

# INTERNATIONAL GCSE

## Pakistan Studies (9-1)

### SAMPLE ASSESSMENT MATERIALS

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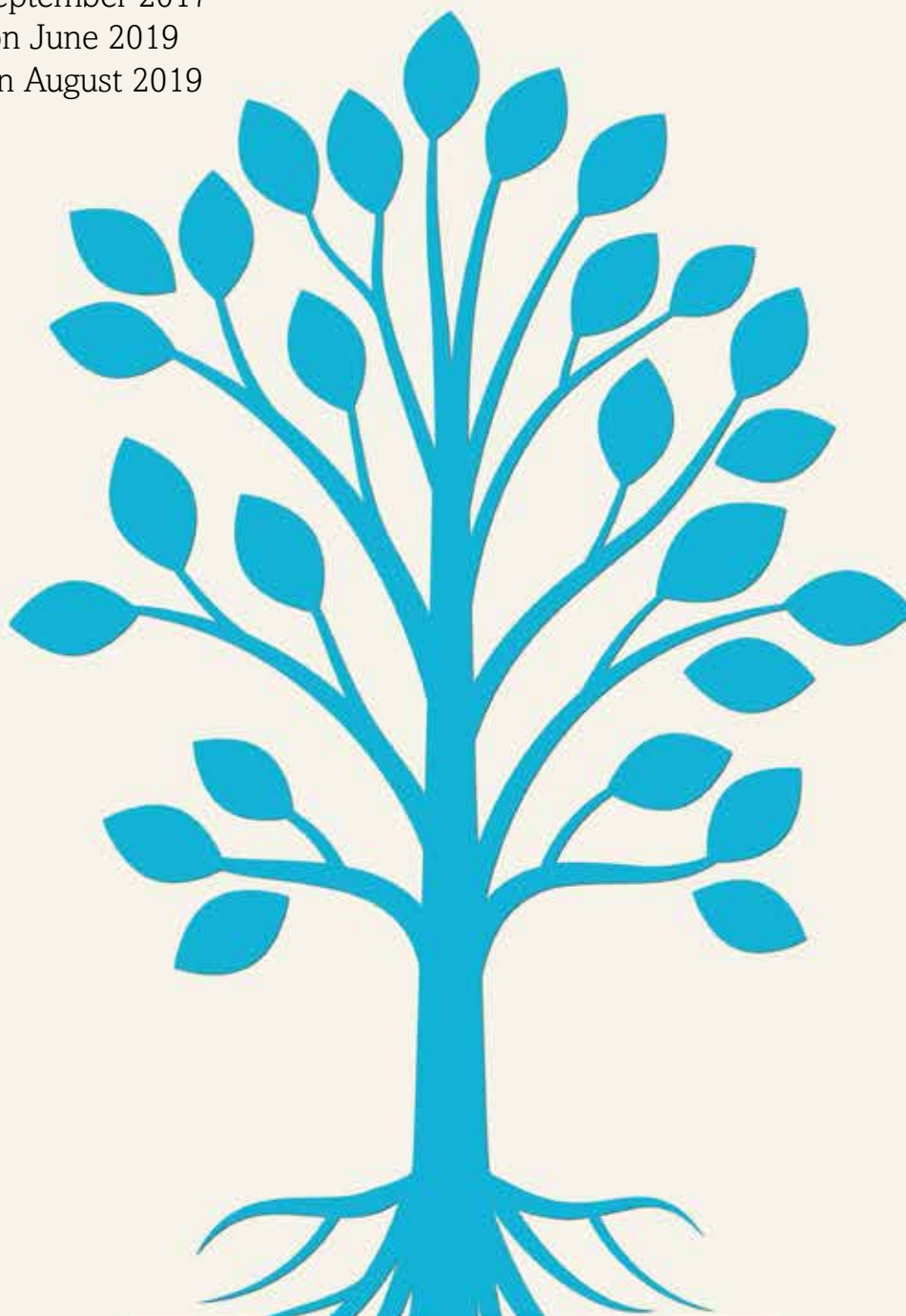
Pearson Edexcel International GCSE in Pakistan Studies (4PA1)

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# Introduction

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

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## Marking guidance for levels based mark schemes

### How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Write your name here

Surname

Other names

**Pearson Edexcel  
International GCSE**

Centre Number

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Candidate Number

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# Pakistan Studies

## Paper 1: History and culture of Pakistan

Sample assessment material for first teaching  
September 2017

**Time: 1 hour 30 minutes**

Paper Reference

**4PA1/01**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A, answer mandatory Question 1.
- In Section B, answer **one** question from Questions 2–4.
- In Section C, answer **one** question from Questions 5–6.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 75.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**Pearson**

## SECTION A

**You must answer the question in this section.  
Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**You should aim to spend no more than 30 minutes on this section.**

### **1 The emergence of Pakistan (1927–1971)**

(a) Identify a recommendation of the Basic Principles Committee (1950).

(1)

<input type="checkbox"/>	<b>A</b> A new capital was to be built at Islamabad
<input type="checkbox"/>	<b>B</b> All religions except Islam were banned
<input type="checkbox"/>	<b>C</b> There would be a Six-Year Plan to promote agriculture
<input type="checkbox"/>	<b>D</b> Urdu should be the official language

(b) State **two** actions that offended many Muslims during the rule of Congress (1937–39).

(2)

1 .....

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2 .....

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DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

(c) Explain why the Round Table Conferences (1930–32) were not successful.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- (d) 'The number of refugees entering Pakistan was the main problem that the new state faced in 1947.'

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- shortage of accommodation
- the Canal Water Dispute.

You **must** also use information of your own.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 1 = 25 marks)**

**TOTAL FOR SECTION A = 25 MARKS**

## SECTION B

Answer ONE question from this section.  
Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 2 put a cross in the box ☒ .

You should aim to spend no more than 30 minutes on this section.

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

(a) Identify the territory captured by Muhammad bin Qasim in 712.

(1)

<input type="checkbox"/>	<b>A</b> Balochistan
<input type="checkbox"/>	<b>B</b> Kashmir
<input type="checkbox"/>	<b>C</b> North West Frontier Province (NWFP)
<input type="checkbox"/>	<b>D</b> Sindh

(b) State **two** ways in which Shah Jehan showed his love of Islam.

(2)

1 .....

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2 .....

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why Akbar is considered to be a great Mughal Emperor.

(6)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) 'The rule of Aurangzeb (1658–1707) was the main reason for the decline of the Mughal Empire.'

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- Aurangzeb's campaign against the Marathas
- the size of the empire.

You **must** also use information of your own.

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**(Total for Question 2 = 25 marks)**

If you answer Question 3 put a cross in the box ☐ .

You should aim to spend no more than 30 minutes on this section.

**3 British expansion and rule (c1783–1898)**

- (a) Identify the town where, in 1857, Nana Sahib is said to have killed 300 British women and children.

(1)

<input type="checkbox"/>	<b>A</b> Delhi
<input type="checkbox"/>	<b>B</b> Jhansi
<input type="checkbox"/>	<b>C</b> Kanpur
<input type="checkbox"/>	<b>D</b> Meerut

- (b) State **two** ways that Shah Wali Ullah promoted Islam.

(2)

1 .....

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2 .....

.....

(c) Explain why the Doctrine of Lapse (1852) was unpopular in India.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- (d) 'The strength of the British army was the main reason why the War of Independence (1857) failed.'

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- the Industrial Revolution in Britain
- Indian leadership.

You **must** also use information of your own.

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**(Total for Question 3 = 25 marks)**

If you answer Question 4 put a cross in the box ☐.

You should aim to spend no more than 30 minutes on this section.

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

(a) Identify the date when the Rowlatt Act was passed.

(1)

<input type="checkbox"/>	<b>A</b> 1915
<input type="checkbox"/>	<b>B</b> 1917
<input type="checkbox"/>	<b>C</b> 1919
<input type="checkbox"/>	<b>D</b> 1921

(b) State **two** results of the Amritsar Massacre (1919).

(2)

1 .....

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2 .....

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why the Khilafat Movement was formed in 1919.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- (d) 'The formation of the Muslim League was the most important political development in the Indian subcontinent in the years 1883–1916.'

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- The Muhammadan Educational Conference, 1906
- The Lucknow Pact, 1916.

You **must** also use information of your own.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 4 = 25 marks)

**TOTAL FOR SECTION B = 25 MARKS**

## SECTION C

Answer ONE question from this section.  
Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 5 put a cross in the box ☒ .

You should aim to spend no more than 30 minutes on this section.

### 5 Consolidating the new nation (1971–2013)

- (a) Identify the city where General Musharraf went into exile after resigning as President in 2008.

(1)

<input type="checkbox"/>	A Beijing
<input type="checkbox"/>	B London
<input type="checkbox"/>	C Riyadh
<input type="checkbox"/>	D Washington

- (b) State **two** measures introduced by Zulfikar Ali Bhutto to improve healthcare in Pakistan.

(2)

1 .....

.....

2 .....

.....

(c) Explain why East Pakistan broke away from West Pakistan in 1971.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- (d) 'The 'Kalashnikov culture' was the main reason why Nawaz Sharif was removed from office in 1993.'

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- violence and crime
- The Co-operative Societies Scandal.

You **must** also use information of your own.

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 5 = 25 marks)**

If you answer Question 6 put a cross in the box ☐ .

You should aim to spend no more than 30 minutes on this section.

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

(a) Identify the country that Liaquat Ali Khan visited in 1950.

(1)

<input type="checkbox"/>	<b>A</b> Britain
<input type="checkbox"/>	<b>B</b> Iran
<input type="checkbox"/>	<b>C</b> Saudi Arabia
<input type="checkbox"/>	<b>D</b> USA

(b) State **two** international organisations that Pakistan joined in the years 1947–1955.

(2)

1 .....

2 .....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why relations between Pakistan and Britain improved in 1979.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) Pakistan's relations with the United States were very successful in the years 1947–1989.'

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- the US and anti-communism
- the nuclear issue.

You **must** also use information of your own.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 6 = 25 marks)**

**TOTAL FOR SECTION C = 25 MARKS**  
**TOTAL FOR PAPER = 75 MARKS**



## Paper 1 – sample mark scheme

Question number	Answer	Mark
<b>1(a)</b>	AO1 (1 mark)  D Urdu should be the official language	<b>(1)</b>

Question number	Answer	Mark
<b>1(b)</b>	AO1 (2 marks)  Award 1 mark for each correct point, up to a maximum of 2 marks.  <ul style="list-style-type: none"> <li>• Introduced Bande Matram (1)</li> <li>• Introduced Wardha Scheme (1)</li> <li>• Obstructed Muslim worship (any actions) (1)</li> </ul> Accept any other valid response.	<b>(2)</b>

Question number	Indicative content
<b>1(c)</b>	AO1 (3 marks)/AO2 (3 marks)  The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.  <b>Indicative content</b> <ul style="list-style-type: none"> <li>• The conferences failed because the British were not prepared to hand over any real power to the Indians and the Indian representatives resented this.</li> <li>• The conferences were not successful because there was a lack of agreement between the Muslims and the Hindus about what they wanted. Gandhi was particularly difficult in the Second Round Table, so prevented a successful outcome.</li> <li>• By 1932, the British had lost patience and were looking to enforce an agreement and the Indians refused to co-operate. Jinnah went into exile, Congress did not attend. So without a positive attitude towards agreement and without key players, the conferences could not succeed.</li> <li>• The conferences failed because the Labour Party in Britain lost power and the new national government was less prepared to make compromises.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
<b>1(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Following partition and independence, up to 10 million Muslims fled from India into Pakistan. Karachi alone received 2 million refugees in 1947, so this created huge problems.</li> <li>• The influx of refugees joined a new country that had little wealth and did not have the facilities to house millions of new citizens. So it was difficult to accommodate the refugees.</li> <li>• In 1947 there was communal violence, which meant that most of the refugees arriving had lost their possessions and family support, so immediate help was needed.</li> <li>• Some of the refugees were so distressed by their plight that they turned on the local population. This created a potential law and order problem as well as a humanitarian crisis.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Canal Water Dispute was a more significant problem because it threatened to have a longer-lasting impact. Pakistan is a fertile country but it needs irrigation owing to its hot and dry climate. After partition, many of the rivers now began in India. If agreement was not reached with India, then Pakistani agriculture could be ruined. Also, relations with India could become even more strained.</li> <li>• Pakistan had serious economic problems. Its territories were mostly underdeveloped with little industry. Around 90% of its people lived in the countryside and only eight towns had a population over 100,000. The vision of economic assets between India and Pakistan gave Pakistan less than 10% of those assets. Pakistan needed to develop its economy to prosper.</li> <li>• The country was divided. Not only did the various states in West Pakistan have to be pulled together, but the geographical distance between East and West Pakistan made it difficult to govern as one country. The Bengalis of East Pakistan had a different culture and a different language. There was a need to create a unified state.</li> <li>• The issue of Kashmir had to be resolved. Both India and Pakistan claimed the territory. War broke out between India and Pakistan in 1947 and neither was happy with the terms of the UN ceasefire. This issue was so serious that it could lead to future war.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Level	Mark	Descriptor
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Question number	Answer	Mark
<b>2(a)</b>	AO1 (1 mark)  D      Sindh	<b>(1)</b>

Question number	Answer	Mark
<b>2(b)</b>	AO1 (2 marks)  Award 1 mark for each correct point, up to a maximum of 2 marks.  <ul style="list-style-type: none"> <li>• reintroduced Muslim festivals (1)</li> <li>• encouraged Muslim pilgrimages (1)</li> <li>• banned repair of non-Muslim places of worship (1)</li> </ul> Accept any other valid response.	<b>(2)</b>

Question number	Indicative content	
<b>2(c)</b>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Akbar was a great emperor because, as a result of his military campaigns between 1556 and 1595, the size of the empire increased significantly. This increased the status of the Mughals.</li> <li>• Akbar was a great emperor because he introduced the mansabdar system, which was very efficient and helped increase the loyalty of his subjects, so the empire was well run.</li> <li>• The wealth created by Akbar's reign was used to build beautiful buildings and make Lahore a city of culture. This is an example of his greatness as an emperor.</li> <li>• Akbar's reign was so successful that by the time of his death, other emperors were able to continue to expand the territory under Mughal rule.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
<b>2(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Aurangzeb fought a long and sustained war against the Marathas. Even after 25 years of fighting he had not subdued them. These wars were expensive and emptied the Mughal treasury. This weakened the military power of the empire.</li> <li>• Aurangzeb spent lavishly on building luxurious palaces, such as the Pearl Mosque in Delhi. This meant that he had to raise taxes, which made the Mughals unpopular and the people more likely to rebel.</li> <li>• His failure to devote sufficient funds to reforming and improving his military forces meant they were no longer effective against invaders and the British.</li> <li>• Despite his attempts to prevent a succession dispute by dividing his empire before his death, what he actually created was a situation where fighting broke out between his sons, thus weakening the empire.</li> </ul> <p>Relevant points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The huge size of the empire made it difficult to administer. Decisions sometimes had to be relayed over thousands of miles and when rebellions broke out the emperor often did not know for months. This made it difficult to deal with them efficiently.</li> <li>• There were powerful opponents who invaded (e.g. the Persians, Marathas and Afghans) and resistance was difficult.</li> <li>• When the British arrived with their superior technology and military firepower, they proved too strong for the Mughals to resist and after victories at, for example, Plassey, the East India Company (EIC) soon extended its influence across India.</li> <li>• The nature of the empire and of how emperors succeeded (often through war) made the empire weak and regular succession disputes meant that the empire's military strength was weakened by internal fighting. In the 10 years after Aurangzeb's death, 12 different people claimed to be emperor and fighting broke out between them.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Level	Mark	Descriptor
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Question number	Answer	Mark
<b>3(a)</b>	AO1 (1 mark)  C      Kanpur	<b>(1)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Translated Quran into Persian (1)</li> <li>• Wrote influential books, e.g. Izalat-Akhfa (1)</li> <li>• Opposed Marathas (1)</li> <li>• Opposed sectarianism (1)</li> <li>• Founded the Madrassa Rahimya (1)</li> </ul> <p>Accept any other valid response.</p>	<b>(2)</b>

Question number	Indicative content	
<b>3(c)</b>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The princes resented the way that the Doctrine of Lapse showed they were not in control of their own lands, as the British could seize their lands if they had no heirs.</li> <li>• It caused offence because it was seen as a thinly disguised attempt by the British to seize land.</li> <li>• In combination with other social, economic and political measures (e.g. high taxation), the Doctrine of Lapse showed an arrogant attitude towards local custom by the British.</li> <li>• The British took advantage of the Doctrine of Lapse and even used it to seize land when there were legitimate heirs, such as in 1856 when the Nawab of Oudh died.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
<b>3(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The British had been the first country to experience the Industrial Revolution and had become one of the most powerful countries in the world. Their troops were highly experienced in warfare and trained in modern military methods; they were also very disciplined.</li> <li>• The British were skilled strategists and had shown their capabilities in victories, such as that at Plassey and Buxar.</li> <li>• The British military was much more powerful than the poorly armed group of rebels they were fighting, who had no co-ordinated plan of attack and little experience in warfare.</li> <li>• The British army was supplemented by local forces where the rulers knew they would be personally advantaged by a British victory, e.g. the Punjab. This gave the British army insider knowledge and areas where there was no resistance.</li> </ul> <p>Relevant points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• A major cause of defeat was lack of unity. There was no agreed outcome other than defeating the British. Hindus and Muslims had different aims and this meant it was difficult to co-ordinate resistance.</li> <li>• Some Hindus and Sikhs were not prepared to fight in the uprising because they saw it as an attempt by the Muslims to restore the Muslim Mughal Empire. This meant opposition to the British was less effective.</li> <li>• Some Indians supported the British in maintaining their own position, e.g. the ruler of Kashmir sent 2000 troops to help the British. So the Indians found themselves opposed by their own people.</li> <li>• The Indians also lacked leadership. Bahadur Shah was forced to surrender, his sons were executed and the Rani of Jhansi was killed in battle. The most talented Indian general, Tatya Topee, was captured and executed.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Level	Mark	Descriptor
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Question number	Answer	Mark
<b>4(a)</b>	C      1919      AO1 (1 mark)	<b>(1)</b>

Question number	Answer	Mark
<b>4(b)</b>	<p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• 400 people dead (1)</li> <li>• 1200 people wounded (1)</li> <li>• The Hunter Committee was set up (1)</li> <li>• Dyer was dismissed (1)</li> <li>• Increased resentment of British rule (1)</li> </ul> <p>Accept any other valid response.</p>	<b>(2)</b>

Question number	Indicative content	
<b>4(c)</b>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The Khilafat movement was originally set up to protect an important figure in the Islamic religion, the Khalifa, who ruled Turkey. The Muslims thought the British might depose him.</li> <li>• The Khilafat movement was a response to what looked like broken promises not to partition the Ottoman Empire, in return for Muslim support in the war. The Muslims felt betrayed.</li> <li>• The Ottoman Empire contained many places of importance for the Muslims, e.g. Mecca, and they were concerned about their future if the British partitioned the Ottoman Empire.</li> <li>• The Khilafat movement reflected a general anti-British feeling after Rowlatt, Amritsar etc. These events made the Indian people resentful of the repression they faced and more likely to join a protest movement.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
<b>4(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The Muhammadan Educational Conference brought the Muslim League into being. This gave the Muslims an organisation to represent them and to counter the Indian National Congress.</li> <li>• The formation of the Muslim League gave representation to Muslims and gave them the same status as Hindus. The League became a driving force for Muslim rights and, later, partition. It was highly important in beginning the journey towards full Muslim rights.</li> <li>• The Muslim League gave the British an official Muslim organisation with which to hold discussions and increased the status of the Muslims in British eyes.</li> <li>• The Muslim League was an important starting point for talented Muslim politicians and gave them the opportunity to be involved in political discussions in the period leading up to the formation of Pakistan.</li> </ul> <p>Relevant points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The formation of the Indian National Congress was important because it was the first time that the Indians had organised themselves into a national political association and Congress was to play a key role in winning independence.</li> <li>• The Lucknow Pact was important because it was the first time Hindus and Muslims had made joint demands. For the first time, Hindus accepted separate electorates and that there had to be an element of partition in India. However, the Pact ultimately failed, so it was of short-term importance only.</li> <li>• The partition of Bengal was important because it showed British support for Muslims. So this encouraged the Muslims to work with the British. The later reversal of the partition was important because it showed the duplicity of British. So this showed that the British could not be trusted and were always likely to favour Hindus.</li> <li>• The Morley-Minto reforms were important because they increased Indian representation and increased the numbers in the Imperial and Central Executive Council. They also accepted a separate electorate for Muslims. But the reforms did not really give the locals any more than an advisory role. So their importance was limited.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Level	Mark	Descriptor
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Question number	Answer	Mark
<b>5(a)</b>	AO1 (1 mark)  B      London	<b>(1)</b>

Question number	Answer	Mark
<b>5(b)</b>	AO1 (2 marks)  Award 1 mark for each correct point, up to a maximum of 2 marks. <ul style="list-style-type: none"> <li>• Set up rural health centres (1)</li> <li>• Set up basic health units (1)</li> <li>• Provided training for doctors and nurses (1)</li> <li>• Introduced non-branded medicine (1)</li> </ul> Accept any other valid response.	<b>(2)</b>

Question number	Indicative content	
<b>5(c)</b>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Social and cultural disparity meant that the Bengalis felt like they were treated unfairly in their own country, especially over the language issue, so they wanted to break away.</li> <li>• The Awami League fostered a feeling of resentment in East Pakistan and campaigned under the Six Points to end the unfair advantages given politically to West Pakistan.</li> <li>• The East Pakistanis felt cheated out of power in 1971. The Awami League won the election of 1970, but West Pakistan was not prepared to accept this, so a civil war broke out.</li> <li>• East Pakistan broke away because it felt that the West was exploiting it. Although much of Pakistan's wealth was created by the jute trade in East Pakistan, resources seemed to be spent on West Pakistan where people were on average 15% wealthier.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
<b>5(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• As a result of support for warlords fighting the Soviet Union following the invasion of Afghanistan in 1979, there were weapons readily available and a 'Kalashnikov culture' was created. The government failure to control crime made Nawaz Sharif unpopular.</li> <li>• Criminal elements within Pakistan used the opportunity to escalate crimes such as kidnappings, bombings and drug smuggling. The escalation in crime rates was blamed on the government.</li> <li>• The government was forced to introduce the Twelfth Amendment, which set up special courts to dispense speedy justice. This led to criticisms that fundamental rights were being abused.</li> <li>• The violence in society meant Sharif's government lost credibility overseas. For example, Sharif had to cancel an important trip to Japan. Pakistan developed a reputation as a country with law and order problems.</li> </ul> <p>Relevant points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The co-operative society scandal undermined confidence in Sharif's government as he appeared to be making personal gains from receiving bank loans. Although he repaid the loans, this scandal made people lose faith in Sharif's ability to run the economy.</li> <li>• The collapse of the Bank of Commerce and Credit International also damaged the government's image. They had failed to stop the seventh largest bank in the world from carrying out 'widespread fraud and corruption'.</li> <li>• Sharif's dispute with Ishaq Khan over the Eighth Amendment lost him the support of the President. This came on top of a dispute about who should be the army chief of staff, with Ishaq Khan rejecting Sharif's candidate. This opposition led, ultimately, to his dismissal.</li> <li>• The loss of US economic support following the withdrawal of Soviet troops from Afghanistan undermined Pakistan's economy. As a result, it was increasingly difficult to manage the Pakistan economy and the government became more unpopular.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Level	Mark	Descriptor
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Question number	Answer	Mark
<b>6(a)</b>	AO1 (1 mark)  D      USA	<b>(1)</b>

Question number	Answer	Mark
<b>6(b)</b>	<p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Central Treaty Organization (CENTO), formerly known as the Baghdad Pact (1)</li> <li>• South East Asia Treaty Organization (SEATO) (1)</li> <li>• Regional Cooperation for Development (RCD) (1)</li> <li>• Organisation of Islamic Cooperation (OIC) (1)</li> <li>• South East Asian Association for Regional Cooperation (SAARC) (1)</li> <li>• The Commonwealth (1)</li> </ul> <p>Accept any other valid response.</p>	<b>(2)</b>

Question number	Indicative content	
<b>6(c)</b>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• One of the reasons why relations improved was that they had been so bad to start with; Pakistan had left the Commonwealth in 1971.</li> <li>• Relations with Britain improved in 1979 because the Soviet Union invaded Afghanistan and Pakistan became an ally of Britain against communist aggression. Britain gave Pakistan £46 million in aid for refugees from Afghanistan.</li> <li>• Relations improved because in 1979 Britain was ruled by a strongly pro-USA and anti-communist government, and so the British were keen to support Pakistan's anti-Soviet role in Afghanistan.</li> <li>• Relations improved because there was an important trading partnership between them, and both countries wanted to maintain it. By 1986 the amount of trade was worth around £376 million.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
<b>6(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• Pakistan helped the USA in its anti-communist stance. In 1950, Liaquat Ali Khan chose to visit the USA instead of the Soviet Union, so the USA was pleased. This suggested that Pakistan would be opposed to the spread of communism in South Asia.</li> <li>• Ayub Khan allowed the USA to build airbases and continued to support them, even when the U2 spy plane was shot down. This reinforced the idea that Pakistan was an ally against communism and ensured good relations, reflected in loans from the USA.</li> <li>• Pakistan signed alliances favoured by the USA, such as Southeast Asia Treaty Organization (SEATO), and so the USA felt Pakistan had the right attitude. The USA saw Pakistan as a responsible member of the world community and was encouraged to have closer ties.</li> <li>• Relations were very good during the time of the Afghan Miracle, when there was a flood of money from the USA coming into Pakistan, which boosted the Pakistan economy and showed successful relations.</li> </ul> <p>Relevant points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• In 1947 relations were not good. The USA took several years to send an ambassador to Pakistan and then Liaquat Ali Khan accepted an invitation to visit the Soviet Union in 1949. This offended the USA.</li> <li>• In 1979, protestors burning down the American embassy in Islamabad upset the USA. The USA government did not like the military government of Zia and believed he was complicit in the attack. Aid programmes were scrapped and relations worsened.</li> <li>• The development of a nuclear capability programme and Pakistan's failure to sign the Treaty on the Non-Proliferation of Nuclear Weapons in 1980 was an issue for the USA. The 1985 Pressler Amendment damaged relations, especially when George Bush blocked the purchase of fighter jets. The USA saw Pakistan's nuclear capability as a potential threat and Pakistan felt that the USA was using aid as a means of enforcing American political will.</li> <li>• The failure of the USA to support Pakistan vs. India in the 1965 and 1971 wars. Pakistan felt that the USA was pro-India, which upset them and had a serious impact on their relationship.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Level	Mark	Descriptor
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel  
International GCSE (9–1)**

# Pakistan Studies

## Paper 2: The landscape, people and economy of Pakistan

Sample assessment material for first teaching  
September 2017

**Time: 1 hour 30 minutes**

Paper Reference

**4PA1/02**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 75.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### SECTION A: The Physical Environment

Write your answers in the spaces provided.

You should aim to spend no more than 30 minutes on this section.

- 1 (a) Study Figure 1, which shows the climatic zones of Pakistan.

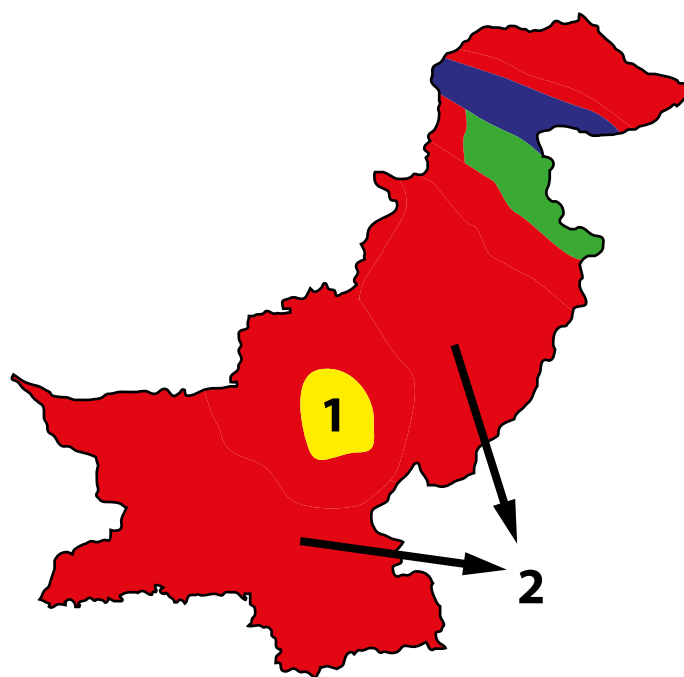


Figure 1

- (i) Identify climate zone 1.

(1)

<input type="checkbox"/>	<b>A</b> Humid subtropical zone
<input type="checkbox"/>	<b>B</b> Desert/semi-arid zone
<input type="checkbox"/>	<b>C</b> Mediterranean zone
<input type="checkbox"/>	<b>D</b> Continental zone

- (ii) State **one** climate characteristic of zone 2.

(1)

(b) State **two** characteristics of the Western Disturbance.

(2)

1 .....

2 .....

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

(3)

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(d) Study Figure 2, which shows a solar-powered water pump in Pakistan.



(Source: © Martien van Gaalen/Shutterstock)

**Figure 2**

Suggest **two** reasons why Pakistan is developing renewable energy resources.

(4)

- 1 .....
- 2 .....

(e) Explain the environmental impacts caused by the exploitation of **one** named natural resource in Pakistan.

(6)

Named natural resource .....

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- (f) Assess how Pakistan's government has improved its ability to respond to river-flood events.

(8)

(Total for Question 1 = 25 marks)

**TOTAL FOR SECTION A = 25 MARKS**

## SECTION B: The Human Environment

You should aim to spend no more than 30 minutes on this section.

- 2 (a) Study Figure 3, which shows the value of Pakistan's exports and imports in Pakistan rupees (PKR) for 2013–14 and 2014–15.

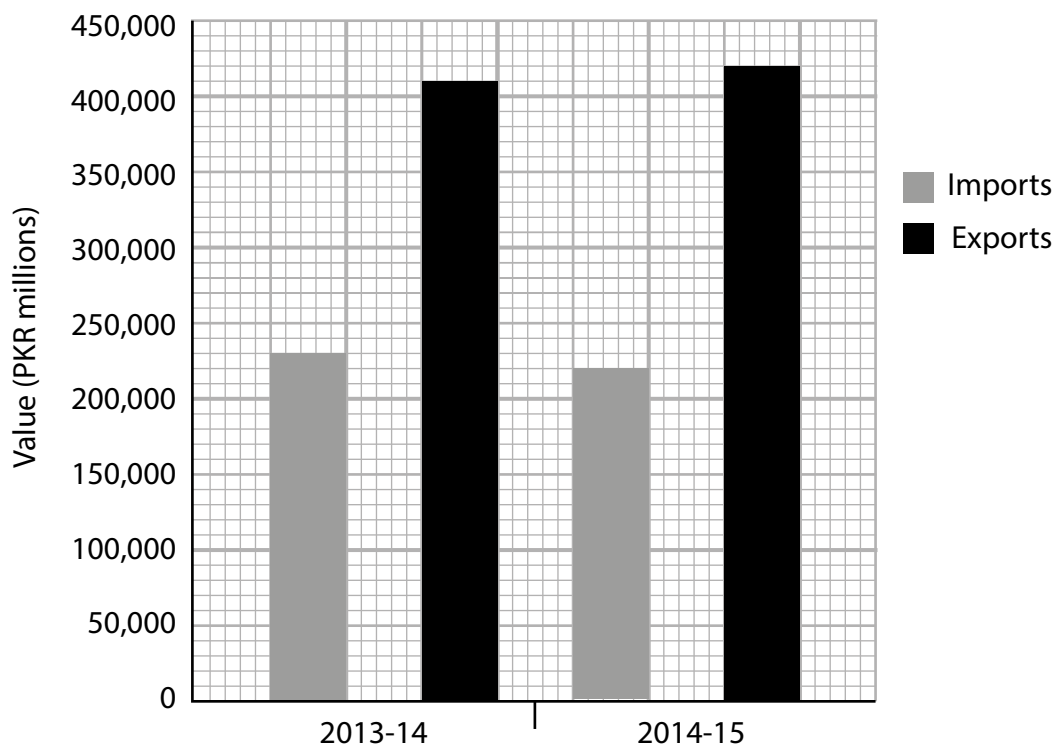


Figure 3

- (i) Identify the value of exports in 2014-15.

(1)

<input type="checkbox"/>	<b>A</b> 200,000 million PKR
<input type="checkbox"/>	<b>B</b> 210,000 million PKR
<input type="checkbox"/>	<b>C</b> 220,000 million PKR
<input type="checkbox"/>	<b>D</b> 230,000 million PKR

- (ii) Calculate the difference in the value of exports between 2013-14 and 2014-15.

(1)

(b) Name **two** of Pakistan's economically important exports.

(2)

1 .....

2 .....

(c) Explain **one** impact of the primary sector on the physical environment of Pakistan.

(3)

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- (d) Study Figure 4, which shows a 'word cloud' indicating contrasting views about transnational corporations (TNCs).



'size of word indicates perceived importance'

(Source: © Amir Zukanovic/123RF)

**Figure 4**

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

(4)

Challenge for people

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Challenge for economy

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(6)

**DO NOT WRITE IN THIS AREA**

(f) Evaluate the impact of the transport system on the economic development of Pakistan.

(8)

(Total for Question 2 = 25 marks)

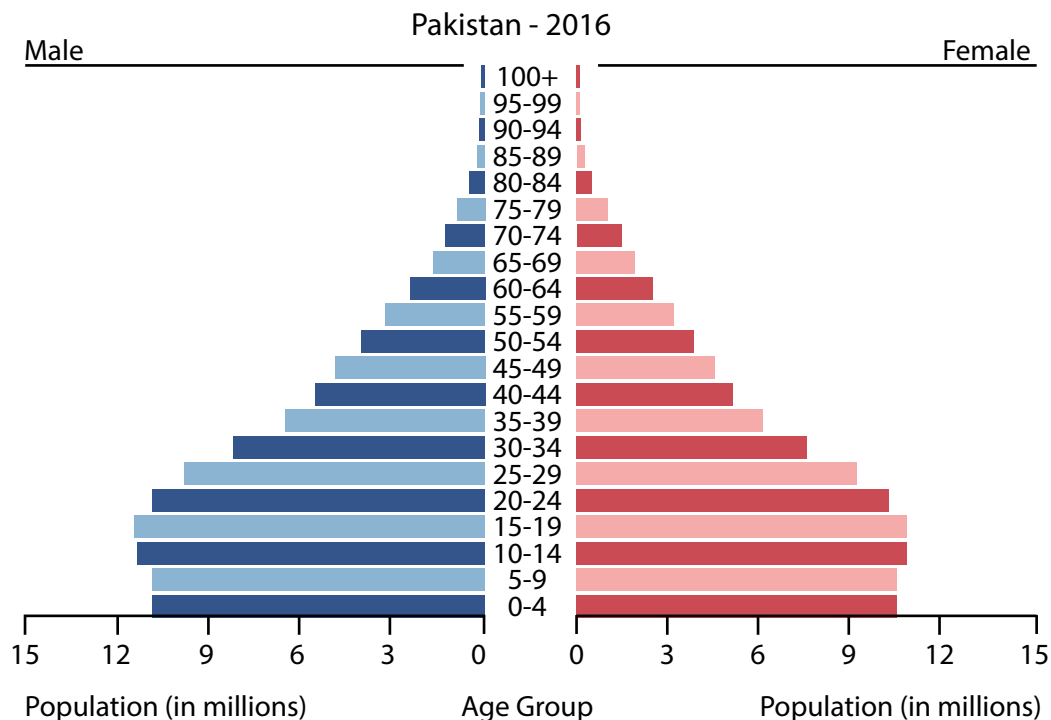
**TOTAL FOR SECTION B = 25 MARKS**

## SECTION C: Challenges for Pakistan

Write your answers in the spaces provided.

You should aim to spend no more than 30 minutes on this section.

- 3 (a) Study Figure 5, which shows information about Pakistan's population.



**Figure 5**

- (i) Identify the age range with the largest population.

(1)

<input type="checkbox"/>	<b>A</b> 20-24
<input type="checkbox"/>	<b>B</b> 15-19
<input type="checkbox"/>	<b>C</b> 10-14
<input type="checkbox"/>	<b>D</b> 5-9

- (ii) Name the type of graph shown in Figure 5.

(1)

(iii) State **two** factors influencing the shape of the graph shown in Figure 5.

(2)

1 .....

2 .....

(b) Explain **one** physical factor that influences population distribution in Pakistan.

(3)

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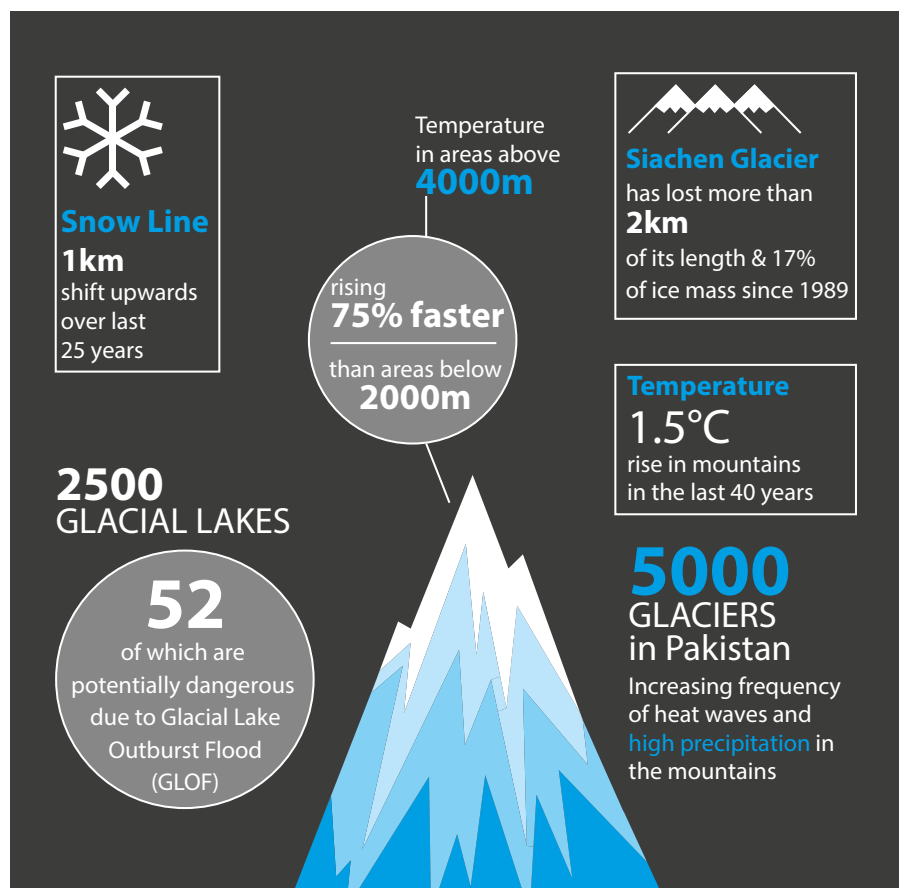
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(c) Study Figure 6, an 'infographic' about the glacial environment in Pakistan.



**Figure 6**

Suggest **two** strategies that the Pakistan Government might use to adapt to the impacts of climate change.

(4)

- 1 .....
- 2 .....

(d) Explain the challenges of rapid population growth for people living in a named megacity in Pakistan.

(6)

Named megacity .....

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(e) Assess the success of strategies to support rural communities in Pakistan.

(8)

**(Total for Question 3 = 25 marks)**

**TOTAL FOR SECTION C = 25 MARKS**  
**TOTAL FOR PAPER = 75 MARKS**

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## Paper 2 – sample mark scheme

Question number	Answer	Mark
<b>1(a)(i)</b>	<p>AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• C</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>1(a)(ii)</b>	<p>AO3 (1 mark)</p> <p>Award 1 mark for correct point, maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• Arid/semi-arid (1)</li> <li>• Hot summers (1)</li> <li>• Cool winters (1)</li> <li>• Summer monsoon rainfall (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Moderate to heavy rain (1)</li> <li>• Cloudy skies (1)</li> <li>• Higher night temperatures (1)</li> <li>• Heavy snow on mountainous areas (1)</li> </ul> <p><b>Accept any other appropriate response.</b></p>	<b>(2)</b>

Question number	Answer	Mark
<b>1(c)</b>	<p>AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks. Credit only <b>one</b> cause.</p> <ul style="list-style-type: none"> <li>• Two tectonic plates converge in northern Pakistan (1). This results in pressure that causes fractures called faults (1). When pressure is released, sudden movement occurs along the fault lines, resulting in an earthquake (1).</li> </ul>	<b>(3)</b>

Question number	Answer	Mark
<b>1(d)</b>	<p>AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks each. Only <b>two</b> reasons should be credited.</p> <ul style="list-style-type: none"> <li>• Pakistan depends on imported non-renewable energy resources (1), therefore developing renewable resources will help to improve Pakistan's trade balance (1).</li> <li>• Remote rural areas do not have access to electricity (1), therefore small-scale renewable schemes will help local/regional development (1).</li> <li>• Non-renewable resources are finite (1), therefore renewable energy is needed to ensure energy security in the future (1).</li> </ul> <p>Non-renewable energy resources contribute to global climate change (1), therefore renewable resources are needed to reduce to reduce CO<sup>2</sup> emissions (1).</p>	<b>(4)</b>

Question number	Indicative content
<b>1(e)</b>	<p>AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>• Accessible drinking water is essential for day-to-day life. The government is attempting to manage water resources through the construction of dams. However, construction of dams and barrages along the Indus River and its tributaries, plus deforestation, is causing severe damage to mangrove forests and ecosystems.</li> <li>• Rural communities are dependent on forest products. Deforestation for fuel increases surface runoff and reduces water regulation. Reduced water flow in the Indus River and its tributaries means that mangrove forests, which provide coastal protection, die and so the impact of cyclones and coastal flooding is increased.</li> <li>• Commercial companies exploit forest products, especially timber. The demand for wood far exceeds the current level of sustainable supplies. This causes an overall loss in forested areas and the fragmentation of forests. This results in a reduction of total numbers and the interaction between the living components of the forest ecosystem, and loss of biodiversity.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content	
<b>1(f)</b>	<p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• After the 2010 floods, Pakistan extended its glacier-monitoring network to the Hindu Kush, Karakoram and Himalayan mountain ranges. These systems track precipitation patterns, the amount of glacial melt and resulting floods. Improved weather radar systems have also helped to improve weather and flood predictions. Therefore, the government has a better understanding of the potential size and extent of future river-flood events.</li> <li>• Another positive development is that the Pakistan government has signed the Hyogo Framework for Action, designed to enable countries and communities to deal with disasters. This is a five-point plan and includes commitment to 'strengthen disaster preparedness for effective response at all levels'.</li> </ul> <p>Relevant points to counter the statement might include:</p> <ul style="list-style-type: none"> <li>• During the severe 2010 floods, the government was criticised for its slow and disorganised response to the floods. The number of deaths, and loss of farmland and infrastructure indicated that the government response lacked the resources to deal with a large-scale flood event effectively. The 2015 floods showed that relatively little progress with flood-management schemes had been made.</li> <li>• A number of central and regional government agencies are involved in developing flood-response plans and this could result in fragmented responses to future events, reducing their effectiveness.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• 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)</li> </ul>

Level	Mark	Descriptor
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)</li> </ul>
<b>Level 3</b>	7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• 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)</li> </ul>

Question number	Answer	Mark
<b>2(a)(i)</b>	<p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• C</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>2(a)(ii)</b>	<p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• 100,000 million PKR</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Household linens (1)</li> <li>• Rice (1)</li> <li>• Cotton yarn (1)</li> <li>• Ready-made clothes (1)</li> </ul> <p><b>Accept any other appropriate response.</b></p>	<b>(2)</b>

Question number	Answer	Mark
<b>2(c)</b>	<p style="text-align: center;">AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks each. Only credit <b>one</b> factor.</p> <ul style="list-style-type: none"> <li>Deforestation due to extensive cultivation in northern Pakistan, e.g. the Potohar track (1), results in the fragmentation of forested areas (1), causing a reduction in the number of living organisms and the interaction between components of the forest ecosystem (1).</li> <li>Inappropriate farming practices, e.g. extensive use of chemical fertilisers (1), leads to soil erosion when winds blow (1) because no organic matter is added to hold the soil together (1).</li> </ul>	<b>(3)</b>

Question number	Answer	Mark
<b>2(d)</b>	<p style="text-align: center;">AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks. Only credit <b>one</b> challenge for 'people' and <b>one</b> challenge for 'economy'.</p> <p><b>People</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p><b>Economy</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<b>(4)</b>

Question number	Indicative content
<b>2(e)</b>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>• Relief in areas such as the low-lying and flat Indus floodplain means there is land suitable for extensive rice and wheat cultivation. Crop production is higher in the Punjab and Sindh provinces due to intensive farming.</li> <li>• Areas with unproductive, infertile soils and limited technology for irrigation/water storage, tend to have less commercial agriculture and more subsistence farming, such as the Balochistan plateau. Areas such as Balochistan have thin, sandy soils that lack the nutrients needed for cultivation and farming tends to be low-density pastoral or subsistence farming.</li> <li>• The ability of landowners to invest is important. Large commercial companies can invest in high-intensity farming, e.g. in the Punjab and Sindh. In other provinces, farms are very small and the tenants or owner have low incomes, making the use of large machines and costly fertilisers unlikely, which results in low-intensity farming.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content	
<b>2(f)</b>	<p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• The economy of Pakistan depends on exporting goods, particularly clothing, and requires an efficient, well-maintained transport system. Pakistan's present and future economic development relies on efficient movements of raw materials, manufactured products and agricultural goods.</li> <li>• Developing the road transport network and constructing and improving rail links is therefore a government priority. There have been significant developments in road transport networks since 2007, including major roads such as the coastal highway and routes to China.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Development in Pakistan is unequal, with more investment in the Punjab and Sindh provinces. This uneven network and investment limits overall development. Coordinated investment is needed on a national scale to increase economic development in regions such as the Northern provinces.</li> <li>• Economic development is affected by the balance of trade as Pakistan has a trade deficit that severely limits economic growth. Research indicates that infrastructure investment on its own is not sufficient to increase the economic activity in the underdeveloped regions of Pakistan.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• 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)</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)</li> </ul>

Level	Mark	Descriptor
<b>Level 3</b>	7–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• 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)</li> </ul>

Question number	Answer	Mark
<b>3(a)(i)</b>	<p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> <li>• B</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
<b>3(a)(ii)</b>	<p style="text-align: center;">AO3 (1 mark)</p> <p>Award 1 mark for correct point, maximum 1 mark.</p> <ul style="list-style-type: none"> <li>• Age/sex pyramid (1)</li> <li>• Population pyramid (1)</li> </ul> <p><b>Do not accept any other response.</b></p>	<b>(1)</b>

Question number	Answer	Mark
<b>3(a)(iii)</b>	<p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• High birth rate (1)</li> <li>• Improved medical care of young children (1)</li> <li>• Improved medical care of older people (1)</li> <li>• Low death rate (1)</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
<b>3(b)</b>	<p>AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks each. Only credit <b>one</b> factor.</p> <ul style="list-style-type: none"> <li>• Areas of lowland, such as the Punjab (1), can support extensive farmland and a high population density (1), whereas upland areas, e.g. the Himalayan foothills, tend to have low population densities (1).</li> <li>• Areas with an extreme climate, such as the Thar Desert, have a low population density (1) due to the shortage of water (1), whereas areas that receive monsoon rainfall can support a high population density (1).</li> </ul>	<b>(3)</b>

Question number	Answer	Mark
<b>3(c)</b>	<p>AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks each. Only credit <b>two</b> strategies.</p> <ul style="list-style-type: none"> <li>• Building more dams and other river defences (1) will help to protect people from floods caused by increasing river discharge from melting glaciers in the Himalayas (1).</li> <li>• Protection of the mangrove forests in the Indus Delta region (1) will protect people from rising sea levels caused by melting mountain glaciers (1).</li> </ul>	<b>(4)</b>

Question number	Indicative content	
<b>3(d)</b>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>• Rapid growth means that there is an absence of services, for example health and educational facilities. This lack of services results in poor health, particularly of the lower-income residents. The lack of education reduces the prospects of higher-paid skilled employment for many.</li> <li>• There is insufficient housing, particularly for less well-off people. It is estimated that about 8 million housing units are needed. This shortage of housing means that lower-income residents are forced to live in informal settlements, often around the edges of the city. Informal settlements tend to be poorly constructed and lack sanitation, increasing the risk of disease.</li> <li>• The demand for transport leads to crowded transport systems and traffic congestion resulting in severe air pollution in many cities, for example Karachi. This leads to respiratory diseases, adversely affecting the urban population.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content	
<b>3(e)</b>	<p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited</p> <p><b>Indicative content</b></p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• 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)</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3)</li> </ul>

Level	Mark	Descriptor
<b>Level 3</b>	7–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</li> <li>• 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)</li> </ul>

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