

PAKISTAN STUDIES

GCE Ordinary Level

<p>Paper 2059/01 History and Culture of Pakistan</p>
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General comments

This was the third examination following the revision of the syllabus in 2000 and the continued improvement in the standard of work noted in 2001 was continued this year. Again there was a pleasing increase in the entry of 13% on last year's figures.

It is pleasing to note that the work done during in-service training sessions of March 2002 may have produced better results for candidates this year, many of whom were very well prepared for the demands of this session's paper.

Almost all candidates were able to answer the required three questions and there were very few rubric errors. However, it is apparent to Examiners that candidates are still writing far too much, which did result in insufficient time left for many to complete the third question. Candidates must be selective in using their obvious enormous knowledge of the subject and answer the question as set.

Many candidates are still writing long, rambling answers that contain much unnecessary or even irrelevant detail. These answers will not result in high marks being achieved since the questions are very specific and require a focussed approach rather than 'write all you know' about the subject. However, for many other candidates, answers were produced which were relevant, focussed, and showed an appropriate depth of knowledge and understanding. These candidates usually wrote much less and scored high marks for their answers.

One issue which still remains is the ability of candidates to write a balanced answer to part **(c)** questions. For a question which poses 'how successful', candidates must write about the successes and failures rather than just one side of the issue. A large proportion of candidates still find that skill difficult and it is one which Centres must work hard with their candidates to develop.

Comments on specific questions

Question 1

In part **(a)**, the short answer questions were well answered with most candidates gaining three or four marks. Part **(iii)** was the question which many candidates failed to score on. Part **(b)** caused a few problems. The question focussed on the reasons why the Mughal Empire declined. Candidates generally were able to reach level 3 but it was dependent upon them explaining why the reason given caused the decline. In part **(c)** the question focussed on how successful Indian resistance was to British attempts to take control of lands. Rather than focussing on the success or otherwise of Indian resistance many candidates tended to give a narrative of British attempts to take control of lands. Few candidates were able to show how successful Indian attempts were by producing a balanced answer on successes and failures. Most answers tended to focus on failures.

Question 2

This was a popular question in which candidates experienced few problems. Most candidates were able to score well on part **(a)**. In part **(b)**, most candidates knew the reasons why the War of Independence failed and were able to score well if they were able to explain why these resulted in failure.

Answers to part **(c)** on the promotion of regional languages were generally good. Candidates were more successful in producing balanced answers to this question than others. However, where there was a weakness of some candidates - it was a tendency to repeat the same information for each language e.g. a Literacy Board was formed or teaching it to MA level at university. More informed candidates were able to use more relevant knowledge and tried not to repeat themselves.

Question 3

Again this was a popular question and one of the best answered ones. Part **(a)** short answer questions were generally well answered and most candidates scored three or four marks. In part **(b)** the question required candidates to explain why the Khilafat Movement was founded. Again those candidates who explained why scored highly, whilst those who merely described all they knew about events before, during and after the War did not fare as well. There was also a significant minority of candidates who displayed evidence of reproducing material from textbooks which had been learnt off by heart. These candidates reproduced a body of knowledge about the background to the Movement and in the final two lines of their answers listed two or three reasons why it was founded. Candidates who do this will not score highly since they constantly fail to select relevant information which is focussed on the question. Part **(c)** seemed to cause candidates the least amount of difficulty. Most candidates commented on how each person contributed to the Pakistan Movement and as a result there were some very high scoring answers, which was pleasing. This was in contrast to a similar question set in November 2001 on Jinnah which produced many descriptive answers detailing his life and career.

Question 4

This was another popular question with the majority of candidates faring well. Candidates found the part **(a)** short answer questions less straight forward and often only scored two or three marks. In part **(b)**, there was a tendency for many candidates to write all they knew about the Cripps Mission, the reasons why it was sent to India and only at the end some reference to the reasons for its failure. As with **3 (b)** this produced many answers which were unnecessarily long, containing irrelevant material. However other candidates focussed more clearly on the reasons for its failure and produced more succinct and shorter answers. In their responses to part **(c)** on the success or failure to solve the problems facing Pakistan after partition, there were a variety of answers from candidates. Examiners were looking for a balanced answer from candidates detailing successes **and** failures. Many candidates merely described how the problems were solved without commenting on its success or otherwise. However where candidates did consider both sides of the question, they were able to score near maximum marks.

Question 5

This was the least favoured question of candidates producing varying degrees of success. The short answer questions were generally well answered and in the main candidates scored up to three marks. Few knew Margaret Thatcher. In part **(b)** candidates found it difficult to score marks on the reasons for the failure of Pakistan to beat India in the wars of 1965 and 1971. The main reason for this was that few candidates knew much about these events in terms of outcome. Many candidates produced rambling accounts of the wars which tended to focus on the unhelpful attitudes of the Chinese, Russians and the USA. As a result only some of the information was relevant and so marks tended to be fewer for this part. In part **(c)** on the Islamisation process of Pakistan there was the opportunity for candidates to score highly if they could explain both the successes **and** failures of successive governments. There were some well-prepared candidates who were able to do this and who produced constructive answers that were relevant and concise. However, most candidates tended to produce a narrative of how governments attempted this process with great detail on Zia's reforms, thus only reaching a level 2 score. Others attempted to show how these reforms were successful but this only resulted in many one-sided answers gaining no more than a level 3 mark. Few candidates were able to comment on why some reforms failed and so were unable to reach level 4.

In conclusion, it is essential that candidates write much less than they have previously done since there is clear evidence this year that the third question was neglected through a lack of time remaining. They must concentrate on the question posed rather than writing a long narrative on the topic that sometimes is only made relevant by accident. In questions which ask 'how successful', then a balanced answer is required, detailing both successful and unsuccessful features. If candidates and Centres take these issues on board then continued improvement in their performance can be achieved.

General comments

It is pleasing to report that standards are continuing to improve and that as a result the number of candidates achieving an A grade increased significantly. The median mark went up by 3 to 41, with 66% of the candidates scoring 50% (37 marks) or more, 6% up on last year. Again there were more scoring over 60 this year; 70 was the highest mark.

A large number of candidates scored over 20 marks on at least one question with some scoring 25 out of 25 on **Questions 4 and 5**. A photograph had only been used once before, many years ago. **Question 3** included photographs and clearly candidates, as expected, were not practised in how to answer such questions. Nonetheless most scored as well on this question as they did on the others. The exception was at the top end; only a few reached 20 marks.

There were many candidates who sacrificed quality for quantity; they wrote a tremendous amount but, inevitably, much of it was either repetitive or had nothing to do with the actual question. Candidates would save themselves a lot of time and score more highly if they planned their answers before writing them out. It is also evident that many candidates are still not underlining or high-lighting the key words in a question because there are still many cases where they are not answering the question as set.

Questions are set in such a way as to avoid repetition between the parts of a question. If candidates find themselves repeating what they have written for another part then they need to take stock, re-read those parts of the question and change their answer(s) where necessary. In those rare instances where the same fact may be used in two parts of a question then it has to be used in different ways to make it relevant.

As usual the general standard of English used was good and very few candidates seemed to be handicapped by any lack of understanding. Candidates adhered to the rubric very well.

Comments on specific questions

Question 1

- (a) Nearly everyone recognised Iran and NWFP. The majority gave Ravi correctly for the river. Despite being asked to name the *mountain range* many gave 'Potwar Plateau'; others gave ranges from all over Pakistan! The answer was the Salt Range. Too many did not read the question carefully and so gave the degrees of latitude (mostly a long way out) instead of *naming* the Tropic of Cancer.
- (b)(i) Candidates were expected to recognise three main features of the distribution of rainfall at Sialkot; the period of heavy rain in July and August, the period of little rain from October to May and, within that period, the slightly higher rainfall from January to March. Other points were acceptable such as the wettest month being July. This part of the question simply asked the candidates to 'describe'. Many gave reasons which scored no marks here. Some did not give these reasons again in part (ii) where they would have scored. Many candidates gave the statistics month by month without interpreting them or giving the overall pattern.
- (ii) Most recognised that Sialkot's rainfall in July and August was the result of the monsoon and many were able to explain the reasons why monsoon rainfall occurs. Some did not give enough detail. References to the western depressions were not infrequent but totally irrelevant (even when their season was given correctly!).
- (iii) Candidates usually realised that Hyderabad only received the secondary monsoon or was only weakly affected by the monsoon but most failed to balance their answers by explaining that Sialkot experienced the main monsoon.

- (c) This was an open question requiring a thoughtful response and so was an excellent discriminator! Some candidates failed to take sufficient note of the stem which made it clear that the parts of the question following were about summer, that is monsoon, rainfall.

Candidates had the freedom to make comments about the effect of early rainfall, late rainfall and variable amounts of rainfall on either those crops grown in areas totally reliant on rainfall and/or those grown using irrigation. They also had the freedom to consider either rabi and/or kharif crops; it is mainly the harvesting of the rabi crops or the sowing of the kharif crops that are affected. Too many candidates, however, were not precise in their comments. They wrote in a vague way, for example about *crops* being destroyed or else made thoughtless statements like 'rice may be drowned'.

- (d) There were many good answers. However there were also many candidates who just concentrated on how the problems caused by late or lack of rainfall may be solved and tended to ignore the problems of early or excessively heavy rainfall. Some did suggest that fields might be covered to protect against heavy storms!

Question 2

- (a) Most candidates tended to work year by year, but at least interpreted to the extent of stating whether output was increasing or decreasing, for which they scored two of the three marks available. The better candidates recognised the overall fall in production whilst noting that production did fluctuate between 1990 and 2000. Stating the highest and lowest years also received credit.
- (b)(i) Most calculated correctly that the reserves of coal would last 150 years at the rate of production given. Mistakes generally involved knocking off the nought or adding too many.
- (ii) Logical thought was required to realise that mechanisation is unlikely to take place with such thin seams pitching at such a steep angle. Giving one of these facts scored the mark.
- (c)(i) Candidates were asked to name the *other* two *areas* of coal production besides the Quetta area. The Salt Range and Lower Sindh areas were required. Many named individual coalfields and so could not be given a mark unless they named two coalfields to indicate an *area*. Several ignored the rubric and named other coalfields in the Quetta area.
- (ii) Nearly everyone realised that the quality of coal produced was generally low.
- (iii) This was well answered with most knowing how coal is transported and for what it is used. A number made the error of writing about the transport of the coal from the coal face but the question clearly asked about its transport from the coalfield.
- (d)(i) There are in fact very few major gas pipelines in Pakistan and yet candidates wrote that they cover all of Punjab and Sindh! The best approach here was to write about the individual pipelines, remembering that they *start from the gasfields* and then serve particular cities in a particular sequence. Many candidates did recognise the cities served even though none were named on the map. The main faults included giving a list of cities (often jumbled) with no reference to a particular pipeline, writing that pipelines *started* at Karachi/Peshawar/Quetta instead of *ending* in those cities and giving reasons for the distribution when description only was asked for in the question.
- (ii) This was well answered. Most knew that natural gas can be taken to areas away from any pipeline in cylinders or bottles and were able to suggest a number of problems in doing this. A few candidates did not read the question carefully enough and so wrote about the problems of transporting gas by pipelines.
- (iii) Many scored full marks here. Those who scored few marks probably knew what gas is used for but gave answers that were too vague such as 'for industry' or 'for power'.

Question 3

- (a)(i)(ii) It was intended that the candidates were helped to identify crop X by what was given in the stem for part (b) in relation to photograph B. Most did recognise that crop X was cotton but less than half recognised that crop Y was sugarcane. Some suggested that it was wheat, which showed a lack of thought when they had named cotton for X. They should have realised that wheat, a rabi crop, would not be growing at the same time as cotton, a kharif crop.

- (iv) Candidates are expected to know the processes involved in cotton production from the growing of raw cotton to the finished cotton garments. Here they were given sufficient help in the question so that they should have been able to give 'ginning' and 'spinning'. 'Crushing the seeds' was also allowed. Many scored one but few scored two marks.
- (v) The question started, 'The factory employs 200 workers ...', so why did the candidates write about these workers ploughing the land and sowing and reaping cotton during the ginning/spinning period?! The candidates must be trained to *think about* what they are answering. Not enough cotton is produced to keep the factory operating all through the year. The 15 workers remaining when the ginning and spinning end carry out maintenance work whilst the others return to farming or work in cottage industries, etc.

Question 4

- (a) There were so many relevant points that could be made about the pattern of railways in Pakistan that many scored full marks. A common error was the failure to recognise the difference in the density of the pattern of railways in Punjab compared with that in Sindh. Most seem to think that Sindh is as densely served as Punjab, whereas railways in Sindh are mainly limited to a band either side of the Indus. Because 'pattern' was asked for it was legitimate to refer to the large areas of southern Balochistan and the north of Pakistan that lack railways. Some wasted their time writing about the different railway gauges in use. Lists of cities served were common but often too jumbled to be worth anything as a description of the pattern of the railways.
- (b) It was interesting to note that passengers are 'raw materials'! Candidates really must learn to read the questions carefully and to underline the key words in them. Few scored full marks in either part of (b). Too many gave answers that were too generalised and lacked detail.
 - (i) For the advantages of railways good answers generally included reference to railways being an efficient way to carry large quantities of raw materials, heavy raw materials and bulky raw materials. Examples of these were given credit. Comparisons with other forms of transport were valid but it was no good simply writing 'cheaper' or 'faster' without completing the comparison.
 - (ii) Candidates found it more difficult to give the disadvantages of railways. Some did recognise that railways are inflexible, especially in comparison with road transport. Some realised that there are large areas not served by railways and that railways do not reach many individual farms, mines, forests or factories. The problem of different railway gauges was relevant here as were the problems of using old railway stock and track.
- (c) This was well answered by many candidates while others were repetitive about difficult terrain, without giving details. Examples were often not given even though the question asked for them. The economic restraints were correctly noted by many including the lack of possible users.
- (d) It was surprising how many candidates did not realise that 'Northern Area' referred to a specific area and not to the whole of northern Pakistan. References to NWFP were irrelevant. Even worse some candidates wrote about the motorway programme and about improvements to the Grand Trunk Road. Simply stating that roads had been improved and that airports had been built was not sufficient to score any marks for the improvements made in transport linking the Northern Area to the rest of Pakistan. The candidates needed to name the Karakoram Highway and specify that airports have been built, naming either Gilgit or Skardu. Reference to the metal surfacing of the road from the KKH to Skardu (and on to Khapulu) would also have been acceptable.

The part of the question asking about the developments in the Northern Area made possible by transport improvements was much better answered.

Question 5

- (a)(i) There were many very good answers but some concentrated on just the problems (wars, political instability, drought) that have faced Afghans since 1979 whilst others concentrated just on the reasons why they came to Pakistan (neighbours, Islamic ties, tribal links, open border); both aspects were required to score full marks.
- (ii) Candidates were well versed in the effects of Afghan immigration on Pakistan and its economy. Some expressed themselves with feeling!

- (iii) The most frequent answers given were NWFP for the area and Peshawar or Quetta for the city; the majority scored two marks.
- (iv)(v) Most candidates understood what was required and many correctly gave 'tertiary' for (iv) and 'primary' for (v). However a significant number clearly do not understand this classification as shown by answers of 'yes' or 'no'.
- (b)(i) This question required the candidates to use only the information given in Table B. It shows that the high birth rate in Pakistan is due to the high number of births per woman and the very low use of contraceptives. It also shows that both of these are especially a problem amongst rural dwellers. Many candidates seemed to ignore the Table; they explained why the birth rate is high and so gave answers mostly relevant to (b)(ii) but not relevant here.
- (ii) Those who did not read the question for (b)(i) carefully enough often did not give sufficient detail here to score full marks. Otherwise this part of the question was well answered and full marks were common.
- (c) Answers varied greatly in approach and some found it difficult to follow a logical line of argument. Nonetheless most did demonstrate that they understood the relationship between education and the use of contraceptives/number of births per woman. Some displayed a clear understanding of how the approach to the issue of a woman educated to secondary level differs from that of a woman educated to primary level and from that of an uneducated woman.