

INTERNATIONAL GCSE

Pakistan Studies (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in Pakistan Studies (4PA1)

First teaching September 2017

First examination June 2019

First certification August 2019



Edexcel, BTEC and LCCI qualifications

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Acknowledgements

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About this specification

The Pearson Edexcel International GCSE in Pakistan Studies is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

Key features

This specification includes the following key features.

Structure

The Pearson Edexcel International GCSE in Pakistan Studies is a linear qualification.

All papers must be taken at the end of the course of study.

Content

The content is relevant, engaging and up to date.

Assessment

Two examination papers with questions designed to differentiate students of all abilities.

Approach

Independent learning, critical-thinking skills, historical, geographical and contemporary issues.

Specification updates

This specification is Issue 1 and is valid for first teaching from September 2017, with first assessment from June 2019 and first certification from August 2019. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com.

Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all four key ideas (including all the detailed content) in each of the chosen topics must be taught.

Assessments: teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in the subject content section.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop knowledge and understanding of the history, culture, geography and economics of Pakistan, and engage with questions in relation to contemporary and historical issues within Pakistan
- develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of Pakistan studies
- develop an understanding of the influence of factors previously and currently affecting individuals, communities and societies
- reflect on and develop their understanding of what they have learned and how this contributes to their preparation for adult life in a global community.

Why choose Edexcel qualifications?

Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

To find out more about our Edexcel heritage please visit our website:
qualifications.pearson.com/en/about-us/about-pearson/our-history

Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles, please go to *Appendix 2* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose the Pearson Edexcel International GCSE in Pakistan Studies?

We have listened to feedback from all parts of the international subject community. Based on that feedback, we have made changes that will engage students and give them opportunities to gain skills that will support progression to further study and enhance their educational or employment prospects. This qualification enables students to explore the world, the challenges it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

The content and assessment approach for this qualification has been designed to meet students' needs in the following ways.

Two-paper assessment – a two-paper model allows students to focus on the history and culture of Pakistan, as well as its geography and economy. The qualification will test knowledge and understanding, as well as analytical and evaluation skills.

Flexible approach in teaching choice – we have designed the qualification to enable students to study periods throughout the history of Pakistan. To ensure that students study the emergence of Pakistan (1927–1971) in depth, we have made the first topic compulsory. Then, to give centres greater flexibility to choose areas of study that they will enjoy teaching, there is a choice of topics in Sections B and C, allowing them to choose topics appropriate for their students.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges and learning styles. Command words are used consistently to assess particular skills, making it clear the type of response required. Our mark schemes are explicit about the type of response and skills required, so that assessment requirements are straightforward.

Broad and deep development of students' skills – the design of the revised International GCSE in Pakistan Studies aims to extend students' knowledge and understanding by broadening and deepening skills, for example students will:

- develop knowledge, understanding, analysis and evaluation of the history, culture, geography and economics of Pakistan
- assess both historical and geographical concepts, giving them skills to interpret past events and explain change and the interrelationships between people, places, environments and processes
- understand the influence of factors previously and currently affecting individuals, communities and societies
- reflect on and develop their understanding of what they have learned, and contribute to preparation for adult life in a global community.

Progression to A Level – International GCSEs enable successful progression to A Level and beyond, particularly history, geography and other humanities subjects, as well as economics, business studies and politics. Through our world-class qualification development process, we have consulted teachers, university professors and subject experts to validate the appropriateness of this qualification for progression, including its content, opportunities for skills development and assessment structure.

More information about all of our qualifications can be found on our Edexcel International GCSE pages at: qualifications.pearson.com.

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in Pakistan Studies to help you understand the changes to content and assessment, and to help you understand what these changes mean for you and your students.
- We will provide you with a course planner and schemes of work.
- Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

- Our skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.

Preparing for exams

We will provide a range of resources to help you prepare your students for the assessments, including:

- sample assessment materials to support formative assessments and mock exams
- examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Pearson Edexcel newsletter for qualification updates and product and service news.

Qualification at a glance

Qualification overview

The Pearson Edexcel International GCSE in Pakistan Studies consists of two externally-examined papers.

The Pearson Edexcel International GCSE in Pakistan Studies is a linear qualification. All papers must be taken at the end of the course of study.

Content and assessment overview

Paper 1: History and culture of Pakistan	*Paper code: 4PA1/01
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	<i>50% of the qualification</i>
Content overview The content is divided into three sections, students study one topic per section. <i>Some of the topics may span a longer historical period than stated, however students should study only those dates given in the specification, as this will be the period covered in the examination.</i> Section A – students must study the mandatory topic: <ul style="list-style-type: none">• The emergence of Pakistan (1927–1971). Section B – students choose one topic: <ul style="list-style-type: none">• The pre-Mughal and Mughal period (c700–1784)• British expansion and rule (c1783–1898)• The growth of political awareness and British reform (1883–c1927). Section C – students choose one topic: <ul style="list-style-type: none">• Consolidating the new nation (1971–2013)• Pakistan’s role in world affairs (1947–1999).	
Assessment overview <ul style="list-style-type: none">• The paper consists of three sections. Students must answer:<ul style="list-style-type: none">○ the mandatory question in Section A○ one question from a choice of three in Section B○ one question from a choice of two in Section C.• Each question is worth 25 marks.• The paper may include multiple-choice, short-open and extended-response questions.	

Paper 2: The landscape, people and economy of Pakistan	*Paper code: 4PA1/02
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	<i>50% of the qualification</i>
Content overview The content is divided into three sections. <ul style="list-style-type: none"> • The Physical Environment • The Human Environment • Challenges for Pakistan. 	
Assessment overview <ul style="list-style-type: none"> • The paper consists of three sections. • Students must answer all questions. • Each question is worth 25 marks. • The paper may include multiple-choice, short-open, data-response and extended-response questions. 	

*See *Appendix 1: Codes* for a description of this code and all other codes relevant to this qualification.

Pakistan Studies content

Paper 1: History and culture of Pakistan	10
Paper 2: The landscape, people and economy of Pakistan	21

Paper 1: History and culture of Pakistan

Externally assessed

Content description

This paper covers six topics. Students will study three topics in total.

In Section A, students must study Topic 1 (mandatory).

Students will study **one** topic in Section B and **one** topic in Section C.

Some of the topics may span a longer historical period than stated, however students should study only those dates given in the specification, as this will be the period covered in the examination.

Section A (mandatory topic)

1 – The emergence of Pakistan (1927–1971)

British attempts to find a solution to the problems of the government of the sub-continent, the growth of the Pakistan Movement, partition and independence in 1947, the government of Pakistan in its early years.

Section B (choose one topic)

2 – The pre-Mughal and Mughal period (c700–1784)

The spread of Islam and the occupation of the sub-continent by the Mughals, the rule of the Mughals and the reasons for the decline of the Mughal empire, including the arrival of the British.

Or

3 – British expansion and rule (c1783–1898)

The expansion of British control and the challenges to it, the influence of the great religious thinkers, the role of Sir Syed Ahmad Khan in restoring the position of the Muslims.

Or

4 – The growth of political awareness and British reform (1883–c1927)

The growth of nationalism in the sub-continent, British rule and attempts made by the British to reform the government in the early 20th century, the role of the Khilafat Movement during the 20th century.

Section C (choose one topic)

5 – Consolidating the new nation (1971–2013)

The breakaway of East Pakistan, modernisation programmes and constitutional developments, the promotion of regional languages, the government of Pakistan in the 21st century.

Or

6 – Pakistan’s role in world affairs (1947–1999)

Pakistan’s relations with other countries, particularly India, and its role as a member of world organisations.

Assessment information

- First assessment: June 2019.
 - The assessment is 1 hour and 30 minutes
 - The assessment is out of 75 marks.
 - The assessment consists of three sections. Students must answer:
 - the mandatory question in Section A
 - one question from a choice of three in Section B
 - one question from a choice of two in Section C.
 - Each question is worth 25 marks which is broken down into four sub questions as follows:
 - multiple-choice question worth 1 mark
 - short-open question worth 2 marks
 - extended-response question worth 6 marks
 - extended-response question worth 16 marks, where students must discuss how far they agree with a given statement, using their own information to support their answer.
-

Section A (mandatory topic)

1 The emergence of Pakistan (1927–1971)

Key idea	Detailed content
1.1 The Pakistan Movement: Limited progress (1924–1939)	<p>British attempts to pacify Hindus and Muslims, and reactions to those attempts:</p> <ul style="list-style-type: none"> a) the Simon Commission (reasons and opposition): the Nehru Report and Jinnah's Fourteen Points, the Salt March and Iqbal's Allahabad Address b) continued attempts at a solution and reasons for failure: the Simon Report, the three Round Table Conferences, the Communal Award and Government of India Act 1935 c) Congress Rule 1937–39: reasons for the success of Congress in the election of 1937 and impact of Congress Rule on the Muslim community.
1.2 The Pakistan Movement: from stalemate to success (1935–47)	<p>The British failure to reach agreement and the moves towards a final settlement:</p> <ul style="list-style-type: none"> a) the continued search for a solution: the importance of the Day of Deliverance, the outbreak of the Second World War, the Lahore Resolution 1940, the failure of the Cripps Mission and the Quit India Resolution b) failure to reach agreement: the Gandhi-Jinnah Talks 1944, the Simla Conference, the significance of the 1945–1946 elections, the failure of the Cabinet Mission Plan 1946 c) partition achieved: Direct Action Day 1946 and communal violence, the failure of the Executive Council, the appointment of Mountbatten, the June 3 Plan, the Radcliffe Commission/Award and Independence Act 1947, and the overall contribution made in achieving the establishment of Pakistan by Mohammad Ali Jinnah, Allama Mohammad Iqbal and Chandri Rahmat Ali.
1.3 The new country established, Pakistan (1947–51)	<p>The difficulties facing Pakistan in its first decade and the extent to which those problems were overcome:</p> <ul style="list-style-type: none"> a) the Governor-Generalship of the Quaid-e-Azam and creating a new country: internal social and cultural divisions, particularly language (East and West Pakistan), the issues relating to the princely state of Kashmir b) the Governor-Generalship of the Quaid-e-Azam and establishing stability and growth: the influx of refugees, division of financial and military assets, water distribution, industrialisation c) the contributions of Khawaja Nazimuddin and Liaquat Ali Khan: the Objectives Resolution, the Public and Representative Officers (Disqualification) Act, the Rawalpindi Conspiracy, the assassination of Liaquat Ali Khan.

Key idea	Detailed content
<p>1.4 Pakistan: reform, consolidation and martial law (1951–71)</p>	<p>The attempt to ensure constitutional government and develop the economy of Pakistan:</p> <ul style="list-style-type: none"> a) constitutional matters 1951–58: the contribution of Malik Ghulam Muhammad, the 1952 Report of the Basic Principles Committee, the 1954–55 Constitutional Crisis, the contribution of Iskander Mirza, the One Unit system, the 1956 Constitution b) the contribution of Ayub Khan: Martial Law, Basic Democracies, the 1962 Constitution, the Decade of Development, the new capital, war with India, uprisings against Ayub, including those led by Zulfikar Ali Bhutto and Sheikh Mujibur Rahman, resignation c) the contribution of Yahya Khan, 1969–1971: restoration of martial law, suspension of the One Unit system and the 1962 Constitution, the 1970 elections and consequent constitutional crisis.

Section B (choose one topic)

2 The pre-Mughal and Mughal period (c700–1784)

Key idea	Detailed content
2.1 The spread of Islam to the sub-continent (c700–1600)	<p>The spread of Islam before and during the Mughal Empire:</p> <ul style="list-style-type: none"> a) Sufism: its meaning, early roots in Umayyad period, mysticism, the influence of Sahl al-Tustari, shaykhs, Abdul Hamid al Ghazali and the 'Revival of Religious Sciences' b) the role of Muhammad bin Qasim: conquests and historical controversy over his religious policy the role of Mahmud of Ghazni: invasions of India, establishment of empire, idol smashing c) the life, career and achievements of Sheikh Ahmad Sirhindi: his opposition to heresy under Akbar and Jehangir, reform of Sufism, religious law.
2.2 The early Mughal emperors (c1526–1658)	<p>The achievements of the early Mughal emperors:</p> <ul style="list-style-type: none"> a) Babur establishing the Mughal Empire: its consolidation and extension under Humayan, Akbar, Jehangir and Shah Jehan b) reforms of the early Mughal emperors: political, civil, military, social, education and religious c) developments in art, architecture, literature, music, the economy, trade and commerce.
2.3 The Mughal Empire under Aurangzeb and his successors (c1658–1761)	<p>Reasons for the decline and break-up of the Mughal Empire:</p> <ul style="list-style-type: none"> a) the weaknesses of the empire: size, weak administration, the power of nobility, failure to reform, succession issues b) the impact of Aurangzeb's policies on the stability of the Mughal Empire: social, religious, economic reform c) Aurangzeb's warfare and the later external intervention of the Persians, Marathas and Afghans.
2.4 The end of the Mughals and the arrival of the British (c1608–1784)	<p>The impact of the British:</p> <ul style="list-style-type: none"> a) the reasons for British interest in the Indian subcontinent and the development of the East India Company to 1756. b) the British victories at Plassey and Buxar and their impact on Bengal. c) the increasing intervention of the British government and the passing of the 1784 India Act.

3 British expansion and rule (c1783–1898)

Key idea	Detailed content
3.1 The spread of Islam (up to 1840)	<p>The life, career and contribution to Islam of:</p> <ul style="list-style-type: none"> a) Shah Wali Ullah and the beginnings of the revival of Islam b) Syed Ahmad Barelvi and the Jihad Movement c) Haji Shariat Ullah and the Faraizi Movement.
3.2 British conquests and rule (c1784–1885)	<p>The nature of early British rule:</p> <ul style="list-style-type: none"> a) further British expansion: the deaths of Tipu, Titu Mir, overview of the annexation of Sindh, the Punjab and North West Frontier b) reasons for the British conquest of India: British commercial and military strength, divisions among Indians, technological weaknesses c) British rule: the Doctrine of Lapse, British administration and reform, including educational, religious, technological and social developments.
3.3 The War of Independence (1857)	<p>The causes, course and consequences of the 1857 War:</p> <ul style="list-style-type: none"> a) causes: political, religious, social, economic and military reasons for the outbreak of war b) events and reasons for failure: refusal to use cartridges at Meerut, the opposition of Nana Sahib at Kanpur, poor Indian leadership, disunity amongst Indians, British military strength c) consequences: British reform, British attitudes towards Muslims, growth of nationalism, formation of Indian National Congress.
3.4 Sir Syed Ahmad Khan (1817–1898)	<p>Sir Syed Ahmad Khan's work and importance in the history of Pakistan:</p> <ul style="list-style-type: none"> a) education and language: the Aligarh movement and the Hindi-Urdu Controversy b) improving relations with the British: writings such as The Loyal Mohammedans of India c) raising political awareness: role in the Indian National Congress and promoting the two-nation theory.

4 The growth of political awareness and British reform (1883–c1927)

Key idea	Detailed content
4.1 The growth of political awareness (1883–1911)	<p>The beginnings of representation for Hindus and Muslims:</p> <ul style="list-style-type: none"> a) the Indian National Congress: early influence on the British, British reaction to growth of radical nationalism b) reasons for the formation of the Muslim League in 1906: Simla Delegation and the All India Muslim Educational Conference c) partition of Bengal (reasons, reactions and results): Hindu protests and British reactions to them.
4.2 First attempts at reform (1909–16)	<p>The reasons for the introduction and impact of early reform:</p> <ul style="list-style-type: none"> a) the Morley-Minto Reforms 1909 (the Indian Councils Act): reasons for and importance of the reforms, reactions of Congress and the Muslim League b) the reversal of the partition of Bengal and of First World War: impact on relations between Hindus, Muslims and the British c) the Lucknow Pact: reasons for and importance of the pact, including co-operation between Hindus and Muslims.
4.3 Reform, reaction and repression (1919–27)	<p>The rejection of dyarchy and British attempts to control opposition:</p> <ul style="list-style-type: none"> a) the Rowlatt Act 1919, the Montagu-Chelmsford Reforms (the Government of India Act): reasons for introduction, terms, reaction to the reforms b) the Amritsar Massacre (events and consequences): the Hunter Committee c) non-cooperation and the growth of communalism 1920–27: increase in the influence of Congress, the Delhi proposals 1927.
4.4 The Khilafat movement (1919–1924)	<p>The significance of the Khilafat Movement in Pakistan history:</p> <ul style="list-style-type: none"> a) reasons for its formation: protecting the Caliph, protecting Turkey and the growth of anti-British sentiment b) events from 1919–22: the Hijrat, violence at Nilambur and Chauri Chauri, Gandhi and non-cooperation c) reasons for its failure: outbreaks of violence, Kemal Attaturk and the abolition of the Khilafat, lack of common aims between Hindus and Muslims.

Section C (choose one topic)

5 Consolidating the new nation (1971–2013)

Key idea	Detailed content
5.1 The civil war (1971)	<p>The causes of the 1971 war and its impact on Pakistan:</p> <ul style="list-style-type: none"> a) social, constitutional, cultural, economic and political tensions between East and West Pakistan from 1947: Sheikh Mujibur Rahman, the Six-Point Programme and the reasons for its rejection, the impact of Cyclone Bhola b) the reasons for the outbreak of civil war: the role of India, Operation Searchlight c) the consequences of the civil war: the establishment of Bangladesh, resignation of Yahya Khan.
5.2 Economic and social developments (1971–1999)	<p>Attempts to modernise Pakistan and reactions to reform:</p> <ul style="list-style-type: none"> a) the contribution of Zulfikar Ali Bhutto: the 1973 Constitution, reforms in industry, agriculture, education, health and administration, reasons for downfall b) the contribution of General Zia ul-Haq: execution of Bhutto, Islamisation, the Afghan miracle, amendments to the constitution, the Eight Amendment, relations with Mohammad Khan Junejo c) Pakistan in the final decade of the 20th century: <ul style="list-style-type: none"> the two ministries of Benazir Bhutto; problems and dismissal from office in 1990, family feuds and economic problems in the second ministry. the two ministries of Nawaz Sharif; the BCCI scandal, the Co-operative Scandal, Kalashnikov Culture, relations with President Ishaq Khan, dispute over Chief Justice in the second ministry, overthrow by Pervez Musharraf.
5.3 The promotion of Urdu and national languages	<p>The role of Urdu as a uniting factor and the promotion of regional languages:</p> <ul style="list-style-type: none"> a) the linguistic and literary background of Muslims. b) the importance of Urdu: reasons for its choice as the national language of Pakistan, advantages and disadvantages of Urdu as the national language. c) the promotion of regional languages since 1947: Sindhi, Baluchi, Punjab and Pushto, overview of the literary achievements of the national and regional languages since 1947.

Key idea	Detailed content
5.4 Pakistan in the 21st century	<p>Constitutional, political and diplomatic issues in the early 21st century:</p> <ul style="list-style-type: none"> a) the contribution of Pervez Musharraf: the Third Way, the restoration of the constitution, the Legal Framework Order, modernisation programme, the State of Emergency, resignation and exile b) the contribution of Asif Ali Zardari: controversy over his appointment, the National Reconciliation Order, economic crisis, suspension and reinstatement of Chief Justice, Iftikhar Chaudry, 18th and 19th Amendments, the work of Yousaf, Raza Gillani, the 2013 election c) Pakistan and the wider world 1999–2013: relations with USA, India and Afghanistan, the war against terror, the nuclear issue.

6 Pakistan's role in world affairs (1947–1999)

Key idea	Detailed content
6.1 Pakistan's relationship with India	<p>Reasons for poor relations in this period:</p> <ul style="list-style-type: none"> a) disputes in 1947 and the drift to war: the impact on relations of communal violence in 1947, the influx of refugees into Pakistan, arguments over the split of assets, the dispute over Kashmir and Jammu, the 1965 war b) relations 1971–99: the East Pakistan issue and the 1971 war, improved relations with India, the Siachen Glacier and the Kargil Conflict c) the impact of nuclear weapons: the nuclear-testing race and its impact on relations, failure to sign the Comprehensive Nuclear Test-Ban Treaty, the decision to stop testing in 1998.
6.2 East or West: Pakistan's relations with the USA	<p>The extent to which the USA has supported Pakistan:</p> <ul style="list-style-type: none"> a) the Cold War: Pakistan and the decision to establish relations with the USA rather than the Soviet Union, Liaquat Ali Khan's visit to the USA b) varying relations 1950–79: American approval of Pakistan's alliances, Pakistan's concern at American failure to provide support in wars against India, American reaction to military rule under Zia c) the Afghan Miracle: impact of the Soviet invasion 1979, impact of Pakistan's nuclear programme and issue of terrorism 1980–1993, improved relations under President Clinton 1993–1999.
6.3 Pakistan's relations with the rest of the world	<p>The attempt to establish global friendly relations:</p> <ul style="list-style-type: none"> a) the Soviet Union: changing relations, Ayub Khan's visit to Moscow, impact of improved relations with China on Pakistan-Soviet relations, Bhutto's visit to Moscow, the impact of the invasion of Afghanistan b) Britain and the Commonwealth: Pakistan's membership issues, the impact of the Soviet invasion of Afghanistan c) China: good relations in the 1960s, trade agreements, support for Pakistan in Kashmir, loans in 1970s, Karakoram Highway, nuclear cooperation treaty. <p>Afghanistan: border disputes, attempts by Iskander Mirza, Bhutto and Zia to improve relations, impact of Soviet invasion, Benazir Bhutto's support for the Taliban</p> <p>Bangladesh: the legacy of the 1971 war, the establishment of better relations, the Organisation of Islamic countries, Bhutto's visit to Bangladesh, trade agreements and disaster relief</p> <p>Iran and other Muslim countries: the establishment of good relations, trade deals and the receipt of aid.</p>

Key idea	Detailed content
6.4 Pakistan's membership of world organisations	<p>Pakistan as a member of world organisations:</p> <ul style="list-style-type: none"> a) Pakistan's role and membership of the United Nations: reasons for UN's involvement in Jammu and Kashmir, the Canal Water Dispute, the Indo-Pakistan Wars b) Pakistan and the wider world: Central Treaty Organization (CENTO) – formerly known as the Baghdad Pact, South East Asia Treaty Organization (SEATO), Regional Co-operation for Development (RCD), Organisation of Islamic Cooperation (OIC), South East Asian Association for Regional Co-operation (SAARC), Non-Aligned Movement (NAM).

Paper 2: The landscape, people and economy of Pakistan

Externally assessed

Content description

The paper has three sections of content.

Section A: The Physical Environment

Students will study topics related to the physical geography of Pakistan, including location, relief, geology, drainage, climate, erosion and associated resources and hazards. Along with the skill of evaluating the relative importance of different physical factors, influences, resources and hazards, students will gain knowledge and understanding of key physical features, processes, issues and management approaches.

Section B: The Human Environment

Students will study topics related to the human geography of Pakistan, including population distribution and growth, social diversity, economic inequality and economic activity (agriculture, manufacturing, services and infrastructure/transport). Students will further develop an ability to evaluate patterns and trends, and to assess the relative significance of their different causes and consequences. They will gain knowledge and understanding of a range of important demographic and socio-economic changes, issues and management approaches.

Section C: Challenges for Pakistan

Students will study contemporary geographical challenges for Pakistan. These include changes linked with globalisation, economic development and urbanisation. The threat posed by climate change is also explored in some detail. Students will evaluate the severity and significance of these different challenges, alongside the availability of different management approaches and attempts to mitigate risks. They will gain knowledge and understanding of the causes of the varied challenges and issues on which this section is focused.

Assessment information

- First assessment: June 2019.
 - The assessment is 1 hour and 30 minutes.
 - The assessment is out of 75 marks.
 - The assessment consists of three sections.
 - Students must answer all questions.
 - Each question is worth 25 marks.
 - The paper may include multiple-choice, short-open, data-response and extended-response questions.
-

Section A: The Physical Environment

Key idea	Detailed content
1.1 Location, climate and biomes	<ul style="list-style-type: none"> a) Position of Pakistan in South Asia and globally, and regional variations in climatic zones (humid subtropical, desert/semi-arid, temperate and Mediterranean). b) The nature and causes of seasonal variations in precipitation and temperature, including the characteristics and causes of the Southwest Monsoon and Western Disturbances. c) Distribution and characteristics of large-scale ecosystems (i.e. biomes).
1.2 Tectonic and glacial processes and landforms, and geophysical hazards	<ul style="list-style-type: none"> a) Tectonic processes affecting Pakistan and the formation of the Himalayan landscape (fold mountains). b) Glacial processes that operate in the Himalayan landscape (long-term and seasonal accumulation/ablation of glacial systems). c) The primary and secondary impacts of earthquakes on Pakistan and responses of national and international governments, agencies and individuals to these earthquake events.
1.3 Relief, drainage and hydro-meteorological hazards	<ul style="list-style-type: none"> a) The relief regions and characteristics of the drainage network of Pakistan (Indus, Jhelum, Sutlej, Chenab and Ravi floodplains and Indus deltaic coastline). b) The causes and characteristics of tropical cyclones, storm surges and flooding (river and coastal). c) The responses of national and international governments, agencies and individuals to flooding and tropical cyclones in Pakistan.
1.4 Natural resources and their exploitation	<ul style="list-style-type: none"> a) The distribution and exploitation of two natural resources (water, forest products, fish/shellfish and/or minerals). b) Energy resources – renewable and non-renewable - their distribution and exploitation: examples of one renewable and one non-renewable resource. c) Environmental impacts resulting from the exploitation of one of natural resource (water, forest products, fish/shellfish or minerals) and one renewable and one non-renewable energy resource.

Section B: The Human Environment

Key idea	Detailed content
2.1 Pakistan's economy: the primary sector and the need for food security	<ul style="list-style-type: none"> a) Factors influencing the distribution of agricultural production in Pakistan (climatic events, dynamic floodplains, deltaic coastline, income, population density). b) Strategies to increase agricultural output (land rights reforms, plant breeding programmes, fertilisers/pesticides, education, water management and appropriate/intermediate technology). c) Approaches to managing food security in Pakistan.
2.2 Pakistan economy secondary, tertiary/quaternary sectors and transport systems	<ul style="list-style-type: none"> a) Factors affecting the type and location of manufacturing (secondary sector), including rural-based craft industries. b) Factors affecting the type and location of formal and informal services (tertiary sector) and knowledge-based services (quaternary sector). c) The challenges of the transport system and its impact on Pakistan's economic development.
2.3 Globalisation, including (transnational corporations) TNCs, can cause rapid change for economies such as Pakistan	<ul style="list-style-type: none"> a) One case study of a TNC operating in Pakistan (global structure and networks). b) The benefits and challenges of TNCs for the people and government of Pakistan. c) The impact of globalisation on Pakistan (international transport and communication improvements, spread of global culture): Are there winners and losers?
2.4 The challenges of economic development for Pakistan	<ul style="list-style-type: none"> a) The trade balance between imports and exports, including remittances, to ensure economic stability. b) Challenges facing the economic development of Pakistan (regional disparities, reliance on imported energy, loss of young skilled workers and gender equality). c) Impact of the primary and secondary sectors on the physical environment, to include two of the following: water pollution, air pollution, waste management, deforestation, and/or soil erosion.

Section C: Challenges for Pakistan

Key idea	Detailed content
3.1 Indicators of development, population patterns and trends	<ul style="list-style-type: none"> a) The characteristics used to determine the level of development of a country: gross domestic product (GDP), demographic data (population density/structure, birth/death rates and natural increase). b) The physical and human factors influencing the distribution, density and structure of the population of Pakistan. c) The trends in fertility rates, infant/maternal mortality rates, and life expectancy and their implications for service provision such as education, healthcare and employment.
3.2 Quality of life in rural Pakistan: challenges of life in rural communities	<ul style="list-style-type: none"> a) Human Development Index (HDI) factors influencing the 'quality of life' for different groups within Pakistan: years of schooling, per capita income and life expectancy. b) Challenges facing Pakistan's rural population: population structure of rural communities, poverty, education, gender equality: subsistence agriculture and rural-based craft industries, and impact of remittances. c) Incentives and strategies to support rural communities.
3.3 Quality of life in urban Pakistan: challenges of life in urban communities	<ul style="list-style-type: none"> a) Rapid population growth creates opportunities and challenges for people living in large cities: housing, employment, quality of services (water, sanitation, energy supplies, health etc.), traffic congestion and pollution. b) Case study of the particular challenges and opportunities in one megacity (Karachi, Lahore, Faisalabad). c) Government (top-down) and NGO/local community (bottom-up) strategies in response to the challenges of living in large urban areas.
3.4 Present and future impacts of climate change on the people, economy and environment of Pakistan and possible mitigation strategies	<ul style="list-style-type: none"> a) Causes of climate change and recent global warming (last century). b) Impacts of climate change on Pakistan's people, economy and environment (more-extreme weather, increased frequency and strength of tropical cyclones, increased glacial ablation and river discharge, flooding and sea-level rises). c) Local actions and government strategies (in the context of international strategies) to mitigate and adapt to the challenges of climate change.

Assessment information

Assessment requirements

The Pearson Edexcel International GCSE in Pakistan Studies consists of two externally-examined papers.

Students must complete all assessments and these must be taken in the terminal series at the end of the course of study.

All papers will be available for assessment from June 2019.

Paper	Assessment information	Number of raw marks allocated in the paper
Paper 1: History and culture of Pakistan	<ul style="list-style-type: none">• First assessment: June 2019.• The assessment is 1 hour and 30 minutes• The assessment consists of three sections. Students must answer:<ul style="list-style-type: none">○ the mandatory question in Section A○ one question from a choice of three in Section B○ one question from a choice of two in Section C.• Each question is worth 25 marks.• The paper may include multiple-choice, short-open and extended-response questions.	75 marks
Paper 2: The landscape, people and economy of Pakistan	<ul style="list-style-type: none">• First assessment: June 2019.• The assessment is 1 hour and 30 minutes.• The assessment consists of three sections.• Students must answer all questions.• Each question is worth 25 marks.• The paper may include multiple-choice, short-open, data-response and extended-response questions.	75 marks

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International GCSE in Pakistan Studies Sample Assessment Materials (SAMs)* document.

A full list of command words that will be used in the assessments can be found in *Appendix 5*.

Assessment objectives and weightings

		% in International GCSE
AO1	Demonstrate knowledge and understanding of key information, ideas, concepts and themes	24*
AO2	Analyse and explain key information, ideas, concepts and themes	44
AO3	Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements	32

*A total of 15 marks will assess recall of knowledge.

Relationship of assessment objectives to papers

Paper	Assessment objective		
	AO1	AO2	AO3
Paper 1	12%	22%	16%
Paper 2	12%	22%	16%
Total for International GCSE	24%	44%	32%

NB Totals have been rounded to the nearest whole number.

Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE/International GCSE qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our Equality Policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment: and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in Pakistan Studies will be in August 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to:

- AS, A Level and IAL qualifications in Geography, History and other humanities related subjects, Business Studies, Politics and Economics
- further study in other areas where an understanding of Pakistan studies is recognised
- further training or employment where Pakistan studies and knowledge are required.

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Appendix 1: Codes

Type of code	Use of code	Code
Subject code	The subject code is used by centres to cash-in the entry for a qualification.	International GCSE – 4PA1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Paper 1: 4PA1/01 Paper 2: 4PA1/02

Appendix 2: Pearson World-Class Qualification design principles

Pearson's World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast-changing world.

Pearson's Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.

Endorsement from Pearson's Expert Panel for World Class Qualifications for the International GCSE development process

December 2015

"We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Dr Peter Hill
Former Chief Executive ACARA

Professor Jonathan Osborne
Stanford University

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Janice Kay
Provost, University of Exeter

Jason Holt
CEO, Holts Group

Professor Lee Sing Kong
Dean and Managing Director, National Institute of Education International, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Bob Schwartz
Harvard Graduate School of Education

Jane Beine
Head of Partner Development, John Lewis Partnership

All titles correct as at December 2015.

Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework ^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The framework includes cognitive, intrapersonal skills and interpersonal skills. It is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in the Pearson Edexcel International GCSE in Pakistan Studies and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning • Executive function 	<p>Constructing a reasoned argument in a piece of extended writing to support a considered judgment about a historical issue.</p> <p>Give reasons and arguments considering different viewpoints, relating to a geographical issue.</p>
	Creativity	<ul style="list-style-type: none"> • Creativity • Innovation 	
Intrapersonal skills	Intellectual openness	<ul style="list-style-type: none"> • Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity 	<p>Planning and carrying out research activities under own direction.</p>
	Work ethic/ conscientiousness	<ul style="list-style-type: none"> • Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity 	
	Positive core self-evaluation	<ul style="list-style-type: none"> • Self-monitoring/self-evaluation/self-reinforcement 	
Interpersonal skills	Teamwork and collaboration	<ul style="list-style-type: none"> • Communication • Collaboration • Teamwork • Cooperation • Empathy/perspective taking • Negotiation 	<p>Sharing resources and learning techniques with others. Working as part of a team in group based work.</p>
	Leadership	<ul style="list-style-type: none"> • Responsibility • Assertive communication • Self-presentation 	

Appendix 4: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.

Appendix 5: Command word taxonomy

The table below lists the command words that may be used in question papers for the Pearson Edexcel International GCSE in Pakistan Studies, it also gives an outline of what each type of question requires students to do.

Command word	This type of question will require students to:
Identify/Name/State	Recall or select one piece of information
Define*	State the meaning of a term
Calculate*	Produce a numerical answer, showing relevant working
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response do not need to include a justification or reason
Suggest*	Apply understanding to provide a reasoned explanation of how or why something may occur. Statements require justification/exemplification of a point
Explain	Provide a reasoned explanation of how or why something occurs or an issue managed. An explanation requires justification/reasoning/exemplification of a point
Assess*	Make a clear link to the text provided to interpret and analyse issues using own or others views to support a balanced argument
Evaluate*	Measure the value or success of something drawing on evidence such as strengths, weaknesses, alternatives and relevant data, and ultimately provide a substantiated judgement/conclusion
Discuss	Measure the value of a statement drawing on key concepts and relationships in the period studied, and how aspects of the past have been interpreted in different ways, and ultimately provide a substantiated judgement/conclusion

Examples of how some of these command words are used in the paper are given in the *Pearson Edexcel International GCSE in Pakistan Studies Sample Assessment Materials* document.

* Only used in *Paper 2: The landscape, people and economy of Pakistan*.

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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