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Examiners' Report

Principal Examiner Feedback

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Pearson Edexcel International GCSE

In Pakistan Studies (4PA1) Paper 2

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## Introduction

### General comments

Candidates demonstrated secure, accurate knowledge and understanding of the most of the topics examined in Paper 2. Most candidates were well-prepared by their centres for the new and more demanding command words, assess and evaluate and a large number included some relevant higher-level comments. A smaller number of candidates limited their answers to either simple descriptive comments or included a limited amount of explanation. These candidates were unable to reach the higher mark bands and centres are urged to refer to and use the command word taxonomy (Specification: page 38).

As in past examination series, sections A, B and C each consisted of a question (Questions 1,2 and 3) which included short and multiple-choice questions and longer answer questions. The resource-based sections Q1(d), Q2(d) and Q3(c) sometimes lacked focus. A number of any candidates did not refer to these resources and centres are advised to practise this skill with their candidates.

It was very noticeable that Questions 2 and 3 were awarded higher marks than Section A: The Physical Environment. A large percentage of candidates appear to have a poor knowledge and understanding of

- 1.1 b) The nature and causes of seasonal variations in precipitation and temperature, including the characteristics and causes of the Southwest Monsoon and Western Disturbances.
- 1.2 b) Glacial processes that operate in the Himalayan landscape (long-term and seasonal accumulation/ablation of glacial systems).
- 1.3 a) The relief regions and characteristics of the drainage network of Pakistan (Indus, Jhelum, Sutlej, Chenab and Ravi floodplains and Indus deltaic coastline).

### Question 1. The Physical Environment

#### 1a(i) and 1a(ii)

Although many candidates answered both of these questions correctly, a surprisingly large percentage were unfamiliar with the term flood plain, even though this is specifically used in the specification.

#### 1(b)

This was a well- understood question. However, a number of candidates specified fossil fuels. The precise names of two non-renewable energy resources were required. Answers such as **1. Oil 2. Natural Gas** were awarded full marks.

#### 1(c)

When answering questions that state **one** cause, candidates should avoid introducing a second factor as this is unlikely to give them any additional marks. This question produced a range of reasons for coastal flooding, including deforestation of mangroves and global climate change. Better answers included a specified cause and clear development explaining the link between the cause and flooding. In the following example, the candidate provides a very clear and focused answer which shows excellent knowledge and understanding, and easily gained full marks.

**One cause of coastal flooding in Pakistan is tropical cyclones. They were made when due to convection of the hot air above the sea and moisture laden winds**

**rise at temperatures of 27° . They then start to rotate because of the Coriolis effect and move to the coast causing heavy rain which leads to flooding.**

Some candidates named and explained river flooding. Centres are advised to ensure the difference between the two is understood.

### **1(d)**

This was a poorly answered question with less than 50% of candidates understanding the term glacial accumulation. This is a specification term, and centres are advised to ensure that their candidates are aware of the processes that lead to glacial accumulation and can distinguish these from the factors that cause glacial ablation. The diagram, which provided information to help the candidates, was clearly infrequently used. The following answer was typical of many seen, and unfortunately could not be awarded any marks

- 1. Due to global, this causes the snow on the glacier to melt**
- 2. When glaciers face directly towards the sun, they receive direct radiation and melt.**

### **1 (e)**

Unfortunately, a large number of candidates misread this question and wrote answers which explained the regional variation in precipitation. This meant they could only be awarded very low marks or could not be credited at all. The following extract illustrates this:

**The areas which are far from the equator such as Quetta and upper Punjab have heavy rainfall, however the areas close to the equator such as Karachi have a low rainfall.**

Candidates were required to focus on the seasonal variations and to clearly explain reasons for the variations which they described. The question is directly referred to in the Specification, '1.1 b) The nature and causes of seasonal variations in precipitation and temperature'. Centres are strongly advised to ensure that their candidates are familiar with all sections of the specification in the future and to practice exam skills, especially focusing on the exact demands of a question,

### **1(f)**

After the disappointing response to the previous questions, it was pleasing to read some excellent answers to this question, which asked candidates to assess the environmental impacts of one renewable energy resource. Hydro electric power was frequently selected as the energy source. Valid and well developed environmental issues included deforestation, pollution during the construction processes, silting up of reservoirs leading to low oxygen levels and the death of fish and plants and low water levels downstream causing the loss of biodiversity.

The better answers included assessment statements. For example: However, despite the damage done by the construction of the HEP, there are many positive things. For example:

**HEP does not cause the emission of gases such as CO<sup>2</sup> which results in pollution of the atmosphere and global warming. So I think that over-all HEP has more benefits than using many other types of energy production.**

A relatively small number of candidates wrote answers based on the use of non-renewable resources. This is another example of candidates failing to focus on the question.

## **Question 2: The Human Environment**

### **2a(i) and (ii)**

Both these subsections tended to be correctly answered. The most frequent response to (ii) was labour supply.

### **2(b)**

Candidates were also secure when answering this question. Loss of culture, loss of money to the 'home' country, only the more basic work offered to local people and loss of local industries due to competition from transnational corporations were frequently given as the important challenges.

### **2(c)**

The majority of candidates were confident about land reforms in Pakistan, and the resulting benefits. The following answer not only identifies a relevant factor, but also explained exactly how this resulted in increases agricultural productivity. It was awarded full marks.

**Reforming land rights include a minimum limit of 12.5 acres and this increases the productivity as people are forced to merge with each other to make the farms big enough for machines. This leads to the sharing of machines and ideas which lead to increased use of better seeds and fertilisers, which in turn help to increase productivity.**

### **2(d)**

This question was based on a resource showing the trade balance for Pakistan for two months. Most candidates were able to use the resource to suggest at least one reason for the negative trade balance, and a number of candidates also referred to the income received from remittances. Those candidates who do not use the resource tended to gain lower marks.

### **2(e)**

The command word for this question, which asked candidates to consider the economic challenges caused by Pakistan's transport system, was explain. While most candidates were able to describe the problems of the transport system, a number of answers did not link these to economic problems, therefore limiting their answers to level one or level two. The following extract is an example of this:

**Railways are an old means of transport which were use in past times, but now it is rarely used by the population as the trains are often late or break down.**

If the candidate had then explained the economic implications, for example the resulting failure to transport exports efficiently and the increased costs of exports as result making the goods less competitive compared to other country's exports, the candidate would have accessed level three.

### **2(f)**

Candidates tended to approach this question in one of two ways, both of which were credited. The either considered the loss of young skilled workers to other countries, or the loss of young skilled workers in rural areas to urban areas. The later answers tended to concentrate on workers who were educated and able to use modern technology to increase agricultural production.

It was pleasing to see that many of the answers included at some evaluative comments. In many cases these were implied rather than made directly. Some candidates made evaluative comments as their conclusions, therefore effectively drawing together their information. The following provides a good example:

**Young skilled workers are more beneficial to the economy of Pakistan than normal workers. For example, young skilled workers are more efficient and help to increase food production, therefore reducing the need for food exports. This evidently benefits the economic development of Pakistan, and this benefit is lost if the workers either migrate to cities or work abroad. Therefor the economic development is negatively affected.**

### **Question 3: Challenges for Pakistan**

#### **3(a)(i) (ii) and (iii)**

The sub-sections to 3(a) were attempted by all the candidates. Section (iii) proved problematic. A number of candidates explained reasons for the changes in life expectancy, for example improved medication or the reduction in infant mortality. Unfortunately, such answers could not be credited.

#### **3(b)**

The command word for this question was explain. Candidates were asked to explain the problems of providing education in rural communities. Although there were answers which focused on the challenges resulting from poor education provision, most answers were more focused with at least some explanation. An example of a detailed answer which was awarded full marks is given below.

**This is a problem because Pakistan has a problem with poverty, especially in rural areas. Parents can not afford to send their children to school. Mostly children in rural area are used as child labour to support their families. The loss of this labour would economically challenge both the parents and the rural community. Also there is not enough government money to provide schools in many areas, this makes another challenge for rural areas as there are no schools for the children to go to.**

#### **3 (c)**

A resource was supplied to assist candidates with their answers to this question. The resource showed a poorer area in Lahore and candidates were required to suggest two challenges of living in megacities. The candidates that used the resource tended to gain more credit. There were some excellent answers about power supplies, poorly maintained roads and houses and evidence of pollution.

#### **3(d)**

Question 3(d) allowed many candidates to show their knowledge and understanding of the human factors which influence the distribution of Pakistan's population. Factors such as the availability of education and work, political factors such as government policy and

agricultural output were all valid and frequently carefully explained. Better answers referred to areas such as Punjab and contrasted the population distribution with that of Balochistan, or discussed the political decision to build Islamabad. Exceptionally good, level three answers, did both.

A significant number of candidates, however, either explained physical factors or tried to explain the population structure rather than the population distribution. This is another example of poor examination technique and centres are advised to practise focused reading of questions with their candidates.

### **3(e)**

The final question on the paper required candidates to assess the strategies to adapt to or mitigate the effects of climate change on Pakistan. Many candidates answered both adaptation and mitigation and were not penalised for doing so. However, many of these answers tended to be broad and lacked effective assessment. Candidates tended to show much better knowledge and understanding of climate change than in previous examinations.

Candidates used a wide range of actual and probable future impacts of climate change and a range of policies which could be used as result. Some excellent answers covering specific reforestation schemes, the introduction or explanation of renewable energy resources and increasing public transport schemes were seen.

Assessment statements varied. Often some level of assessment as implied, but frequently this was absent. This might be because candidates had not planned their time effectively, and therefore could not write as much for this question as for earlier questions in the paper.

Answers that included assessment tended to reach level 3. For example, this extract shows some detailed assessment of their main points:

**The people of Pakistan are frequently not able to focus on the importance of reducing the impacts of climate change as outlined by the government. Many people live at subsistence levels and are more focused on earning enough money to live. The lack of education in many areas is also a problem, as people tend to be unaware of the actual problems and therefore do not adapt or try to mitigate the impacts. The policies put forward by the government and treaties such as the Paris treaty have poor success. More needs to be done to make people aware.**

