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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

For the first time in a number of years there was a slight fall in the entry, possibly as a result in the large increase in November 2004. However, the standard of work was not affected and was broadly similar to that of last year.

Almost all candidates were able to answer the required three questions with very few rubric errors. The vast majority of candidates appeared to use the time well and few had to rush to complete their final answer. Many candidates produced answers which were relevant, focused and attempted to address the question as set. However, as in previous years similar problems remain for some candidates. These continue to produce long, rambling descriptive answers which tend to contain much unnecessary or irrelevant detail. Centres need to ensure that such candidates realise that in almost all cases these answers will not result in more than half-marks being awarded. Examination questions are now very specific and require an analytical and focused approach to answers rather than a 'write all you know' method. There are several textbooks now on the market that concentrate on reinforcing this approach which together with teacher INSET occurring on a regular basis should ensure that all Centres are more aware of the demands of this paper.

For the first time also it appeared that fewer candidates were able to score maximum marks on part **(a)** questions this year which could be explained by the fact that fewer Centres are concentrating on learning such facts or that some of the questions were less well known than in previous years. However, Examiners were of the opinion that more candidates were able to access the higher levels of marks in part **(b)** and **(c)** questions this year which more than compensated for this trend. The most popular questions answered this year appeared to be **Questions 1**, **2** and **3**.

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 quite well answered with most candidates gaining 2 or 3 marks. Part **(b)** caused a few problems. The question focused on the reasons why the East India Company became involved in the sub-continent. Many answers were to the point and relevant, dealing with such issues as trade, British strategy and missionaries amongst others. However, for others the point of the question was misunderstood. Many candidates concentrated only on trade whilst others rambled on about British rule in India into the eighteenth and nineteenth centuries or gave reasons for the downfall of the Mughal Empire. Clearly these candidates were unable to gain very much credit for these answers.

In part **(c)** many candidates produced excellent answers provided they explained their accounts. The question focused on the contribution of Sir Syed to the Muslim cause and many candidates produced very good answers with much relevant material. It was pleasing to note that those candidates who did attempt to answer the question were able to access the higher marks.

Question 2

This was also a popular question, which caused several problems in parts **(b)** and **(c)**. Again most candidates scored 2 or 3 marks in part **(a)**. In part **(b)**, the reasons explained for the founding of the Muslim League were rather limited. Most candidates failed to score more than level 3/5 with only the very good scoring higher. The weaker candidates tended to write irrelevantly about the Partition of Bengal.

In part **(c)** there were a number of problems. The question focused on the reasons for the reasons for the foundation of the Khilafat Movement. For those candidates who had been adequately prepared for the examination this caused few problems for them and answers from these candidates were focused, accurate and relevant. 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. As a result most answers were merely descriptive and only partially relevant, often gaining no more than half marks as a result.

Question 3

Again this was a popular question. Part **(a)** short answer questions were better answered and sometimes attracted 3 or 4 marks. In part **(b)** the question required candidates to explain the reasons why Jinnah produced his 14 Points in 1929. These reasons were quite well known and many candidates were able to access level 3 marks. Refreshingly there were few candidates who listed all of his 14 Points or indeed the terms of the Nehru Report!

Part **(c)** seemed to cause some candidates a few problems. Most candidates knew the facts about the three Round Table Conferences and had no problem describing these. However, the mark limit for such descriptive answers was only six. In order to access the higher marks in levels 3 and 4 candidates were required to explain *how successful* these conferences were. Rote learned comments such as 'it failed because of Gandhi's stubborn attitude' were unable to score any marks in these levels without further elaboration on why. Hence only the better candidate were able to score highly on this question and once again highlights the need of Centres and their candidates to focus more clearly on explanation rather than description.

Question 4

This was not as popular a question with many candidates faring surprisingly badly in part **(c)**. Candidates usually scored 2 or 3 marks on the part **(a)** short answer questions. In part **(b)** candidates had to explain why the Quit India Movement was formed. For those weaker candidates that answered this question their answers tended to be a description of the events that led up to and followed the Cripps Mission of 1942. It was more by chance that these candidates scored any marks since their chronological description eventually reached the Quit India Movement. However, once again those candidates who were aware of the demands of the question were able to concisely focus their answers.

In their responses to part **(c)** on the level of success in solving the problems of Partition in 1947 and 1948 most candidates found some difficulty in scoring highly. Most candidates were able to identify the problems facing the newly formed government of Pakistan in 1947 and also the ways in which these were overcome. However, the question was more than that, requiring candidates to explain *how successfully these problems were solved*. As a result many answers were limited to a mark within level 2. Only the better candidates were able to offer explanations on the successes and failures of the Pakistani government in these years.

Question 5

This was probably the least favoured question of candidates, producing varying degrees of success. The short answer questions were not well answered. In part **(b)** there were some good answers to the question asking for the importance to Pakistan of joining the United Nations.

In part **(c)** on Ayub Khan's domestic policies, knowledge was good but answers were often descriptive with many candidates also including foreign policy which was not asked for by 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. However, it was pleasing to note that there were a number of candidates who did attempt to answer the question as set and as a result did score highly.

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Paper 2059/02

Environment of Pakistan

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General comments

The entry this year was over 6600 candidates, and generally the standard of performance was pleasing. The most popular question was **Question 1**, which included questions on tourism, a new topic on the syllabus. This was pleasing as it shows that teachers are appreciating the changes to the syllabus in 2005. The least popular question was **Question 4**, with most candidates attempting this showing a lack of knowledge of power resources. The least well answered was **Question 2**, which asked for comparison of climatic figures for Lahore and Quetta and the reasons for their difference.

Tourism is a new topic on the syllabus and it was pleasing to see that most candidates had been instructed in this. It provides an example which can be used by teachers to instruct candidates in the understanding of 'tertiary employment and tertiary industry'. It can also be used to illustrate all of the '*Themes which go across syllabus sections*', particularly those of 'The promotion and importance of sustainable development' and 'The importance of feasibility studies'.

Teachers are advised to keep the photographs linked to the question paper, as they provide a valuable teaching resource.

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 *italics* in the following analysis of the questions. Many candidates waste time and trouble answering the question with information they have learned from the textbook instead of applying this to the question on the examination paper.

The standard of English was good. Almost all candidates answered the required three questions in the time allowed. However, 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 mind on what the question is asking. One Examiner says in their report 'The best scripts are clear and concise – they state the points without needless repetition, loose writing and verbosity'. Several Examiners commented on the poor standard of handwriting making scripts hard to read.

The attention of the candidates should be drawn to the marks allocated on the question paper for that part of the question. This gives a reasonable idea of the number of short sentences required for the answer.

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. All booklets and loose sheets used should have the candidate number and name on the first page. 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) All the questions in this part asked for '*names*', so the correct answer to **(ii)** was 'Tropic of Cancer'.

(b)(i)(ii) Most candidates correctly stated that this was an area of mangroves, but did not go on to say how these plants were adapted to a saline soil.

   (iii) Weaker candidates referred to fishing villages instead of fisheries. Others gave reasons why the forest has decreased in size, but this was not required by the question. Good answers referred to the value of the forest for breeding, food or shelter, and the reduction of this forest causes decline in fisheries.

(c)(i) Candidates were expected to state some of the attractions of these valleys, for example snow-covered peaks, lakes, forests, waterfalls, the relatively cool climate or the traditional culture. Vague statements such as 'scenic beauty' or 'refreshing air' were not acceptable.

(ii) Most candidates understood the term 'cultural attractions' and gave suitable examples. These could be ancient or modern. Moen-jo-darn, Harappa and Taxila were given as archaeological examples, Badshabi and Muhabat mosques as sites of religious pilgrimage, Minar-Pakistan and the Jinnah Mausoleum as modern cultural sites and the Kalash and Swat valleys as examples of traditional culture.

(d) The main advantages of tourism are to the economy and enhanced development of areas, including those which have had less development up to the present time. The preservation and maintenance of ancient sites and cultures was also rightly seen as advantageous to the people of Pakistan.

(e) Weaker candidates mis-interpreted this question as 'Why is *the* capital important?' Good answers referred to the need for capital to build roads, clean water supplies, hotels and resorts, advertising and many other facilities for tourism.

Question 2

(a)(i) Both this and **(b)(i)** stated that *comparisons* were needed. There were clear differences between the graphs in both rainfall and temperature as the climate of Lahore is influenced by the monsoon winds and Quetta by the winter depressions.

(ii) This asked for *reasons for the differences* in rainfall distribution. A good answer stated their comparative locations in Pakistan, the factors responsible for monsoon, depressional and thunderstorm rainfall and the amounts that they bring to Lahore and Quetta.

(b)(ii) Some candidates did not read that this referred to Lahore *only*. Few candidates explained that the temperature varies with the angle of the sun, or that the cloud cover brought by the summer monsoon reduces the high summer temperatures. Vague references to the 'continental effect' or 'latitudinal effect' were not sufficient.

(c)(i) Candidates needed to relate their answer to the water requirements of Rabi and Kharif crops. In particular the *benefit* of winter and summer rainfall to reduce the need for irrigation, and the *problems* caused by the unreliability of the monsoon and the variability of depressions in addition to the damage caused by heavy rain and thunderstorms.

(ii) Many candidates failed to *choose* and clearly state *one* problem. Some did not focus their answer on the Lahore area, where soil erosion on slopes and its prevention by tree planting are inappropriate.

Question 3

(a) Most candidates answered all three parts correctly.

(b)(i) Candidates needed to target their answer to why an *increase* was needed. There was no credit for reference to its nutritional qualities or what foods it is used for. Good answers referred to the increasing population and the existence of hunger and malnutrition. Other answers referred to the need to reduce imports or increase exports.

(ii)(iii) Some candidates did not appear to clearly understand the term 'inputs' and could not differentiate between natural and human inputs. The value of human factors for *increasing* wheat production was not always stated.

(c)(i)(ii) The government actions to improve agriculture through land reform and consolidation were not well known. Good answers referred to the equal distribution of land and the establishment of economic units where modern methods can be used.

(d) Answers need to be more specific. Candidates need to know what farmers can learn through education and training. These are the *skills* to use modern methods such as HYVs, *awareness* to appreciate how things can be improved such as better irrigation, *literate* so that they can read instructions and research reports, and *able to communicate* so that they can apply to banks for grants and loans.

Question 4

(a)   The *methods of mining coal* were not well known.

(b)   The *locations of coalfields and coal mining centres* were often incorrect, and the *uses of coal* from the Quetta coalfield uncertain.

(c)   The *reasons* why coal was imported were better known. Good answers referred to the low quality and quantity of Pakistani coal and the restrictions to further mining development in the country.

(d)(i) Candidates are still uncertain of the *physical conditions* necessary for an HEP scheme. Wrong answers referred to the need for steep slopes or a head of water, which are provided by the dam and reservoir, or other human factors such as an area of low population or local demand.

(ii)   The importance of developing renewable power sources was better known. Good answers referred to the shortage and cost of fossil fuels, the need to reduce pollution and the advantages of renewable power sources in areas remote from the national grid.

Question 5

(a)(i) Candidates often answered this question without reference to the map. Their answers referred to 'connecting major cities' and the reasons for this – which was not in the question. Good answers referred to the large number of routes along the Indus Plain, the highest number going to and from Karachi and foci at other named cities. The lack of routes in the extreme south-east, western margins and northern areas could be seen.

(ii)   This was answered better, with candidates stating the need for many air routes from and to the federal capital rather than a remote area of Baluchistan.

(iii)   Most candidates wrote about the importance of a fast, safe transport system widely used by business, which can reach remote areas on a regular basis or at times of emergency.

(b)(i)(ii) The good answers to these questions show that the *observation skills* of candidates are improving. There was good observation of the photograph, and they knew enough about Dry Ports to state two other features that could not be seen, for example refrigerated storage, a rail link and security.

(iii)   Some candidates, however, are still uncertain of the meaning of 'a Dry Port'. They refer to airports or export processing zones. Better answers made reference to the fast, efficient customs administration, better transport to the sea ports and reducing the workload of these sea ports.

(c)   Not all candidates named an example of a *craft* industry. Not all answers referred to the importance to the *local* rather than the national economy. Good answers referred to the increase in employment opportunities and incomes, low cost of machines and materials and reduction of rural-urban migration.