



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE

In Pakistan Studies (4PA1) Paper 01

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General Comments

This year's examination saw a continuation of the impressive performance of previous years. Almost all candidates completed three questions and there was little evidence of candidates misunderstanding questions or finding them inaccessible.

As stated in previous reports, some candidates do not maximise their marks as they do not always use their knowledge to provide a direct answer to the question. Centres might like to emphasise the following points when preparing candidates for the examination.

- Question (c) is about causation. When candidates are providing contextual support, they must demonstrate how the information provided helped bring about the outcome stated in the question. If candidates find themselves writing substantial narrative, they are not answering properly. The question calls for reasons, not extended narrative.
- In Question (d) answers must not be confined to the importance of the factor/issue given. The question is much wider than just that factor/issue. In order to achieve the highest marks, candidates must also discuss other factors and reach a conclusion on comparative importance. Candidates should understand that the majority of their answer should be on factors/issues other than the one given in the question.

Comments on Specification Questions

Question 1

Candidates had few problems with Question (a) or (b), though some confused the Objectives Resolution with the recommendations of the 1950 Basic Principles Committee. The Objectives Resolution did form part of the Committee's recommendations but was concerned more with the principles behind a future constitution, rather than specific proposals on how Pakistan should be governed.

Question (c)

This question produced a variety of responses. Some candidates focused on how Ayub Khan's reforms were improved the economy but only a minority of people were benefitted from them. Others explained how accusations of intimidation and vote-rigging affected Ayub's popularity. Added to this was the failure to defeat India in the 1965 war and support for Bhutto, who Ayub had arrested. All these points were rewardable.

Question (d)

Candidates had little difficulty explaining the importance of the Allahabad Address and how it was the first time a Muslim leader had suggested partition in keeping with the Two-Nation Theory. Unfortunately, for some, this was their complete answer. For higher marks candidates also needed to talk about other events, such as Jinnah's 14 Points, the Simon Commission, the Round Table

Conferences and the Government of India Act. Those candidates who explained the importance of two or more alternative factors scored well on this question.

Question 2

Very few candidates chose to answer on the pre-Mughal and Mughal period. Those who did showed a limited knowledge of the work of Mahmud of Ghazni (Question c), though had a good understanding of the reasons for the decline of the Mughal Empire (Question d) and the problems involved in governing such a vast area in the face of opposition from strong external forces.

Question 3

The overwhelming majority of candidates chose British expansion and rule as their Section B topic and there were some excellent responses. Most candidates knew the date of the Battle of Balkot (Question a) and knowledge of the aims of the Aligarh Movement was particularly impressive (Question b)

Question (c)

As a significant cause of the War of Independence, it was not surprising that candidates were well-versed in the reasons behind the introduction of the Doctrine of Lapse. Where candidates were able to provide specific examples to support their answers, high marks were achieved.

Question (d)

The Muslim community suffered greatly as a result of the War of Independence and candidates explained in impressive detail how brutal reprisals were carried out and opportunities for Muslims within the army and civil service were restricted as funding was withdrawn from Muslim schools and British education was rejected. Less well-known were the political consequences, with the exile of Bahadur Shah, the abolition of the East India company and imposition of direct government under Queen Victoria, the 'Empress of India'.

Some candidates allowed themselves to be diverted by a discussion of the causes of the war, or reasons why it was not won. This was not relevant.

Question 4

Candidates were aware of the date of the Delhi Proposals (Question a) and showed an understanding of the impact of the Khilafat Movement (Question b), though responses were sometimes limited to economic consequences when, perhaps, the political consequences were more significant. The failure of the movement seriously damaged Muslim-Hindu relations.

Question (c)

Most candidates explained in detail how Gandhi's non co-operation movement was based around a belief in peaceful resistance to British rule and that the events at Chauri-Chaura and Moplah convinced him that India was not yet ready for a mass campaign of peaceful civil disobedience.

Question (d)

This question invited candidates to select an event from the period 1905-1917 which they considered had the most significant impact on relations with the British. A wide variety of events was chosen and impressive detail provided to support answers. Where candidates sometimes failed to maximise their marks was in explaining how those events impacted on relations. Perhaps most pertinent to this was the worsening of Muslim-British relations as a result of the reversal of the partition of Bengal and the greater unity in opposition to the British brought about by the Lucknow Pact. The Morley-Minto reforms did bring an acceptance of separate electorates but did little to improve relations.

Question 5

Of the two topics offered in Section C, Question 5 was very much 'second choice' with a very small number of candidates choosing to answer on Consolidating the new nation.

The year in which Ayub Khan resigned (Question a) was well-known, though candidates were less secure in providing details of the amendment to the constitution (Question b)

There was an excellent understanding of the problems which Nawaz Sharif faced in governing Pakistan (Question c), though candidates did not always use their knowledge to show how his difficulties led to opposition from Ishaq Khan. Equally, in Question d, whilst candidates were able to explain how Bhutto's economic policies were not always successful, they sometimes failed to explain how this led to his downfall. Surprisingly, some candidates failed to mention Bhutto's use of the Federal Security Force.

Question 6

This was a popular topic with candidates demonstrating an impressive understanding of the key events in Pakistan's role in world affairs. Most candidates knew the date of the nuclear co-operation treaty (Question a) and showed an excellent understanding of the importance of the Paktoonistan issue in making relations between Pakistan and Afghanistan difficult from 1947, especially when Afghanistan voted against Pakistan's admission to UN and Afghans ransacked the Pakistan embassy in Kabul.

Question (c)

Although candidates sometimes wrote on improved relations between Pakistan and the USA, this question was very much to the candidates' liking. They demonstrated an excellent understanding of the importance of Pakistan to Britain in supporting attempts to stop the spread of Soviet influence. Consequently, economic aid was provided, Mrs Thatcher visited Pakistan and Pakistan rejoined the Commonwealth.

Question (d)

Unsurprisingly, candidates have a very sound knowledge of the main events in relations with India. Whilst the importance of the Indus Water Treaty was well-explained, most candidates focussed on the difficulties created by the dispute over Kashmir, disagreements over the division of assets and India's role in the breakaway of East Pakistan in 1971. Some candidates wrote outside the time period of the question, discussing disputes of nuclear capabilities and 'cricket diplomacy'. Such material could not be rewarded.

