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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 year's examination saw yet another pleasing increase in the entry, this time approaching some 20% on last year's figures. The standard of work was broadly 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, focused and addressed precisely that which was required by the question. However, for many other candidates similar problems, as in the past remain. Candidates continue to produce long, rambling answers which tend to be descriptive, often containing much unnecessary or irrelevant detail. To reiterate a point often made in these Examiner Reports, 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 focused approach to answers rather than a 'write all you know' method. This was particularly evident in **Questions 1 (c)**, **2 (c)** and **3 (c)** this year.

Comments on specific questions

Question 1

This was a very popular question with many candidates who answered it correctly scoring 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 quite a few problems. The question focused on the reasons why the British Government wished to take control of the East India Company. Many answers were to the point and relevant, but for others the point of the question was misunderstood. Many candidates tried to explain why the East India Company wished to trade in the Sub-Continent rather than the British Government which was incorrect. Clearly these candidates were unable to gain any credit for these answers. In part **(c)** many candidates produced good answers provided they explained their accounts. The question focused on the failure of the War of Independence and many candidates produced good answers with much relevant material. However, other candidates mistook failure for causes and wrote irrelevantly about these, again failing to score any marks. However, it was pleasing to note that those candidates who did interpret the question correctly did attempt to explain their answers thereby accessing the higher marks.

Question 2

This was another popular question, which also caused several problems in part **(c)**. Again most candidates scored well in part **(a)**. In part **(b)**, most candidates were able to score well. The reasons for the partition of Bengal were well known. However, many candidates wrote irrelevantly on the reasons for partition to be reversed. Also a description of the events during the Partition of Bengal was equally unnecessary. Part **(c)** posed problems for some candidates usually unnecessarily. The question focused on the reasons for the failure of the Khilafat Movement. For those candidates who had been adequately prepared for the examination this was not a problem for them and answers from these candidates were focused, accurate and relevant, gaining high marks especially where they were well explained. However there were many candidates who saw the words Khilafat Movement and proceeded to write all they knew about its origins, causes and events mainly in chronological order. It was only when they reached a number of reasons for its failure that they started to attract marks. However these answers were often descriptive, lacking explanation and as a result failed to achieve half marks. Candidates who adopt this approach often find that time for the rest of their answers becomes tight and unnecessary stress is caused for them.

Question 3

Again this was a popular question. Part **(a)** short answer questions again attracted high marks. In part **(b)** the question required candidates to explain the reasons why Congress Rule was so hated by the Muslims. This was a well known topic and most candidates scored well. Part **(c)** seemed to cause candidates few problems. Most candidates were able to identify and, to a lesser extent, explain the problems facing the newly formed government of Pakistan in 1947. However, there were those candidates who saw Kashmir as an immediate problem and then proceeded to describe a chronological account of events prior to and since 1947, thus losing track of the question that they should have been answering.

Question 4

This was not as popular as **Questions 1**, **2** and **3**, with many candidates faring surprisingly badly in part **(c)**. Candidates found the part **(a)** short answer questions relatively straightforward. In part **(b)** candidates had to explain why Urdu was chosen as the national language of Pakistan. Most candidates found little difficulty with this and scored highly. In their responses to part **(c)** on the reasons for the creation of Bangladesh, many candidates predictably merely described all they knew rather than focusing on economic and political reasons 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 factors and for these higher marks were rightly achieved.

Question 5

This was probably the least favoured question and produced varying degrees of success. The short answer questions were generally well answered. In part **(b)** there were few good answers to the question asking for the reasons why Pakistan left SEATO. In part **(c)**, on Bhutto's domestic policies, knowledge was limited and answers were often vague with many candidates also including foreign policy which was not asked for in the question. There were few candidates who were able to do this part well and most answers tended to be awarded Level 2 for a straightforward narrative of reform during this time.

Conclusion

It is clear that part **(b)** questions are now generally answered well but many issues continue to surround responses to part **(c)**. Although there are fewer long, rambling answers of endless facts that is clearly inappropriate to O Level Pakistan Studies post 2000, Centres still need to address the issues of relevance and the ability to explain answers so that candidates are better focused and are equipped with the necessary skills to address this type of question.

Paper 2059/02

Environment of Pakistan

General comments

The entry continues to increase, and generally the standard of performance pleasing. The most popular questions were **Questions 2** and **5**, and the least popular question was **Question 1**. The least well answered was **Question 4** about the multi-purpose Warsak Dam and energy supply from thermal and HEP power stations.

Teachers are advised to keep the photographs linked to the question paper, as they provide a valuable teaching resource. They should *not* be returned with the answer scripts.

The ability of candidates to recognise and understand the key words in a question is of vital importance. These key words will be shown in the following analysis of specific questions. Many candidates waste time answering the question with information they have learned from the textbook instead of applying this to the question on the examination paper.

Examiners frequently notice that the amount of writing is more on the first question than the last, although no more marks are awarded. A short time spent planning the answers to each question would, in the long run, focus the candidates' minds on what the question is asking. This would avoid many sentences that are irrelevant to the question.

The standard of English is also generally good, with clear writing and sentence construction. Unfortunately the writing of some candidates who have to rush their answers towards the end becomes very poor and is almost illegible.

Candidates should be reminded to number their answers clearly, and list the numbers of the three questions answered on the front page of the answer booklet. A space of at least four lines should be left between each complete question for the Examiner to use.

Comments on specific questions

Question 1

(a) Candidates were able to name A the active flood plain, B the old flood plain and D the bar upland and some used their knowledge to name C the scarp (or bluff). The keyword 'physical' meant that there were no marks for farming and irrigation. Few candidates used the scale on the diagram to describe the height and width of the physical features.

(b) Most candidates had good knowledge of the features of the Upper and Lower Indus Plains, but the question asked for them to go further than the textbook and 'compare' these. This requires a comment about the feature in both areas, even if it is only 'there is no delta in the Upper Indus Plain' or 'there are no doabs in the Lower Indus Plain'. There were some good answers to this question but usually not enough for the full 6 marks allocated. This required more details of the river systems and topography such as sand dunes and alluvial fans in both, and quartzite hills in the Upper Indus Plain but limestone hills in the Lower Indus Plain.

Important keywords in this part were 'natural', 'topographic' and 'drainage'. There were no marks for irrigation and farming.

(c) The syllabus requires candidates to 'understand the importance of water as a resource, and how supplies for agricultural, industrial and domestic use are obtained, maintained and controlled'.

Most candidates named a barrage correctly, but did not appreciate that this is a wider and lower structure built in the Indus Plains to control river flow and provide irrigation, not the higher, narrower structure built in upland valleys called a multi-purpose dam. The impact of a barrage such as the Kotri barrage causes changes not only in agricultural land use, but also increases settlement, and provides better land for commercial and industrial use.

Question 2

(a) Most candidates could name the Karakoram Mountains, Baluchistan Plateau, Cholistan Desert and Afghanistan. Many still have trouble numbering lines of latitude and longitude. The 76º E line could easily be recognised from the labels to the left of it.

(b) The keywords 'describe' and 'explain' occur commonly in this examination paper. When using a map this requires the candidate to relate the items on the map to the geography of the country. For example description might include 'an oilfield in north-west Punjab', and 'three oil refineries near the coast'. Weaker candidates confused oilfields and oil refineries, and few linked the refinery at Mahmud Kot with the White pipeline from the Karachi port, and the demand for oil and its products in the Lower Punjab. Most candidates appreciated that transport costs were reduced by placing the refineries near the oilfields, but did not name the industries or towns which provided the demand for refined oil products.

(c) Most candidates noticed the key word 'trends', and wrote about the changes in the cost of imports of petroleum and petroleum products. There were no marks for giving reasons for these trends. One paragraph was sufficient for the 3 marks allocated to this question.

Candidates should be encouraged to use a ruler, or straight edge to read graphs accurately.

(d) Part **(i)** was answered well, with most candidates explaining that Pakistan uses large quantities of petroleum products for transport, industry, electricity generation, etc. for an increasing population. The lack of production in Pakistan and the reasons for this were also known, as were the problems created in the country by importing so much.

Question 3

(a)(i)   Candidates must not write everything they know about fish farming. The keyword again was 'describe', so candidates were simply being asked 'What can you see in the photograph?'

It showed a large, planned area of rectangular ponds, divided by an embankment made of soil scraped from the ponds and supporting a paved road and trees. Weaker candidates wrote about mangrove trees and natural ponds by rivers.

(ii)   The key words here were 'physical' and 'topography'. References to climate, pollution, local labour force and demand were irrelevant. What was required was that the land was flat and extensive, with a soft, alluvial soil that could be easily excavated. Candidates were also given credit for suggesting that there would be a high water table so water would not drain away.

(b)   The key words here were 'fish farming'. Almost all candidates wrote about exports and trade. This only applies to marine fishing. They did not appreciate that this is a form of inland farming that is not yet providing fish for export. However many wrote about fish as an important part of diet, and the value of these being clean and healthy. Fewer appreciated that this is a good alternative employment to agriculture with a ready supply of water from irrigation schemes.

(c)   Most candidates knew that this farm was producing milk, and that buffaloes need to be kept away from extreme heat, in a well-ventilated shelter, with a large water supply for drinking, washing and cleaning.

The keyword 'describe' was important. It asked 'What can you see in the photograph of the shelter?'

Relatively few candidates wrote about the flimsy straw-covered roof supported by wooden poles, the brick walls leaving spaces for ventilation, and the buffalo standing in rows on the hard floor by feeding troughs.

Most candidates recognised that these were small farms with little or no land for cultivation. Farmers bought food with money from milk sales, either crops from other farms or by-products and waste from processing.

(d)   Candidates were required to think about the city of Karachi, and how these farms were important to the people there. References to agriculture and irrigation schemes were irrelevant. Buffalo as a supply of milk, meat and hides for domestic and industrial use were credited.

Question 4

This question was the least well answered. The syllabus requires that candidates 'understand the physical and human conditions that favour the development of multi-purpose hydel (HEP) schemes'.

(a)   The key words here were 'using Fig. 4 and your own knowledge'. Weaker candidates did not realise that the sketch of the Warsak Dam showed it after development. The road, bridge and power station were not a reason for this being a good site. The mountainous area of the Safed Koh Range was not suitable for farming with irrigation, and the steep slopes were not directly important for HEP production. There seems to be a widespread lack of knowledge about the siting factors for a multi-purpose dam. That is, the importance of a narrow, deep, steep-sided valley which can easily be blocked with a dam, providing a large reservoir of water that can be released through pipes to provide the force to turn the turbines in the power station. Other factors are a large supply of water from snow and ice as well as rainfall, a stable impermeable rock basin, cool climate to reduce evaporation and a relatively unpopulated and unproductive area that can be flooded.

A better knowledge of the above would enable candidates to answer the following question on the expense of such schemes.

Candidate's knowledge was limited on how the electricity generated in the power station was set at a high voltage, and transmitted long distances to the areas of use. Some thought that the water was used to raise steam.

(b) There was some confusion here between HEP and thermal electricity. Better candidates wrote about the high cost of fossil fuels, although some wrote about their shortage rather than cost. The need for modern equipment and better maintenance was known, as were the problems caused when demand exceeds supply, and power is lost through theft or line breakage. Better candidates wrote about the shortage of power from HEP stations in winter, and when silt damages the turbines.

The need for standby generators or alternative power sources for uninterrupted industrial production was known by better candidates, some quoting the good example of bagasse fuel in sugar cane factories. Others did not use the key words 'how may factories', and wrote about how the national grid could be improved.

The importance of keeping factory production going needed to be explained clearly in terms such as avoiding damage to machinery, damage to products, avoiding shortages in supply, and loss in profits.

Question 5

(a) Less than 50% of candidates correctly identified the tertiary and secondary sectors. A few wrongly named secondary as 'manufacturing'.

(b) Less than 50% correctly named agriculture as the only category with all of its workforce in the primary sector, and correctly stated that three categories were in the tertiary sector, (these were finance and social services, wholesale and retail trade, and transport).

(c) The reasons why so many people work in agriculture, and why the percentage is declining were well known, as were the reasons for the increase in the percentage working in tertiary industries. Weaker candidates focused on one or two reasons and did not extend their answer to the many causes of these changes.

Answers to part **(i)** were often un-necessarily long, with some candidates writing up to two pages on what could have been stated in four sentences. Also in parts **(ii)** and **(iii)** only six sentences, or even less were sufficient. In questions like this there are development marks, for example 'increasing mechanisation on farms has caused about 75% of the labour force on some farms to become unemployed' would be worth 2 marks. Similarly 'the greater demand for services such as shops has been the result of higher incomes earned in the tertiary industries' would be worth 2 marks.

(d) This question required candidates to apply their knowledge. Credit was given for the increase in literacy, but how does this benefit industry? The key words here were 'all sectors of industry'. The best answers included reference to primary, secondary and tertiary industry, although there was a mark for stating that literacy improved skills generally.

In primary the knowledge of new and better farming techniques, in secondary the use of complex machinery and better production techniques, and in tertiary the use of computers, and demand for teachers, accountants, doctors, etc. were the expected answers.