



# CONTENTS

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

## FOREWORD

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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

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## GCE Ordinary Level

Paper 2059/01  
History and Culture of Pakistan

### General comments

There was a very pleasing increase of 35% in the entry on last year. The standard of work was broadly similar to that of last year.

Almost all candidates were able to answer the required three questions although there seemed to be an increase in the number of rubric errors. It was pleasing to note that the trend by which many candidates have been able to produce answers which were relevant, focused and addressed precisely that which was required by the question has been continued. However, for many other candidates, problems remain. There were many 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. This seems 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 1 (c), 2 (c) and 4 (c)**, this year.

### Comments on specific questions

#### **Question 1**

This was a popular question but candidates who answered it did not score highly, especially in parts **(b)** and **(c)**. In part **(a)**, the short answer questions were well answered, with most candidates gaining at least three marks. Part **(b)** caused a few problems. The question focused on the reasons why the British were able to replace the Mughals as the dominant force in the Sub-Continent. Many candidates made the mistake of describing the reasons why the Mughal Empire declined which tended to focus on the poor quality of Aurangzeb's successors. Unless this information was related to the British then the candidates failed to score more than one mark. Those candidates who answered the question well tended to focus on the superiority of the British over the Mughals at this time in terms of weapons, quality of leadership and troops. In part **(c)** many candidates produced answers that failed to reach a Level 4 mark. The question posed was about the importance of Shah Wali Ullah. Most candidates only explained his contribution to the spread of Islam. The question 'How important' should have suggested to candidates that he was not the only person to contribute to the spread of Islam and therefore consider the roles of Syed Ahmad Shaheed Barailvi and Hajji Shariat Ullah. As a result of adopting this approach a Level 4 mark could have been achieved.

**Question 2**

This was also a popular question, which caused few problems. Again most candidates scored well in part (a), with most scoring at least three marks. In part (b), many candidates were unable to score well as they wasted time and effort in their answers by describing the Morley Minto Reforms. The question required candidates to explain why these were opposed by the Congress Party. However, in part (c) many candidates fared better and were able to clearly explain those events between 1914 and 1930 which had implications for Hindu-Muslim unity. This was a well-answered question by those candidates who were able to comment on the various reforms and events that reflected on Hindu-Muslim unity rather than by those who merely described everything that happened between these years. It was pleasing to note that there is an increasing number of candidates who are able to make a relevant comment on these issues rather than merely describe what happened.

**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 Cripps Mission failed. This is a very well known topic and those candidates who explained specific reasons scored highly, whilst those who merely described the events leading up to the Mission scored few marks. This is still a topic whereby many candidates have to describe all of this before they can focus on the reasons for failure. Unfortunately for these candidates they either write minimally about the reasons or waste time writing irrelevantly which then has implications for later questions. Part (c) seemed to cause candidates little difficulty. Most 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.

**Question 4**

This was a slightly less popular question, with the majority of candidates faring badly in part (c). Candidates found the part (a) short answer questions less straightforward than in previous questions and on average scored little more than half marks. In part (b) candidates had to explain why Martial Law was declared in 1958. Many candidates were able to describe the events that led to this declaration but few were able to fully explain why these resulted in Martial Law being declared. 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 degree of success that Pakistan and India had in dealing with the Kashmir issue, few candidates were able to answer the question with confidence. Most candidates chose to produce a *chronological* narrative of Kashmir since 1947 and indeed before this date with little attempt to comment upon the successful or unsuccessful nature of negotiations/events aimed at resolving the issue. As a result most candidates found difficulty in achieving half marks for this question.

**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 or four marks. In part (b) there were some good answers to the question on the provision of education since 1947. However, there were some candidates who irrelevantly described the provision of education rather than deal with the reasons why there have been problems. In part (c), on relations with Afghanistan, 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 which contrasted with answers to the previous and similar **Question 4**. 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 many 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.

<p style="text-align: center;"><b>Paper 2059/02</b> <b>Environment of Pakistan</b></p>
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**General comments**

The entry increased by 35% from November 2003 and generally the standard of performance was pleasing. All questions were answered well by many of the candidates.

The answer booklets used by most Centres are very good, and make marking easier. *Please ensure that the numbers of the questions answered are listed on the front page.* 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.

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, including repetition of points already made. Examiners noticed that a few candidates had started questions then crossed them out and answered another. This shows lack of planning, and is a great waste of time!

Candidates should be reminded to number their answers clearly. A space of at least four lines should be left between each complete question for the Examiner to use.

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 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.

For questions that require description of figures showing maps, candidates should not write everything that they have learnt from textbooks but restrict their answer to simple description. Where explanation or comparison is required then this should be done. Care should be taken as maps may not show *all of Pakistan*.

Teachers are advised to keep the photographs linked to the question paper as they provide a valuable teaching resource. In general photographic interpretation is poor.

**Comments on specific questions****Question 1**

- (a) Most candidates named A – E correctly.
- (b)(i) This was usually answered correctly within the parameters allowed, however a few did not understand that for *a total* the figures for July and August must be added together.
- (ii) There were 5 marks for this question. Monsoon rain from the Bay of Bengal was generally named, but few candidates went further to *explain* the pressure pattern that caused this moisture-laden wind. The extremely high amount due to the cooling of this air as it is forced to rise over the hills (relief rainfall) was rarely stated.
- (iii) Most candidates *described* both the amount and pattern of the rainfall correctly. Few remarked that there was a secondary rainfall maximum in March. Many wasted time by explaining that this was caused by western depressions.
- (iv) This was usually answered correctly, but this answer was often re-written having been incorrectly included in the answer to part (iii).
- (v) This was less well answered. Candidates did not recognise that convectional rain (thunderstorms) is the main type of rainfall in both these periods. The processes causing rainfall were not well known, particularly that it is the *water vapour* in the air that condenses to form rain.

- (c)(i) Most candidates answered this correctly within the parameters allowed.
- (ii) This was a more challenging question. It required the candidate to recognise that Nok Kri is an area that is away from the path of Western Depressions, and too far west for monsoon winds to reach. The aridity of the area means that there is little moisture in the air when convection occurs. Too many stated that there was little rainfall 'because it is a desert.'

### Question 2

- (a) This question only required the candidate to *describe the distribution* of the forests. Many wasted time by writing about the characteristics of these types of forest, which was irrelevant. Some did not mention the natural forest on the Sindh and Hab Deltas.

- (b)(i)-(iii) There was one mark in this part of the question for stating that deforestation causes soil erosion leaving slopes exposed. Blockage and damage to transport and telecommunication systems by landslides and avalanches was generally stated correctly, although some candidates did not appear to know the meaning of the word 'communications'.

The effect on farming on the plains and valley floors was often answered *incorrectly* by reference to leaching and erosion of *slopes*. The plains and valley floors receive the debris and floodwater from the erosion of slopes, and the farming suffers from the climatic changes caused by deforestation.

The effect on HEP supplies was better known. Better answers referred to damage to the generating machinery and transmission lines.

- (c)(i)(ii) Many candidates wrote about irrigated or replanted forests in which the trees are planted in rows, instead of the *linear forests* that are planted along rivers, roads etc. These are not a commercial source of timber.
- (d) The photograph was not studied sufficiently by many candidates. It was not small, neither were there large pieces of timber being cut up. Most candidates recognised that this was a small scale, or cottage industry.

### Question 3

- (a)(i) The scene in the photograph was unfamiliar to many candidates who stated that it was a disaster. They did not recognise that it showed a common type of inundation farming, with fields surrounded by banks being allowed to flood before ploughing and sowing of seeds.

- (ii) Few candidates achieved the 4 marks allocated to this part of the question. Most stated that inundation farming could only produce crops for part of the year, and was controlled by the weather more than irrigation farming. There were more marks available for writing about the different yields, and the possibility of total loss of crops as well as the use of traditional methods compared to modern methods.

- (b) A considerable number of candidates did not state that barani farming is done without irrigation. Not enough information was given about the *main characteristics*, for example ploughing after the rain falls, lack of capital for fertilisers, machinery etc., although most could name two crops that could be grown without irrigation.

- (c) Candidates did not appear to know enough about rice farming.

- (i) Here it was not enough to say that rice is a kharif crop because it is grown in the summer. The facts that temperatures and rainfall are high enough for the requirements of rice are the important ones.

- (ii) These answers were usually too vague. Candidates needed to state the amount of rain required, and that it must be in the growing season.

- (iii) Although there are some reasons common to both areas, candidates were expected to state that there is higher rainfall and some tubewells in the NE Punjab only. In Sindh irrigation is of higher importance. Some candidates did not write about Northern Sindh, referring to large local populations at Karachi and nearness to the port for export. Consideration of both areas was necessary for all of the 5 marks.

- (iv) This was almost always answered correctly.

**Question 4**

- (a) This was a complex question with 7 marks. The candidate was required to *describe*, that is, *state* the factors that have encouraged *the growth* of industry *in this area*. A general answer, that is, an unspecified area was not enough. A good answer stated and located a factor in the area, and described how it encouraged growth. Phrases such as a road *network*, and electricity *grid* were better than vague terms such as *facilities* and *infrastructure*. The *benefits* of a local Dry Port or Export Processing Zone needed to be stated, and the *source* of capital or *type* of government incentives explained.
- (b)(i) This question again needed to be read carefully. The answer required reasons why the industries were successful *despite* the import costs. As there were only 3 marks most candidates achieved this by stating that there was cheap and skilful labour in this area where the skills for the industry were traditional. The advantages of a good local transport network, and a local Dry Port and EPZ needed to be explained. Some candidates wasted time writing about local inputs such as timber, or giving the reasons for why imports of raw materials were needed.
- (ii) Many candidates have a good knowledge of the economic advantages of exports, however many failed to link the increase in capital to specific *development* aims such as literacy, health and industrialisation.
- (iii) The answer to this part needed to be linked to *how* the development of *the EPZ and airport* will help industrial expansion. Many candidates failed to state what incentives the government provides at an EPZ, and how these attract investors. The advantages of air transport are many and well known, but they are mostly for light cargoes and passengers rather than general 'import and export'.
- (c) Some candidates were familiar with the site requirements for an airport, but others found this difficult, making vague statements such as 'in a city', 'on a good site' and 'where it will be used most'.

Some wrote in a style posing the questions to be asked, for example, 'Is the climate suitable? Are there any roads?' This gained no marks.

Reference to facilities such as a terminal building, hangers, control tower which are parts of the infrastructure of the airport were irrelevant.

**Question 5**

- (a)(i)(ii) These were usually answered correctly.
- (iii) Many candidates stated a density rather than two words.
- (b)(i) Answers needed to be specific to this area. General statements such as 'good farming area' and 'good transport and infrastructure' were not sufficient. These are more likely to be a consequence of the higher population density rather than a cause. Reference to high birth rates was irrelevant.
- Most candidates recognised that this was the Quetta area but were uncertain about the climate, relief and other aspects of the environment.
- (ii) This part was generally answered well. Most candidates knew that this was a barren desert area with little infrastructure, services, agriculture, industry and indeed jobs. Reference to high death rates was irrelevant.
- (iii) There was some uncertainty over the location of this area. Some candidates thought that it was in Sindh or even Punjab. There was credit for stating the population density and the advantages of living on the Indus Plain. For 4 marks candidates needed to write about the Sui gas field and the advantages of the better communications in the area.
- (iv) Some candidates did not attempt this question, some had run out of time, but others appeared not to know that the coastal fringe has several fishing ports; Gwadar being developed for commerce at the present time. In addition there are other settlements such as oases where Karez and tubewells provide water for dates and other produce, along with mines, army bases and other developments linked to the few existing roads.

Others did not confine their answer to the area south of the line Z-Z.