

EDEXCEL INTERNATIONAL GCSE (9-1)

Pakistan Studies

GETTING READY TO TEACH

Event code: 16IOAH05

First teaching in 2017, first assessment in 2019.



INTRODUCTION



Getting to know each other

- . Please tell us about yourselves.

(We have some polls for you to complete)

- . Who am I?



What will we be doing today?

- Considering the structure, content and assessment of the revised qualification.
- Highlighting the key changes from 4PA0
- Exploring possible teaching and delivery strategies for the new qualification
- Learning about the introduction of the new 9–1 grading scale



HISTORY & CULTURE



What is different?

1. Content
2. Structure of the Paper
3. Types of Question



Content

1. Existing Specification

6 sections running from pre-Mughal to present day.

Revised Specification

3 sections with 6 topics **containing the same content as the previous specification**, but some reorganisation within the sections



Why change the content?

1. We have made a clear cut off point of 2013, but provided centres with the opportunity to teach only until 1999 if they prefer.
2. We want to retain an element of choice for centres. They are still able to decide how extensively they wish to cover the course.
3. We believe that there is a body of content on the founding and establishment of Pakistan (1927-71 which all students should study. (please refer to specification document pp10-21)



Structure of the Paper I

1. **Existing Paper 2** (Legacy qualification)
 - . The assessment is 1 hour and 30 minutes.
 - . The assessment is out of 60 marks.
- . **Revised Paper 2**(qualification first examined in 2019)
 - . The assessment is 1 hour and 30 minutes.
 - . The assessment is out of 75 marks.



Structure of the Paper II

1. Existing Paper

Candidates choose 3 questions from 6. They are guaranteed a question on each topic; if they want choice they need to study more than 3 sections.

1. Revised Paper

Candidates **must** answer Q1 which covers Section A. They must answer one question from Section B and one question from Section C. **They are guaranteed a question on each topic; if they want choice they need to study more than one topic in each section. (please refer to SAMS Paper 1)**



Types of Question

Existing Paper

An essay for 20 marks explaining causation, change, consequence or importance – with 3 stimulus examples.

Revised Paper

4 questions for 25 marks:

- (a) Multiple choice – State or Identify 1 mark
- (b) Describe two ways/terms/achievements 2 marks
- (c) Explain why... 6 marks
- (d) Evaluate a historical statement (with two stimulus examples) 16 marks

(please refer to SAMS Paper 1)

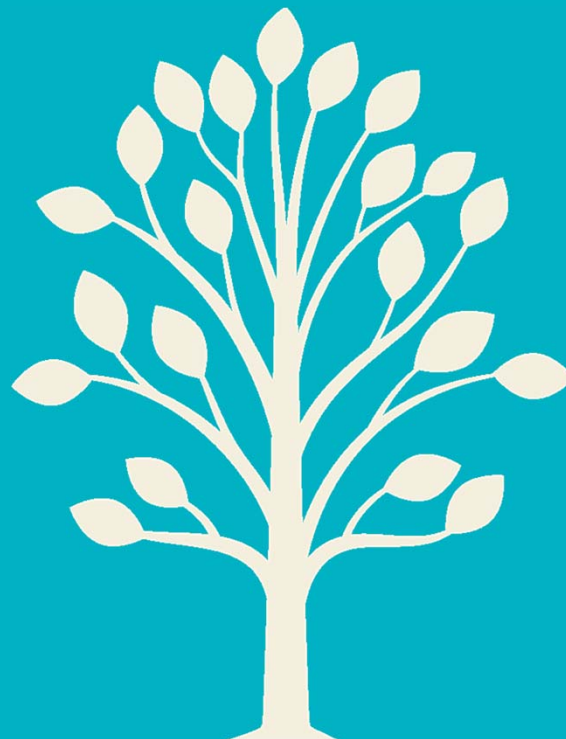


Why change the assessment?

1. It brings the paper more in to line with the approach being taken in other specifications world-wide.
2. Increasing the number of questions to 4 provides greater flexibility and allows for more testing of second-order concepts such as causation, change and consequence.
3. The breakdown of the question into 4 parts provides a more accessible approach, with an incline of difficulty and a wider range of assessment demands. This enables all students to demonstrate their knowledge and skills. It also takes away the 'all or nothing' factor, where if students cannot answer the question, they lose all 20 marks.



THE NEW GRADING SYSTEM



9-1 grading scale (1)

Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A* to G grading



9-1 grading scale (2)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	A
The bottom of the grade 7 aligns with the bottom of the grade A.	7	
	6	B
There's also greater differentiation in the middle range of grades, with grades 4 to 5 being equivalent to the old grade B and grade C.	5	
So grade 5 will be awarded to the top grade C performers and grade 6 to the grade B performers.	4	C
	3	D
The bottom of the grade 4 aligns with the bottom of the grade C.	2	E
	1	F
	U	G
The bottom of the grade 1 aligns with the bottom of the grade G.		U



How are things different? - Summary

- . Content remains largely the same, but there are now 6 sections/topics, with a question on each.
- . Candidates still answer 3 questions, but Q1 is compulsory
- . There is still a choice on the other two questions.
- . Each question is now divided into 4 parts.
- . Results are now reported in numbers, not letters.



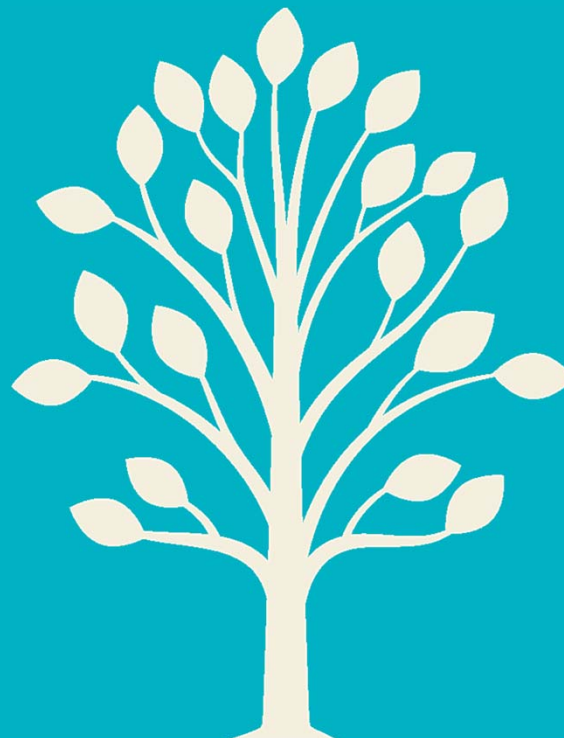
QUESTIONS



SHORT BREAK



The landscape, people and economy of Pakistan



What has changed?

1. Content
2. Structure of the examination paper
3. Types of question and command words.



Why change the content?

1. To make the specification more relevant, thought-provoking and exciting
2. To provide more focused guidance for centres and candidates
3. To focus attention on specific challenges and opportunities for Pakistan.



Structure of the Paper

1. **Existing Paper 2** (Existing qualification)
 - . The assessment is 1 hour and 30 minutes.
 - . The assessment is out of 60 marks.
- . **Revised Paper 2**
 - . The assessment is 1 hour and 30 minutes.
 - . The assessment is out of 75 marks.



Structure of the Paper

Existing Paper 2 (Legacy qualification)

Candidates must answer question 1 and three additional questions which are selected from a choice of seven questions.

. Revised Paper 2 (qualification first examined in 2019)

Candidates **must** answer all three questions. Examples are provided by SAMs paper 2.



Types of Question

Existing Paper 2

Section 1 is a compulsory question (12 marks) .
Students are required to answer any three additional questions, each marked out of 16 marks.

Revised Paper 2

All sections are compulsory
There are three questions, one in each section.
Each question is marked out of 25 marks
(please refer to SAMS Paper 2)



Types of Question

Revised Paper

- Each question will include at least one multiple choice question and short answer questions.
- Each question will include longer answer sections which require explanation.
- Each question will include extended answer sections which require explanation and the use of analytical or evaluative skills.

(please refer to SAMS Paper 2)



Why change the assessment?

1. It brings the paper in to line with the approach taken in other specifications world-wide.
2. Reducing the number of questions to three and making the questions compulsory allows students to demonstrate a wider range of knowledge and understanding.
3. The questions cover topics which are more relevant to modern day Pakistan.
4. The revised specification places more emphasis on the position and role of Pakistan in a global context.



How are things different? - Summary

- . Much of the content remains the same, but is updated and made relevant to specific issues affecting Pakistan.
- . Candidates answer three questions, all of which are compulsory
- . Each question is now divided into 5 parts.
- . Results are reported in numbers, not letters.



QUESTIONS



Section (c) question types

This section will often have 'explain' as the command word.

For example:-

Explain **one** cause of earthquakes that affect Pakistan.

(SAMs Paper 2 Question 1c)



Part (c) question types

‘Explain’ asks candidates to give reasons how or why something occurs.

Candidates should demonstrate reasoning and exemplification of a point.

The Command Word taxonomy can be found in the Specification Page 38. Appendix 5

‘Explain – provide a reasoned explanation of how or why something occurs, or an issue is managed.’



Part (d) question types

The command word 'suggest' might be used.

For example:-

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

In this example the question includes a resource.

(SAMs paper 2. Question 2d)



Part (d) question types

The command word 'suggest'.

In the SAMs the command word 'suggest' is used with a resource. Candidates are asked to apply their knowledge and understanding to an 'unknown context'.



Part (e) question types

Sections A and B (The Physical Environment and The Human Environment.)

The command word might be explain, but the answer should include extended writing and show evidence of detailed knowledge and understanding.

For example 'Explain the environmental impacts caused by the exploitation of one named natural resource in Pakistan.'
(SAMs Paper 2. Question 1e.)



Part (e) question types

Section C (Challenges for Pakistan)

The command word might be assess or evaluate.

For example 'Assess the success of strategies to support rural communities in Pakistan.'

(SAMs Paper 2. Question 3e.)

Note

The Command Word taxonomy occurs on Page 38. Appendix 5 of the specification.



Part (e) question types

Section C (Challenges for Pakistan)

The command word might be 'assess' or 'evaluate'.

These are high level command words.

Assess requires candidates to analyse issues, and to use their views to write a balanced argument.

Evaluate requires candidates to consider the success of a specific issue and to consider alternative options to make a substantiated judgement/conclusion.



Part (f) question types

Sections A and B (The Physical Environment and The Human Environment.)

The command word might be 'assess' or 'evaluate'.

For example ' Evaluate the impact of the transport system on the economic development of Pakistan.'

(SAMs Paper 2. Question 2f.)



Part (f) question types

‘ Evaluate the impact of the transport system on the economic development of Pakistan.’

(SAMs Paper 2 Question 2f.)

This question requires;

- Knowledge and understanding of the transport system(s).
- Knowledge and understanding of economic development.
- Understanding and consideration of how the transport system affects economic development. This may be beneficial or a challenge (or both).
- Making a substantiated judgement.



Teaching Strategies

The landscape, people and economy of Pakistan requires students to have knowledge, understanding and skills.

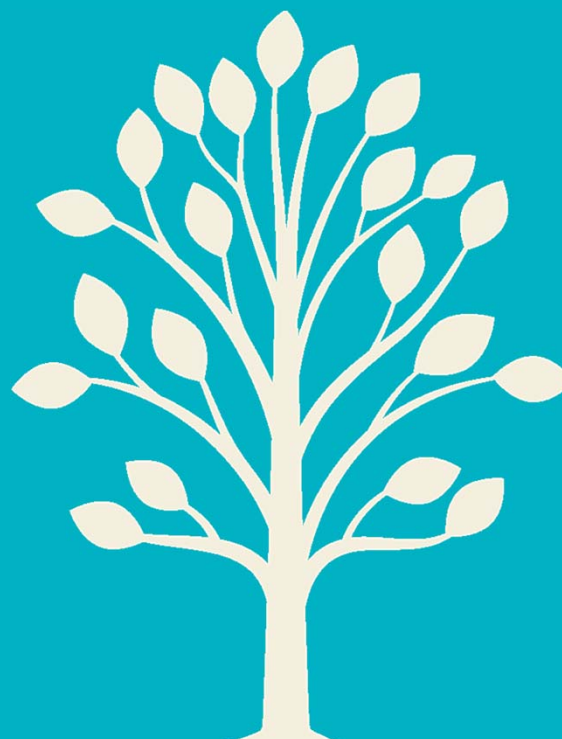
1. Students must be familiar with the specification content.
2. Teaching should include the development of explanatory and analytical skills.
3. Teachers should ask questions such as why? How? What were the impacts? How successful?
4. Students must practise exam techniques, and the skills required to select relevant information in order to answer questions.
5. It is advantageous for students to know the different requirements of the command words.



QUESTIONS



SUPPORT FROM EDEXCEL



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



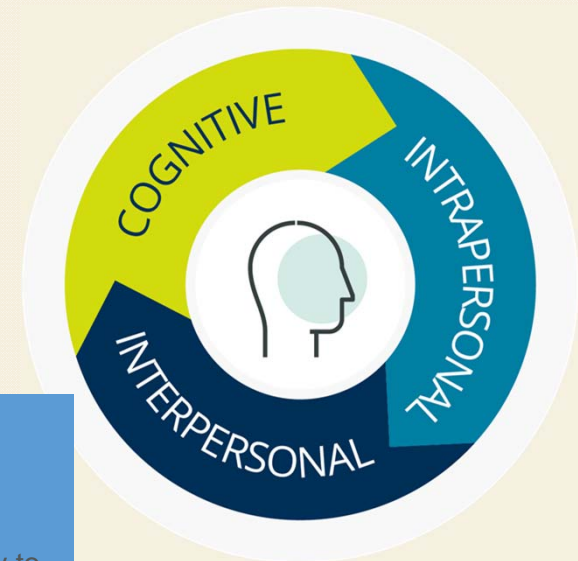
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting Started
Guide &
Scheme of
Work

Getting Ready
to Teach Events

Subject
interpretation of
transferable
skills

Subject Advisor

Results Plus

Regional
Support
Manager

Additional support
for selected
subjects

Curriculum
Matched
Publishing

Exemplar
Marked
Responses

Additional SAMs

Exam Wizard

Lesson Plans

Topic booklets



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*



For your subject specific enquiries

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ALWAYS LEARNING