

EDEXCEL INTERNATIONAL GCSE (9-1)

Pakistan Studies

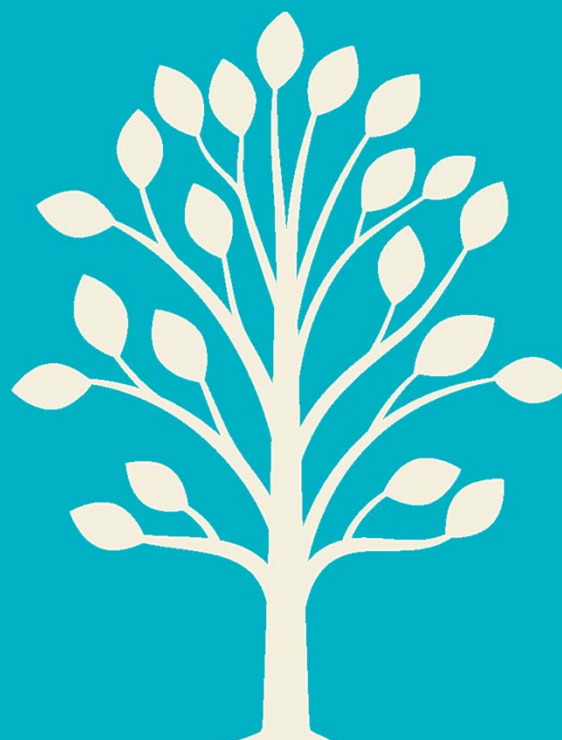
GETTING READY TO TEACH

Event code: 17IBAH04

First teaching in 2017, first assessment in 2019.



INTRODUCTION

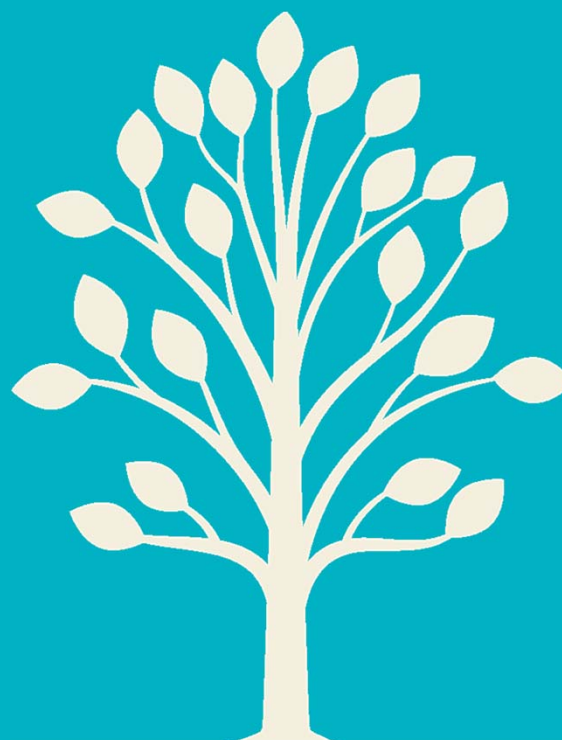


Getting to know each other

- . This is who I am
- . Tell us about yourself



HISTORY & CULTURE



What will we be doing today?

- Learning about the introduction of the new 9–1 grading scale
- Considering the structure, content and assessment of the revised qualification.
- Highlighting the key changes from 4PA0
- Working on creating and reviewing the new types of exam questions.

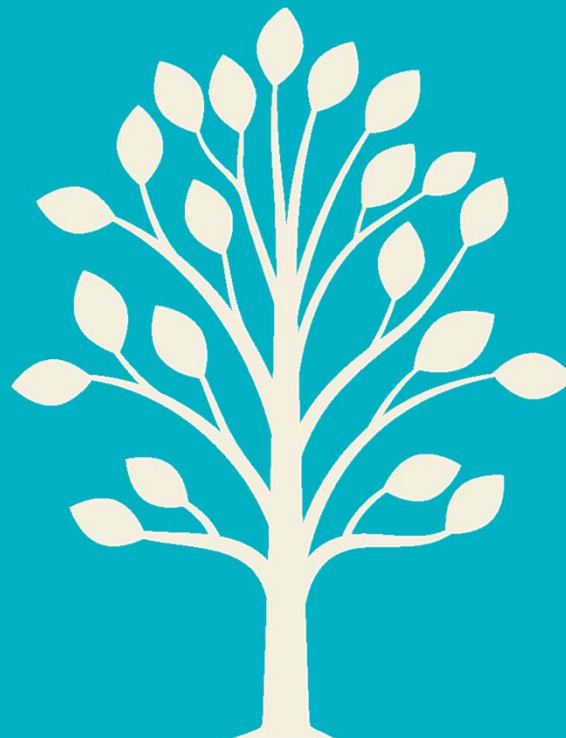


What is different?

1. The Grading System
2. Content
3. Structure of the Paper
4. Types of Question



THE NEW GRADING SYSTEM



9-1 grading scale (1)

Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A* to G grading



9-1 grading scale (2)

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
The new grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students. The bottom of the grade 7 aligns with the bottom of the grade A.	9	A*
	8	
	7	A
There's greater differentiation in the middle of the scale, with grades 6, 5, and 4 being equivalent to the old grades B and C. The bottom of the grade 4 aligns with the bottom of the grade C.	6	B
	5	
	4	C
The bottom of the grade 1 aligns with the bottom of the grade G.	3	D
	2	E
	1	F
		G
	U	U



THE CONTENT

(LARGELY THE SAME – JUST REORGANISED)



Content

1. Existing Specification

6 sections running from pre-Mughal to present day.

1. Revised Specification

3 sections with 6 topics **containing the same content as the previous specification**, but with some reorganisation within the sections



Why reorganise the content?

1. We have made a clear cut off point of 2013, but provided centres with the opportunity to teach only until 1999 if they prefer.
2. We want to retain an element of choice for centres. They are still able to decide how extensively they wish to cover the course.
3. We believe that there is a body of content on the founding and establishment of Pakistan (1927-71) which all students should study.
4. **(Please refer to specification document pp10-20)**



THE ASSESSMENT

(SIGNIFICANT CHANGES)



Structure of the Paper

1. Existing Paper

Candidates choose 3 questions from 6. They are guaranteed a question on each topic; if they want choice they need to study more than 3 sections.

1. Revised Paper

Candidates **must** answer Q1 which covers Section A. They must answer **one** question from Section B and **one** question from Section C. **They are guaranteed a question on each topic; if they want choice they need to study more than one topic in each section.**

(Please refer to SAMS Paper 1)



Types of Question

Existing Paper

An essay for 20 marks explaining causation, change, consequence or importance – with 3 stimulus examples.

Revised Paper

4 questions for 25 marks:

- (a) Multiple choice – Identify 1 mark
- (b) State two ways/terms/achievements 2 marks
- (c) Explain why... 6 marks
- (d) Evaluate a hypothesis (with two stimulus examples) 16 marks

(please refer to SAMS Paper 1)



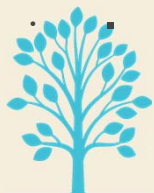
Why change the assessment?

1. It brings the paper more in to line with the approach being taken in other specifications world-wide.
2. Increasing the number of question parts to 4 provides greater flexibility and allows for more testing of second-order concepts such as causation, change and consequence.
3. The breakdown of the question into 4 parts provides a more accessible approach, enabling all students to demonstrate their skills. It also takes away the 'all or nothing' factor, where if students cannot answer the question, they lose all 20 marks.



How are things different? - Summary

- . **Results** are now reported in numbers, not letters.
- . **Content** remains largely the same, but there are now 6 sections/topics, with a question on each.
- . **Assessment** has some changes: Candidates still answer 3 questions, but Q1 is compulsory. There is still a choice on the other two questions. Each question is now divided into 4 parts.



SHORT BREAK



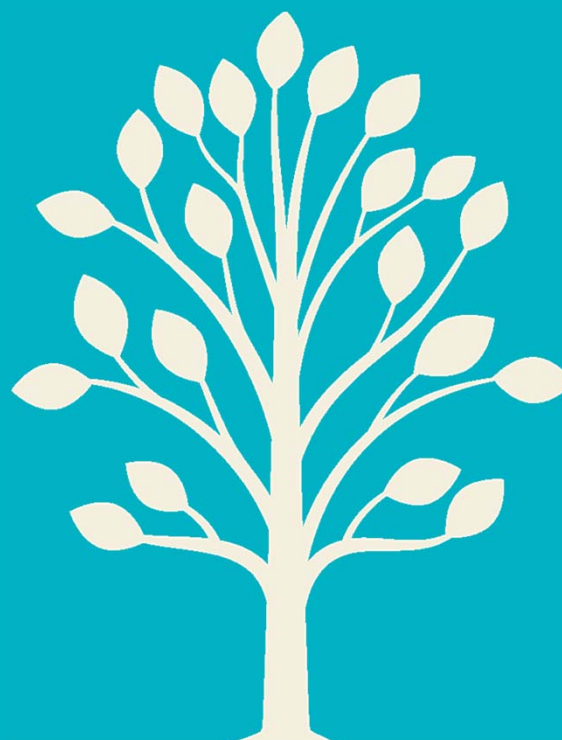
GUIDANCE ON QUESTION TYPES



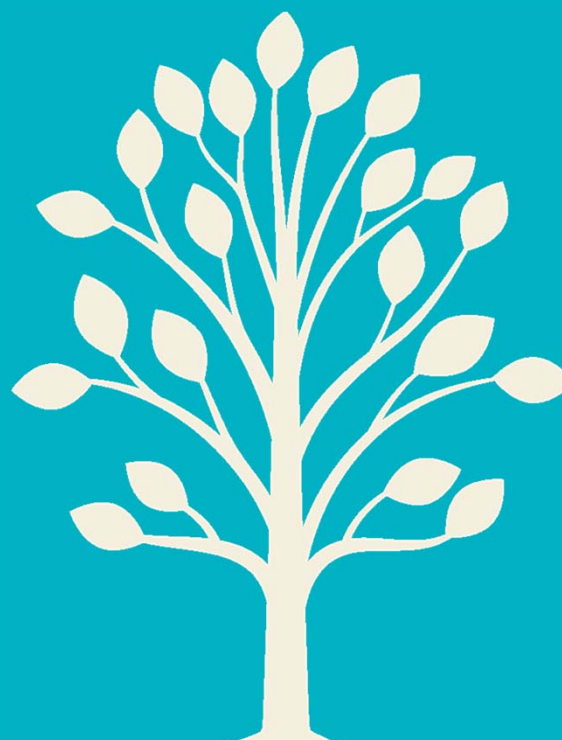
Please turn to the printed sheets



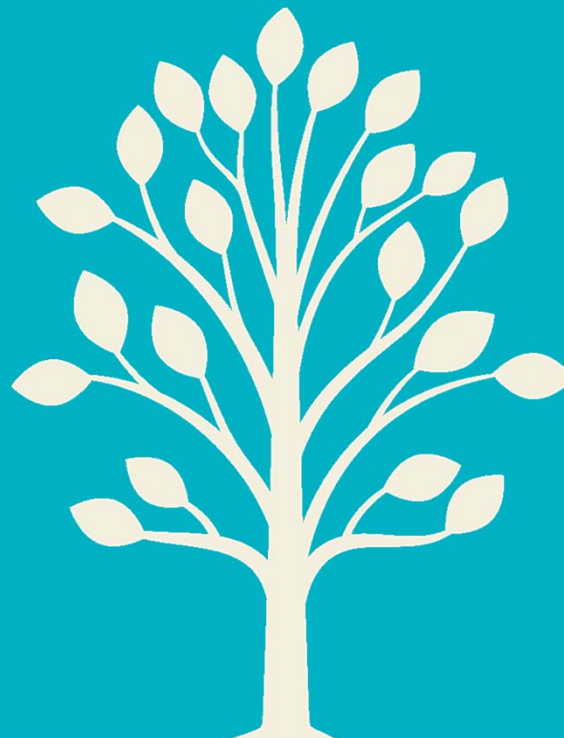
QUESTIONS



SHORT BREAK



The landscape, people and economy of Pakistan



What has changed?

1. Content
2. Structure of the examination paper
3. Types of question and command words.



Why change the content?

1. To make the specification more relevant, thought-provoking and exciting
2. To provide more focused guidance for centres and candidates
3. To focus attention on specific challenges and opportunities for Pakistan.



How much has the content changed?

- There are relatively few changes to the content. Some of the key introductions include:
- Section A. Biomes, glacial processes. Greater emphasis on process including glacial, earthquakes and tropical cyclones.
- Section B. Responses to challenges of living named urban areas, the need for food security, greater emphasis on the role of TNCs.
- Section C. Strategies for supporting rural and urban areas, climate change.



How much has the content changed?

Some of the content from the legacy specification has been omitted.

Section B. Agricultural systems are no longer required

Section C. The internal structure of cities is no longer required.

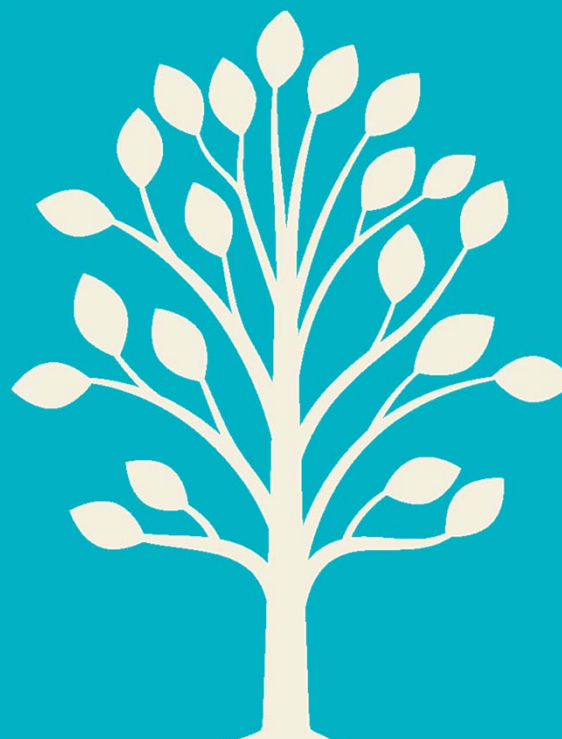


How much has the content changed?

A summary of the main content changes is mapped on the document which compares the main points of the legacy and revised specification. (See delegates' pack)



QUESTIONS?



Structure of the Paper

1. **Existing Paper 2** (Legacy qualification)
 - . The assessment is 1 hour and 30 minutes.
 - . The assessment is out of 60 marks.
- . **Revised Paper 2** (Qualification first examination in 2019)
 - . The assessment is 1 hour and 30 minutes.
 - . The assessment is out of 75 marks.



Structure of the Paper

1. Existing Paper 2 (Legacy qualification)

Candidates must answer Question 1 and three additional questions selected from a choice of seven questions.

. Revised Paper 2 (Qualification first examination in 2019)

Candidates **must** answer all three questions.

Examples are provided in SAMs, Paper 2.

(See delegates' pack)



Types of Question

Existing Paper 2

Section 1 is a compulsory question (12 marks) .
Students are required to answer any three additional questions, each marked out of 16 marks.

Revised Paper 2

All sections are compulsory
There are three questions, one from **each** section of the specification.
Each question is marked out of 25 marks
(See delegates' pack, SAMS Paper 2)



Types of Question

Revised Paper

In each section, a question will include;

- at least one multiple choice question and short answer questions
- longer answer sections which require explanation
- extended answer sections which require explanation and the use of analytical or evaluative skills.

(Please refer to SAMS Paper 2)



Why change the assessment?

1. It brings the paper in to line with the approach taken in other specifications world-wide.
2. Reducing the number of questions to three and making the questions compulsory allows students to demonstrate a wider range of knowledge and understanding.
3. The questions cover topics which are more relevant to modern day Pakistan.
4. The questions include topics which are of global importance.

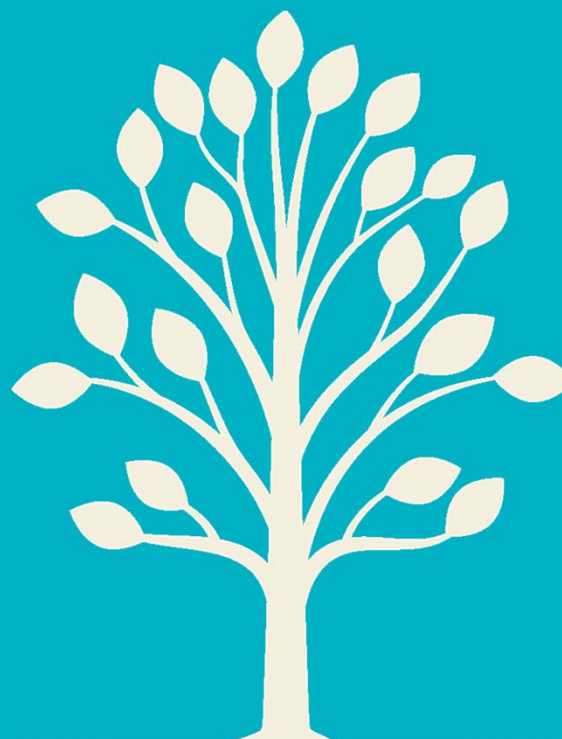


How are things different? - Summary

- . Much of the content remains the same, but is updated and made relevant to specific issues affecting Pakistan.
- . Candidates answer three questions, all of which are compulsory
- . Each question is now divided into 5 parts.
- . Results are reported in numbers, not letters.



QUESTIONS?



Types of questions and command words

The command words and indications of how students should respond to each command word can be found in the specification.

(See Specification; page 40, Appendix 5: Command word taxonomy.)



Section (a) and (b) questions

These sections will often have name/identify/state as the command word.

Example: multiple choice question.

(i) Identify climate zone 1.

A Tropical savanna

B Humid subtropical

C Mediterranean zone

D Continental zone

(See: SAMs Paper 2, question 1a(i))



Section (a) and (b) questions

There will only be **one** correct answer to a multiple choice question.

When name/identify/state is used as the command word, the answer will frequently be a single word or term.



Section (c) question types

This section will often have 'explain' as the command word.

For example:-

Explain **one** cause of earthquakes that affect Pakistan. (3)

(See: SAMs Paper 2, question 1c)

Explain here requires double development of one idea – the idea, then two extensions.



Part (c) question types

‘Explain’ asks candidates to give reasons how or why something occurs.

In this example the answer must give a reason (plate tectonics) to explain earthquakes.

Students should be encouraged to use a conjunction such as ‘because’ or ‘therefore.’ Subordinating conjunctions can use at beginning or end not necessarily in middle of a statement.



Part (d) question types

The command word 'Suggest' might be used

For example:-

Suggest how TNCs create a challenge for people and a challenge for the economy of Pakistan. (4)

1. challenge for people.....

2. challenge for economy

In this example the question includes a resource which may be used in answering the question.

It is a two part question therefore gain max. two marks for each response

(See: SAMs Paper 2, question 2d)



Part (d) question types

The command word 'suggest' asks candidates to apply understanding to provide a reasoned explanation of how or why something may occur.

'Suggest' command is partly scaffolded by asking for two points to be given, how and/or why?

On occasions the question might state 'Suggest **two**....'



Part (d) questions

Suggest how TNCs create a challenge for people and a challenge for the economy of Pakistan.

Marking guidance

Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks. Only credit one challenge for 'people' and one challenge for 'economy'.



Part (d) questions

Indicative content from the SAMs mark scheme

People

- Locals, especially younger people, might adopt the culture and ideas of the home country of the TNC (1), leading to a loss of Pakistani culture (1).

Economy

- A substantial portion of the profits from trade is sent to the home country of the TNC (1) and therefore Pakistan does not receive the continued re-investment necessary to develop (1).



Part (e) question types

Sections A and B (The Physical Environment and The Human Environment.)

The command word might be explain, but the answer should include extended writing and show evidence of detailed knowledge and understanding.

For example 'Explain the environmental impacts caused by the exploitation of **one** named natural resource in Pakistan.'

(See: SAMs Paper 2, question 1e)



Part (e) question types

Section C (Challenges for Pakistan)

The command word might be assess or evaluate.

For example 'Assess the success of strategies to support rural communities in Pakistan.'

(See: SAMs Paper 2, question 3e)



Part (e) question types

Section C (Challenges for Pakistan)

The command word might be 'assess' or 'evaluate'.

These are high level command words.

Assess requires candidates to analyse issues, and to use their views to write a balanced argument.

Evaluate requires candidates to consider the success of a specific issue and to consider alternative options to make a substantiated judgement/conclusion.



Part (f) question types

Sections A and B (The Physical Environment and The Human Environment.)

The command word might be 'assess' or 'evaluate'.

For example ' Evaluate the impact of the transport system on the economic development of Pakistan. 8'

(SAMs Paper 2, question 3e)



Part (e) questions

Marking guidance

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–3	<ul style="list-style-type: none">• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)• An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3)
Level 2	4–6	<ul style="list-style-type: none">• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)
Level 3	7–8	<ul style="list-style-type: none">• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)• A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3)



Part (e) questions

The mark scheme. Indicative content

Relevant points that support the statement may include:

- The Khushhal Pakistan Fund (2006) aimed to increase the standard of life, rural productivity and income. A number of individual programmes have helped rural communities. The Pakistan Electric Power Company plans to increase rural access to electricity. The Wellbeing Green Rural Lighting Programme is an incentive to provide solar-powered lanterns, resulting in sustainable and affordable lighting.
- Government programmes, aiming to raise agricultural production (e.g. the Green Revolution) have helped to increase output and incomes of rural communities who depend on farming.



Part (e) questions

Mark scheme

Relevant points to counter the statement may include:

Plans to improve enrolment in education, especially at primary level, which is generally lower in rural areas have had variable success. Some of the incentives such as female education, are opposed in the more rural and less-accessible villages with traditional values. Enrolment in education remains low in rural areas overall.

Investment in agricultural schemes tend to benefit larger landowners who can invest in improved seeds, machinery and fertilisers. Most farms in Pakistan are small scale and lack money for investment.



Part (f) question types

‘ Evaluate the impact of the transport system on the economic development of Pakistan. 8’

(See: SAMs Paper 2, Question 3f)

This question requires

- Knowledge and understanding of the transport system(s)
- Knowledge and understanding of economic development
- Understanding and consideration of how the transport system affects economic development. This may be beneficial or a challenge (or both).



Marking levels

‘Evaluate the impact of the transport system on the economic development of Pakistan.’

(See: SAMs Paper 2, question 2f)

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–3	<ul style="list-style-type: none">• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)• An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3)
Level 2	4–6	<ul style="list-style-type: none">• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)
Level 3	7–8	<ul style="list-style-type: none">• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)• A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3)



Marking levels

‘Evaluate the impact of the transport system on the economic development of Pakistan.’

(See: SAMs Paper 2, question 2f)

Read the possible student response in the delegate handbook.

Suggest a level for this response.



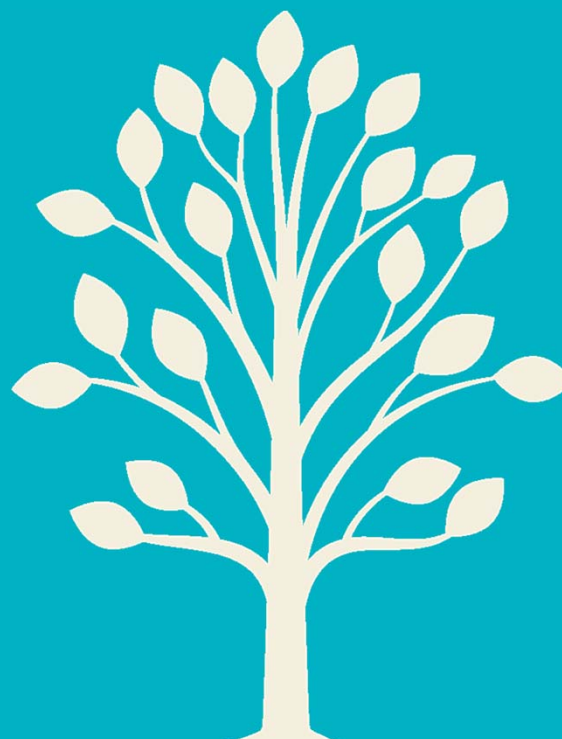
Teaching Strategies

The landscape, people and economy of Pakistan requires students to have knowledge, understanding and skills.

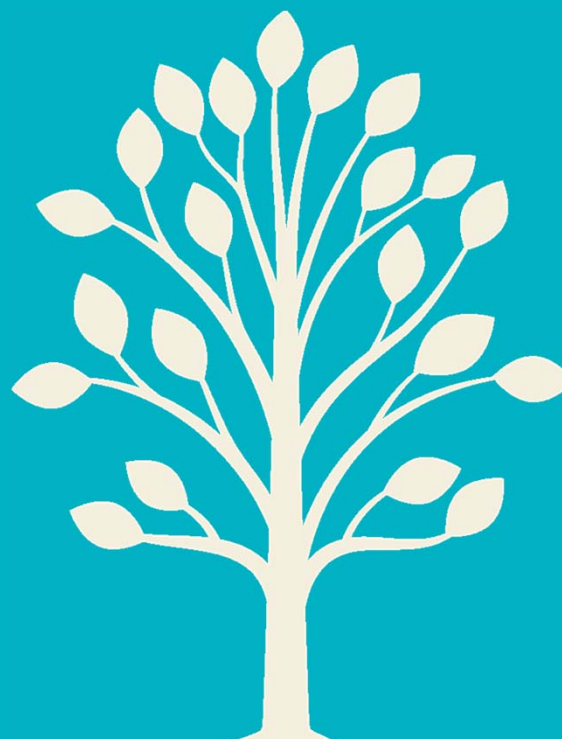
1. Students must be familiar with the specification content.
2. Teaching should include the development of explanatory and analytical skills.
3. Teachers should ask questions such as why? How? What were the impacts? How successful?
4. Students must practise exam techniques, and the skills required to select relevant information in order to answer questions.



QUESTIONS?



SUPPORT FROM EDEXCEL



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



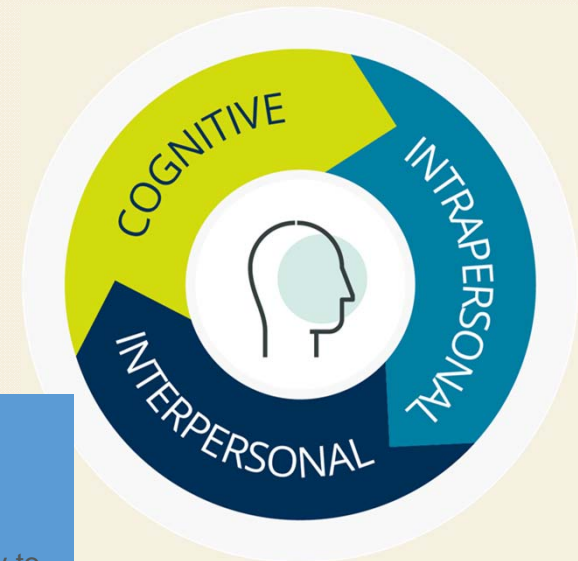
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting Started
Guide &
Scheme of
Work

Getting Ready
to Teach Events

Subject
interpretation of
transferable
skills

Subject Advisor

Results Plus

Regional
Support
Manager

Additional support
for selected
subjects

Curriculum
Matched
Publishing

Exemplar
Marked
Responses

Additional SAMs

Exam Wizard

Lesson Plans

Topic booklets



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*



For your subject specific enquiries

**Subject advisor:
teaching****@pearson.com**

ALWAYS LEARNING