

# Getting Started: International GCSE Pakistan Studies 2017

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## 1. Introduction

This Getting Started guide provides an overview of the new International GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

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

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

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

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

We will be providing a package of support to help you plan and implement the new specification.

- **Planning**

In addition to the section in this guide, we will be providing a course planner and schemes of work that you can adapt to suit your department.

- **ResultsPlus**

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

- **Training events**

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

- **Get help and support**

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

These support documents will be available on the International GCSE 2017 Pakistan Studies pages: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-pakistan-studies-2017.html>

## 2. Key features of the qualification

- **Two-paper assessment** – a two-paper model allows students to focus on the history and culture of Pakistan, as well as its geography and economy. The qualification will test knowledge and understanding, as well as analytical and evaluation skills.
- **Flexible approach in teaching choice** – we have designed the qualification to enable students to study periods throughout the history of Pakistan. To ensure that students study the emergence of Pakistan (1927–1971) in depth, we have made the first topic compulsory. Then, to give centres greater flexibility to choose areas of study that they will enjoy teaching, there is a choice of topics in Sections B and C, allowing them to choose topics appropriate for their students.
- **Clear and straightforward question papers** – our question papers are clear and accessible for students of all ability ranges and learning styles. Command words are used consistently to assess particular skills, making clear what type of response is required. Our mark schemes are explicit about the type of response and skills required, so that assessment requirements are straightforward.
- **Broad and deep development of students' skills** – the design of the revised International GCSE in Pakistan Studies aims to extend students' knowledge and understanding by broadening and deepening skills, for example students will:
  - develop knowledge, understanding, analysis and evaluation of the history, culture, geography and economics of Pakistan
  - assess both historical and geographical concepts, giving them skills to interpret past events and explain change and interrelationships between people, places, environments and processes
  - understand the influence of factors previously and currently affecting individuals, communities and societies
  - reflect on and develop their understanding of what they have learned, and contribute to preparation for adult life in a global community.
- **Progression to A Level** – International GCSEs enable successful progression to A Level and beyond, particularly history, geography and other humanities subjects, as well as economics, business studies and politics. Through our world-class qualification development process, we have consulted teachers, university professors and subject experts to validate the appropriateness of this qualification for progression, including its content, opportunities for skills development and assessment structure.

More information about all of our qualifications can be found on our Edexcel International GCSE pages at: [qualifications.pearson.com](http://qualifications.pearson.com)

### 3. What's new?

#### 3.1 What are the changes to the International GCSE qualification?

International GCSE Pakistan Studies is valid for first teaching from September 2017, with first assessment from June 2019 and first certification from August 2019.

- There will be a new 9–1 grading system, with 9 being the top level (see end of this document).
- There will be no coursework or controlled assessment component: all assessment will be through external examinations.
- There will be a fully linear structure, with all exams sat at the end of the course.
- International GCSE Pakistan Studies continues to be untiered.

#### 3.2 Changes to Pakistan Studies' content requirements

The content requirements for International GCSE Pakistan Studies have been revised.

- There is a new compulsory topic: all students must study the emergence of Pakistan (1927–1971) in depth.
- Teachers and students should choose two more topics for study, one from a Section B list of topics and one from a Section C list of topics.
- Content required in the 2009 syllabus has been repositioned in the 2017 syllabus. Centres should be aware of the topic dates, as the topics themselves may suggest a wider time span.

#### 3.3 Changes to Assessment Objectives

The International GCSE Pakistan Studies Assessment Objectives have been revised. The following are now the assessment objectives for the qualification:

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

\* 15 marks will assess recall of knowledge

Paper	Assessment objectives		
	AO1	AO2	AO3
Paper 1	12%	22%	16%
Paper 2	12%	22%	16%
<b>Total for International IGCSE</b>	<b>24%</b>	<b>44%</b>	<b>32%</b>

NB Totals have been rounded to the nearest whole number.

### 3.4 What has changed in the assessment objectives for the History and Culture of Pakistan component?

- AO1 is now very clear about marks available for recall of knowledge. The remaining marks for AO1 are to be awarded for understanding. This was found in the 2009 syllabus' AO2. The links between AO1 and other AOs now demonstrate the hierarchy of knowledge.
- AO2 is new and is about candidates' abilities to use their understanding to analyse and explain.
- AO3 is more clearly defined than in the 2009 syllabus. Candidates are expected to be able to use their knowledge and skills to assess, evaluate and interpret and also to make substantiated judgements. Candidates in previous years have been expected to compare interpretations, causes, effects and degrees of impact and comment, based on their analysis, on how factors contributed to an answer. The 2017 AO3 is asking candidates to do just this, justifying their comments and choices.

### 3.5 What has changed in the method of assessing the History and Culture of Pakistan component?

- The 2009 syllabus required candidates to select and answer three questions. There were single questions and candidates wrote extended answers. Marks were awarded for each out of 20 marks. This is no longer the requirement.
- The 2017 syllabus requires candidates to answer three questions, but each question has four parts. Candidates should answer all parts of each question that they select.
- Examination papers are also different. The 2009 syllabus arranged for candidates to see all questions at the beginning of the exam paper and then answer their chosen questions, indicating which question they were attempting at the top of the answer page. The 2017 syllabus requires candidates to write their answers in spaces allocated after each question is set. Candidates should ensure that they scroll down to see and answer parts a, b, c and d of each of their chosen questions.

### 3.6 What has changed in the method of assessing the Landscape, People and Economy of Pakistan component?

- The 2009 syllabus required candidates to answer question 1 and to select and answer three additional questions. Question 1 consisted of short-answer questions and multiple-choice questions. The other three questions consisted of a mixture of short-answer/multiple-choice questions and longer questions for which candidates wrote extended answers. Marks were awarded for question 1 out of 12 marks and for questions 2 to 8 out of 16 marks. This is no longer the requirement.
- The 2017 syllabus requires candidates to answer three compulsory questions. Questions 1 and 2 consist of six sections and question 3 consists of five sections. Candidates should answer all parts of each question.
- Examination papers are very similar: the 2009 syllabus was arranged so that candidates answered question 1 at the start of the paper and then were required to read through the remainder of the paper in order to select three additional questions. For each question attempted, candidates were required to write their answers in the space allocated. The 2017 syllabus also requires candidates to write their answers in the spaces allocated, but there is no longer a choice of questions.

### 3.7 What has changed in the assessment objectives for the landscape, people and economy of Pakistan component?

- AO1 is now very clear about marks available for recall of knowledge. The remaining marks for AO1 are to be awarded for understanding. This was found in the 2009 syllabus' AO2. The links between AO1 and other AOs now demonstrate the hierarchy of knowledge.
- AO2 is new and is about candidates' abilities to use their understanding to analyse and explain.
- AO3 is more clearly defined than in the 2009 syllabus. Candidates are expected to be able to use their knowledge and skills to assess, evaluate and interpret, and also to make substantiated judgements. Candidates in previous years have been expected to compare interpretations, causes, effects and degrees of impact and comment, based on their analysis, on how factors contributed to an answer. The 2017 AO3 is asking candidates to do just this, justifying their comments and choices.

## 4. Content guidance

### 4.1 What are the content requirements of the 2017 Pakistan Studies (History and Culture paper 1) specification?

The content requirements for International GCSE Pakistan Studies from Pearson have been revised.

#### **Content overview**

The content is divided into three sections; students study one topic per section.

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

**Section A** – students must study the mandatory topic:

- The emergence of Pakistan (1927–1971).

**Section B** – students choose **one** topic:

- The pre-Mughal and Mughal period (c.700–1784)
- British expansion and rule (c.1783–1898)
- The growth of political awareness and British reform (1883–c.1927).

**Section C** – students choose **one** topic:

- Consolidating the new nation (1971–2013)
- Pakistan’s role in world affairs (1947–1999).

### 4.2 What are the content requirements of the 2017 Pakistan Studies (Landscape, People and Economy of Pakistan paper 2) specification?

#### **Content overview**

The content is divided into three sections:

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

### 4.3 What has changed in the content requirements for the History and Culture of Pakistan component?

- The 2009 syllabus offered six topics from which teachers and students could select enough to enable candidates to answer questions on three topics. There is no longer this degree of

freedom. Centres are invited to choose their pathway to a coherent course of study into the History and Culture of Pakistan.

- The first topic, Section A Topic 1, is compulsory, requiring all students to study the emergence of Pakistan (1927–1971) in depth. The new Section A Topic combines latter parts of The Emergence of Pakistan (Section 4.2), Muslim Leaders (4.3), early parts of The Governor-Generalship of the Quaid-Azam (Section 5.1), the Objectives Resolution (Section 5.3) and Government and Policies since 1948 up to 1971 (Section 5.2) from the 2009 syllabus, allowing a coherent study of the years 1927–71.
- Candidates will be required to study two further sections of the syllabus, choosing one topic from each of Sections B and C.
- Section C Topic 5 of the 2017 syllabus, Consolidating the new nation 1971–2013, has taken the linguistic and literary background from the 2009 syllabus, as well as looking at the role and importance of Urdu and the promotion of regional languages.

#### 4.4 What has changed in the content requirements for the Landscape, People and Economy of Pakistan?

- The 2009 specification (The Land, People and Resources of Pakistan) offered five main topics most of which were subdivided into subsections. Candidates were required to study all of these topics. The 2017 specification is divided into three main sections, all of which are compulsory.
- The first topic, Section A, the Physical Environment, is compulsory. Candidates will acquire knowledge and understanding of key physical features of Pakistan, the processes, which form these features, the issues affecting them and the ways in which physical features are managed.
- Section B, the second topic, involves the study of the Human Environment of Pakistan and includes population distribution and growth, social diversity, economic inequality and economic activity.
- Section C includes the greatest amount of material not previously covered by the 2009 specification. Candidates will be given the opportunity to study climate change, globalisation, economic development and urbanisation.
- In all sections (A, B and C) candidates will develop the skills of describing, explaining, assessing and evaluating concepts and processes.

#### 4.5 Continuity with 2009 Pakistan Studies (History and Culture of Pakistan) specification 4PA0/01

Comparison is made here between the 2009 specification content and the summary content from the 2017 specification. There is more detail to be found on pages 12–20 of the specification.

2009 Specification	2017 Specification
<p><b>Section 1:</b></p> <p><b>Early Developments</b></p> <p>1.1 The coming of Islam to the Subcontinent</p> <p>1.2 The Mughal Empire</p> <p><b>Section 2: The British in the Subcontinent</b></p> <p>Early bullet points up to the 1784 India Act</p>	<p><b>Section B Topic 2:</b></p> <p><b>The Pre-Mughal and Mughal period (AD c.700–c.1784)</b></p> <p>Content detail has been rephrased but coverage of the period is little different from the 2009 syllabus. The spread of Islam c.700–1600, the Mughal emperors and the arrival of the British c.1608–1784.</p>
<p><b>Section 2:</b></p> <p><b>The British in the Subcontinent</b></p> <p>The later bullet points</p> <p><b>Section 3:</b></p> <p><b>Religious, Political and Independence Movements</b></p> <p>The first three bullet points transfer to the new Topic 3.</p> <p>(The Khilafat Movement moves into Topic 4 and the linguistic and literary background, the significance of Urdu and the promotion of regional languages move into Topic 5.)</p>	<p><b>Section B Topic 3:</b></p> <p><b>British expansion and rule (c.1783–1898)</b></p> <p>There is specific detail about the requirements relating to the spread of Islam: The life, career and contribution to Islam of:</p> <p>a) Shah Wali Ullah and the beginnings of the revival of Islam</p> <p>b) Syed Ahmad Barelvi and the Jihad Movement</p> <p>c) Haji Shariat Ullah and the Faraizi Movement.</p> <p>The content also covers the conquest of India by the British and the development of British rule up to 1885, the causes, course and consequences of the 1857 War of Independence and Sir Syed Ahmad Khan’s work and importance in the history of Pakistan.</p>
<p><b>Section 4:</b></p> <p><b>The emergence of Pakistan</b></p> <p>41. The Pakistan Movement</p> <p>4.2 Constitutional Reforms</p> <p>This topic is only included up to 1927.</p> <p><b>Section 3:</b></p> <p><b>Religious, Political and Independence Movements</b></p> <p>The Khilafat Movement</p>	<p><b>Section B Topic 4:</b></p> <p><b>The growth of political awareness and British reform (1883– c.1927)</b></p> <p>The Indian National Congress and its influence on the British, the formation of the Muslim League and the Partition of Bengal set the scene for a study of attempts at reform and the rejection of them, followed by British attempts to control opposition. The topic ends with a study of the</p>

	<p>Khilafat Movement and its significance in Pakistan's history.</p>
<p><b>Section 4:</b>  <b>The emergence of Pakistan</b>  4.2 Constitutional Reforms  This topic is included from 1927.  4.3 Muslim Leaders are not identified as a separate topic in the new syllabus</p> <p><b>Section 5:</b>  <b>Pakistan in Government 1947–Present Day</b>  5.1 The Governor-Generalship of the Quaid-e Azam (but not including the development of the Kashmir issue)  5.2 Government and Policies since 1948, but only up to 1971  5.3 Constitutional developments, but only up to 1971</p>	<p><b>Section A Topic 1 (compulsory)</b>  <b>The emergence of Pakistan (1927–1971)</b></p> <p>This topic sees a detailed study of the Pakistan Movement, through its early years of limited progress from 1927, to its drive for success in 1947, through the establishment of the new country up to 1951 and through to 1971 by way of the Key Idea: Pakistan: reform, consolidation and martial law.</p>
<p><b>Section 3:</b>  <b>Religious, Political and Independence Movements</b>  Section C Topic 5 includes the last part of this topic, that concerned with linguistic and literary background and the significance of Urdu, along with the promotion of regional languages.</p> <p><b>Section 5:</b>  <b>Pakistan in Government 1947–Present Day</b>  5.2 Governments and policies since 1948, from 1971 and the fall of Yahya Khan  5.3 The 1971 civil war leading to the creation of Bangladesh and Constitutional developments in Pakistan from 1971</p> <p><b>Section 6:</b>  <b>Pakistan's Foreign Policy since 1947 and its role in World Affairs</b>  Pakistan and the wider world 1999–2013: relations with USA, India and Afghanistan, the war against terror, the nuclear issue.</p>	<p><b>Section C Topic 5:</b>  <b>Consolidating the new nation (1971–2013)</b></p> <p>This topic begins with a study of the 1971 civil war, its causes and impact on Pakistan. This topic is then concerned with the development of Pakistan since 1971: political leaders and their attempts to modernise Pakistan's economy and society, their recognition of Pakistan's linguistic and literary background, and, while recognising the significance of Urdu to Pakistan, their promotion of regional languages.</p> <p>It continues with a study of Constitutional, political and diplomatic issues in the early 21st century:</p> <ul style="list-style-type: none"> <li>a) the contribution of Pervez Musharraf to the constitution and modernisation</li> <li>b) the contribution of Asif Ali Zardari: the controversy over his appointment, and its impact to 2013.</li> </ul> <p>The topic ends with a study of Pakistan and the wider world 1999–2013: relations with USA, India and Afghanistan, the war against terror, the nuclear issue.</p>

<p><b>Section 5:</b> <b>Pakistan in Government 1947–Present Day</b></p> <p>The last part of this topic forms part of Topic 6 in Section C: the Kashmir issue, both its origins and developments since 1947.</p> <p><b>Section 6:</b> <b>Pakistan’s Foreign Policy since 1947 and its role in World Affairs</b></p>	<p><b>Section C Topic 6:</b> <b>Pakistan’s role in world affairs (1947–1999)</b></p> <p>There are clear areas of focus. The sections of the topic are about:</p> <ol style="list-style-type: none"> <li>1) relations with India since 1947,</li> <li>2) the extent to which the USA has supported Pakistan,</li> <li>3) Pakistan’s attempts to establish friendly global relations (with the Soviet Union, with Britain and the Commonwealth, with China, Afghanistan, Bangladesh and with Iran and Muslim countries and, finally,</li> <li>4) Pakistan’s membership of world organisations.</li> </ol>
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*The syllabus makes it clear that dates given in the specification should be the dates studied for that topic, even though the span suggested by the topic headings may be longer.*

#### 4.6 Continuity with 2009 Pakistan Studies ((The Land, People and Resources of Pakistan) specification 4PA0/01

Comparisons are made here between the 2009 syllabus content and the summary content of the 2017 specification. In addition, the specification content is outlined in more detail on pages 21–26 of the Pearson Edexcel International GCSE in Pakistan Studies (4PA1) document.

<b>Legacy 2009 International GCSE subject content</b>	<b>New International GCSE specification content reference / rationale for removal</b>
Section 1 requires no specific content, but covers a range of general human and physical short-answer questions. In the examination, Section 1 contains compulsory short-answer and multiple-choice questions. Section 1(a) is usually based on a map. The content for the Section 1 question is found in Sections 2, 3 and 4 of the specification.	This information will now be examined throughout the paper rather than in a specific section.
<b>Section 1 – Physical Geography</b>	This section no longer exists. <b>Section A The Physical Environment</b> covers much of the previous content.
1.1 Location Students should be able to: demonstrate knowledge of the location of Pakistan in the world.	1.1 Location, climate and biomes. This covers the location of Pakistan, climatic features and a new topic, biomes.
1.2 Relief and Drainage Students should be able to:	This is mostly covered in Section A 1.3 Relief, drainage and hydro-meteorological hazards.

<ul style="list-style-type: none"> <li>locate and name the main features of relief and drainage of Pakistan and discuss the influence of physical features on economic and human activities.</li> </ul>	<p>1.1 The revised specification provides focused guidance to centres and candidates, for example naming specific locations such as the Indus, Jhelum, Sutlej, Chenab and Ravi floodplains and Indus deltaic coastline.</p>
<p>1.3 Climate</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>describe and explain the main features of the climates of Pakistan, including the nature and causes of the regional variations in rainfall quantities and distribution</li> <li>analyse and use climatic data.</li> </ul>	<p>Much of the content is covered in Section A 1.1 Location, climate and biomes.</p> <p>b) The nature and causes of seasonal variations in precipitation and temperature, including the characteristics and causes of the Southwest Monsoon and Western Disturbances.</p> <p>The revised specification provides greater guidance.</p>
<p>1.4 Natural Hazards</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>explain the causes, effects and responses to storms, floods, droughts and earthquakes.</li> </ul>	<p>1.2 Tectonic and glacial processes and landforms, and geophysical hazards</p> <p>1.3 Relief, drainage and hydro-meteorological hazards</p> <p>There is greater emphasis on responses to and management of hazards in the new specification.</p>
<p>Not covered</p>	<p>Section A. 1.2 Glacial processes that operate in the Himalayan landscape (long-term and seasonal accumulation/ablation of glacial systems).</p> <p>This has been added in order to include the important physical processes that operate in north Pakistan.</p>
<p>1.5 Soils and Natural Vegetation</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>outline the basic soil-forming processes; describe the nature and causes of soil erosion and schemes to control it; describe the causes of soil salinity and methods of treatment</li> <li>describe the nature, distribution and exploitation of areas of natural forest; identify conservation schemes; explain the reasons for the conservation and preservation of forest resources.</li> </ul>	<p>There is no longer a requirement to study soil formation.</p> <p>The remainder of the soil content and the exploitation of forests is covered in Section B 2.4 The challenges of economic development for Pakistan. c) Impact of the primary and secondary sectors on the physical environment, to include two of the following: water pollution, air pollution, waste management, deforestation, and/or soil erosion. The distribution of forests is included in Section A 1.1 Location, climate and biomes. c) Distribution and characteristics of large-scale ecosystems (i.e. biomes).</p> <p>The revised specification provides both greater guidance and some choice of topics.</p>

<p><b>Section 2 Population</b></p> <p>2.1 Distribution and Density</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>describe the distribution and density of population within Pakistan; explain the factors influencing these</li> <li>describe and explain the factors influencing the growth and characteristics of the population.</li> </ul> <p>2.2 Growth and Structure</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>analyse and use statistics and indices of population, including birth and death rates, natural growth rate, infant mortality rate and life expectancy; interpret population pyramids</li> <li>discuss the problems caused by population growth and the attempts to reduce it.</li> </ul>	<p>Much of the content can be found in <b>Section C: Challenges for Pakistan</b>.</p> <p>a) The characteristics used to determine the level of development of a country: gross domestic product (GDP), demographic data (population density/structure, birth/death rates and natural increase).</p> <p>b) The physical and human factors influencing the distribution, density and structure of the population of Pakistan.</p> <p>c) The trends in fertility rates, infant/maternal mortality rates and life expectancy, and their implications for service provision such as education, healthcare and employment.</p> <p>The revised specification extends the content to be studied, provides greater guidance and is more relevant to present-day Pakistan.</p>
<p>2.3 Migration</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>explain the reasons for, and effects of, migration within Pakistan and migration to other countries</li> <li>describe and explain the similarities and differences between urban and rural life</li> <li>describe and explain the recent changes in rural life with reference to case studies.</li> </ul>	<p>Much of the content is covered in Section C 3.2 Quality of life in rural Pakistan: challenges of life in rural communities</p> <p>3.1 Indicators of development, population patterns and trends</p> <p>3.3 Quality of life in urban Pakistan: challenges of life in urban communities.</p>
<p>2.4 Settlement</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>describe and explain the reasons for rapid urbanisation; discuss the problems associated with this and the attempts to resolve them; illustrate their answers with reference to case studies</li> <li>locate, with reasonable accuracy, the main cities of Pakistan</li> <li>describe the site and situation of any two major cities</li> <li>describe and explain the urban structure/zones and sphere of influence of at least one major city.</li> </ul>	<p>Much of the content is covered in <b>Section C: Challenges for Pakistan</b>:</p> <p>3.3 Quality of life in urban Pakistan: challenges of life in urban communities.</p> <p>Students are no longer required to study the internal structure of cities.</p>

<p><b>2.5 Welfare</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>describe, with reference to case studies, improvements in the quality of life, health, welfare, nutrition and education</li> <li>discuss the problems caused by illiteracy and describe the attempts to reduce it</li> <li>describe and evaluate the impact of government policies and the role of international aid agencies, with reference to specific examples.</li> </ul>	<p>Much of the content is covered in <b>Section C: Challenges for Pakistan:</b></p> <p>3.2 Quality of life in rural Pakistan: challenges of life in rural communities</p> <p>3.3 Quality of life in urban Pakistan: challenges of life in urban communities.</p> <p>The revised specification provides more guidance, for example it specifies that students are required to study Government (top-down) and NGO/local community (bottom-up) strategies in response to the challenges of living in large urban areas.</p>
<p><b>2.6 Society</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>discuss regional diversity in society, culture and language</li> <li>discuss the problems caused by class differences and social inequalities</li> <li>discuss the role of women in society and economic life, the attempts to improve the status of women and the difficulties encountered.</li> </ul>	<p>Much of the content is covered by 3.2 Quality of life in rural Pakistan: challenges of life in rural communities, b) Challenges facing Pakistan’s rural population: population structure of rural communities, poverty, education, gender equality: subsistence agriculture and rural-based craft industries, and impact of remittances, c) Incentives and strategies to support rural communities.</p>
<p><b>Section 3 Economic Activity</b></p> <p><b>3.1 Agriculture</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>describe the main features of land tenure, their distribution and the attempts to reform land rights</li> <li>describe and explain the distribution of major crops, including rice, wheat, cotton and sugar, and describe the methods of production</li> <li>describe and apply simple agricultural systems, to include inputs, processes and outputs</li> <li>describe the attempts and associated problems of increasing agricultural production and assess the contribution of the ‘Green Revolution’</li> <li>locate and describe the different types of animal husbandry</li> <li>discuss the changes and reforms in agriculture.</li> </ul>	<p><b>Section B The Human Environment</b></p> <p>2.1 Pakistan’s economy: the primary sector and the need for food security</p> <p>The revised specification provides additional guidance on factors to be studied.</p> <p>There is no longer a requirement to study agricultural systems.</p> <p>The revised specification emphasises food security.</p>

<p>4.1 Agriculture</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>describe the distinctive character of agriculture as compared with other activities in the primary sector and with those of the secondary and tertiary sectors</li> <li>describe and understand the inputs, processes and outputs of different agricultural systems (particularly the production of commercial crops and livestock)</li> <li>explain why the use of irrigation, fertilisers and pesticides is necessary, and describe the problems associated with them</li> <li>describe the attempts and associated problems of increasing agricultural production and assess the contribution of the 'Green Revolution'.</li> </ul>	<p><b>Section B The Human Environment</b></p> <p>2.1 Pakistan's economy: the primary sector and the need for food security</p> <p>The revised specification provides guidance on factors to be studied.</p> <p>There is no longer a requirement to study agricultural systems.</p> <p>The revised specification emphasises food security.</p>
<p>3.2 Irrigation</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>explain why the use of irrigation is necessary and describe the problems associated with the extension of irrigated areas</li> <li>describe the different methods of irrigation, locate the areas where these are found and locate and name the main sources of water and the major dams</li> <li>explain the reasons for the development of multi-purpose schemes</li> <li>discuss the problems caused by irrigation and the ways of resolving these.</li> </ul>	<p>Some of this content is now found in 2.1 Pakistan's economy: the primary sector and the need for food security, b) Strategies to increase agricultural output (land-rights reforms, plant-breeding programmes, fertilisers/pesticides, education, water management and appropriate/intermediate technology).</p> <p>Note that the content has been reduced and become more focused.</p>
<p>3.3 Energy and Mineral Resources</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>locate and describe the main sources of energy and discuss their relative importance; assess the need for, and effects of, extending reliable supplies to all parts of the country</li> <li>locate and describe the methods of production of mineral resources and assess the significance of these to the national economy</li> </ul>	<p>Some of the content is now in Section A 1.4 Natural resources and their exploitation. a) The distribution and exploitation of <b>two</b> natural resources (water, forest products, fish/shellfish, minerals).</p> <p>b) Energy resources – renewable and non-renewable – their distribution and exploitation: examples of <b>one</b> renewable and <b>one</b> non-renewable resource.</p> <p>c) Environmental impacts resulting from the exploitation of <b>one</b> natural resource (water, forest products, fish/shellfish, minerals) and</p>

<ul style="list-style-type: none"> <li>locate and assess the potential future sources of both energy and minerals.</li> </ul>	<p><b>one</b> renewable and <b>one</b> non-renewable energy resource.</p> <p>The revised specification provides additional guidance.</p> <p>Students are no longer required to study the methods used to produce minerals.</p>
<p>3.4 Manufacturing Industry</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>locate and describe, with reference to case studies, the factors influencing the location of the main manufacturing industries</li> <li>describe the characteristics and assess the contribution of multi-national companies</li> <li>discuss the problems associated with the expansion of industrialisation, including pollution and access to capital</li> <li>describe, and assess the contribution of, craft and cottage industries</li> <li>discuss labour conditions, including bonded labour and the use of child labour.</li> </ul>	<p>Much of the content is covered in:</p> <p>Section B 2.2 Pakistan economy secondary, tertiary/quaternary sectors and transport systems, especially a) Factors affecting the type and location of manufacturing (secondary sector), including rural-based craft industries.</p> <p>b) Factors affecting the type and location of formal and informal services (tertiary sector) and knowledge-based services (quaternary sector).</p> <p>Section B 2.3 Globalisation, including (transnational corporations) TNCS, can cause rapid change for economies such as Pakistan, especially a) <b>One</b> case study of a TNC operating in Pakistan (global structure and networks).</p> <p>b) The benefits and challenges of TNCs for the people and government of Pakistan.</p> <p>c) The impact of globalisation on Pakistan (international transport and communication improvements, spread of global culture): Are there winners and losers?</p> <p>Parts of Section B 2.4 The challenges of economic development for Pakistan, i.e. c) Impact of the primary and secondary sectors on the physical environment, to include <b>two</b> of the following: water pollution, air pollution, waste management, deforestation, soil erosion.</p> <p>The revised specification provides a more focused approach and guidance.</p>
<p>3.5 Transport</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>locate, describe and explain the networks of rail, road and air transport and their uses; account for the variations in density of transport systems</li> </ul>	<p>Most of the content is covered in Section B 2.2 Pakistan economy secondary, tertiary/quaternary sectors and transport systems. The key section is part c) The challenges of the transport system and its impact on Pakistan's economic development.</p>

<ul style="list-style-type: none"> <li>• discuss the need for, problems associated with and likely effects of improvements in transport systems</li> <li>• describe the seaport facilities and the problems associated with their further development.</li> </ul>	
<p><b>3.6 Trade and Economy</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the main patterns of trade and identify the main imports/exports and trading partners of Pakistan, and assess the importance of invisible exports</li> <li>• describe the characteristics of the trade balance and discuss the recent changes and attempts to improve it</li> <li>• discuss the economic contribution, and potential problems, of tourism.</li> </ul>	<p>Much of this section is covered in Section B 2.4 The challenges of economic development for Pakistan, especially part a) The trade balance between imports and exports, including remittances, to ensure economic stability.</p> <p>There is also some overlap with Section B 2.2 Pakistan economy secondary, tertiary/quaternary sectors and transport systems.</p>
<p><b>4 Environment</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe the interrelationships between people and their environment in Pakistan</li> <li>• discuss the nature, severity and causes of environmental pollution; describe the attempts made to reduce it</li> <li>• describe attempts made to undertake resource management and conservation</li> </ul>	<p>This important topic has been subdivided between sections of the specification:</p> <p>Section A 1.4 Natural resources and their exploitation.</p> <p>Section B 2.4 The challenges of economic development for Pakistan.</p> <p>Section C 3.3 Quality of life in urban Pakistan: challenges of life in urban communities.</p>
<p><b>5 Regional Development</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe and explain the reasons for and problems caused by the differential economic development of the regions of Pakistan</li> <li>• describe the ways in which these problems are being resolved.</li> </ul>	<p>This section is not a discrete section in the new specification, however parts are covered in in all parts of <b>Section C</b>.</p>

## 5. Assessment guidance

### 5.1 Implications of linear assessment

All assessment takes place at the end of the course. Teachers and students need to plan a course that prepares students for final assessment at the end of their period of study. Both exam papers must be taken in the same exam series.

### 5.2 Guidance on assessment

#### **AOs and skills targeted in the History and Culture of Pakistan component:**

<b>AO1</b> 12%*	Demonstrate knowledge and understanding of key information, ideas, concepts and themes
<b>AO2</b> 22%	Analyse and explain key information, ideas, concepts and themes
<b>AO3</b> 16%	Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements

\* half of the 15 marks allocated will assess recall of knowledge

#### **How has the structure of the exam changed?**

<b>Paper 1: History and culture of Pakistan</b>	<b>*Paper code: 4PA1/01</b>
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	50% of the qualification There were 60 marks available on the old syllabus.
Candidates must answer three questions. They should answer all parts of the questions that they select. Candidates must answer Question 1. Candidates must answer <b>one</b> question from questions 2, 3 and 4. Candidates must answer <b>one</b> question from questions 5 and 6.	Candidates continue to answer three questions. Now their questions are subdivided into parts a, b, c etc.. Candidates must answer all parts of each question they choose.
Each question has four parts, a, b, c and d, worth: a) 1 mark, b) 2 marks, c) 6 marks and d) 16 marks.	Candidates are still given space to write their answers in. Space relates to the length of answer that candidates may give. Candidates should be aware that they may not need all the space provided to answer a question fully.

## How have questions on Paper 1 changed?

The 2017 Pearson Edexcel International GCSE in Pakistan Studies, History and Culture of Pakistan syllabus has a new structure for Paper 1. The table below lists the command words that may be used in question papers. It also gives an outline of what each type of question requires students to do.

Command word	This type of question will require students to:
Identify/Name/State	Recall or select one piece of information
Describe	Give an account of the main characteristics of something or the steps of a process. Statements in the response do not need to include a justification or reason.
Explain	Provide a reasoned explanation of how or why something occurs or an issue managed. An explanation requires justification/ reasoning/ exemplification of a point.
Discuss	Measure the value of a statement drawing on key concepts and relationships in the period studied, and how aspects of the past have been interpreted in different ways, and ultimately provide a substantiated judgement/ conclusion.

From *Pearson Edexcel International GCSE in Pakistan Studies Sample Assessment Materials 2017*:

Question 1: The emergence of Pakistan (1927–1971)	What the candidate is being asked to do
(a) Identify a recommendation of the Basic Principles Committee (1950). (1 mark)	Candidates are given four answers to choose from. They mark the box of the answer that they choose.
(b) State <b>two</b> actions that offended many Muslims during the rule of Congress (1937–39). (2 marks)	Candidates have two sets of lines to state briefly two of the actions during Congress Rule that offended Muslims.  In the mark scheme, the points appear as bullet points. <b>It is important that candidates know that they may not need to use all available space for their answers.</b>
(c) Explain why the Round Table Conferences (1930–32) were not successful. (6 marks)	Candidates should provide a reasoned explanation for this lack of success. Their answer should show understanding of the Round Table Conferences.
(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 marks)  You may use the following in your answer:	Candidates should measure the value of the given statement by evaluating the impact of a range of problems faced by the new state in 1947.  They are invited to consider the shortage of accommodation and the Canal Water Dispute as factors that they evaluate. They are informed

<ul style="list-style-type: none"> <li>• shortage of accommodation</li> <li>• the Canal Water Dispute.</li> </ul> <p>You <b>must</b> also use information of your own.</p>	<p>that they should draw on their own knowledge to identify further factors that they can explain as causes of problems for the new government.</p> <p>Candidates should offer a conclusion that answers the question, supported or substantiated by evidence from their argument.</p>
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These are very different from the style of questions for which candidates were prepared according to the 2009 syllabus, e.g. **from a 2009-style Paper 1:**

**Question 3 from the 2009 SAMS asks:**

Describe and explain the achievements of Sir Syed Ahmed Khan relating to:

- his attempts to achieve a better understanding between the British and the Muslims
- education and politics.

(Total for the question: 20 marks)

The 2017 syllabus offers candidates from across the ability range the opportunity to make best use of a wide range of skills.

They are asked to:

- select an answer from a list of alternatives in Part a questions
- identify factors in Part b questions
- explain why an event happened or was important in Part c questions
- discuss the importance of a range of factors in contributing to an event or an outcome in Part d questions.

**What has changed in the mark scheme?**

The mark scheme is written in levels, for questions where more than 2 marks are awarded, as in the 2009-style mark schemes.

- Parts a and b of questions are to be marked using a points-based system.

Guidance to examiners is to consider awarding marks in the middle of the level and to look at the quality of answer before deciding whether this mark is earned.

Guidance about content is still just that – other appropriate issues that candidates raise or accurate knowledge that they include is accepted.

**Points-based mark schemes**

Questions' parts a and b are marked using points-based mark schemes, and so can be considered here first.

<b>Question 1a</b>	
(a) Identify a recommendation of the Basic Principles Committee (1950).	(1 mark)
<b>A</b> A new capital was to be built at Islamabad	
<b>B</b> All religions except Islam were banned	

<b>C</b> There would be a Six-Year Plan to promote agriculture
<b>D</b> Urdu should be the official language
<b>Marking instructions</b>
D Urdu should be the official language 1 mark

There is only one correct answer, so candidates who indicate by marking the correct option with an X will be awarded a mark.

<b>Question 1b</b>
(b) State <b>two</b> actions that offended many Muslims during the rule of Congress (1937–39). (2 marks)
<b>Marking instructions</b>
<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.

Candidates are asked to state only two ways, but three examples are given in the indicative content. Other appropriate features must be accepted.

The examples in the indicative content above show that no development of answers is expected or rewarded.

For example:

- Candidates would be awarded no more than 1 mark for describing Bande Matram.
- Candidates would be awarded no more than 1 mark for explaining the Wardha Scheme.

### Levelled mark schemes

These are used to guide examiners in analysing the answers that they are given to mark.

<b>Question 1c</b>
(c) Explain why the Round Table Conferences (1930–32) were not successful. (6)
<b>Marking instructions</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.

**Indicative content**

- The conferences failed because the British were not prepared to hand over any real power to the Indians and the Indian representatives resented this.
- 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.
- 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.
- The conferences failed because the Labour Party in Britain lost power and the new national government was less prepared to make compromises.

Level	Marks	Descriptor
	0	No rewardable material
1	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 unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
2	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>
3	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>

Candidates are expected to show some knowledge of the situation: Britain wanted to hand over some power to local bodies, but not total power.

And/or candidates are expected to show some knowledge of the Round Table Conferences in 1930–1932, e.g. British reasons for calling the conferences. They are expected to link that to some difficulty that prevented success, e.g. Gandhi had a different agenda from Muslim leaders who were present.

And/or knowledge of the situation: That the political climate in Britain changed and the British were less concerned about promoting agreement between the groups in India.

**Note: Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)** No background to the question is invited or rewarded. Introductions that do not address the question waste candidates' time and earn no credit.

### Question 1d

(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.

### Marking instructions

AO2 (8 marks)/AO3 (8 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.

As the indicative content suggests, candidates do not need to make use of all of the offered factors in their answer. They should consider the part played by the number of refugees entering Pakistan in the difficulties faced by the new country and other factors.

### Indicative content

Relevant points that support the statement may include:

- 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.
- 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.
- 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.
- 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.

Relevant points to counter the statement may include:

- 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.
- 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 division of economic assets between India

and Pakistan gave Pakistan less than 10% of those assets. Pakistan needed to develop its economy in order to prosper.

- 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.
- 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.

Level	Marks	Descriptor
	0	No rewardable material
1	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> <p>Answers at this level may list or describe a number of factors that had some relevance to the difficulties faced by the new government.</p>
2	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> <p>Answers at this level may describe factors appropriate to the question, asserting or giving limited evidence as to why these factors had significance for the new country's government.</p>

3	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> <p>Answers at this level will be more organised, some factors being considered/ analysed in relation to the question. There will be some judgements made about the significance of factors as difficulties for the new state. Some of these will be supported by some evidence.</p>
4	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> <p>Answers at this level will fully consider factors using evidence resulting from a thorough analysis of each factor in relation to the question. Balance and excellent organisation will be evident. Candidates will support the judgements they make with sound evidence that results from the analysis and interpretation that they have offered.</p>

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

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
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AO3: Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements
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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)

### How has the structure of the exam changed?

<b>Paper 2: Landscape, people and economy of Pakistan.</b>	<b>* Paper code: 4PA1/01</b>
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	50% of the qualification 60 marks were available for Paper 2 on the 2009 specification.
Candidates must answer all three questions in sections A, B and C. Candidates should answer all parts of each of the questions. Each question is worth 25 marks.	The number of questions that candidates must answer is reduced from four to three. However, candidates are no longer able to choose three questions to answer from a choice of seven (questions 2–8), but must answer the three compulsory questions.
Questions 1 and 2 (sections A and B) will be subdivided into six sections. Each question may	Candidates are given space to write their answers. The amount of space relates to the

include multiple-choice, short-answer, data-response and extended response questions. The longer questions (parts (e) and (f)) will use 'explain', 'assess' or 'evaluate' as the command word.	length of answer that candidates might be expected to give. Candidates should be aware that they may not need all the space provided to answer a question fully.
Question 3 (section C) will be subdivided into five sections. Each question may include multiple-choice, short-answer, data-response and extended response questions. The longer questions (parts (d) and (e)) will use 'explain', 'assess' or 'evaluate' as the command word.	

### How have the questions changed?

The 2017 Pearson Edexcel International GCSE in Pakistan Studies has been restructured. The table below lists the command words that may be used in question papers. It also provides an outline of the requirements of each command word.

Command word	This type of question will require students to:
Define*	State the meaning of a term
Calculate*	Produce a numerical answer, showing relevant working
Suggest*	Apply understanding to provide a reasoned explanation of how or why something may occur. Statements require justification/ exemplification of a point
Explain	Provide a reasoned explanation of how or why something occurs or an issue is managed. An explanation requires justification/reasoning/exemplification of a point
Assess*	Make a clear link to the text provided to interpret and analyse issues using own or others' views to support a balanced argument
Evaluate*	Measure the value or success of something, drawing on evidence such as strengths, weaknesses, alternatives and relevant data, and ultimately provide a substantiated judgement/conclusion
Discuss	Measure the value of a statement drawing on key concepts and relationships in the period studied, and how aspects of the past have been interpreted in different ways, and ultimately provide a substantiated judgement/conclusion

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

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

From *Pearson Edexcel International GCSE in Pakistan Studies Sample Assessment Materials 2017*:

<b>Question 1:</b> <b>SECTION A: The Physical Environment</b>	<b>What is the candidate being asked to do?</b>
1(a) Study Figure 1, which shows the climatic zones of Pakistan. (1 mark)	Candidates are given the choice of four multiple-choice answers, only one of which is correct. They select an answer by putting a cross in a box next to their chosen answer.
1(a)(ii) State one climate characteristic of zone 2. (1 mark)	Candidates use Figure 1 to locate zone 2. They then recall one characteristic of this zone. The command word is 'state', therefore candidates are only required to write a two- to three-word answer.
1(b) State two characteristics of the Western Disturbance. (2 marks)	This question continues the theme of weather and climate. The command word is 'state', therefore candidates are only required to write two very short answers.
1(c) Explain one cause of earthquakes that affect Pakistan. (3 marks)	The command word used is 'explain', therefore candidates are required to give a reason/reasons for earthquakes affecting Pakistan. The answer should be specific to Pakistan. There are three marks available, which indicates that the explanation does not have to be in great depth. There are six writing lines for the answer. Some candidates may not need to use all of these lines to reach full marks.
1(d) Suggest two reasons why Pakistan is developing renewable energy resources. (4 marks)	Candidates are guided to write about two distinct reasons. Figure 2 provides a reminder of what is meant by renewable energy, in this case a solar-powered water pump.  The command word 'suggest' means that candidates are required to apply their understanding to provide a reasoned, but in this case brief, explanation about why Pakistan is developing renewable energy.
1(e) Explain the environmental impacts caused by the exploitation of one named natural resource in Pakistan. (6 marks)	The command word used is 'explain', therefore candidates are required to give reasons for the environmental impacts affecting Pakistan as a result of the exploitation of one named natural resource. The answer should be specific to Pakistan. This type of question is very similar to the last section questions (questions 2 to 8) on Paper 2 of the 2009 specification.

	<p>Candidates' answers will be levels-based marked (levels 1 to 3) as for the 2009 specification.</p> <p>The candidates are provided with a line to name their selected natural resource at the start of their answer; this is designed to help them remain focused when writing an extended response.</p> <p>It is not necessary for candidates to use all 12 lines provided for their answers, although many will choose to do so.</p>
<p>1(f) Assess how Pakistan's government has improved its ability to respond to river-flood events. (8 marks)</p>	<p>This question has both an unfamiliar command word, 'assess', and a greater mark allocation than the 2009 specification. 'Assess' asks candidates to make a clear link to the text, in this case river flood-related events, and to interpret and analyse this issue with respect to development of the Pakistan government's ability to respond to such events. Top-level candidates are required to use their own or others' views to provide a balanced argument.</p> <p>Candidates' answers will be levels-based marked (levels 1 to 3) as for the 2009 specification. However, the mark allocation for each level has been increased to reflect the increased mark allocation.</p> <p>It is not necessary for candidates to use all 16 lines provided for their answers, although many will choose to do so.</p> <p>Teachers are advised to encourage candidates to plan their answer, possibly noting key words and arguments as an outline plan. Answers should be written as paragraphs, not as bullet points, as the use of bullet points reduces the effectiveness of views and assessments.</p>

The last section of each question, i.e. sections 1(f), 2(f) and 3(e), are very different from the style of questions for which candidates were prepared when studying the 2009 specification. These sections have a larger mark allocation (8 marks) and use more demanding command words such as 'evaluate' and 'assess'.

**Question 3 from the 2009 SAMS asks:**

Describe and explain the achievements of Sir Syed Ahmed Khan relating to:

- his attempts to achieve a better understanding between the British and the Muslims
- education and politics

(Total for the question: 20 marks)

The 2017 specification offers candidates from across the ability range the opportunity to make best use of a wide range of skills.

### What has changed in the mark scheme?

The mark scheme is written in levels, for questions where more than 6 marks are awarded, as in the 2009-style mark schemes.

- Parts a and b of questions are to be marked using a points-based system.

All other sections are marked by applying a levelled mark scheme. In general, examiners consider awarding marks in the middle of the applicable level and then consider the quality of answer before deciding whether this mark is justified.

Guidance about content is still just that – other appropriate issues that candidates raise or accurate knowledge that they include is accepted.

### Points-based mark schemes

Question sections a, b, c and d are marked using points-based mark schemes, and so can be considered first.

**Question 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.

Note that this question refers to Figure 2, a graph.

**(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

#### Marking instructions

- AO3 (1 mark)
- Answer: C 220,000 million PKR
- Careful reading of the graph shows that answers A and B give figures that are too low in value and answer D is too high in value.

This is a point-marked question. There is only one correct answer, so candidates who indicate by marking the correct X will be awarded a mark.

**Question 2a(ii)**

(ii) Calculate the difference in the value of exports between 2013–14 and 2014–15. (1)

Note that this question refers to Figure 2, a graph.

**Marking instructions**

- AO3 (1 mark)
- Answer: 100,000 million PKR
- Careful reading of the graph is required to obtain the values of the exports, one of which must then be subtracted from the other.

This is a point-marked question. There is only one correct answer, which candidates are required to write on the line provided.

**Question 2(b)**

Name **two** of Pakistan's economically important exports. (2)

Candidates are guided to give two separate answers by the numbers 1 and 2 on the answer lines.

**Marking instructions**

AO1 (2 marks)

Award 1 mark for each correct point, up to a maximum of 2 marks.

- Household linens (1)
- Rice (1)
- Cotton yarn (1)
- Ready-made clothes (1)

Accept any other appropriate response.

This is a point-marked question. The answers given in the mark scheme are for guidance only, and other economically important exports will be accepted.

**Question 2(c)**

Explain **one** impact of the primary sector on the physical environment of Pakistan. (3)

**Marking instructions**

AO1 (1 mark)/AO2 (2 marks)

Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks each. Only credit one factor.

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.

**Indicative content**

- 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)
- 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)

This is a point-marked question. The answers given in the mark scheme are for guidance only and other physical impacts on the physical environment will be accepted.

**Question 2(d)**

Study Figure 4, which shows a 'word cloud' indicating contrasting views about transnational corporations (TNCs). Suggest how TNCs create a challenge for people and a challenge for the economy of Pakistan. (4)

Candidates are guided to write about both aspects by the use of 'Challenge' and 'Economy' as side headings for the candidate's answers.

**Marking instructions**

AO2 (2 marks)/AO3 (2 marks)

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

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.

**Indicative content**

People

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

Economy

- A substantial portion of the profit 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).

## Levelled mark schemes

Levels are used to guide examiners when considering and analysing answers with a mark allocation of 6 or above.

<b>Question 2(e)</b>		
<p>Explain the factors influencing the distribution of agricultural production in Pakistan. (6)</p> <p>This section uses a similar command word and question structure to the last sections of questions 2–8 in the 2009 specification.</p>		
<b>Marking instructions</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> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>Relief in areas such as the low-lying and flat Indus flood plain means there is land suitable for extensive rice and wheat cultivation. Crop production is higher in 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 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	Marks	Descriptor
	0	No rewardable material
1	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 unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
2	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>
3	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>

Candidates are expected to demonstrate knowledge of the geographic distribution of agriculture in Pakistan.

Candidates are expected to explain this distribution. This might be achieved by considering the general distribution of agriculture and influencing factors, or a reasoned consideration of the distribution of significant crops.

**Note: Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)** No background to the topic, in this case general comments about agriculture, are invited or rewarded. Introductions that do not address the question waste candidates' time and do not gain marks.

### Question 2(f)

Evaluate the impact of the transport system on the economic development of Pakistan. (8)

This question uses the command word 'evaluate.' Candidates are being asked to measure the impact of the transport system of Pakistan on economic development. They should use evidence such as relevant data, for example data to show levels of economic development, and consideration of the extent to which this is influenced by the transport system. Candidates should provide a substantiated judgement of the relative importance of the transport system.

### Marking instructions

AO2 (4 marks)/AO3 (4 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.

As the indicative content suggests, candidates do not need to use all of the factors, either in support or to provide counter-arguments, in their answer.

### Indicative content

Relevant points that support the statement may include:

- 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 movement of raw materials, manufactured products and agricultural goods.
- 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.

Relevant points to counter the statement may include:

- Development in Pakistan is unequal, with more investment in 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.
- 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.

Level	Marks	Descriptor
	0	No rewardable material
Level 1	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> <p>Answers at this level may list or describe a number of factors that influence the transport system and/or economic development. There is unlikely to be a connection between these aspects.</p>
Level 2	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> <p>Answers at this level may describe factors which affect the transport network and see some connection to the level of economic development of Pakistan. The answer will show some organisation and the candidate will attempt to make an overall conclusion, although this may be somewhat limited.</p>
Level 3	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> <p>Answers at this level demonstrate considerable organisation, and relative importance of the transport system to the economic development of Pakistan will be considered. The candidate will show understanding of other factors, such as the availability and degrees of skill of the labour force. The candidate is able to make a substantiated conclusion that evaluates the relative importance of the transport network.</p>

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

Level 3 of the mark scheme makes reference to a ‘balanced argument’. Candidates are expected to demonstrate that there are links between the transport network and the economy. The term ‘transport network’ indicates that more than one type of transport should be considered, and the effectiveness of the geographical distribution, investment, planned developments and maintenance are some of the factors which might be considered. Candidates might wish to consider other factors which affect the economy.

The mark scheme makes explicit reference to a conclusion. Candidates working at Level 1 might reach a conclusion that is not supported by their previous comments and observations. Candidates working at Level 2 will reach a more secure conclusion that is at least partly based on the information they have provided, while those working at Level 3 provide a secure conclusion which is well supported by evidence of the impact of transport networks, and other factors, on the economy.

### 5.3 Paper 2 depth study

In Paper 2, students undertake a study in depth. A general knowledge of the relief, drainage and locations of Pakistan is important for candidates’ understanding and knowledge of many of the sections covered in Paper 1. For example, when studying Section A, The emergence of Pakistan (1927–1971), candidates will need to have an appreciation of both the global position of Pakistan and its position within South Asia.

## 6. Teaching and learning

### 6.1 What does the syllabus contribute to teachers' understanding of teaching International GCSE Pakistan Studies?

The assessment regime for Pakistan Studies requires candidates to engage with the subject through knowing and understanding, planning, analysing and evaluating evidence and constructing answers. Page 36 of the syllabus for the International GCSE in Pakistan Studies tabulates qualities and skills that can be developed through studying Pakistan Studies. In particular, three skills that relate directly to the assessment practices that have been put in place for International GCSE Pakistan Studies have been highlighted.

In terms of cognitive processes and strategies, reasoning and argumentation have been tied to the course through:

Constructing a reasoned argument in a piece of extended writing to support a considered judgment about a historical issue.

Give reasons and arguments considering different viewpoints, relating to a geographical issue.

In terms of work ethic/conscientiousness, self-direction has been tied to the course through:

Planning and carrying out research activities under own direction.

In terms of teamwork and collaboration, working in teams has been highlighted:

Sharing resources and learning techniques with others. Working as part of a team in group-based work.

#### How can this be interpreted by teachers?

This is clearly a course through which learners are expected to acquire skills for life and work, skills that make them independent and able to move through the next phases of their education and learning, well supported by the work that their teachers guide them through.

Additionally, learners who are asked to use information to inform others have been proven to retain significantly more information than those who are lectured about it, or even those who read about it or discuss it. This is clearly a course where learners do, their activities being those planned by their teachers. Some teachers worry that asking students to research or use sources for information is wasted time. In fact, students being engaged in this way can save time, as they only need to be 'taught' once. Some activities that engage students actively with their learning include:

- **Group discussions and displays.** These can be more productive if you ask learners to research a topic beforehand. You can ask groups of learners to research different parts of the same sub-topic, for example:
  - (i) the difficulty in creating a new country: internal social and cultural divisions (East and West Pakistan)
  - (ii) the issues relating to the princely state of Kashmir
  - (iii) the difficulty in establishing stability and growth: the influx of refugees
  - (iv) division of financial and military assets

(v) water distribution, industrialisation.

By displaying their findings, they could be given the opportunity to view the work of other groups and use post-it notes to indicate where information is missing.

- **Presentations.** These are particularly useful later in the course. A group of two or three learners can be instructed to research a topic, for example an aspect of e.g. the work of Quaid-e-Azam in 1947–1948, turning their work into a presentation. Having given the presentation, the group could be required to answer questions from the class.
- **‘Flipped’ learning.** Students research and make their own notes on a topic prior to the lesson. They are then able to confidently contribute to the topic covered. Suitable topics might include Challenges for Pakistan (3.4 (b)). Students might be asked to watch videos on YouTube and make notes as an introduction to climate change.
- **Paired work.** Students work in pairs. Each researches a short topic such as plant-breeding programmes to increase agricultural production, which they then teach to their paired student.
- **Wall displays.** Learners will learn as they are producing these, and their presence in a classroom can make it both attractive and an aid to learning.
- **Role-playing.** This type of activity might be carried out several times during the course. There are a number of topics which might be explored using this approach. For example, some learners could be asked to produce briefing sheets from people with different roles, e.g. the leaders of West Pakistan 1947–1970, while others prepare as leaders of East Pakistan. Members of a group could each be given topics and could standpoint the subject from their given role.

## 6.2. How can students be prepared for final assessment?

Preparations for candidates’ final assessment start on their first day of learning.

During their course, students should become familiar with both the different types of exam questions and the mark schemes. Mark schemes help them to understand the requirements of each question and each question type.

Sections (a) and (b) in the Sample Assessment indicate that students will be asked to recall knowledge. Teachers can help their students prepare for this type of question by writing their own multiple-choice questions, and using short two- to five-minute mini-tests and quizzes, which might involve students writing their answers on mini-whiteboards.

Section (c) will often involve the command word ‘explain’. This is a more complex type of question which requires the students to give reasons. Teachers might help students to develop this skill and revise by asking a group of students to explain a particular point. This might be achieved by writing a key question in the centre of a piece of poster paper, such as ‘Explain how food security can be managed in Pakistan’. Students have ten minutes to write down the key points before their poster is passed to another group for additional comments.

Sections (d) and (e), especially for questions 1 and 2, will often use the command words ‘explain’ or ‘suggest’. Strategies for these can include the suggestion above, and asking the students to work in small groups to decide how to answer the question. This is also a useful tool for answering questions which use the more complex command words ‘assess’ and ‘evaluate’.

Section (f) questions for sections 1 and 2, and (e) questions for section 3 use the more demanding command words in the SAMs. Students need to be taught, and to understand, the meaning of the command words if they are to obtain the higher levels for this type of question. Students might be taught to highlight the key words of a question to ensure focus. Students might be given teacher-written or anonymised answers and can be asked to mark each answer. They might then work in pairs, justifying their level and mark allocation. They could then add comments to the prepared answer to improve the content.

Practice in making supported judgements can be introduced at whole-class level. Students can be asked to develop explanatory paragraphs towards a complete answer. These can be turned into a gallery on the classroom wall, as a flow chart. Students can consider each paragraph, and suggest how it contributes to the overall answer.

## 7. Suggested resources

There is no Pearson-approved textbook that covers the requirements of Paper 1 and Paper 2, the Landscape, people and economy of Pakistan. Some suggestions that teachers and students may find helpful are given below. In addition, teachers may find internet and YouTube material helpful.

### Paper 1 suggested resources:

M. Rafique Afzal, *Pakistan: History and Politics 1947–1971* (OUP, December 2007) ISBN 0195796349

A. S. Ahamed, *Jinnah, Pakistan and Islamic Identity* (Routledge, August 1997) ISBN 0415149665

Ghulam Ali, *China-Pakistan Relations: A Historical Analysis* (OUP, May 2017) ISBN 9780199402496

F. Bajwa, *Pakistan: A Historical and Contemporary Look* (OUP, 1999) ISBN 0195791738

S. Bose and A. Jalal, *Modern South Asia* (Routledge, September 2017) ISBN 9781138243682

M. H. Fisher, *A Short History of the Mughal Empire* (I. B. Tauris and Co. Ltd, March 2015) ISBN 9781848858732

Christophe Jeffrelot, (ed.) *A History of Pakistan and Its Origins* (South East Asia Studies) (September 2004) ISBN 978843311492

N. Kelly, *The History and Culture of Pakistan* (Peak Publishing, 2013) ISBN 1901458679

N. Kelly, *The History and Culture of Pakistan* (Peak Publishing, 2005) ISBN 1901458679

Hermann Kulke and Dietmar Rothermunde, *A History of India* (6th edn., Routledge, May 2016) ISBN 9781138961159

Krishna Kumar, *Prejudice and Pride: School Histories of the Freedom Struggle in India and Pakistan* (Viking Penguin, August 2002) ISBN 0670049131

Iftikhar Malik, *The History of Pakistan* (Greenwood Press, July 2008) ISBN 9780313341373

John Richards, *The Mughal Empire* (The New Cambridge History of India) (CUP, March 2010) ISBN 0521566037

Michael Riley and Jamie Byrom, 'OCR GCSE History SHP: the Mughal Empire 1526–1707' (Hodder Press, October 2017) ISBN 9781471861017

Charles River, (ed.) 'British India: the History and Legacy of the British Raj and the Partition of India and Pakistan into Separate Nations' (October 2017) ISBN 978198487611

Charles River, (ed.) 'Kashmir: The History and Legacy of the Indian Subcontinent's Most Disputed Territory' (December 2017) ISBN 9781981979079

Richard Sisson and Leo E. Rose, 'War and Secession: Pakistan, India and the creation of Bangladesh' (University of California Press, August 1991) ISBN 0520076656

N. Smith, 'Pakistan: History, Culture and Government' (OUP, 2007) ISBN 9780195470758

Ian Talbot and Gurharpal Singh, 'The Partition of India' (CUP, July 2009) ISBN 9780521672566

A. Truschke, *Aurangzeb: the Life and Legacy of India's Most Controversial King* (Stanford University Press, May 2017) ISBN 9781503602571

Stanley Wolpert, 'India and Pakistan: Continued Conflict or Co-Operation?' (University of California Press November 2011) ISBN 9780520266773

James Wynbrandt, 'A Brief History of Pakistan' (Checkmate Publishing, January 2009) ISBN 9780816061853

A web search for the History of Pakistan or for more specific periods, e.g. The History of Pakistan 1927–1971, yields many useful resources, many accessible by learners at GCSE level. These include:

[www.bbc.co.uk/news/world-south-asia-12966786](http://www.bbc.co.uk/news/world-south-asia-12966786) Pakistan profile

<https://www.britannica.com/topic/history-of-pakistan/>

<https://www.thecommonwealth.org/our-member-countries/Pakistan/history>

[www.studycountry.com](http://www.studycountry.com)

### **Paper 2 suggested resources:**

Khawaja Amjad Saeed, *The Economy of Pakistan* (3rd edn) (OUP 2010) ISBN 9780199068876

Muhammad Aslam, *Geography MCQs* (Bhatti Sons)

Fazle Karim Khan, *Pakistan: Geography, Economy, and People* (4th edn) ISBN 9780199063925

Fazle Karim Khan (editorial advisor), *Oxford School Atlas for Pakistan New Edition* ISBN 9780195475807 (for sale in Pakistan only)

An internet search for the Landscape, People and Economy of Pakistan produced a number of results. Some are given below:

#### **General**

Pakistan – country studies <http://countrystudies.us/pakistan/23.htm>

#### **Geography of Pakistan**

<https://www.thoughtco.com/geography-of-pakistan-1435275>

Pakistan’s Geography, Climate, and Environment <http://insider.pk/national/pakistans-geography-climate-and-environment/>

#### **Section A**

Weather and climate <https://weather-and-climate.com/average-monthly-Rainfall-Temperature-Sunshine-in-Pakistan>

#### **Climate zones**

[https://en.wikipedia.org/wiki/Climate\\_of\\_Pakistan#/media/File:Pakistan\\_map\\_of\\_K%C3%B6ppen\\_climate\\_classification.svg](https://en.wikipedia.org/wiki/Climate_of_Pakistan#/media/File:Pakistan_map_of_K%C3%B6ppen_climate_classification.svg)

#### **Glaciation**

(excellent images) [https://pubs.usgs.gov/pp/p1386f/pdf/F4\\_Pakistan.pdf](https://pubs.usgs.gov/pp/p1386f/pdf/F4_Pakistan.pdf)

#### **Earthquakes**

Magnitude 6.1 Earthquake in Pakistan – 31 January 2018 – Express News

<https://www.youtube.com/watch?v=wVpQZ7mrza8>

<https://www.earthquaketrack.com/p/pakistan/recent>

**Section B**

<http://blogs.lse.ac.uk/southasia/2017/10/17/the-curious-case-of-urban-population-in-pakistan/>

<https://www.theigc.org/blog/the-six-biggest-challenges-facing-pakistans-urban-future/>

<http://www.pbs.gov.pk/content/area-population-density-and-urbanrural-proportion> ( other useful statistics available)

<https://tradingeconomics.com/pakistan/industrial-production>

**Section C**

A short BBC documentary on how climate change affects Pakistan's melting Himalaya glaciers. <https://www.facebook.com/WWFPak/videos/10156632322495515/>

<https://www.adb.org/countries/pakistan/economy> (other information available)

<https://tribune.com.pk/story/1729458/2-world-bank-sees-pakistans-economy-slowing-next-year/>

<https://dailytimes.com.pk/274695/five-major-challenges-before-pakistans-new-government/>

## 8. Course planner

### **Content overview for Paper 1: The History and Culture of Pakistan (4PA1/01)**

The content is divided into three sections. Students study one topic per section.

**Section A** – students must study the mandatory topic:

The emergence of Pakistan 1927–1971

**Section B** – students choose **one** topic:

The pre-Mughal and Mughal period (c.700–1784)

British expansion and rule (c.1783–1898)

The growth of political awareness and British reform (1883–c.1927)

**Section C** – students choose **one** topic:

Consolidating the new nation (1971–2013)

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

The way the course is designed leaves candidates either seeing the outcomes of independence (studied in Section A) for Pakistan internally or on the world stage in Section C.

Teachers and learners have the option of studying in Section B topics that favour their interest.

### **How will teachers plan their course?**

There are a number of options depending on the time available i.e., a two- or three-year course, and the amount of teaching time available each week.

Most teachers will teach the specification in content order. Knowledge of Sections A and B is required to fully understand the requirements of Section C.

#### Option 1 (Two-year course)

Year 1 – Section A and the first three topics of Section B. End-of-year examination.

Year 2 – the remaining topic of Section B and Section C. Revision . Pearson Edexcel IGCSE.

#### Option 2 (Three-year course)

Year 1 – Section A and the first Topic of Section B. End-of-year examination.

Year 2 – the remainder of Section B and the first topic of Section C. End-of-year examination.

Year 3 – the remainder of Section C. Revision. Pearson Edexcel IGCSE.

## 9. 9–1 grading

Ofqual has provided the following information about the new 9–1 grading:

- 1 is the lowest, anchored to grade G: ‘The bottom of grade 1 will be aligned with the bottom of grade G.’
- 7 will be anchored to grade A: ‘Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.’
- 9 is the highest, for the top 3% or so: ‘For each examination, the top 20% of those who get grade 7 or above will get a grade 9 – the very highest performers.’
- 4 will be anchored to grade C: ‘Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.’
- 5 will be set between C and B: ‘Grade 5 will be positioned in the top third of the marks for a current Grade C and the bottom third of the marks for a current Grade B.’

The diagram below provides a visual representation of this information.

