the most amount of difficulty. The vast majority of candidates described the career and/or life of Jinnah with little

regard for the actual question set. The question required candidates to explain Jinnah's importance to the Pakistan Movement. The prefix to the question '**How important**' also required candidates to examine either the elements of his work which were not important or the work of others who also had a contribution to make to the development of the Pakistan Movement. Thus the vast majority of candidates were limited to a mark of 6 at the top of level 2 simply because they were unable to address the terms of the question.

Question 4

This was not a popular question with the majority of candidates faring badly again in part (c). Candidates found the part (a) short answer questions relatively straightforward. In part (b), candidates had to explain **why** there were 3 Round Table Conferences. Many candidates found some difficulty with this question and tended to describe the Conferences rather than try to explain the reasons for them. As a result those candidates who answered the question in this way were not as successful in gaining many marks compared to earlier part (b) questions. In their responses to part (c) on the success of negotiations aimed at Independence during the Second World War there was a predictable type of answer from candidates. Examiners were looking for a balanced answer from candidates detailing successes **and** failures but most candidates merely described events during the War and as with the previous question they were limited to a mark within level 2.

Question 5

This was probably the least favoured question of candidates producing varying degrees of success. The short answer questions were generally well answered and in the main candidates were able to score at least three marks. In part (b) there were some good answers from a question, which was topical given the political situation at the time. Generally most candidates were able to score well on this part. In part (c) on relations with the USSR there was the opportunity for candidates to score highly if they could explain both the successes **and** failures of their relationship. Well-prepared candidates were able to do this and produced well thought out answers that were relevant and concise. However, as in previous years, most candidates tended to produce a narrative of how the relationship between the two countries has developed since 1947. As a result some of the content of the answers was relevant but opportunities were lost to score highly since the response was not focused enough.

Paper 2059/02

Environment of Pakistan

General comments

Another increase in the entry was registered compared with last November. Overall there was an improvement in performance with nearly 70% achieving half marks and nearly 40% scoring 50+. Marks ranged from 1 to 73 out of 75. All the questions were popular and performed well as questions.

Candidates would benefit if Teachers spent more time helping them to identify key words in questions and ensuring that they understood the meaning of key words.

The writing of some candidates was difficult to read and questions were not always numbered clearly. Candidates must avoid writing in the right hand margin.

Comments on specific questions

Question 1

- (a) Many scored 5 marks here, but just as many scored only 1 or 2. Even India wandered occasionally – into Afghanistan! It was surprising how many thought that the cities marked did not include Lahore or Peshawar and so put in their own dots. Some even thought a mistake had been made with longitude 74°E and drew in a line of latitude.
- (b) Many candidates scored well giving descriptions of the relief, soils, climate and natural vegetation of the Gilgit Agency area. Not one candidate made any reference to glacial features beyond referring to the presence of the glaciers themselves. Inevitably some included human features.

- (c)(i) Better candidates recognised that melting snow/ice coincided with heavy monsoon rain to cause floods. Most wrote about just one factor.
- (ii) Most candidates were able to identify one possible advantage of rivers flooding.
- (iii) Many candidates recognised that the cotton fields of the Punjab are an important source of raw cotton or cotton yarn for the textile mills in Karachi. However only the better candidates wrote about the effect that the shortage of the raw material, due to flooding, has on the textile mills in terms of price, production, loss of revenue, etc.
- (iv) Much detail was given on the damage caused by floods but little attention was given to *why floods affect the economy of an area*. The huge cost of emergency and then rebuilding work was rarely mentioned. Neither was it appreciated that having to use money for these purposes meant that less money was available for developing the area.
- (v) Most candidates were able to give two measures that have been taken to minimise the effects of floods.

Question 2

- (a)(i)–(iv) Most interpreted the map well and gave correct answers.
- (v) Nearness to a source of limestone was recognised as the key factor in the location of a cement factory but few candidates explained why this is so. They needed to write about the expense of transporting the large quantities of this mineral required for the cement factory. Limestone does not command a high value and so cannot support high transport costs.
- (b) Some simply wrote about the products made from limestone. Better candidates considered the significance of the products, especially cement, to industry and agriculture in terms of constructing factories, lining canals and so on.
- (c)(i)(ii) Most correctly identified a gypsum deposit in the Salt Range and one use of gypsum.
- (iii) This was well answered by many but some confused the products made from salt with those made from limestone. Some candidates only wrote about the importance of rock salt to industry or just about its importance to people; the question asked about both.
- (d)(i) Most candidates were able to name *another* non-metallic mineral extracted in Pakistan. Inevitably some named one of those given earlier in the question and a few gave a metallic mineral.
- (ii) Having been asked to write about particular non-metallic minerals, candidates were asked here to consider the overall importance of all the non-metallic minerals to Pakistan's economy. There were several valid ways of answering the question to gain full marks and there were many good attempts. Candidates who concentrated on just one non-metallic mineral penalised themselves, as did those who included metallic minerals in their answers.

Question 3

- (a)(i) Many candidates failed to identify three *grain* crops; cotton and sugarcane were often included. Many were unable to give the seasons when the main grain crops are grown.
- (ii) Wheat and rice were answered better than maize or millet, but there was still a tendency to make vague climatic comments instead of giving precise descriptions or figures. Those who chose to write about cotton or sugarcane did not deserve to score anything.
- (iii) A few candidates used the option to shade grain-growing areas on the map and usually did quite well. Most chose to write the names of two areas on their answer paper. Those choosing wheat answered better than those choosing other grains, especially rice which was thought to be grown in many more areas than it is. It was the *main* growing areas that were wanted, not the secondary or minor areas.
- (b)(i) Most candidates realised that subsistence farming is growing crops for one's own family whilst cash crop farming involves growing crops for sale. A few thought that cash crops were just for export and so missed the point.

- (ii) Many lost marks by not *comparing* the human inputs of the two types of farming, even though they often knew the differences. They wrote separate paragraphs without making the necessary comparative links and so were restricted to a maximum of half marks. All that was required was to make simple comparisons like 'cash crop farming has a higher capital input than subsistence farming'; that would have scored one mark. A well-made comparison scored two marks; for example 'A cash crop farm usually uses tractors to plough the land whilst in subsistence farming a pair of buffalo are used.'
- (c)(i) Many candidates were concise in giving four ways that the uses of cattle and buffalo are similar. Some waffled about the uses of each without ever getting round to stating the similarities. Some only gave two points even though there were four marks for the question.
- (ii) Most recognised that buffalo are more important to Pakistan for milk production. Fewer realised that they are also more important than cattle for meat. Many overestimated the importance of buffalo as draught animals. Some wasted time by writing about the different breeds of cattle and buffalo important for milk production; often accurate information but not relevant to this particular question.
- (iii) A number of candidates assumed that 'bullocks' was a misprint and proceeded to write about 'buffalo'! It was also apparent that many of the candidates are from towns, as they did not appreciate that the bullocks are male and so were unable to breed as a pair and also unable to give milk! There were many good answers with reference being made to poorer farmers being unable to afford machinery and so needing the bullocks to plough, harrow, thresh, draw water from lift wells and pull carts.

Question 4

- (a)(i) The problems of providing electricity on the national grid to all parts of Pakistan were not known by many. The remoteness of many areas of Pakistan with small pockets of population scattered over large areas and separated by high mountains or deserts was rarely mentioned. More wrote about the economic difficulties and the insufficiency of developed power resources.
- (ii) Most had a general idea of what is being done to extend rural electrification but comparatively few were able to give details about the various government programmes.
- (b)(i) Candidates did not read this question carefully enough. Most assumed that there was already much industry established and then wrote about the problems for that industry if the electricity supply failed. They should have written about the problems of establishing industry in an area *without* electricity. It was expected that candidates would write about the nature of cottage or small-scale industries using hand or foot power.
- (ii) Thermal power stations sprung up everywhere! Candidates did not think this through; they did not appreciate that only cottage or small-scale industries exist in these circumstances.
- (c)(i) Most successfully gave three major industries in Karachi.
- (ii) There were many good answers with general factors backed up with specific detail. Certainly answers were better than for similar questions in previous years. A few wrote vaguely about Karachi being on the Arabian Sea as if goods jumped on and off ships anywhere along the coast without the need for a port.

Question 5

- (a) Good graph reading skills were displayed with most giving accurate answers. A few confused 'highest density' and 'lowest density'.
- (b) Poor analysis skills combined with lack of knowledge resulted in most giving poor answers. Many seemed to assume that the density of population is the same throughout NWFP despite the question asking why density of population *in* NWFP varies. They proceeded to compare the density of population in NWFP with that of Punjab or Sindh which was totally irrelevant. Those who answered well wrote about, with examples, the reasons for low densities in the remote, high areas; the reasons for moderate densities in those parts of valleys that are farmed or which have a mineral resource or attract tourists; and the reasons for high densities in Peshawar and other towns. Seasonal variations were also accepted.

- (c) Many scored full marks here. Most of those who failed to score well wrote about pull factors instead of push factors.
- (d)(i) This was well answered; the reasons for the high illiteracy rate are well understood. Many were scathing about attitudes towards education in the rural areas and about the lack of input from successive governments.
- (ii) Again the reasons why female illiteracy is higher than male illiteracy are generally well known. There was a misconception about the effect of early marriages on the rate of female illiteracy. If girls are given the opportunity of schooling they should be literate by the time of even early marriage.
- (iii) The link between illiteracy and the lack of workers with the *variety* of skills required by industry was not appreciated by many.