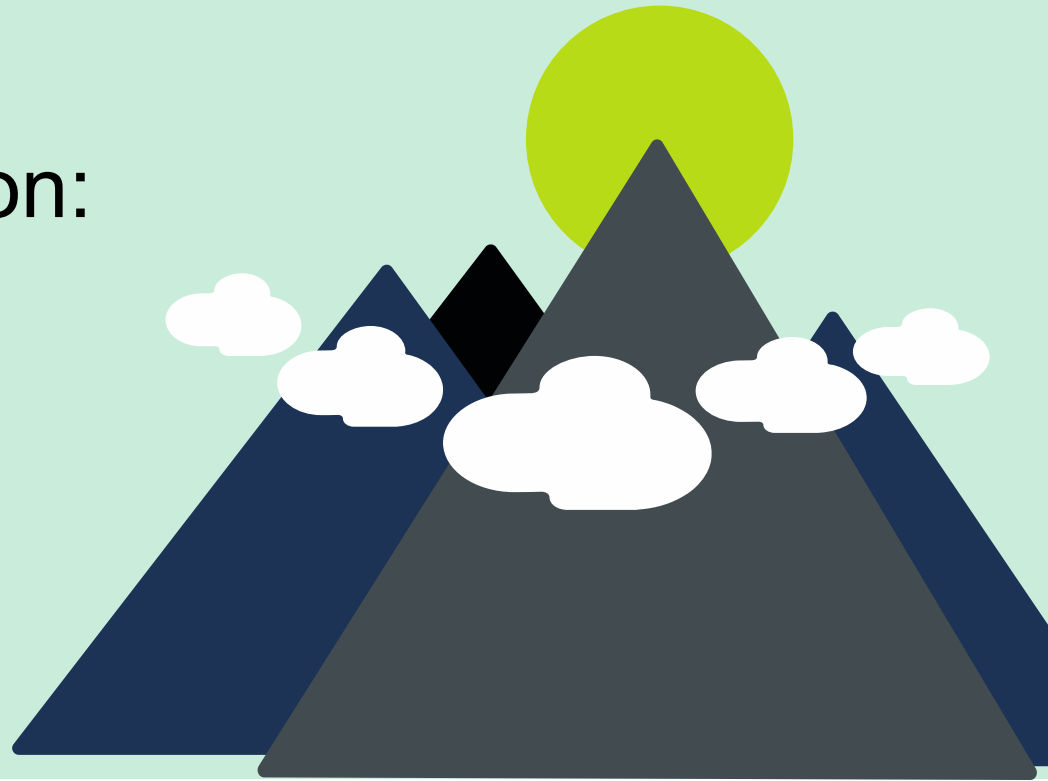


Pearson Edexcel International GCSE Pakistan Studies

Welcome to Pearson:
Module 2



Session Agenda

- 08:00 Welcome, Introductions and 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
- 08:00 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

Aims and Objectives

- Understand the Assessment Objectives for the qualification
- Understand the question types
- Understand the mark schemes
- Practise using the mark schemes by marking candidate responses
- Learn about the support provided by Pearson
- Respond to participant questions

Poll

- How long have you been teaching Pakistan Studies?
- Were your students entered for the 2019 examinations?
- Which options do you/will you teach on Paper 1: Section B?
- Which options do you/will you teach on Paper 1: Section C?

Pakistan Studies Assessment Features



Pakistan Studies: Structure

There are two parts to the qualification, the history and culture of Pakistan and the landscape, people and economy of Pakistan.

1. The history and culture of Pakistan:

- The content is divided into three sections of which Section 1 has one compulsory topic, Section 2 has three topics and Section 3 has two topics.

2. The landscape, people and economy of Pakistan.

- The content is divided into three sections. Students study all three sections. There is one written examination, which includes multiple-choice, short-open, data response and extended-response questions. All three sections are compulsory with parts of each section being assessed in each series.

1.4 Assessment objectives

This document references the assessment objectives, which are as follows:

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

Relationship of assessment objectives to papers

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

Paper 1 HISTORY AND CULTURE

Paper 1 Question types

	Question description	Example question stem	AO and marks
(a)	Multiple choice	Identify...	AO1 1 mark
(b)	Give two examples	State two...	AO1 2 marks
(c)	Causation question	Explain	AO1: 3 marks AO2: 3 marks
(d)	Judgement relating to one of the following: importance/ effects/ significance etc.	‘[Statement.]’ Discuss how far you agree with this statement. <i>+ two stimulus points</i>	AO2: 8 marks AO3: 8 marks

Part A Questions

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

Part B Questions

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

1.....

2.....

Part C Questions

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

Let's Look at a candidate response

Without looking at a mark scheme, impression mark the two responses, A and B for question 3(c) in the Examiner's Report (pages 17 & 18)

Which is better and why?

Using the Mark Scheme as a teaching tool

For Question 3c, study the Indicative content (Pg. 16) and the Generic mark scheme for 6 mark questions (Pg.3) of the Examiner's Report for Paper 1.

Where is the evidence in the indicative content and Levels marks scheme to support your impression marking?

Part D Questions

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. 16 marks

Using the Mark Scheme as a teaching tool

Study the Indicative and Levels based mark scheme on page 30 and pages 4 and 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

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

BREAK

THE LANDSCAPE, PEOPLE AND ECONOMY OF PAKISTAN

The content of the course

Pakistan Studies: Structure

There are two parts to the qualification, the history and culture of Pakistan and the landscape, people and economy of Pakistan.

The history and culture of Pakistan:

- The content is divided into three sections. Students study one topic per section. There is one written examination, which includes multiple-choice, short-open and extended-response questions

The landscape, people and economy of Pakistan.

- The content is divided into three sections. Students study all three sections. section. There is one written examination, which includes multiple-choice, short-open, data response and extended-response questions

Course Content for Paper 2: The landscape, people and economy of Pakistan

Content overview

The content is divided into three sections.

- The Physical Environment
 - The Human Environment
 - Challenges for Pakistan.
-

What are the Assessment Objectives?

1.4 Assessment objectives

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**What are the
different question
types?**

Multiple answer questions

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

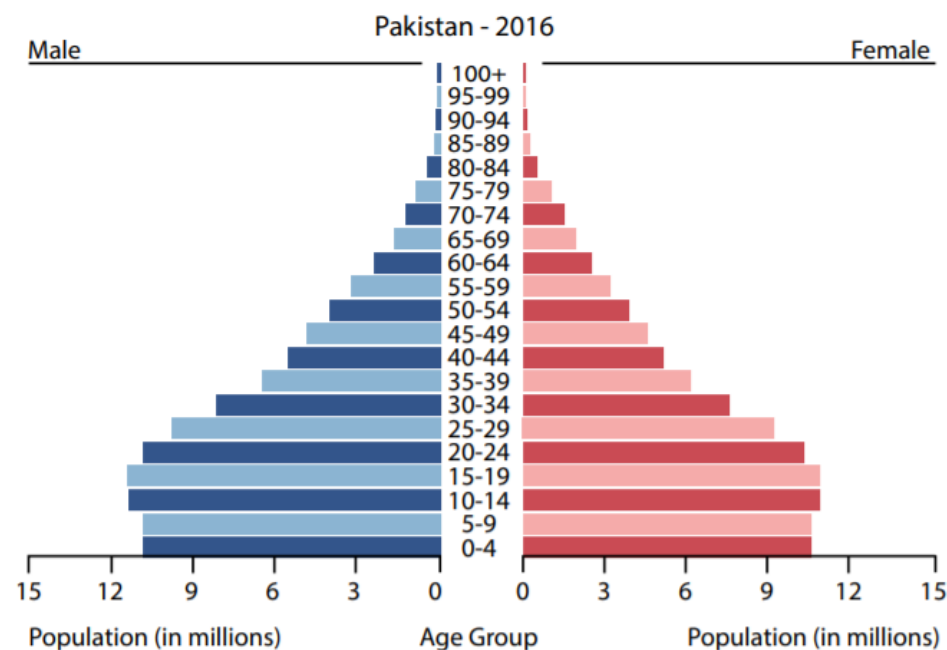


Figure 5

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

(1)

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

One mark answer questions

- Command word might be Name, State or Calculate

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

(1)

Short answer 1 mark plus 1 mark type questions

- Command word might be Name or State

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

(2)

1

2

Mark scheme

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

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

Mark scheme

Question number	Answer	Mark
3(a)(iii)	<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">• High birth rate (1)• Improved medical care of young children (1)• Improved medical care of older people (1)• Low death rate (1)	(2)

Three mark question types

- The command word will be 'Explain'.

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

(3)

Mark scheme

Question number	Answer	Mark
3(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 one factor.</p> <ul style="list-style-type: none">• 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).• 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).	(3)

Four mark, command word ‘Suggest’ type questions

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

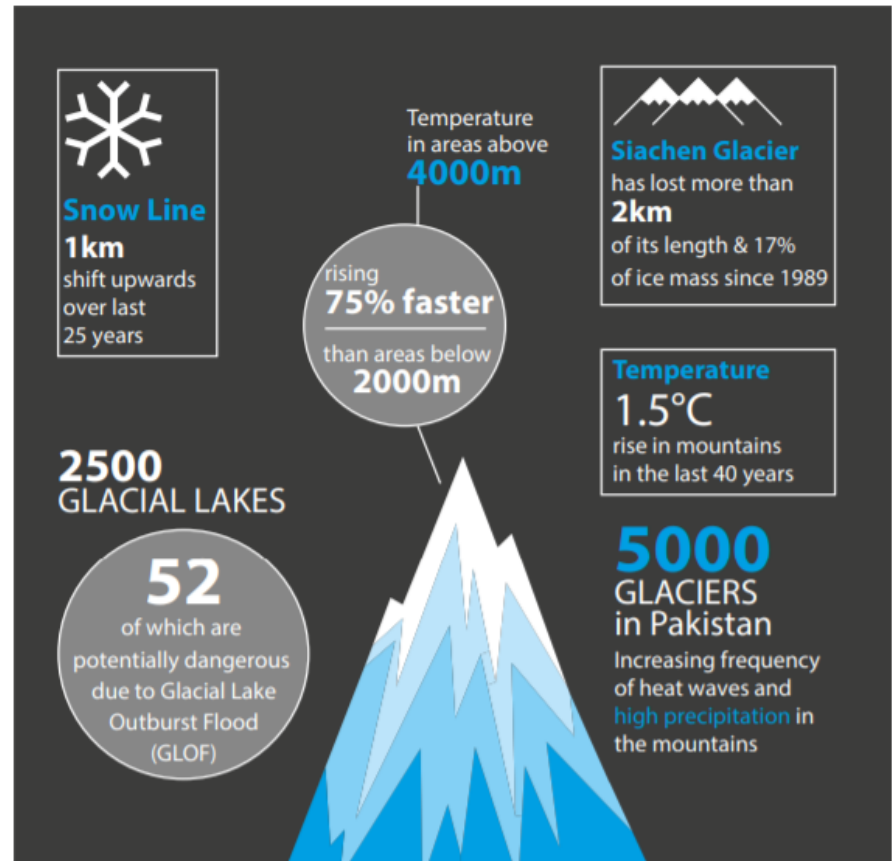


Figure 6

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

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

(4)

1

2

Question number	Answer	Mark
3(c)	<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 two strategies.</p> <ul style="list-style-type: none"> • 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). • Protection of the mangrove forests in the Indus Delta region (1) will protect people from rising sea levels caused by melting mountain glaciers (1). 	(4)

Six mark, command word explain, type questions

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

(6)

Named megacity

AO1 (3 marks)/AO2 (3 marks)

- 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.
- 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.
- 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.

Level	Mark	Descriptor
	0	No rewardable material.
Level 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)
Level 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)
Level 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)

Eight mark, command word evaluate or access, type questions

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

(8)

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

**Marking candidates'
answers to 2c, 2d and
2e in the Exemplar
Booklet for Paper 2**

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