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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned**.

PAKISTAN STUDIES

GCE Ordinary Level

> **Paper 2059/01**
> **History and Culture of Pakistan**

General comments

This was the third November examination following the revision of the syllabus and was accompanied by a significant increase in the entry, this time of almost 65% on last year's figures. The standard of work was similar to that of last year.

Almost all candidates were able to answer the required three questions and there were very few rubric errors. Many candidates produced answers which were relevant, focussed and addressed precisely that which was required by the question. However for many other candidates the same problems remain. They continue to produce answers that consist of long, rambling narrative often containing much unnecessary or irrelevant detail. It is clearly unnecessary for candidates to learn such an enormous amount of facts, which they then attempt to include in their answers. In almost all cases these answers will not result in more than half-marks being awarded as the examination questions since 2000 are now 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 1 (c)**, **2 (c)** and **5 (c)** this year.

Comments on specific questions

Question 1

This was a popular question but those candidates who answered it did not score highly 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 Syed Ahmed Barailvi wished to revive Islam. Many answers were to the point and relevant but there was a lot of unnecessary background information about Syed Ahmed Barailvi. In part **(c)** most candidates produced poor answers. The question focussed on the results of the War of Independence but for most candidates this was ignored and much irrelevant material was written on the causes or course of the War. If candidates are to succeed with questions similar to this, then rote learning and the reproduction of vast amounts of knowledge, which does little to answer the question, will simply not achieve the required standard.

Question 2

This was a popular question, which caused several problems. Again most candidates scored well in part **(a)**. In part **(b)**, most candidates were able to score well. The ways in which the Hindus opposed the Partition of Bengal were well known and most candidates scored highly. However, in part **(c)** many candidates fared less well. The details of the Khilafat Movement were well known although there were a significant number of candidates who were unable to explain why it failed. It is one thing to *describe* the role of Gandhi or the migration to Afghanistan, but another to actually *explain why* these led to the failure of the Movement. Many others simply ignored the requirements of the question and wrote all they knew on the topic.

Question 3

Again this was a popular question. Part **(a)** short answer questions were not as well answered as in the previous two with most candidates scoring up to two marks. In part **(b)** the question required candidates to explain the reasons why Congress Rule was hated. This was a well known topic and 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. Part **(c)** seemed to cause candidates the most amount of difficulty. The vast majority of candidates described the facts regarding the three political developments rather than answer the

actual question set. The question required candidates to explain how each *contributed* to the establishment of a separate homeland Pakistan Movement. This was a very different question to 'write all you know about'. Thus those candidates who had learned their facts about this period and ignored the actual question tended to be limited to a mark of 6 at the top of level 2. However, there were those candidates who clearly attempted to answer the question as set and therefore accessed the higher levels of marks.

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 but much less so in part **(b)**. Here candidates had to explain why Martial Law was imposed in 1958. Most candidates found difficulty with this and tended to describe the events of the period rather than attempt to explain why it happened. 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 a number of reforms introduced by Zulfikar Bhutto, many candidates predictably merely described these and other reforms and so were limited to a mark within level 2. However it was pleasing to note that there were many candidates who did attempt to answer the question as set, assessing the relative importance of each set of reforms and for these higher marks were rightly achieved.

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 most, candidates were able to score at least three marks. In part **(b)** there were some good answers to the question asking for the reasons why Pakistan joined the United Nations. Generally most candidates were able to score well on this part which was pleasing to Examiners. In part **(c)** on relations with the USA 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 *chronological* 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 focussed enough.

Conclusion

It is becoming clear that part **(b)** questions are generally answered well but many issues surround responses to part **(c)**. Rote learning of and scribing long, rambling answers of such endless facts is now inappropriate to 'O' Level Pakistan Studies and as such Centres need to address this issue so that candidates are better focussed and are equipped with the necessary skills to address this type of question.

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Paper 2059/02
Environment of Pakistan
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General comments

The entry greatly increased compared with last November. Overall the standard of performance was pleasing even though raw marks were a little lower than last year. This Examination Paper was a little more testing than last year. About 50% achieved half marks and 20% scored 50+. Marks ranged from 4 to 71 out of 75. All the questions were popular and performed well as questions. They stretched the best candidates, some of whom, nonetheless, scored up to 25 on **Questions 3** and **4** and up to **24** on the other three. At the same time nearly all of the weaker candidates were able to show how much they knew.

It must be stressed once again that candidates would benefit considerably if Teachers spent more time before the examination session in helping them to identify key words in questions and ensured that they understood the meaning of key words. Too many answered the question they hoped to see rather than the one in front of them.

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Overall there was an improvement in presentation which greatly assisted the marking process. There were fewer cases of poor writing. Some candidates like to number the points they are making; this is fine providing they keep the question part numbers in the left hand margin and put the numbering for their points to the right of the left hand margin.

Comments on specific questions

Question 1

(a) The instruction given was to put the answers on the sketch section, Fig. 2. Many put answers on the map, Fig. 1 or on their answer paper. Those who did so were not permitted to score full marks; it is important that instructions are followed. A few candidates did score all six marks. Most recognised the position of Punjab on the section, but all the provinces featured here, especially NWFP. Less than half recognised the Sulaiman mountains or the Thal desert. Most of those answering on the section were able to name a river in its correct position. Many named a river and a desert on Fig. 1 and whilst they often did so correctly they could only score one out of the two marks available for each.

(b)(i) Candidates again failed to understand the term 'relief'. Whilst it was agreed at the training workshops in 2002 that 'relief' would be replaced with 'natural topography', this cannot take place until the 2004 examinations because this and the 2003 Papers were set before the workshops. Most candidates included lengthy sections on climate and even included human aspects. Quite a large number of candidates did score good marks by referring to the steep slopes, the sharp ridges and the deep, narrow valleys, etc. found in the Western Highlands. There were just as many candidates who wrote about the Northern Mountains or the southern Balochistan Plateau. This also applied to the other part of the question which asked for details of the 'natural drainage' of the Western Highlands. The rivers here are comparatively small and highly variable with most of them draining into the Indus; the better candidates did refer to these features in their answers. Some candidates wrote about the Upper Indus Plain in this question even though the question clearly asked them to write about the highland area.

(ii) Most candidates scored well in this part. However few candidates set out their answer in the way expected by the wording of the question. There was a tendency to write about all the problems of the Western Highlands when only one was required. Solutions given included traditional ones as well as imaginative schemes for the future; both approaches were acceptable and within the scope of the question.

(c)(i) Surprisingly, several candidates located the Upper Indus Plain in the Northern Highlands and so failed to score more than the odd lucky mark. Those candidates who knew the correct location and who kept to relief and natural drainage features usually scored full marks quickly, giving many accurate details about the doabs, piedmont plains and the rivers themselves. Others scored some marks but made irrelevant references to the Potwar Plateau, climate, irrigation and agriculture as well.

A common error, even by better candidates, was to state that the four eastern tributaries met the Indus at Panjnad. They are obviously confused by the reference to 'five' in the name but the fifth river is the other eastern tributary, the Beas, which joins the Sutlej in India. These five tributaries, having finally joined together at Panjnad to become the River Panjnad, then flow SW to join the Indus near Mithankot (Mithan Kot).

(ii) Many answered this question quite well but there was a tendency to either concentrate on the problems the rivers pose as a barrier to communications or to concentrate on the problems they pose to communications when they flood. Both aspects should have been considered by all.

Question 2

(a)(i)(ii) Most equated the fish caught with the correct fishing area.

(iii) Candidates often scored well, showing a reasonable understanding of fishing on the Makran coast. There was, however, uncertainty about the modest developments that have taken place at Gwadar, Pasni and Ormara and too many brought in irrelevant references to the Sindh coast.

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(iv) There were many good answers; these candidates were aware of developments in fish farming. Some had no idea what fish farms are and suggested that they were places for storing fish caught elsewhere or equated them with inland fishing generally.

(v) It was expected that this would be an easy four marks, but not many candidates appreciated the benefits of the mangrove habitat for fish. References were expected to the roots trapping food brought down by the Indus and also providing shelter from predators to provide ideal breeding conditions.

(b)(i) Few candidates knew what the Indus delta is. Many described the Indus from source to mouth, concentrating on its course through Punjab, receiving tributaries, and then, as a single river, on through Sindh and finally discharging into the Arabian Sea. The Indus delta is an important feature and its characteristics should be taught. Amongst those who did describe the delta, some gave good answers. A fairly common error was to refer to the Indus dividing into tributaries instead of distributaries.

(ii) Despite the problems in identifying the delta for **(i)** most did seem to be writing about it in this part when explaining why it has a low population density. There was a tendency to exaggerate, with claims that the delta has *no* roads/schools/clinics/irrigation/agriculture/industry or jobs! The main problem, however, was that candidates did not make enough points; they stuck to one idea and did not expand.

Question 3

(a)(i) The question asked candidates to name an important area for growing sugarcane. Most named an area which grows some sugarcane but did not necessarily name an important area.

(ii) The better candidates scored full marks quickly giving details of natural inputs for sugarcane concerning topography, soils, temperature and rainfall. Some had problems with the rainfall; they were not able to reconcile the amount of rainfall needed by sugarcane with the amount received. The better candidates did realise the usefulness of the monsoon rainfall received and then, in part **(iii)**, that the deficit had to be made up with irrigation water as a human input. Most failed to restrict themselves to natural inputs and included references to irrigation, chemicals and transport among other human inputs and often failed to give many, if any, natural inputs. Vague answers are still a problem. This happens every examination and so it is necessary to repeat it again in this report. Comments like 'the climate is favourable', 'the temperatures are suitable', 'the rainfall is adequate/sufficient', 'the soil is fertile/good' score 0.

The question did ask candidates to 'state' the natural inputs and so a list was acceptable … but not just:

land

soil

temperature

rainfall

sunshine.

In order to make it clear what the natural inputs are 'that enable sugarcane to be grown' the points made needed to be, for example,

flat land

alluvial soil

deep soil

firm soil to support the tall stem

hot growing season

monsoon rainfall of 500mm helps but is not enough

many hours of sunshine

dry harvesting period.

(iii) Some candidates thought that human inputs just meant the work done by human beings on the farm and ignored the fact that humans provide machinery, irrigation, fertilisers and pesticides as well as the capital to buy these. Nevertheless the majority scored very well here.

(iv) This question tested whether or not the candidates understood the term 'processes' in relation to cultivation. They were asked to 'state' and so a list which included three from, for example, ploughing, planting, irrigating, fertilising, spraying pesticides and harvesting scored full marks. Some listed processes in the sugar mill. Others just repeated their answers in parts **(ii)** and **(iii)**, expressing their answers as inputs and so not making them relevant.

(v) Candidates had probably not been told about the form in which sugarcane is taken to the sugar mill and so had to think it out for themselves. It was not enough to state 'in its raw state' or 'in the same form as it is harvested' but efforts to give some idea like 'in bundles of canes', 'the stalks' or 'like bamboo canes' were accepted. This question was asked to help candidates answer part **(b)**.

(b) Many candidates scored full marks. Those who did not generally recognised that the sugar content reduces rapidly after cutting but did not give the other reason why the sugar mills need to be close to the growing areas; that the cut canes are bulky and heavy and therefore expensive to transport.

(c)(i) Careless reading of the question was the main reason for lost marks here. Many read 'poor farming practices' as 'poor farmers'. Others somehow construed 'contribute to the problem' as 'manage to solve the problem'. Those who read the question correctly often scored full marks and most at least recognised that somehow the poor farming practices led to a rise in the water table.

(ii) Most candidates knew that SCARP was the project set up to control salinity.

(iii) Often detailed answers were given and virtually all candidates had some idea of the role tubewells played in helping to control salinity.

Question 4

(a)(i) Describing 'distribution' continues to prove difficult. Most correctly wrote that Punjab has the most factories but that was not worth a mark because many parts of Punjab do not have any fertiliser factories. More precise descriptions were needed such as 'there is a cluster of factories on the Sindh-Punjab border' or 'there is a group of factories on the Rechna Doab'.

(ii) Most of the fertiliser factories are market orientated; they are close to their customers in the main agricultural areas of Pakistan. Access to raw materials is also important and most of them have access to natural gas via pipeline and/or to limestone. Some candidates thought they were close to sulphur and coal!

(iii) Many different approaches were possible to explain the growth of the fertiliser industry including the needs of farmers, the needs of the population, the needs of industries based on agriculture and the part played by government including the reasons for its involvement. The best answers included consideration of all these although full marks could be reached just considering one or two if sufficient detail was given. There was too much emphasis by some on the deficiencies of soils in Pakistan without explaining why soils are deficient. Reclaimed desert soils do lack organic nutrients, but the fact is that most of the farmland has been farmed for a very long time and hence nutrients have been used up by crops a long time ago unless replenished by flood. Today, continuous cropping and the use of HYVs are very demanding on soils and hence the need for fertilisers.

(iv) Few candidates answered this effectively. They were asked to define the term 'large-scale manufacturing industry'. 'Large-scale' was constantly repeated without explanation. The 'few' did define the term by reference to the 'large capital input', 'the large area', 'the large workforce', 'the large amounts of heavy or bulky raw materials', 'the large number of machines' and 'the large amounts of energy' required and 'the huge output'. Any three of these points were enough for full marks.

(b) Candidates mostly scored well and many gave detailed answers on how the government has helped the development of small-scale industries. There was a tendency to give unnecessary, long introductions stating what small-scale industries are and some fell into the trap of explaining why the government was helping these industries when the question was only asking for how on this occasion.

(c)(i) Most, successfully named one product of small-scale manufacturing industries with carpets being the most popular. A few made the mistake of naming cement, iron and steel or some other product of large-scale industries.

(ii) There were many good answers giving relevant details of the inputs needed for their chosen product. Weaker candidates tended to give generalised descriptions and some had to be penalised to a maximum of two marks for giving a list when they had been asked to describe the inputs.

Question 5

(a) Many scored full marks and most scored at least half marks. Very few were unable to identify two of Pakistan's trading partners shaded on the world map. Even though the present president of the U.S.A. calls his country 'America' it is not right to insult all the other countries in North and South America! Candidates should be taught to use the correct name. Most correctly identified a country from which Pakistan imports petroleum but the routes drawn were not always very sensible! Many candidates forgot that the instruction was to put answers *on* the map by the time they got to part **(iii)** and so could not be awarded a mark; it was impossible to know whether they knew the correct position of the Arabian Sea (the usual choice) when written on their answer paper. Those who wrote their answer to part **(i)** on their answer paper could only score half marks as the other marks were for correct locations on the map.

(b)(i) The theoretical importance of foreign exchange was well understood. However, the newspaper extract was specifically about Pakistan and therefore, to score full marks, it was essential to explain why 'foreign exchange' is called 'precious' in Pakistan's situation.

(ii) Half the candidates were careless and read this question as 'Which four products are named in the article?' (which would have been a rather pointless question!). They named all four and scored 0. The question actually asked them to name the product produced on the smallest scale in Pakistan and so should have named 'tea'.

(iii) Most candidates correctly identified that the extract stated that sugarcane production fell in 2000. The better ones put it in their own words. Weaker candidates quoted from the extract; however many did not just select the relevant few words but quoted the whole sentence. Some even quoted the whole paragraph.

(b)(iv) Unfortunately there were a few who did not understand what a sentence is and so struggled to make any sense of this question. Some mis-read the sentence and wrote about how extension of the canal system had led to an increase in agricultural production; nothing could be awarded for this as it was not relevant to the extract. Some just quoted the last sentence of the article without explaining how the measures helped to achieve the growth. That left about half the candidates who made a reasonable effort to explain how increasing support prices, de-silting canals and succeeding in getting water to the tail-end users did indeed help to achieve a growth of 5.5% in the agricultural sector in 2000. This question did stretch the better candidates, as was intended, but full marks were scored by some.

(c)(i) Most candidates had some idea why Export Processing Zones are being developed and a few gave very good explanations, including references to increasing exports and so increasing foreign exchange, promoting industrial development, checking quality and attracting investment and expertise. There was a tendency, however, to write about how the government was trying to achieve these aims rather than giving the aims themselves. On this occasion how was not relevant. There was also a misconception that these Zones are numerous. As yet only Landhi in Karachi is fully operational. Those at Sialkot (Sambrial) and Risalpur are in the process of being developed. It is intended to develop several more in the coming years.

(ii) Even though Dry Ports are found in all the big inland centres and play an important role in facilitating the external trade of Pakistan, by providing customs services locally, many candidates had no idea what they are. Some thought they were dry docks for ship repairs. Some suggested that they were a special feature to assist the fishing industry. More bizarrely, some thought they were roads like the KKH. Thankfully there were some good answers and hopefully 'Dry Ports' will be better known next time.