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## 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

This was the fourth summer examination following the revision of the syllabus and was accompanied by a pleasing increase in the entry, this time of some 25% 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 remain. They continue to produce long, rambling answers which tend to be descriptive and often contain much unnecessary or irrelevant detail. 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 2 (c), 4 (c) and 5 (c)** this year.

### Comments on specific questions

#### Question 1

This was a very popular question with many candidates who answered it 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 a few problems. The question focused on the reasons why Shah Wali Ullah wished to revive Islam. Many answers were to the point and relevant but there was a lot of unnecessary background information about him or descriptions on what he did to revive Islam. In part (c) most candidates produced good answers provided they explained their accounts. The question focused on the causes of the War of Independence and most candidates produced good answers with much relevant material. However, candidates had to explain how the reason cited caused the War in order to access the higher marks. Many candidates were able to do this with little problem but for others lists of reasons were much in evidence, often in bullet points and with sub headings.

#### Question 2

This was a popular question, which caused several problems in part (c). Again most candidates scored well in part (a). In part (b), most candidates were able to score well as the reasons for the formation of the Muslim League were well known. However, many candidates wrote far too much on this answer going back to the 1880s and the formation of the Congress Party. Also a description of the events during the Partition of Bengal was equally unnecessary. In part (c) a few problems arose over the reforms introduced between 1906 and 1920. Rather than merely describe every bit of detail on each of the reforms Examiners were looking for candidates to explain how important each was to gain the higher levels of marks.

#### 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 Dr Allama Muhammad Iqbal was important to the Pakistan Movement. This was a 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 4. Part (c) seemed to cause candidates the most amount of difficulty. The vast majority of candidates described the political developments of the 1940s rather than address their importance. Thus those candidates who had learned their facts about this period and ignored the emphasis of the question on *importance* tended to be limited to a mark of 6 at the top of level 2. However there were those candidates who clearly attempted to answer the question as set and therefore accessed the higher levels of marks.

**Question 4**

This was not as popular a question with the majority of candidates faring badly again in part (c). Candidates found the part (a) short answer questions relatively straightforward. In part (b) candidates had to explain why East Pakistan wanted to break away from Pakistan. Most candidates found little difficulty with this and scored highly. However, there were a number of candidates who tended to list the reasons rather than explain them, or they tended to write about the period in general terms. In their responses to part (c) on the success of economic, political and Islamization reforms introduced by Zia, many candidates predictably merely described these and so were limited to a mark within level 2. A good example of this relates to the Islamization programme, which consisted of a list of measures introduced without any analysis of success. 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 reforms and for these higher marks were rightly achieved.

**Question 5**

This was probably the least favoured question of candidates producing varying degrees of success. The short answer questions were perhaps less well answered than previous ones. In part (b) there were some good answers to the question asking for the reasons why Bhutto fell from power but many answers tended to describe his time in office without focussing on the question. In part (c) on Pakistan's role as a member of world organisations there was the opportunity for candidates to score highly if they could explain both the successes and failures of this. Well-prepared candidates were able to do this 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 Pakistan's membership of world organisations since 1947. As a result some of the content of the answers was relevant but opportunities were lost to score highly since the response was not focused enough.

In conclusion it is apparent that part (b) questions are now generally answered well but many issues still surround responses to part (c). It has to be emphasised that the rote learning of and writing long, rambling answers of such endless facts is now inappropriate to 'O' Level Pakistan Studies and as such Centres need to address this issue so that candidates are better focused and are equipped with the necessary skills to address this type of question. However it has to be said that answers are generally somewhat shorter and more focused than they used to be which is very pleasing and bodes well for future examinations.

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| <b>Paper 2059/02</b> |
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| <b>Environment of Pakistan</b> |
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**General comments**

Examiners reported that they felt standards are continuing to improve with the basic knowledge of the candidates clearly getting better. This was reflected in the higher percentage of A grades awarded.

Disappointingly there was more irrelevant writing this year; reading the question carefully is still a major issue. Also candidates must be reminded again that if they find themselves repeating what they have written in another part of a question then the probability is that they are not answering the question as set in one of those parts. At least there were fewer exaggerated statements made this time.

Teachers are urged to ensure that pupils are taught to distinguish between 'describe' and 'explain' from the time they enter the lower school. Guidance is now given in the 2005 syllabus booklet on the meaning of the command words used in examinations and it is hoped that this will be used constantly. It is not something that can be left until just before the examinations.

It was disappointing that a number of the Inserts containing the photographs were returned with the scripts, sometimes by whole Centres. It is intended that invigilators collect these at the end of the examination and hand them to the Pakistan Studies' Teachers for use as a resource in lessons, in the lower school as well as in years nine, ten and eleven. Those who teach Geography in the lower school, but who do not teach Pakistan Studies, should be made aware of the existence of this growing resource.

As usual the general standard of English used was good and very few candidates seemed to be handicapped by any lack of understanding. Candidates adhered to the rubric very well. The handwriting of some candidates was very difficult to read and some words were impossible to read. If the work cannot be read no marks can be awarded.

### Comments on specific questions

#### Question 1

- (a)(i) Candidates need to be encouraged to work in a logical way when describing what is shown on a map. In this case they should have started with the generalisation that the area with an average January temperature below 10°C is western Pakistan. They should have then described the area in more detail by naming the parts of the provinces experiencing these temperatures, such as the whole of the Northern Area, western NWFP and northern Balochistan but not *western* Balochistan. The alternative approach was to name the northern and western mountains, or to name one range from the northern mountains (but not the Himalayas on this map) and one range from the western mountains. There were only three marks, and better candidates answered as suggested above, whilst the weaker ones did not take sufficient care when looking at the map.
- (ii) The command word was '*Explain*' but the large majority described. Often the descriptions given here were better than those given in (i) but of course scored no marks at all. Descriptions of the vegetation and human factors were also included. Year after year candidates fail to show an *understanding* of climatic features. Instead of explaining in some detail how altitude, latitudinal position and the continental position lower the temperatures in January, most of those who attempted to give any reasons picked on that which has such a marginal effect that it was not worthy of any marks, namely the western depressions. Another common error was to state that temperatures were lowered by the snow, not realising that it was the low temperatures that caused any precipitation to fall as snow. Very few candidates managed to score full marks.
- (iii) Some of the better candidates did realise that the areas with long periods below 0°C were especially those above 4000 metres. It was rarely stated either here or in (a)(ii) that temperatures decrease with altitude and even rarer for any figure to be put on this. Temperatures decrease by approximately 3°C every 500m in humid air and by 5°C every 500m in dry air; mostly Pakistan has dry air. The fact that the sun's rays often cannot penetrate far into the very narrow and deep valleys because of their low angle in winter is another factor but it was rarely given.
- (b)(i) The area with temperatures above 15°C in January is southern Pakistan, covering nearly the whole of Sindh and southern Balochistan. That statement would have scored three marks and only two were needed for full marks.
- (ii) Once again, instead of *explaining fully* as instructed, candidates *described more fully*, so wasting their time for no marks. The main reason for the higher temperature here is its latitudinal position; it is closer to the Tropic of Capricorn where the sun is overhead on 21<sup>st</sup> December and so the angle of the sun is higher than anywhere else in Pakistan (though of course much lower than in summer), and so has greater heating effect. Most of Sindh is lowland and so temperatures are not lowered significantly by altitude; the area is narrower in Balochistan because of the effect of the mountain ranges. Because the sea retains heat better than the land, air above it is warmed and has some influence on the adjacent land on those few occasions when winds are onshore in winter. Those candidates who merely said it was due to the maritime influence scored nothing as this is far too vague.
- (c)(i) Only about a quarter of the candidature were able to name *two* rabi crops, usually wheat and either pulses or oilseeds. The majority were able to name wheat. Many candidates are not clear in their own minds as to which crops are rabi and which kharif. Rice, sugarcane and millets were often given and even cotton was named by some.
- (ii) Most candidates chose wheat and were able to locate an area where it is grown. They were then asked to describe the natural conditions that favour growing wheat and it was pleasing that there were far fewer cases of human factors being given than in the past. The only one that occurred regularly was the need for irrigation; the better candidates realised that the natural condition was the huge amount of water in the *rivers*, which could be used by man for irrigation purposes. Most were able to give flat land, alluvial/clay soils and temperatures in the range of 6°C to 20°C as conditions that favoured the growth of wheat. Weaker candidates persist in making vague statements such as 'suitable climate' or the 'right amount of rain'.

- (iii) The question set required the candidates to think and nearly half of them did not answer the question as asked on the Paper. The question asked 'Why is it important to Pakistan that crops can be grown in winter?' Better candidates gave a number of the following points. Wheat is the staple crop of Pakistan and essential to feed the rapidly increasing population. With a mainly agrarian economy it is vital that farmers are able to grow two or even multiple crops in a year. Farmers have work and food or income throughout the year, which means that they are not a burden on the economy. Rabi crops are needed in some industries and some contribute to exports directly or indirectly and so boost the economy.

## Question 2

- (a)(i) The main type of natural vegetation shown on the photograph is coniferous forest. A significant minority gave alpine as their answer.
- (ii) Many candidates did not answer this question by looking at the photograph but resorted to what they had learnt. Therefore those who gave the wrong answer in (i) could not redeem themselves here but just compounded their error. Candidates were expected to *use* the photograph as well as their own knowledge. There were some good descriptions given of coniferous forest but often irrelevancies were added such as where they are found, the uses of the timber and problems being suffered.
- (iii) Here candidates proved that they are able to look at a photograph and answer relevantly. Nearly all scored two marks by referring to at least two of the following: mountainous terrain, steep slopes, bare rock and temperatures too low for plant growth.
- (b)(i) Most recognised the thorn bushes or scrub but failed to give the *name* of the *type* of vegetation. The acceptable answers were: Sub Tropical or Tropical Dry Forest, Sub Tropical or Tropical Thorn Forest or Rakh Forest.
- (ii) Again candidates failed to describe what is shown on the photograph concerning the features of the natural vegetation. The photograph shows small, rounded bushes and clumps of dry grass scattered around with bare patches of soil; that would have achieved full marks. Characteristics such as hardwood, deciduous and thorns were also accepted. The fact that such areas are used for grazing was totally irrelevant.
- (c)(i) Nearly all the candidates recognised that the vegetation on Photograph C is mangroves. Several candidates did not notice that part (i) asked them to describe the vegetation as well as naming it, and so threw three marks away. Many gave good descriptions of the vegetation but wasted time again by giving uses that were irrelevant here.
- (ii) The *natural vegetation* is not used for fishing! Nonetheless many candidates scored two marks by giving firewood, furniture or fodder as uses.
- (iii) Most realised that the mangroves are important breeding grounds for fish and shrimps. Not many candidates recognised their value for trapping nutrients/plankton which the fish eat, or that they protect the fry (young fish) from predators.
- (d)(i) The candidates were not expected to *know* how deforestation has been avoided in the areas on Photographs A and B as they are unlikely to have studied these two areas. They were given the information required in the captions beneath each photograph; they are both *national parks* (and so have legal protection). Candidates wrote at length on this part for which there was only one mark available. Candidates must take more notice of the mark allocation.
- (ii) This was a more testing question because it was not about the problem of deforestation itself, as many candidates assumed, but about *solutions to the problems caused by* deforestation. Most candidates wrote about the causes of deforestation and how to solve the problem of deforestation. They should have stated the problems caused by deforestation such as soil erosion, siltation, floods or loss of timber, and then explained how these problems might be solved.

**Question 3**

- (a)(i) The candidates were asked to *describe* the *features* and *lay-out* of the Quaid-e-Azam industrial estate. Very few knew how to do this. At training workshops Teachers were told that candidates would be expected to describe layout.

The lay-out of this estate is planned and is based on a grid-iron pattern of roads, with the factories and workshops being separated by the roads into rectangular blocks, given over to either large factories, small factories or workshops, with the largest factory, owned by PECO, having its own block. Kot Lakhpat railway siding runs alongside the eastern side of the estate. Green belts are found alongside two of the roads and down the middle of Peco Road. There are two parks located amongst the small factories. There is a township and a residential area on the western side.

Using the scale to give an idea of size was also acceptable. Many candidates spent a lot of time *explaining* how the features of the estate were advantageous to either factories or workers; the question did not ask for this. Some wrote about industrial estates in general, scoring nothing for their efforts.

- (ii) The question instructed the candidates just to use the information given on the plan of the estate. Telecommunication links were not shown. Road access to central Lahore, Rawalpindi and Karachi and rail access to these plus Multan and Peshawar, was given on the plan (the cities chosen being representative only). Road access around the estate for the factories was clearly shown as well. There were two marks available. Candidates who simply wrote 'road and rail' did not score full marks.
- (b)(i)(ii) The candidates mostly interpreted the information given on Fig. 3 very well, although a few candidates thought that refrigerators would be classified under auto parts!
- (iii) The question asked about the advantages *for* an industrial estate being located in a major city. A number of candidates did not read the question carefully enough and wrote about the advantages *for the city* of having an industrial estate located in it. Many scored full marks by giving details about the investment, services and labour available, road and rail access and the large local market as well as international outlets such as the dry port. Some candidates only generalised concerning infrastructure and communications without giving details.
- (c) Many scored full marks by giving accurate details about the provision of the infrastructure on industrial estates and the use of incentives and the availability of loans to attract investors to set up industries there. Unfortunately a significant minority did not write about *how* the national and provincial governments of Pakistan encouraged the development of industrial estates but *why* they do, resulting in no marks.
- (d) The emphasis in this question was about the importance of cottage industries to *village life*. Villages have traditionally been self-sufficient. Villagers with particular skills have supplied local needs like bread, pottery, textiles, furniture and many other items. This has provided employment and income for villagers including women who can work at home and men with little, if any, formal education. It uses and encourages the preservation of traditional skills. Where these small industries have developed a wider market, so earning more money, they have lessened rural-urban migration and helped the development of villages. It was encouraging that a large minority of candidates gave well thought out answers. Most made one or two relevant points but drifted away into the importance of cottage industries for exports to bring in foreign exchange for the government which was not what the question was asking. Those who failed to give an example of a cottage industry as instructed were restricted to 3 out of the 5 marks available.

**Question 4**

- (a)(i)-(iii) A few candidates answered these three parts well, but the majority showed a worrying lack of knowledge, especially of where countries are located. Germany was named as Afghanistan; that type of error is especially worrying when Afghanistan is a neighbouring country of Pakistan and the country labelled A on the map was thousands of miles away in Europe. Many did recognise Saudi Arabia but even here far too many called B the Middle East, unaware that there is no country called that.

- (iv) The major export to Hong Kong, in China, is cotton yarn. Other answers were more common. Attempts to describe the sea route were poor, again reflecting many candidates' lack of knowledge of the wider world even where it affects Pakistani trade. A number did name the Arabian Sea but after that the route became very hazy with most unable to name the countries passed, let alone put them in order or name the seas passed through. Some wrote in detail about the port(s) in Karachi and some wrote about the land route via the KKH, when the question specifically asked candidates to describe the sea route used.
- (b)(i) If the candidates read the newspaper article carefully this was an easy mark. The article clearly stated that 'special focus would be given to help ... the fan industry of Gujrat and Gujranwala'. Most candidates answered this part correctly.
- (ii) Many candidates failed to read the question carefully and wrote about how the government helps industrial estates. However, here they were asked 'How does the government already help (the engineering goods) industries to *export* more easily?'. There were some very good answers giving details about Export Processing Zones, the work of the Export Promotion Bureau and how the government is trying to improve road, rail and air communications, and dry port and sea port facilities.
- (iii) Nearly every candidate identified smuggling as the problem. A number recognised that, as a result, the television assembling industry lost its market and therefore money. Most though, were concerned about loss of taxes or duty for the government which was irrelevant to this question.
- (c) This was very well answered by a number of candidates who recognised the importance of engineering goods as high value added goods, compared with many of Pakistan's traditional exports. They increase the possibility of reversing the negative balance of payments by earning a higher rate of foreign exchange, and so eventually being able to pay off some of the foreign debt. Weaker candidates were unable to give such a coherent answer, making fewer points; they tried to make up for their lack of understanding by stating what could be done to increase exports, which was not relevant to this question.

#### Question 5

- (a)(i)-(v) Fewer candidates scored full marks than was expected. Nearly everyone gave the province correctly as Balochistan. 'Silk Route' was not accepted for Karakoram Highway because there are many 'Silk Routes' and also, in Pakistan, even the old major 'Silk Route' did not follow the present KKH route throughout but joined the Indus valley via the Shangla Pass from the Swat valley. More than half named Tajikistan correctly; Afghanistan, Russia and China were the most common incorrect answers given. Surprisingly, there were a number of candidates who failed to recognise the River Indus. Thatta and Karachi were quite often given instead of Hyderabad.
- (b)(i) Candidates were asked to *describe* the *pattern* of population density in Sindh as shown on Fig. 6. The pattern is a very obvious one providing that Karachi, with its density of over 400 people per sq. km., is recognised as the exception to any pattern. After Karachi, the densest population is found alongside the River Indus and, from there, the density decreases with distance eastwards and westwards from the river until it is very low on the eastern and western borders of Sindh. It is also low along the coast of Sindh. There was a tendency to *state* what the density is for particular cities or areas instead of *describing the pattern*. The other common error was that candidates ventured into *explaining* the densities, especially for Karachi.
- (ii) Many candidates gave better *descriptions* of the pattern here than they did in part (i). In this part, however, they were asked to *explain* the pattern, *excluding Karachi*. Unfortunately not all candidates did exclude Karachi. In order to score full marks candidates had to address three main aspects, namely the reasons for the high density along the Indus, the effects of agriculture on the population densities and the reasons for low densities around the borders.

The better candidates did this very well. They made reference to industry and commerce in the cities of the Indus belt and to the fact that this area is served by the two major highways and two major railway lines that link Karachi and Punjab. The Indus belt and those belts adjacent to it are the ones most efficiently served by irrigation canals from the Guddu, Sukkur and Kotri barrages. They are, therefore, important agricultural areas affecting population. The areas with low density are basically those without a reliable source of water.

Aridity does not explain the varying densities because the whole of Sindh is arid; availability of a reliable source of water is the key. The weaker candidates often only scored on why density is low in the border areas.

- (c) Most candidates understood very well why people are 'pulled' into cities like Karachi. Inevitably there were some who gave the push factors from the rural areas which were irrelevant to this question, as were the problems that arise from an influx of people into the cities.