

Delegate Booklet

Course Title:

**Pearson Edexcel International
GCSE Pakistan Studies: Welcome to Pearson
(Module 2)**

Course Code:

4PA1-20IO2





About this event

Course Title:

Welcome to Pearson Edexcel International GCSE Pakistan Studies: Module 2

Course Code:

4PA1-20102

Aims and Objectives

This on-line event is designed for teachers who are delivering our Pearson Edexcel International GCSE Pakistan Studies (2017)

By the end of this session delegates will:

- Understand the Assessment Objectives for the qualification
- Understand the question types for the qualification
- Understand the mark schemes for the qualification
- Practised using the mark schemes by marking candidate responses
- Learnt about the support provided by Pearson
- Have resolved outstanding questions



Agenda

Time	Item
08.00	Welcome, Introductions, aims of the session
08.05	The examination papers and assessment objectives
08.15	Paper 1 Question types and related mark schemes
08.35	Paper 1, Marking candidate responses
09.00	Break
09.05	Paper 2 Aims and objectives, assessment objectives
09:10	Paper 2 Question types and related mark schemes.
09::20	Paper 2 Marking candidate responses
09:50	Support from Pearson Edexcel
09:55	Questions and session close
10:00	Session close



Materials for the Training

PART 1: THE HISTORY AND CULTURE OF PAKISTAN

Part A question:

1(a) Identify the British politician sent to India in 1942 to win support for the British war effort (1 mark)

- A. Cripps
- B. Linlithgow
- C. Mountbatten
- D. Wavell

Answer: 1(a) Cripps was sent in 1942

Part B question:

1(b) State two princely states where partition brought problems in 1947.

Jammu & Kashmir
Hyderabad
Allow Bengal



Activity 1

Part C question:

3(c) Explain why British Military actions led to the War of Independence in 1857?

1. Without looking at a mark scheme, impression mark the two responses, A and B for Part C question 3(c) in the Examiner's Report (pages 17 & 18)
2. Which is better and why?
3. 3(c) Study the Indicative content (page 16) in the Examiner's Report for Paper 1. and the generic Levels mark scheme for 6-mark questions below.

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

4. Where is the evidence in the indicative content and Levels marks scheme to support your impression marking? Start with Response B (page 18)



Activity 2

Part D question:

1 (d) Reforming agriculture was Ayub Khan's greatest success.' Discuss how far you agree with this statement.

You may use the following in your answer:

- The Decade of Development
- The 1962 Constitution

You must also use information of your own

1. Study the Indicative and Levels based mark scheme on page 30 and pages 4/5* of the Examiner's Report for Paper 1.
Mark Exemplar response A and B, pages 31 to 33 in the Examiner's Report for Paper 1.

At this point, avoid reading the Examiner's comments

Mark response A first.

2. Did you identify any of the characteristics below in responses A or B:
 - Detail/evidence to support the statement
 - Detail/evidence to oppose the statement – a balanced argument
 - Explanation, description
 - Appropriate reference to the two bullet points to support the answer
 - At least one additional area of knowledge and understanding of your own to support or oppose the proposition
 - A judgement supported by evidence

Examiner's comments:

Candidates should be aware that '**You must also use information of your own**' means that they should consider other factors than those that are suggested in the question. Only to consider the two suggested factors limits marks available significantly, in all levels of answers. Candidates are unable to achieve maximum marks in any level without introducing appropriate factors from their own knowledge. They are not able to access Level 4 marks at all without considering fully factors that they have introduced into the answer.

Candidates should, therefore, be taught to answer the question from the factor given in the question (the refugee numbers) and from some or all of the other factors offered, (the shortage of 7 accommodation/ the Canal Water Dispute) and from other factors that contributed to the difficulties faced by the new country. The mark scheme helps to inform what those might be: economic problems in a largely rural population, the geographical division of the country and disagreements about the status of Kashmir. Notice that the number of factors examined in the



mark scheme is more than the number needed to produce a balanced answer. Candidates do not need to analyse all of them to achieve high marks.

Question 1d assesses AO2 and AO3: AO2: Analyse and explain key information, ideas, concepts and themes AO3: Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements

Levels 2, 3 and 4 of the mark scheme make reference to a **balanced argument**. Candidates are expected to demonstrate that there were explanations of difficulties faced by the new state by analysing the factors and explaining how they were responsible for the difficulties. Balance suggests that factors are given equal consideration in terms of the depth of their explained links to the difficulties. Thus Level 2 answers are seen to demonstrate some balance, Level 3 answers mostly balance with Level 4 answers demonstrating balance of argument.

The mark scheme makes explicit reference to '**judgements supported by relevant evidence.**' This is the item that assesses candidates' ability to make substantiated judgements. A candidate who describes a factor and then states that this explains why the event happened is asserting its significance (L2). A candidate who interprets issues links to the question, based in some cases on analysis, and uses their analysis to support judgements about some factors' importance is offering a 'mostly balanced argument, judgements supported by some relevant evidence.' (L3) Candidates who target analysis of factors to explain the significance of those factors and use their analysis to support argument about the relative significance of factors are offering 'balanced argument, judgements thoroughly supported by relevant evidence.' (L4)



PART 2: THE LANDSCAPE, PEOPLE AND ECONOMY OF PAKISTAN

Activity 3

Note briefly why options A, C and D for 3a(i) are incorrect answers.

A

C

D

Activity 4

Turn to page 21 (question 2d) in the exemplars with commentaries Paper 2 booklet provided. Read the question and mark scheme.

1. Mark response A without reading the commentary.
Mark given

2. Why have you given this mark?

3. How does your marking and reasoning compare with that in the commentary box?



Activity 5

Turn to page 24 (question 2e) in the exemplars with commentaries Paper 2 booklet provided.
Read the question and mark scheme.

1. Mark response B without reading the commentary.

Level and mark given

2. Compare your mark with that given by the examiner and note any adjustments needed to your marking.

3. How could you help your students to reach Level 3 for this question type?



Activity 6

Turn to question 2f (pages 27 and 28) in the exemplars with commentaries provided.

1. Mark response B, page 30.

Level and mark given.....

2. What are your reasons for awarding the level and mark you selected?

3. How does your marking and reasoning compare with that in the commentary box?