

IGCSE

Pakistan Studies

Specification

Edexcel IGCSE in Pakistan Studies (4PA0)

First examination 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which help to raise attainment.

Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

References to third-party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Lucy Stewart

All the material in this publication is copyright
© Edexcel Limited 2008

Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in Pakistan Studies is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel IGCSE in Pakistan Studies qualification enables students to acquire a sound knowledge and a balanced understanding of the history and heritage of Pakistan, and the land, people and resources of the country.

About this specification

Key features and benefits of the specification

- Single tier covering the whole range of grades A*– G
- Comprehensive and detailed description of subject content in the specification
- Two papers – Paper 1 covering the history and heritage of Pakistan, Paper 2 covering the land, people and resources of the country.

Contents

Specification at a glance	1
Qualification content	3
Skills	3
Paper 1: The History and Heritage of Pakistan	5
Detailed subject content	6
Paper 2: The Land, People and Resources of Pakistan	9
Detailed subject content	10
Assessment	15
Assessment summary	15
Assessment Objectives and weightings	15
Entering your students for assessment	16
Student entry	16
Combinations of entry	16
Access arrangements and special requirements	16
Assessing your students	17
Awarding and reporting	17
Language of assessment	17
Malpractice and plagiarism	17
Student recruitment	17
Grade descriptions	18
Support and training	19
Edexcel support services	19
Training	19
Textbooks and resources	20

Specification at a glance

This IGCSE qualification comprises two assessments:

- Paper 1 — a written examination paper
- Paper 2 — a written examination paper.

Paper 1: The History and Heritage of Pakistan	Paper code: 4PA0/01
<ul style="list-style-type: none"> • Externally assessed • Availability: June series • First assessment: June 2011 	50% of the total IGCSE marks
<p>Overview of content</p> <ul style="list-style-type: none"> • Early Developments. • The British in the Indian Subcontinent. • Religious, Political and Independence Movements. • The Emergence of Pakistan. • Pakistan in Government 1947–Present Day. • Pakistan’s Foreign Policy since 1947 and its Role in World Affairs. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> • This paper is assessed through an examination lasting 1 hour and 30 minutes, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	

Paper 2: The Land, People and Resources of Pakistan	Paper code: 4PA0/02
<ul style="list-style-type: none"> • Externally assessed • Availability: June series • First assessment: June 2011 	50% of the total IGCSE marks
<p>Overview of content</p> <ul style="list-style-type: none"> • Physical Geography. • Population. • Economic Activity. • Environment. • Regional Development. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> • This paper is assessed through an examination lasting 1 hour and 30 minutes, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	

Qualification content

Skills

This Edexcel IGCSE in Pakistan Studies requires students to demonstrate:

- application of appropriate maps, diagrams and case studies
- interpretation of data presented in numerical and graphical form.

Paper 1: The History and Heritage of Pakistan

Content overview

1.	Early Developments
1.1	The Coming of Islam to the Subcontinent
1.2	The Mughal Empire
2.	The British in the Indian Subcontinent
3.	Religious, Political and Independence Movements
4.	The Emergence of Pakistan
4.1	The Pakistan Movement
4.2	Constitutional Reforms
4.3	Muslim Leaders
5.	Pakistan in Government 1947–Present Day
5.1	Governor-Generalship of the Quaid-e-Azam 1947–1948
5.2	Government and Policies since 1948
5.3	Constitutional Developments
6.	Pakistan’s Foreign Policy since 1947 and its Role in World Affairs

Assessment overview

- This paper is assessed through an examination lasting 1 hour and 30 minutes, set and marked by Edexcel.
- Single tier of entry.
- The paper will have eight questions covering all the subject content.
- Students will answer any three questions.
- The total number of marks available is 60.

Detailed subject content

1 Early Developments

1.1 The Coming of Islam to the Subcontinent

Students should be able to describe:

- the spread of Islam before the Mughal Empire with specific reference to Muhammad Bin Qasim, Mahmud of Ghazni, Timir, Sufis and Sufism
- the impact on social, religious, political and cultural life.

1.2 The Mughal Empire

Students should be able to describe:

- the achievements of the Mughal Emperors with specific reference to Babar, Akbar, Jehangir, Shah Jehan, Aurangzeb
- the cultural, economic, political and religious developments that occurred during the Mughal Empire
- the reasons for the decline and break-up of the Empire.

2 The British in the Indian Subcontinent

Students should be able to describe:

- the reasons for the growth of British interest in the subcontinent
- the formation of the East India Company and the increasing influence of the British Government
- the British conquest of Bengal with specific reference to the battles of Plassey and Buxar
- relations with Tipu Sultan of Mysore and Ranjit Singh of the Punjab
- the British conquests in the Punjab, North West Frontier, Sindh and Afghanistan
- the careers and achievements of Robert Clive and Warren Hastings
- administrative, technological, legal, economic, religious, military and social developments that occurred in the subcontinent during British rule.

3 Religious, Political and Independence Movements

Students should be able to describe:

- religious and political movements with specific reference to Sheikh Ahmad Sirhindi, Shah Wali Ullah and the revival of Islam; Syed Ahmad Barailvi and the Jihad Movement; Hajji Shariat Ullah and the Faraizi Movement
- the War of Independence 1857: causes, events and results
- the career and achievements of Sir Syed Ahmad Khan; the Aligarh Movement; the Two Nation theory; the Hindi-Urdu controversy
- the Khilafat Movement: origins and aims; history and impact; the Hijrat Movement: decline, failure and consequences
- the linguistic and literary background of Muslims: national and regional languages with specific reference to Urdu, Sindhi, Baluchi, Punjabi and Pushto: an overview of the literary achievements of the national and regional languages.

4 The Emergence of Pakistan

4.1 The Pakistan Movement

Students should be able to describe:

- the Muslim League — origins and aims; Simla Delegation 1906; All India Muslim Educational Conference 1906
- the Partition of Bengal: reasons, reactions and results.

4.2 Constitutional Reforms

Students should be able to describe:

- Morley-Minto Reforms 1909: the impact of the First World War; Lucknow Pact 1916; Montague-Chelmsford Reforms 1919; the Non-Cooperation Movement; the rise of radical Hindu movements; Simon Commission 1927; Nehru Report 1928; Jinnah's Fourteen Points 1929; Allahabad address of Allama Iqbal 1930; three Round Table Conferences 1930–1932; Communal Award 1932; Government of India Act 1935; Rehmat Ali and the Pakistan National Movement; Congress Rule 1937–1939; Day of Deliverance 1939; the Second World War in relation to India and the Quit India Movement; Lahore (Pakistan) Resolution 1940; Cripps Mission 1942; Gandhi-Jinnah Talks 1944; Lord Wavell and the Simla Conference 1945; elections 1945–1946 — results and consequences; Cabinet Mission Plan 1946; June 3 Plan 1947; Radcliffe Commission and Award 1947 and the Independence Act 1947

4.3 Muslim Leaders

Students should be able to describe:

- the career, contribution and achievements of Dr Allama Muhammad Iqbal, Chandhri Rehmat Ali, and Muhammad Ali Jinnah.

5 Pakistan in Government 1947–Present Day

5.1 Governor-Generalship of the Quaid-e-Azam 1947–1948

Students should be able to describe:

- the Governor-Generalship of the Quaid-e-Azam 1947–1948
- the process of partition, the problems facing Pakistan in 1947 and attempts to solve these
- the achievements of Quaid-e-Azam as Governor-General of Pakistan
- the Kashmir issue — origins and developments since 1947.

5.2 Government and Policies since 1948

Students should be able to describe:

- the health, welfare, education, political and economic reforms of the following governments:
 - Liaquat Ali Khan, 1951
 - Malik Ghulam Muhammad, 1951–1955
 - Major General Iskander Mirza, 1955–1958
 - Field Marshal Muhammad Ayub Khan and the ‘Decade of Progress’, 1958–1969
 - President Yahya Khan, 1969–1971
 - Zulfikar Ali Bhutto, 1971–1977
 - General Zia ul-Haq, 1977–1988
 - Benazir Bhutto, 1988–90, 1993–1996
 - Nawaz Sharif, 1990–93, 1997–1999
 - General Musharraf, 1999–
- the role of women and ethnic and religious minorities in Pakistan.

5.3 Constitutional Developments

Students should be able to describe:

- the Objectives Resolution 1949; Constitutions of 1956, 1962 and 1973; Islamisation: the role of the army in politics; Martial Law; the Eighth Amendment 1985
- the creation of Bangladesh; reasons for separation; Sheikh Mujib ur-Rehman and the Awami League; the Six Points 1966.

6 Pakistan’s Foreign Policy since 1947 and its Role in World Affairs

Students should be able to describe:

- Pakistan’s relations with the outside world with specific reference to Afghanistan, Bangladesh, China, India, Iran, Middle East, Russia, Saudi Arabia, Turkey, United Kingdom and Commonwealth, USA
- Pakistan’s role and membership of CENTO, SEATO, RCD, UN, OIC.

Paper 2: The Land, People and Resources of Pakistan

Content overview

1	Physical Geography
1.1	Location
1.2	Relief and Drainage
1.3	Climate
1.4	Natural Hazards
1.5	Soils and Natural Vegetation
2	Population
2.1	Distribution and Density
2.2	Growth and Structure
2.3	Migration
2.4	Settlement
2.5	Welfare
2.6	Society
3	Economic Activity
3.1	Agriculture
3.2	Irrigation
3.3	Energy and Mineral Resources
3.4	Manufacturing Industry
3.5	Transport
3.6	Trade and Economy
4	Environment
5	Regional Development

Assessment overview

- This paper is assessed through an examination lasting 1 hour and 30 minutes, set and marked by Edexcel.
- Single tier of entry.
- The paper will have eight questions covering all the subject content.
- Question 1 will be compulsory, will cover the basic geography of Pakistan and will usually be based on a map.
- Seven additional questions will be set. Students must answer any three of these.
- The total number of marks available is 60.

Detailed subject content

1 Physical Geography

1.1 Location

Students should be able to:

- demonstrate knowledge of the location of Pakistan in the world.

1.2 Relief and Drainage

Students should be able to:

- locate and name the main features of relief and drainage of Pakistan and discuss the influence of physical features on economic and human activities.

1.3 Climate

Students should be able to:

- 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
- analyse and use climatic data.

1.4 Natural Hazards

Students should be able to:

- explain the causes, effects and responses to storms, floods, droughts and earthquakes.

1.5 Soils and Natural Vegetation

Students should be able to:

- 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
- 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.

2 Population

2.1 Distribution and Density

Students should be able to:

- describe the distribution and density of population within Pakistan; explain the factors influencing these
- describe and explain the factors influencing the growth and characteristics of the population.

2.2 Growth and Structure

Students should be able to:

- 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
- discuss the problems caused by population growth and the attempts to reduce it.

2.3 Migration

Students should be able to:

- explain the reasons for, and effects of, migration within Pakistan and migration to other countries
- describe and explain the similarities and differences between urban and rural life
- describe and explain the recent changes in rural life with reference to case studies.

2.4 Settlement

Students should be able to:

- 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
- locate, with reasonable accuracy, the main cities of Pakistan
- describe the site and situation of any two major cities
- describe and explain the urban structure/zones and sphere of influence of at least one major city.

2.5 Welfare

Students should be able to:

- describe, with reference to case studies, improvements in the quality of life, health, welfare, nutrition and education
- discuss the problems caused by illiteracy and describe the attempts to reduce it
- describe and evaluate the impact of government policies and the role of international aid agencies, with reference to specific examples.

2.6 Society

Students should be able to:

- discuss regional diversity in society, culture and language
- discuss the problems caused by class differences and social inequalities
- discuss the role of women in society and economic life, the attempts to improve the status of women and the difficulties encountered.

3 Economic Activity

3.1 Agriculture

Students should be able to:

- describe the main features of land tenure, their distribution and the attempts to reform land rights
- describe and explain the distribution of major crops, including rice, wheat, cotton and sugar and describe the methods of production
- describe and apply simple agricultural systems, to include inputs, processes and outputs
- describe the attempts and associated problems of increasing agricultural production and assess the contribution of the ‘Green Revolution’
- locate and describe the different types of animal husbandry
- discuss the changes and reforms in agriculture.

3.2 Irrigation

Students should be able to:

- explain why the use of irrigation is necessary and describe the problems associated with the extension of irrigated areas
- 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
- explain the reasons for the development of multi-purpose schemes
- discuss the problems caused by irrigation and the ways of resolving these.

3.3 Energy and Mineral Resources

Students should be able to:

- 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
- locate and describe the methods of production of mineral resources and assess the significance of these to the national economy
- locate and assess the potential future sources of both energy and minerals.

3.4 Manufacturing Industry

Students should be able to:

- locate and describe, with reference to case studies, the factors influencing the location of the main manufacturing industries
- describe the characteristics and assess the contribution of multi-national companies
- discuss the problems associated with the expansion of industrialisation, including pollution and access to capital
- describe, and assess the contribution of, craft and cottage industries
- discuss labour conditions, including bonded labour and the use of child labour.

3.5 Transport

Students should be able to:

- locate, describe and explain the networks of rail, road and air transport and their uses; account for the variations in density of transport systems
- discuss the need for, problems associated with and likely effects of improvements in transport systems
- describe the seaport facilities and the problems associated with their further development.

3.6 Trade and Economy

Students should be able to:

- describe the main patterns of trade and identify the main imports/exports and trading partners of Pakistan, and assess the importance of invisible exports
- describe the characteristics of the trade balance and discuss the recent changes and attempts to improve it
- discuss the economic contribution, and potential problems, of tourism.

4 Environment

Students should be able to:

- describe the interrelationships between people and their environment in Pakistan
- discuss the nature, severity and causes of environmental pollution; describe the attempts made to reduce it
- describe attempts made to undertake resource management and conservation.

5 Regional Development

Students should be able to:

- describe and explain the reasons for and problems caused by the differential economic development of the regions of Pakistan
- describe the ways in which these problems are being resolved.

Assessment

Assessment summary

Paper 1 is externally assessed through an examination paper lasting 1 hour and 30 minutes.

Paper 2 is externally assessed through an examination paper lasting 1 hour and 30 minutes.

Summary of table of assessment

Paper 1: The History and Heritage of Pakistan	Paper code: 4PA0/01
<ul style="list-style-type: none">• This paper is assessed through an examination lasting 1 hour and 30 minutes, set and marked by Edexcel.• Single tier of entry.• The total number of marks available is 60.	
Paper 2: The Land, People and Resources of Pakistan	Paper code: 4PA0/02
<ul style="list-style-type: none">• This paper is assessed through an examination lasting 1 hour and 30 minutes, set and marked by Edexcel.• Single tier of entry.• The total number of marks available is 60.	

Assessment Objectives and weightings

	% in IGCSE
AO1: recall, select and use knowledge of the syllabus	60%
AO2: demonstrate an understanding of the syllabus, including analysis and evaluation of differing interpretations and points of view relating to the syllabus material.	40%
TOTAL	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's international website:
www.edexcel-international.org/sfc/academic/infomanual/

Combinations of entry

There are no forbidden combinations.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.org.uk/sfc) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Assessing your students

The first assessment opportunity for Paper 1 and Paper 2 of this qualification will take place in the June 2011 series and in each June series thereafter for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2011	June 2012	June 2013	June 2014
Paper 1: The History and Heritage of Pakistan	✓	✓	✓	✓
Paper 2: The Land, People and Resources of Pakistan	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel IGCSE in Pakistan Studies will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades at IGCSE. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend, in practice, on the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade A

Candidates will be expected to:

- communicate in a clear and coherent manner using appropriate terminology
- recall, select and deploy relevant knowledge and understanding accurately
- evaluate material, formulate conclusions and make sound judgements
- demonstrate a thorough understanding of concepts and themes, using accurate and relevant evidence/examples.

Grade C

Candidates will be expected to:

- communicate in a coherent manner using appropriate terminology
- recall, select and deploy relevant knowledge and understanding
- undertake some evaluation of material and reach sound conclusions
- demonstrate a sound understanding of concepts and themes, using limited evidence/examples.

Grade F

Candidates will be expected to:

- communicate in an understandable manner using simple terminology
- recall a limited amount of accurate and relevant knowledge
- reach basic conclusions
- demonstrate a basic understanding of concepts and themes.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.org.uk/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.org.uk/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.org.uk

Textbooks and resources

Suggested reading list

There is no single text that covers this specification. However, students may find the books listed below helpful.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation at any time.

Bajwa F — *Pakistan: A Historical and Contemporary Look (Revised Edition)* (OUP Pakistan, 2002) ISBN 978-0195798432

Burke S M and Quraish S D — *The British Raj in India — An Historical View* (OUP Pakistan, 1995) ISBN 978-0195775693

Kelly N — *The History and Culture of Pakistan* (Peak Publishing, 2004) ISBN 1901458679

Khan F K — *A Geography of Pakistan: Environment, People and Economy* (OUP Pakistan, 1992) ISBN 978-0195774115

Khan F K — *Pakistan: Geography, Economy and People (New Edition)* (OUP Pakistan, 2006) ISBN 978-0195471540

Khan F K — *The New Oxford Atlas for Pakistan* (OUP, 1998) ISBN 978-0195776379

Smith N — *Pakistan: History, Culture and Government* (OUP Pakistan, 2007) ISBN 978-0195470758

Smith N — *Pakistan: History, Culture and Government — Teacher's Guide* (OUP Pakistan, 2007) ISBN 978-0195470765

Ziring L — *Pakistan in the Twentieth Century: A Political History* (OUP Pakistan, 2004) ISBN 978-0195792768

September 2008

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.org.uk

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07