

CONTENTS

PAKISTAN STUDIES	2
GCE Ordinary Level	2
Paper 2059/01 History and Culture of Pakistan	2
Paper 2059/02 Environment of Pakistan.....	4

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 fourth November examination following the revision of the syllabus and was accompanied by a small fall in the entry on last year. However 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 few rubric errors. It was pleasing to note that many candidates produced answers this year which were relevant, focused and addressed precisely that which was required by the question. However for many other candidates, problems remain. It was noticeable this year that some candidates ran out of time and so failed to complete their answers by the end of the examination. Also there were some candidates who appeared to have been unprepared for the demands of the examination paper this year and wrote answers that failed to address the requirements of the questions set. These two points seem to suggest that there were a number of candidates who had been entered for this examination earlier than normal practice and suffered as a result of this. It is important that if Centres are to continue this practice then it is essential that candidates are adequately prepared for the examination and have sufficient time to hone their skills of writing accurate and relevant answers.

Again there was some evidence of other candidates who 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 - the examination questions since 2000 are now very specific and require an analytical and focused approach to answers rather than a 'write all you know' method. This was particularly evident in **Questions 2 (c), 4 (c) and 5 (c)**, this year. However it must be stated that these candidates are firmly in a minority now and that the majority of candidates are attempting to answer questions relevantly.

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. The most common question wrongly answered was (iii). Part (b) caused a few problems. The question focused on the reasons why Syed Ahmed Barailvi had a major influence on the revival of Islam. Many answers were to the point and relevant, but there was a lot of unnecessary background information about Syed Ahmed Barailvi with a lot of emphasis on the battles he fought, most of which was irrelevant. In part (c) many candidates produced surprisingly poor answers. The question focused on the reasons for the decline of the Mughal Empire. Many candidates were able to agree that the successors of Aurangzeb failed to live up to his achievements and described in some detail their many failings. However, many were unable to explain other reasons for the decline of the Empire and wandered off the point by describing the expansion of the British influence in the sub-Continent or the work of Aurangzeb and/or other Emperors.

Question 2

This was a popular question, which caused several problems, especially in part **(b)**. Again most candidates scored well in part **(a)**, with most scoring 2 or 3 marks. The most common question wrongly answered here was part **(ii)** or **(iii)**. In part **(b)**, many candidates were unable to score well and wasted time and effort in their answers. The question required candidates to explain why the partition of Bengal was reversed in 1911. Answers should have focused on the attempts of the Hindus to influence the British by such methods as the Swadeshi Movement, attempts at assassination and terrorist activities. Details of why partition came about and the aftermath of this was irrelevant and gained little or no credit. It is essential that candidates read carefully the question set so that such mistakes do not occur. However, in part **(c)** many candidates fared better and were able to clearly and precisely explain how Sir Ahmed Khan restored the position of Muslims through the given events. This was probably the best-answered question on the paper, with some excellent answers. However, it was surprising how many candidates had only a hazy knowledge of his work and were less confident in answering this question - but it is important to note that these were firmly in a very small minority.

Question 3

Again this was a popular question. Part **(a)** short answer questions were again well answered as in the previous two, with most candidates scoring up to three or four marks. In part **(b)** the question required candidates to explain the reasons why the Khilafat Movement failed. This is a very 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 four. 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 question and wrote all they knew on the topic, which again attracted little credit and wasted valuable time and effort. Part **(c)** seemed to cause candidates some difficulty. Many candidates were able to describe or, at best, explain the efforts of government and other organisations to promote regional languages. However the question did require specific developments to reach level 3 in the mark scheme that many did achieve. However other candidates failed to address any other regional language from Pushto and others wrote about pre 1947 developments or the growth of Urdu, neither of which were relevant to the question.

Question 4

This was a slightly less popular question, with the majority of candidates faring badly in part **(b)**. Candidates found the part **(a)** short answer questions less straightforward than in previous questions and on average scored up to half marks. In part **(b)** candidates had to explain why the division of the armed forces and military assets were a problem. Most candidates found some difficulty with this question and struggled to achieve half marks. As a result, these candidates were not as successful in gaining many marks compared to earlier part **(b)** questions. However, in their responses to part **(c)** on the importance of a number of reforms introduced by Ayub Khan, most candidates were on safer ground and many were able to confidently explain his contribution in these areas. The only criticism would come from those candidates who wrote irrelevantly about other reforms not identified in the question, but again these answers were in a minority.

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 up to three marks. In part **(b)** there were some good answers to the question asking for the reasons why Pakistan's relationship was so poor after 1947, but generally candidates wrote a narrative of events without much focus centred on Kashmir and the intransigence of the Indian government during these years. In part **(c)**, on relations with Britain and the Commonwealth, there was the opportunity for candidates to score highly if they could explain both the successes *and* failures of their relationship. There were some very pleasing answers this year to this kind of question – this has not been so noticeable in previous years. Well-prepared candidates were able to explain both the successes *and* failures of the relationship 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 has developed since 1947. In such circumstances this often does not enable candidates to properly address the question. As a result, some of the content of the answers was relevant, but opportunities were lost to score highly since the responses were not focused enough. Having said that, there were genuine and pleasing attempts to answer the question as set.

Paper 2059/02
Environment of Pakistan

General comments

Overall the standard of performance was pleasing. About 52% achieved half marks and 20% scored 50+. Marks ranged from 5 to 69 out of 75. All questions were popular, especially **Questions 2** and **5**. Even the weaker candidates scored some credit on the questions.

It must be stressed that candidates would benefit considerably if teachers spent time before the examination session helping them to identify key words in questions, and ensured that they were properly understood. There are still many who answer the question they expect to see instead of the one actually there. Also questions should be read fully and planned before they are answered, so that sentences do not have to be re-written again in a following part, thus wasting time.

Overall presentation is still improving, which greatly assists the Examiners. There should be at least four empty lines left between questions for clear presentation, and the numbers of the questions answered (**1, 2, 3, 4, 5**) listed in the first page. Candidates can number the points that they are making, as long as these numbers are to the right of the margin, within the writing. It must be emphasised at all times that only three questions are to be answered, those that attempt more do not give well prepared answers and generally lose, rather than gain credit.

Comments on specific questions

Question 1

- (a) A few candidates scored all 5 marks. Many named the River Jhelum and Islamabad/Rawalpindi, but fewer candidates could give the longitude line, or name FATA and the Central Brahui mountain range.
- (b)(i) Candidates again failed to understand the term 'relief'. In 2004 this term will be replaced with 'natural topography'. Candidates wrote about climate, vegetation and even farming. Some credit was given for recognising the flat surface and the dry valley in the area outlined, also the steep and dissected shape of the slope. Credit was given where possible, but using the correct terminology was sometimes a problem. Most candidates attempting this quoted from the textbook rather than looking at the photograph.
- (ii) The term 'drainage' did not seem to be well known. It does not include artificial irrigation systems or rainfall. Most candidates named the Soan River but did not name the Salt Lakes such as Kallar or write about the seasonal nature of small rivers and lakes. Few said that the River Soan had meanders.
- (c) As few candidates had looked at the relief features in the photograph it was difficult for them to answer the following three parts.
- (i) There was some understanding of the contribution of deforestation to the erosion of soil and dissection of the slope. This was the lack of roots to bind the soil, and no leaves to intercept the rain to reduce its impact on the soil.
- (ii) Some candidates stated that overgrazing leading to soil erosion was a poor farming practice, but none mentioned that ploughing up and down the slope would have contributed to gullying.
- (iii) Many candidates answered that monsoon rain and thunderstorms were not common in this area! Those who did write about the effects did not get the 3 marks possible if they did not go further to say that the rapid surface runoff led to soil being carried away down furrows, and then these being enlarged into gullies.

- (d)(i)** Some candidates stated thunderstorms rather than the name of the violent storm, a cyclone or typhoon. Hurricane was accepted although this is a term applied to those storms in the Americas.
- (ii)** Most candidates could write well about the effect of these storms in coastal areas, saying that they caused strong, violent winds creating damage to aspects of farming, industry and business, as well as the safety of peoples lives. For maximum marks candidates needed to consider the more general effects of a breakdown in communications, services and utilities, and the economic effects when peoples livelihoods are threatened. Some did not read the last part of the question which asked for the effects only in the coastal area, and the impact on the economy of Pakistan was not credited.

Question 2

- (a)(i)** This question, and **(b)(i)** asked for description only. It required candidates to look carefully at the map and have a reasonable knowledge of the area of the country. However some candidates wasted time writing about the reasons for the distribution which were not credited. Most candidates named the Punjab but did not gain more marks for naming more specific areas here, or in the other states. Some did not appear to see that only small areas of Sindh had over 50% of land under cultivation. Candidates could gain marks for saying that areas were 'near a named river or certain border' as compass directions can be rather imprecise for such small areas.
- (ii)** There were some good answers to this which included reference to the flat land, alluvial, well drained soil replenished by annual flooding and details of the extensive irrigation system. 'Fertile soil' needs explaining. Details on climate were not good. 'Warm temperatures' and 'good rainfall' are not sufficient, there should be reference to an all year round growing season, with temperatures, and figures for annual and seasonal rainfall. Many candidates wasted time writing about the consequences of this high level of cultivation - good communications, fertiliser factories, mechanisation, etc.
- (b)(i)** See **(a)(i)**. There was plenty of opportunity here for candidates to name areas.
- (ii)** Most candidates recognised these areas as being deserts and mountains, but they tended to describe each area in turn rather than looking for the overall reasons for low cultivation in these places such as aridity, temperature, lack of irrigation and poor soil types. Some used the term 'extreme temperature' rather than saying whether it was hot or cold, others said 'desert' or 'mountains' without explaining what the problem was. As in **(a)(ii)** some wasted time writing about the consequences such as low population, lack of communications, etc.
- (c)** Some candidates answered this well, but others did not know the terms 'nomadic' and 'pastoral'. Some wrote about livestock farms where the animals are kept in sheds, and many referred to cultivation. The reasons for nomadic farming were sometimes only 'in search of food and water', which is not sufficient. Buffalos are not kept by these pastoral farmers.

Question 3

- (a)(i)** Candidates were simply asked to name three inputs shown on the diagram. Some listed limestone, which was credited. All three were necessary for a mark.
- (ii)** The input was limestone and there were many sources of which only one was required. Cuestas/scarps was not credited.
- (iii)** Again the information was on the diagram, only two processes were needed.
- (iv)** Most candidates stated that cement was important for building/construction, and most went on to name some more specific uses for example factories, tower blocks, roads, bridges, lined canals. This however was not enough for full marks. Candidates needed to say why it was used, for example its ready availability in contrast to steel and wood, as there is plenty of limestone in the country. Cement is not a major export.
- (b)** This question was only about raw materials for the processing industries. Candidates found this difficult to define as 'a product (or partly processed product) obtained from the ground or the sea by farming, fishing, forestry, mining, etc.'

- (c)(i) Candidates needed to name both the raw material and the processing industry for a mark for example cotton for yarn, sugar cane for sugar, wheat for flour.
- (ii) Again the term 'pastoral farming' was not always known. The answer to this had to be an animal product, for example hides for leather, milk for dairy.
- (iii) This question excluded those raw materials used in the cement industry, and required only those extracted in Pakistan, for example gas for chemicals, salt for food processing.
- (d)(i) This question required the use of an example quoted in (c). This was usually not a problem.
- (ii) Not all candidates related this back to their example in (i). There was plenty of scope here for the candidate who knew about a particular raw material, for example cotton, wheat, leather, timber, sulphur, related to aspects of quantity, availability, climate, labour, accessibility, demand, etc.

Question 4

- (a) There was some confusion here. The question simply asked the candidate to name the three major ports in order of importance. Some candidates listed imports and exports, which was obviously wrong, but some named three for importing then three for exporting. However many gained the full 4 marks for naming the correct three in the correct order. Some then went on to write about each port in turn, which was unnecessary.
- (b)(i) This simply required the candidate to state that fishing was their main function together with some import/export trade. It was surprising how few named fishing as their major function. Less was written about the explanation for these functions. Some candidates wrote about ports in Sindh, or referred to the Baluchistan ports as being 'major ports'.
- (ii) Again some wrote about Sindh ports, although these are not small. However many candidates recognised that these were in a less developed area and did not have much government investment. There was also comment on the rugged interior, low population and lack of agriculture, industry and infrastructure in the area and its lack of access to more prosperous parts of Pakistan.
- (c)(i) This was well known, although candidates did not always make the point that trade is increasing. The plan to develop a new industrial area needed to be stated.
- (ii) The advantages of the site of Port Qasim were not well known. The facts that it is nearer East Asia and is a 'warm water port' are irrelevant, but that it is a large, sheltered harbour with deep water in an area of low population are important. Reference to road and rail should say 'where to' and give some idea of their standard for example National Highway, main railway line.
- (iii) This question asked for the main exports and what purpose they were used for. Some candidates did not appear to know the difference between exports and imports, and some did not state the main ones. The terms 'chemicals' and 'raw materials for steel' are too vague. This was an easy question for candidates who knew about the import trade of Pakistan.

Question 5

- (a)(i) This question simply required interpreting the figure and was almost always correct.
- (ii) Candidates were required to recognise that these figures were equal (or both about 8%), and was usually correct.
- (iii) There are two aspects of population pyramids, 'their shape' and 'what they show'. This question simply asked for the shape, candidates wasted time writing about birth and death rates and life expectancy. It did not require them to write about each bar in turn, 'shape' requires an overall description.
- (iv) This was mostly answered correctly. Some candidates were confused by the fall in birth rate only in the last five years.

- (b)(i)** This was mostly answered correctly.
- (ii)** The reasons for a high birth rate were well known. Candidates were required to write about lack of education and literacy preventing understanding of the need and use of contraceptives and family planning, and the persistence of old religious and traditional thinking on large families. Some candidates wrote too much, rather than staying with the relevant points.
- (iii)** This was mostly answered correctly.
- (iv)** The reasons for some small decrease in the birth rate recently were well known. Candidates were able to write knowledgeably about the welfare programmes, giving examples, and saying what they were trying to do. In addition the important effects of spreading education, especially to women and the influence of higher living standards being enjoyed by those who find success in the urban areas. Comments on increased death rates through disease such as AIDS was not considered relevant.
- (c)** There were some good ideas expressed here moving on from simple comments on the large dependency ratio. The problems of unemployment, often through lack of education, low wages and increasing costs of living were relevant. Political pressure against child labour and decreasing farm outputs were good comments, along with the lack of working wives and increasing life expectancy of the older generations. However weaker candidates failed to realise the key issues that needed discussion. This question was not an opportunity for moral philosophy for candidates on the duties of the younger generation.

There were also some good answers from those who disagreed with the statement. Candidates suggested that the increasing numbers of working women, and the opportunities for home working in the craft industries helped to increase family incomes. Income tax and pension schemes for those earning higher wages were suggested.