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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**.

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

PAKISTAN STUDIES

GCE Ordinary Level

Paper 2059/01

History and Culture of Pakistan

General comments

There were a similar number of candidates entered for this examination as in November 2004 with the standard of work broadly similar to that of last year.

Almost all candidates were able to answer the required three questions although there were a number of rubric errors occurring this year which was unusual. The vast majority of candidates appeared to use their time well although there was evidence that a number had to rush to complete their final answer. As in previous examinations many candidates produced answers that were relevant, focused and attempted to address the question as set.

However, a number of problems remain for some candidates. Many candidates continue to produce largely descriptive answers which do not address the question. As stated in previous reports Centres need to ensure that these candidates realise that such answers will only result in about half-marks or less being awarded. Examination questions are 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)**, **4 (c)** and **5 (c)**. Other candidates resorted to the use of bullet points and/or sub-headings rather than continuous writing. It is inevitable that such candidates penalise themselves since such answers tend to be brief and so attract fewer marks than those answers that go into some depth. It also suggests, especially with the evidence of rubric errors and the time factor, 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 Centres ensure that such candidates are adequately prepared for the examination and have sufficient time to hone their skills of writing accurate and relevant answers.

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 and well answered 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 few problems. The question focused on why Shah Wali Ullah had such an important influence on the revival of Islam in the sub-continent. Many answers were to the point and relevant, dealing with such issues as the translation of the Holy Quran, Quranic teachings and the need for strong leadership. However, for others a description of his career was the wrong way to deal with this question and attracted few marks. In part **(c)** many candidates produced excellent answers provided they *explained* their accounts. The question focused on the reasons for the collapse of the Mughal Empire. One set of reasons was given – the weak and greedy characteristics of Aurangzeb's successors. It was essential that candidates *explained why the reasons they gave contributed to the decline of the Empire*. Merely describing the weak and greedy characteristics or other reasons was insufficient to gain many marks. It was pleasing to note that many candidates produced very good answers with much relevant material and that these candidates were able to access the highest marks. However for many candidates, Centres need to spend time with their candidates emphasising the need to deal with such reasons in the correct manner.

Question 2

This was also a very popular question, which caused a few 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 choice of Urdu as the national language were sometimes mixed. The question required candidates to explain why politicians took the decision to choose Urdu as the national language leading up to and after Partition. A description of early poets and the Hindi-Urdu controversy were hardly relevant on their own to this question. Answers should have focused on the association of Urdu with the Pakistani Movement, its uniting force and the fact that it was well know and spoken. These were the kind of reasons required in the answer. In part **(c)** there were similar problems as in **Question 1 (c)**. This question focused on the reasons for the War of Independence in 1857. Again a reason had been given – social reform especially education. The question required candidates to explain why such reasons led to the War. They were *not* required to *describe* such reforms on their own. Many candidates described such reforms as the introduction of English, co-educational schools, the abolition of suttee, the Doctrine of Lapse and of course the greased cartridges! Without an explanation of *why* such factors upset the Indians and thus eventually led to the War, credit was hard to come by. As a result most answers were merely descriptive and only partially relevant, often gaining less than half marks as a result. However for those candidates who had been adequately prepared for the examination this question caused few problems for them. Answers from these candidates were focused, accurate and relevant but above all as with **Question 1** very high scoring.

Question 3

Again this was a popular question. Part **(a)** short answer questions were slightly better answered and sometimes attracted 3 or 4 marks. In part **(b)** the question required candidates to explain the reasons why the Partition of Bengal was reversed in 1911. These reasons were quite well known by many candidates who were able to access near maximum marks. However, it was important that candidates remained focused and avoided describing *why* Partition was introduced. What was required were answers that dealt with the way in which the Hindus opposed the British and so led to Partition. Part **(c)** seemed to cause some candidates a few problems. Most candidates knew the facts about the political attempts to seek a solution to the problems in the sub-continent between 1906 and 1920 by focusing on the Morley-Minto and Montague-Chelmsford reforms and the Lucknow Pact. They often had no problem describing these. However, as before in part **(c)** questions, 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 and make comments on such attempts rather than merely describe* the political reforms. Such questions are not easy ones to answer and hence only the better candidate were able to score highly on this question. However, it does highlight 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 as the previous three and with similar problems to **Question 3 (c)**. Candidates usually scored 2 or 3 marks on the part **(a)** short answer questions. In part **(b)** candidates had to explain why Chaudhri Rehmat Ali was an important influence on the struggle for a separate homeland for Pakistan. Most answers were at least satisfactory with some good answers. In their responses to part **(c)** however on the political events during the 1940s leading to Partition most candidates found great difficulty in scoring high marks. Most candidates were able to *describe* the events (some sketchily) of the 1940s but as with **Question 3 (c)** marks tended to be limited to Level 2 and a maximum of six. In order to access the higher marks in Levels 3 and 4, as with **Question 3 (c)**, candidates were required to *explain and make comments on such attempts rather than merely describe* the political reforms. Again this question was not an easy one to answer and only the much better candidates were able to score highly. However once again it highlights the need of Centres and their candidates to focus more clearly on explanation rather than description.

Question 5

This was probably the least favoured question of candidates. The short answer questions were not well answered with only 1 or 2 marks being achieved. In part **(b)** there were some good answers to the question asking for the importance to Pakistan to the Palestinian cause. However in part **(c)** on Zia-ul-Haq's domestic policies, knowledge was good but answers were often *only descriptive* with some candidates also including foreign policy which was not asked for by the question. Very few candidates were able to answer this part well and most attempts tended to be awarded Level 2 for a straightforward narrative of reform during this time. Again it should be emphasised that the question looked for *explanation and comment on his policies rather than a description of what he did*. This was particularly evident in addressing his Islamic reforms which were almost totally descriptive with no comments whatsoever. Once again it highlights the need of Centres and their candidates to focus more clearly on explanation rather than description.

> **Paper 2059/02**
>
> **The Environment of Pakistan**

General comments

The entry was approximately the same size as that of November 2004. Generally the standard of performance was pleasing. All the questions were popular which shows that teachers are appreciating the changes to the syllabus in 2005.

This time candidates answering **Question 4** were required to attach a map from the question paper. This was usually done, but the string was tied much too tightly, preventing the Examiners who were marking the paper from opening the booklet properly. Please advise all candidates to attach any extra papers or booklets loosely.

Teachers are advised to tell all candidates not to attach the photograph sheet to their answer booklet. These provide a valuable teaching resource for future lessons.

The standard of English was good. Almost all candidates answered the required three questions in the time allowed. However, Examiners frequently noticed that the amount of writing was 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. One Examiner said 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 which made 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.

It is recommended that candidates have more practice at answering examination questions from the past three years so that the teacher can give more guidance on good answering techniques.

Candidates should state the numbers of the three questions answered on the front page of the answer booklet. This is seldom done. Candidates should be reminded to number their answers clearly, and 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 for the Examiner to use between each complete question.

The ability of candidates to recognise and understand the key words in a question is of vital importance. Some of these key words are shown in *italics* in the following comments. 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.

Comments on specific questions

Question 1

(a)   Many candidates were unfamiliar with the locations of Gujranwala and the Hab River.

(b)(i)(ii)   Most candidates read the graph, Fig. 2, correctly, but some stated the amount of water demand in 1990 and 2025 instead of the *increase* during the period.

   (iii)(iv) The syllabus requires candidates to know about 'the factors affecting the production in agriculture'. Very few candidates wrote about the addition of new agricultural lands by irrigation of dry areas and reclamation of damaged areas. Another topic is the use of HYVs with their higher water requirements, and possibility of double cropping. The problems affecting the future growth of the cotton industry were only occasionally stated.

(c)   Many candidates were familiar with the differences between perennial canals and inundation canals, the causes of waterlogging and salinity and the recovery of damaged land. Some wrote in error about soil erosion and lack of mineral nutrients.

Question 2

(a) Most candidates answered this part well, although some mistook the cattle for buffalo. The system of livestock farming was also known. Equal credit was given to those who recognised this scene as pastoral farming, nomadic (or semi-nomadic) or transhumance.

(b) Again, most candidates answered this well, and recognised the d*ifferences* between the grassy, terraced area **X**, the bushy, gravelly slope **Y** and the rocky soil-less areas **W** and **Z**. Answers needed to be the vegetation only (as stated in the question). Candidates' knowledge of the value of terraces in an area such as **X**, where they hold the soil in place preserving fertility and moisture was less good. There was no evidence of irrigation canals in this area, nor would they be likely to exist.

(c) Candidates used their textbook knowledge of wheat cultivation, rather than referring to the graph. Few appreciated that the temperature did not rise high enough for wheat growth until April and that there was very little precipitation in the winter months. Few accurate figures were quoted and applied to the question to state that the higher rainfall during the summer months, and the drier weather in October, were good for growth, ripening and harvest.

(d) There was no landslide by the road in the photograph, but the lack of vegetation and steep, rocky slopes would suggest that land sliding could cause a road blockage. A good answer to **(ii)** needed the candidate to focus on the *problems*, for example steep slopes, cold, snowy weather, lack of access to machines, materials and labour for example. In poor answers candidates wrote vaguely about the inhospitable area or only about one problem at unnecessary length.

Candidates should be encouraged to use web sites on the Internet to familiarise themselves with areas of Pakistan, for example mountains and deserts, that they do not see in their normal lives. This would enable them to appreciate the environmental issues that they study.

Question 3

(a) Most candidates were familiar with the diagram of an anticline and answered correctly.

(b) Most candidates could say what a porous rock is and how it forms an oil trap between non-porous rock layers. Only a few appreciated that the dome of the anticline causes oil that has separated from water to accumulate in this area, with gas above. The method of oil extraction was well known, although sometimes confused with exploration and/or its transfer to an oil refinery. Weaker candidates appeared to confuse coal mining with oil extraction.

(c) The sectors of employment were very well known.

(d) Few candidates went further than stating that Karachi is an area of high demand for electricity. There was credit available for stating the locations of oil, gas and coal-fields in Lower Sindh, and the significance of oil imports and large refineries in the area. The problems of generating so much thermal power in this area go further than air and warm water pollution. The shortage and depletion of local fossil fuel reserves, high demands on Karachi port and the larger issue of lack of investment in alternative, renewable energy schemes are relevant. The issue of water pollution is confined to hot water effluent. Other pollutants are from industry, not power stations. Air pollution from burning fossil fuels is by carbon dioxide not carbon monoxide.

(e) Many candidates appear to use the term 'load shedding' without understanding its meaning. The lack of power through breakdowns in the system is not 'load shedding'. However the effects on industry and business are better known.

Question 4

(a) Most candidates who chose to answer the question were able to locate two of Pakistan's major trading partners correctly and to state a major import. Some misread the question and stated an import from the partners to Pakistan. When candidates give more than the correct number of names required in the question, only their first answers are taken (e.g. A and B).

(b)(i) Not all candidates knew that foreign exchange earnings can be increased by exporting goods of good quality, competitive prices, or valued-added (refined or manufactured). The importance of a reliable supply and stable government control are other factors.

(ii)(iii) Most candidates knew the importance of increasing foreign exchange to achieve a better trade balance and repay foreign debt. The statement of a need for development projects should be related to industrialisation, communications, improving agriculture or education projects for example.

(c) Knowledge of the industries stated in the syllabus was poor. Weaker candidates found it difficult to state locations, inputs and outputs.

(d) Very few candidates attempted to link their answers back to part **(c)**. However, most answers referred to the efficiency, speed and accuracy of telecommunications, as well as the ability to communicate with customers all over the country and the world. In part **(ii)**, most answers referred correctly to advertising and locating sources of new technology and materials. There was the chance here to show candidates' knowledge of the use of the World Wide Web to locate investment and increase share dealing, as well as its use for education and training.

Question 5

(a) This question required candidates to both describe and explain the location of densely populated areas. There was too much generalisation. Locations and explanations need to be clearly stated, for example 'the central Punjab because it is a fertile agricultural area, attracting people from rural areas, because of employment in agricultural processing industries'. One mark was given for location and three marks for explanation.

(b)(i) This was misinterpreted as 'rate of birth'. The rate of population growth depends on death rates and migration as well as birth rate. Therefore many candidates only achieved two marks.

(ii) As in **Question 2 (d)(ii)**, the problems needed first to be stated then explained. It was difficult for the Examiners marking the papers to understand what specific problem the candidate was writing about.

(c) Most candidates correctly named the Makran coast or Gwadar District, but were vague about the reasons for the low density of population. The arid climate and mountainous interior are physical reasons, whilst the lack of agriculture, industry and communications to the rest of Pakistan are human reasons. The port of Gwadar was correctly identified by most, but those who had not studied this as an example of an opportunity for development in Pakistan did not state its growth as an international trading port leading to the development of industry, housing, infrastructure and employment opportunities.

Question 5, which is broadly based on Section 7 of the syllabus, is usually a popular question, however it is not usually the one that is answered best. In this paper the answers to part **(a)** and **(b)(ii)** were too vague, in **(b)(i)** the term 'population growth rate' was mistaken for 'birth rate'. Candidates should be clear in their minds of the meaning of geographical terms that they use and what the question is asking. One assistant Examiner wrote 'Candidates may have learned knowledge but are less able to apply it, thus demonstrating their understanding'.