

# IGCSE

## Pakistan Studies

Sample Assessment  
Materials (SAMs)

### Edexcel IGCSE in Pakistan Studies (4PA0)

First examination 2011



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## Issue 2

This version is Issue 2 and key changes are indicated by a sideline.

### *Acknowledgements*

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

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Authorised by Roger Beard  
Prepared by Lucy Stewart

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## Introduction

These sample assessment materials have been prepared to support the specification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.



## Sample question papers

Paper 1: The History and Heritage of Pakistan	7
Paper 2: The Land, People and Resources of Pakistan	11





Paper Reference(s)

**4PA0/01**

# **Edexcel IGCSE**

## **Pakistan Studies**

**Paper 1 – The History and Heritage of  
Pakistan**

**Sample Assessment Material**

**Time: 1 hour 30 minutes**

**Materials required for examination**

Answer book (AB08)

**Items included with question papers**

Nil

### **Instructions to Candidates**

---

Answer **THREE** questions.

In the boxes on the answer book, write your centre number, candidate number, the subject title (Pakistan Studies), the paper reference (4PA0/01), your surname, other names and signature.

Answer your questions in the answer book.

Make sure that your answers to parts of questions are clearly numbered.

Use additional answer sheets if necessary.

### **Information for Candidates**

---

The total mark for this paper is 60. All questions carry equal marks.

This paper has eight questions. All blank pages are indicated.

### **Advice to Candidates**

---

Write your answers neatly and in good English.

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**Answer THREE questions**

1. (a) Why did Muhammad bin Qasim and Mahmud of Ghazni invade Sindh in 712 and 1001? (10)

(b) Explain the contribution made by both men to the social, cultural and religious life of the sub-continent. (10)

**(20 marks)**

---

2. (a) Why did the British become involved in the sub-continent? (10)

(b) Explain the main changes to education and social conditions introduced by the British between 1800 and 1850. (10)

**(20 marks)**

---

3. 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
- politics.

**(20 marks)**

---

4. Describe each of the following, explaining their importance to Hindu-Muslim relationships:

- the Partition of Bengal, 1905–11
- the Morley-Minto Reforms, 1909
- the Lucknow Pact, 1916.

**(20 marks)**

---

5. Write brief accounts of any **three** of the topics below, explaining their historical importance:

- The Amritsar Massacre, 1919
- Jinnah's 14 Points, 1929
- The Round Table Conferences, 1930–1932
- Allama Muhammad Iqbal
- Chaudri Rehmat Ali.

**(20 marks)**

---

6. (a) Explain the importance of the Government of India Act 1935. (10)
- (b) Why was Congress Rule so hated between 1937 and 1939? (10)
- 
- (20 marks)**

7. (a) Describe and explain the problems of:
- (i) refugees
- (ii) the division of the armed forces and military assets that faced the Pakistan government in 1947. (10)
- (b) How successfully did Pakistan solve these problems in the years immediately following Partition? (10)
- 
- (20 marks)**

8. Describe and explain Pakistan's attempts to establish an Islamic State since 1947. (20 marks)
- 

**TOTAL FOR PAPER: 60 MARKS**

**END**

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Paper Reference(s)

**4PA0/02**

**Edexcel IGCSE**

**Pakistan Studies**

Paper 2 – The Land, People and Resources  
of Pakistan

Sample Assessment Material

Time: 1 hour 30 minutes

**Materials required for examination**

Answer Book (AB08)

Ruler

Tag or string

**Items included with question papers**

Map insert

**Instructions to Candidates**

In the boxes on the answer book, write your centre number, candidate number, the subject title (Pakistan Studies), the paper reference (4PA0/02), your surname, other names and signature.

**Answer Question 1 and any three other questions.**

Answer your questions in the answer book. Make sure that your answers to parts of questions are clearly numbered. Use additional answer sheets if necessary.

The map for Question 1 should be tied into your answer book with a tag or string, but should not be stapled.

**Information for Candidates**

The total mark for this paper is 60. The marks for parts of questions are shown in round brackets: e.g. (2). This paper has eight questions. There are 8 pages in this question paper. All blank pages are indicated.

**Advice to Candidates**

Write your answers neatly and in good English.

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**YOU MUST ANSWER THIS QUESTION**

1. Study the outline map provided on a separate sheet.

Write your answers to (a) and (b) in the spaces below the map.

(a) Name:

(i) river **A** (1)

(ii) city **B** (1)

(iii) province **C** (1)

(iv) **two** energy resources found at **D** (2)

(v) the type of forest vegetation found at **E**. (1)

(b) State which **one** of the three areas **X**, **Y** and **Z** has **most** rainfall between July and September. (1)

(c) On the map, mark and name:

(i) latitude  $32^{\circ}\text{N}$  (1)

(ii) longitude  $66^{\circ}\text{E}$  (1)

(iii) an area of desert (1)

(iv) the point where the rivers Chenab and Jhelum meet (1)

(v) the course of the railway between Quetta and the border with Iran. (1)

**(Total 12 marks)**

---

**Answer any THREE of questions 2 – 8**

2. Pakistan uses many types of irrigation which vary in size and technology.
- (a) Describe **three** different types of irrigation used in Pakistan. (6)
  - (b) Explain why different types of irrigation are used in different parts of Pakistan. (4)
  - (c) Explain the problems which might result from the long-term use of irrigation. (6)

---

**(Total 16 marks)**

3. (a) (i) Describe how the roles and status of women in Pakistan differ between rural and urban areas. (5)
- (ii) Explain why these differences exist. (3)
- (b) (i) Describe how the roles and status of women in Pakistan differ between different social classes. (5)
- (ii) Explain why these differences exist. (3)

---

**(Total 16 marks)**

4. (a) What is meant by the Green Revolution? (3)
- (b) Describe the effects of the Green Revolution in Pakistan. (7)
- (c) It has been claimed that the main result of the Green Revolution has been to make the rich of Pakistan richer, and the poor poorer. To what extent do you agree with this claim? Give reasons for your answer. (6)

---

**(Total 16 marks)**

5. Study the newspaper headline below.

**KARACHI: POLLUTION CROSSES TOLERABLE LIMITS  
AND SERIOUSLY THREATENS CITIZENS' HEALTH**

- (a) Pollution has caused air and water quality in Karachi to fall well below international environmental quality standards. Explain why this is so. (5)
- (b) Describe the likely consequences of these pollution levels on the health of people in Karachi. (5)
- (c) Suggest how improving the transport system for the large population of Karachi might decrease the levels of pollution. (6)

**(Total 16 marks)**

6. Study the demographic indicators for Pakistan for 2005 and 2025.

Demographic Indicator	2005	2025
Births per 1000 of population	30	20
Deaths per 1000 of population	8	6
Rate of national increase (percent)	2.2	1.4
Life expectancy at birth (years)	63	76.8
Total fertility rate (per woman)	4.1	2.4

- (a) Explain why a large decrease in the number of births between 2005 and 2025 is predicted. (5)
- (b) Explain how the natural increase in population is calculated. (1)
- (c) (i) Why is the life expectancy at birth expected to rise between 2005 and 2025? (2)
- (ii) Why will this remain at a lower level than in some other countries? (2)
- (d) Choose **two** of the demographic indicators. For each, describe the possible consequences of its change between 2005 and 2025 on the economy of Pakistan. (6)

**(Total 16 marks)**



7. (a) State the meaning of each of the following terms, all of which relate to the formation of soils:
- (i) weathering (1)
  - (ii) parent-rock (1)
  - (iii) humus (1)
  - (iv) leaching. (1)
- (b) Explain how both physical and human factors have contributed to soil erosion in Pakistan. (6)
- (c) With reference to named areas in Pakistan, describe the measures which have been taken to reduce soil erosion. (6)

---

**(Total 16 marks)**

8. (a) Hydroelectric power (hydel) is the only renewable energy source which Pakistan possesses in abundance. It is environmentally friendly and offers the cheapest source of power.
- (i) What is meant by a renewable energy source? (2)
  - (ii) Explain why greater attention is now given to renewable energy sources. (3)
  - (iii) What factors limit the further increase of hydel generation in Pakistan? (5)
- (b) Explain why power failures are regularly experienced in the major cities of Pakistan. (6)

---

**(Total 16 marks)**

---

**TOTAL FOR PAPER: 60 MARKS**

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Write all your answers to Question 1 on this sheet and attach it to your answer book.



Figure 1 for use with Question 1

- |  |  |
|--|--|
| <p>(a) (i) river <b>A</b> .....</p> <p>(ii) city <b>B</b> .....</p> <p>(iii) province <b>C</b> .....</p> <p>(iv) <b>two</b> energy resources found at <b>D</b></p> <p>.....</p> <p>.....</p> | <p>(v) the type of forest vegetation found at <b>E</b></p> <p>.....</p> <p>(b) State which <b>one</b> of the three areas <b>X</b>, <b>Y</b> and <b>Z</b> has <b>most</b> rainfall between July and September</p> <p>.....</p> <p>.....</p> |
|--|--|

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## Sample mark schemes

General marking guidance	23
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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.



## Paper 1: The History and Heritage of Pakistan

Question Number	Indicative content	
1(a)	<ul style="list-style-type: none"> <li>• Sea pirates</li> <li>• Background/character detail of each</li> <li>• Became the first Muslim from the north-west to rule territory in northern Pakistan</li> <li>• In 1001 led a Jihad (Holy War) against the non-believers of northern Pakistan - the first of 17 expeditions</li> </ul>	
Level	Mark	Descriptor
Level 1	1-3	Brief detail relevant to the subject, without explanation
Level 2	4-7	More detail relevant to the subject, some explanation
Level 3	8-10	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
1(b)	<p><b><u>Muhammad Bin Qasim</u></b></p> <ul style="list-style-type: none"> <li>• Introduced Islam as a faith - Islamised Government, built up Islamic institutions, established office of Sadru-i-Iman al Ajali to interpret Islamic laws</li> <li>• Religious tolerance of Hindus and Buddhists - Dhimmi Principle (protected class)</li> <li>• Impressed non-Muslims with piety, justice and simplicity</li> <li>• Flower of art, literature, architecture as well as encouragement of Islamic scholars and mystics</li> <li>• Improved social conditions for lower castes - Tauheed Principle</li> <li>• Modernisation, diplomatic and trade links built up, secured and exploited with Arabia</li> <li>• The construction of hospitals, roads, inns, postal services and agricultural reforms</li> </ul> <p><b><u>Mahmud of Ghazni</u></b></p> <ul style="list-style-type: none"> <li>• Defeated the Hindus and gathered great wealth - gold, jewellery and slaves - then targeted Sindh and Multan</li> <li>• Nawasa Shah appointed by Mahmud as governor of Multan</li> <li>• Mahmud had to re-take Multan due to Nawasa's revolt against him</li> <li>• In 1025 in raiding Hindu temples at Somnath his army captured 6½ tons of gold and destroyed a major centre of Hindu power and wealth</li> <li>• He annexed the Punjab and built a fort named Mahmudpur near Lahore</li> <li>• Mahmud transformed Ghazni into a spectacular city and encouraged many artisans and intellectuals to settle there.</li> </ul>	
Level	Mark	Descriptor
Level 1	1-3	Brief detail relevant to the subject, without explanation
Level 2	4-7	More detail relevant to the subject, some explanation
Level 3	8-10	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
2(a)	<ul style="list-style-type: none"> <li>• Volume of trade a valuable asset</li> <li>• Fear of Russian expansion in Central Asia</li> <li>• Expansion towards Afghanistan</li> <li>• Further expansion after the defeat by the Afghans at Kabul</li> <li>• Fear of French and other Europeans gaining foothold</li> <li>• Raw materials.</li> </ul>	
Level	Mark	Descriptor
Level 1	1-3	Brief detail relevant to the subject, without explanation
Level 2	4-7	More detail relevant to the subject, some explanation
Level 3	8-10	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
2(b)	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Spread of English system of education</li> <li>• Introduction of English as the official language</li> </ul> <p><b>Social conditions</b></p> <ul style="list-style-type: none"> <li>• Abolition of sati</li> <li>• Suppression of thuggee, the killing of travellers</li> <li>• Killing of daughters stopped</li> <li>• Spread of teaching of Christianity.</li> </ul>	
Level	Mark	Descriptor
Level 1	1-3	Brief detail relevant to the subject, without explanation
Level 2	4-7	More detail relevant to the subject, some explanation
Level 3	8-10	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
3	<p><b>Better understanding</b></p> <ul style="list-style-type: none"> <li>Wrote pamphlets arguing for co-operation between British and Muslims e.g. <i>Loyal Mohammadans, Tarikhi-Sarkashi-i-Bijnour</i></li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>Founded Aligarh Movement</li> <li>Scientific Society started 1863</li> <li>Aligarh Institute Gazette published in English and Urdu</li> <li>Established British Indian Association for safeguard of rights of Indians</li> <li>Mohammadan Educational Conference of 1887</li> <li>Mohammadan Anglo-Oriental High School upgraded in 1877</li> </ul> <p><b>Politics</b></p> <ul style="list-style-type: none"> <li>Advocated separate seats for Muslims</li> <li>Two-Nation Theory</li> <li>Formation of Indian National Congress</li> <li>United Patriotic Alliance</li> </ul>	
Level	Mark	Descriptor
Level 1	1-6	Brief detail relevant to the subject, without explanation
Level 2	7-14	More detail relevant to the subject, some explanation
Level 3	15-20	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
4	<p><b>The partition of Bengal, 1905-11</b></p> <ul style="list-style-type: none"> <li>• Densely populated province</li> <li>• Hindus in majority</li> <li>• Administrative problems</li> <li>• Division caused Muslims to be in majority in East Bengal</li> <li>• Hindus unhappy, campaigned for reversal</li> <li>• Hindu assassination attempt on Lord Minto</li> <li>• Swadeshi Movement riots</li> </ul> <p><b>Morley-Minto Reforms, 1909</b></p> <ul style="list-style-type: none"> <li>• Main features relating to councils</li> <li>• Right of Muslims to have separate electorate</li> <li>• Hindu criticism of Reforms due to Muslim progress</li> <li>• Muslims looked to further progress towards Pakistan</li> </ul> <p><b>Lucknow Pact, 1916</b></p> <ul style="list-style-type: none"> <li>• By 1915 Muslim League included demand for self rule in their programme</li> <li>• British Government recognised need for further reforms</li> <li>• 1916 Muslim League and Congress Party reached a consensus that proposals relating to Legislative Councils should be endorsed by them</li> <li>• Dec 1916 ML and CP met in Lucknow</li> <li>• Terms of agreement (maximum of 4)</li> <li>• Results - first time that a set of political demands had been made by 2 parties to British; ML realised that they had to work with all parties to safeguard their political rights; some Hindus became convinced that partition was inevitable</li> </ul>	
Level	Mark	Descriptor
Level 1	1-6	Brief detail relevant to the subject, without explanation
Level 2	7-14	More detail relevant to the subject, some explanation
Level 3	15-20	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
5	<p><b>The Amritsar Massacre, 1919</b></p> <ul style="list-style-type: none"> <li>• Effects of Rowlatt’s Act</li> <li>• Peaceful meeting and casualties</li> <li>• Effects of the massacre</li> </ul> <p><b>Jinnah’s 14 Points, 1929</b></p> <ul style="list-style-type: none"> <li>• Nehru’s report and Jinnah’s amendments</li> <li>• 14 Points detail and rejection by Congress</li> <li>• Separate homeland developments</li> </ul> <p><b>The Round Table Conferences, 1930-1932</b></p> <p>1<sup>st</sup> - boycotted by Congress  - approval of federal system  - minorities sub committee unable to reach a conclusion</p> <p>2<sup>nd</sup> - Gandhi (Congress) present having had talks with Irwin  - Gandhi obstructive  - no conclusion</p> <p>3<sup>rd</sup> - Congress abstained  - did not achieve anything  - led to the Communal Award in 1932</p> <p><b>Allama Muhammad Iqbal</b></p> <ul style="list-style-type: none"> <li>• Argued for pure Islam</li> <li>• Famous poet reflecting appeal of Islam</li> <li>• Elected to Punjab Legislative Council</li> <li>• Wrote <i>The Reconstruction of Muslim Thought</i> in Islam in 1930</li> <li>• Chaired the Muslim League meeting in Allahabad in 1930. In his presidential address he stated that the Muslims should now work towards an independent homeland. In it he saw the Punjab, NWFP and Baluchistan.</li> <li>• This was the first time that a senior Muslim politician had made such a demand and reinforced the ideals of the Two Nation Theory.</li> <li>• Saw Jinnah as the politician who could lead the Muslims in achieving this vision.</li> <li>• He died in 1938 but his vision gave the Muslims a direction to aim in and the demand for a separate homeland.</li> </ul> <p><b>Chaudri Rehmat Ali</b></p> <ul style="list-style-type: none"> <li>• During the 1930s he met with Muslims and tried to persuade them to concentrate on a separate homeland and give up the idea of a federation.</li> <li>• In 1933 he issued his ‘Now or Never’ pamphlet in which he described his vision of a separate homeland.</li> <li>• Came up with the idea of Pakistan - P for the Punjab etc. He was therefore the originator of the name of their future homeland.</li> <li>• Again reflected the ideas of the Two Nation Theory.</li> <li>• In 1933 formed the Pakistan National Movement to fight for the idea of a separate homeland.</li> <li>• In 1940 the Muslim League adopted his ideas.</li> </ul>	
Level	Mark	Descriptor
Level 1	1-6	Brief detail relevant to the subject, without explanation
Level 2	7-14	More detail relevant to the subject, some explanation
Level 3	15-20	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
<b>6(a)</b>	<ul style="list-style-type: none"> <li>• Provisions</li> <li>• Indian political leaders rejected it</li> <li>• Federal system was defective</li> <li>• Dyarchy introduced without any hopeful results</li> </ul>	
Level	Mark	Descriptor
<b>Level 1</b>	1-3	Brief detail relevant to the subject, without explanation
<b>Level 2</b>	4-7	More detail relevant to the subject, some explanation
<b>Level 3</b>	8-10	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
<b>6(b)</b>	<ul style="list-style-type: none"> <li>• Hindu attempt to impose its will on the Muslim minorities</li> <li>• Muslims forbidden to eat beef or slaughter cows. Reprisals occurred</li> <li>• Hindi enforced as official language in provinces under Congress rule</li> <li>• organised attacks on Muslim mosques, pigs pushed into them</li> <li>• Bande Matram adopted as National Anthem</li> <li>• Wardha Mander Scheme introduced aimed at converting non-Hindus to Hinduism</li> <li>• Hoisting 3 coloured flag</li> <li>• Wardha Scheme aimed at creating a high respect in children about Hindu heroes</li> <li>• Hindu-Muslim riots</li> <li>• Muslim mass contact campaign attempted to crush popularity of Muslim League</li> </ul>	
Level	Mark	Descriptor
<b>Level 1</b>	1-3	Brief detail relevant to the subject, without explanation
<b>Level 2</b>	4-7	More detail relevant to the subject, some explanation
<b>Level 3</b>	8-10	Detailed response, with explanation reaching a justified conclusion.



Question Number	Indicative content	
7(a)	<p><b><u>Refugees</u></b></p> <ul style="list-style-type: none"> <li>• Atrocities on all sides</li> <li>• Migration</li> <li>• Problems regarding accommodation, protection of property, health care and law and order</li> </ul> <p><b><u>Military assets and armed forces</u></b></p> <ul style="list-style-type: none"> <li>• 65:35 division ratio</li> <li>• Shortfall of troops for national security</li> <li>• Deficiencies in equipment received - obsolete and damaged equipment</li> <li>• Indian delays at transferring equipment</li> </ul>	
Level	Mark	Descriptor
Level 1	1-3	Brief detail relevant to the subject, without explanation
Level 2	4-7	More detail relevant to the subject, some explanation
Level 3	8-10	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
7(b)	<p><b><u>Refugees</u></b></p> <ul style="list-style-type: none"> <li>• Governments of West and East Punjab given responsibilities for safety and accomodation</li> <li>• Custodian of private property appointed</li> <li>• Quaid-e-Azam Relief Fund set up</li> </ul> <p><b><u>Military assets and armed forces</u></b></p> <ul style="list-style-type: none"> <li>• Ordinance factory set up at Wah</li> <li>• British military officers remained after partition</li> <li>• Buildup of Pakistan army</li> </ul>	
Level	Mark	Descriptor
Level 1	1-3	Brief detail relevant to the subject, without explanation
Level 2	4-7	More detail relevant to the subject, some explanation
Level 3	8-10	Detailed response, with explanation reaching a justified conclusion.

Question Number	Indicative content	
8	<ul style="list-style-type: none"> <li>• Religious background</li> <li>• Objectives Resolution 1949</li> <li>• Constitutions of 1956, 1962 and 1973</li> <li>• Islamic Laws <ul style="list-style-type: none"> <li>▪ Hadood Ordinance 1977</li> <li>▪ Qazaf Ordinance - Zakat and Ushr Ordinance</li> <li>▪ Ushr Ordinance - establishment of Federal Shariat Court</li> <li>▪ Interest free banking</li> <li>▪ Compulsory teaching of Pakistan Studies and Islamiat</li> <li>▪ Ordinance for the Sanctity of Ramzan-ul-Mubarak</li> </ul> </li> </ul>	
Level	Mark	Descriptor
Level 1	1-6	Brief detail relevant to the subject, without explanation
Level 2	7-14	More detail relevant to the subject, some explanation
Level 3	15-20	Detailed response, with explanation reaching a justified conclusion.

## Paper 2: The Land, People and Resources of Pakistan

Question Number	Answer	Mark
1(a)(i)	Jhelum	1

Question Number	Answer	Mark
1(a)(ii)	Lahore	1

Question Number	Answer	Mark
1(a)(iii)	Sindh	1

Question Number	Answer	Mark
1(a)(iv)	Petroleum (oil); coal	2

Question Number	Answer	Mark
1(a)(v)	mangrove	1

Question Number	Answer	Mark
1(b)	Area Z	1

Question Number	Answer
1(c)	See map. Items must be both marked and named.

Question Number	Answer	Mark
1(c)(i)	Horizontal line marked on map above	1

Question Number	Answer	Mark
1(c)(ii)	Vertical line marked on map above	1

Question Number	Answer	Mark
1(c)(iii)	D = desert marked on map above	1

Question Number	Answer	Mark
1(c)(iv)	● marked on map above	1

Question Number	Answer	Mark
1(c)(v)	-----> marked on map above	1

Question Number	Answer	Mark
2(a)	Likely types: shaduf; karez; tank; sprinkler; perennial canals.  1 mark for each basic description  2 marks for each developed description	6

Question Number	Answer	Mark
2(b)	Permit reference to likes of: tradition; topography; climate; technology; capital.  1 mark - brief mention which is relevant to subject  2 marks - partial explanation relevant to subject  3 marks - good explanation  4 marks - detailed explanation	4

Question Number	Answer	Mark
2(c)	Problems from long term use likely to be: salinity; waterlogging; siltation.  1-2 marks - brief mention of problems without explanation  3-4 marks - partial explanation relevant to subject  5-6 marks - detailed explanation	6

Question Number	Answer	Mark
3(a)(i)	Permit references to likes of domestic/professional; lack of influence/influential; freedom/lack of freedom which stem from rural/urban location.  1-2 marks - brief description with some relevant information  3 marks - partial description relevant to subject  4-5 marks - detailed description making some distinction between role and status (possibly implicit)	5

Question Number	Answer	Mark
3(a)(ii)	Permit references to the likes of: education provision and access to it; range of opportunities; greater tolerance; resources.  1 mark for each reason given + 1 mark for elaboration	3

Question Number	Answer	Mark
3(b)(i)	<p>Permit some overlap provided distinction made between location and social class.</p> <p><b>1-2 marks</b> - brief description with some relevant information</p> <p><b>3 marks</b> - partial description relevant to subject</p> <p><b>4-5 marks</b> - detailed description making some distinction between role and status (possibly implicit)</p>	<b>5</b>

Question Number	Answer	Mark
3(b)(ii)	<p>Permit references to likes of: inertia; tradition; expectations; religion; birthrates.</p> <p><b>1 mark for each reason given + 1 mark for elaboration</b></p>	<b>3</b>

Question Number	Answer	Mark
4(a)	<p>General characteristics of Green Revolution, eg attempt to increase productivity; mechanisation; new strains.</p> <p><b>1 mark for each characteristic given + 1 mark for elaboration</b></p>	<b>3</b>

Question Number	Answer	Mark
4(b)	<p>Permit references to effects such as: improved yields; improved diets; increased area under crops; shorter growing season; extra cropping; unemployment; debt.</p> <p><b>1 mark</b> for each example of relevant information</p> <p><b>2 marks</b> for each basic description of an effect</p> <p><b>3 marks</b> for each detailed description of an effect</p>	<b>7</b>

Question Number	Answer	Mark
4(c)	<p><b>1 mark</b> for each relevant reason</p> <p><b>2 marks</b> for each extended reason</p> <p><b>3 marks</b> for each developed reason addressing 'to what extent...?'</p>	<b>6</b>

Question Number	Answer	Mark
5(a)	<p>Answer likely to embrace buildup of pollution owing to expansion of industry, transport, population etc.</p> <p><b>1-2 marks</b> - brief explanation with some relevant information</p> <p><b>3 marks</b> - partial explanation relevant to subject</p> <p><b>4-5 marks</b> - detailed explanation, making reference to reasons for lack of control in Karachi as opposed to more stringent controls elsewhere</p>	5

Question Number	Answer	Mark
5(b)	<p>Likely reference to bronchitis, typhoid, infant mortality, life expectancy etc.</p> <p><b>1-2 marks</b> - brief description, may simply be a list of ailments</p> <p><b>3 marks</b> - partial description, making some reference to the effects of air and/or water pollution on health</p> <p><b>4-5 marks</b> - detailed description, explaining effects of air and water pollution on health</p>	5

Question Number	Answer	Mark
5(c)	<p>Accept any reasonable suggestions to decrease levels of pollution, eg development of mass transit systems, controls on numbers of vehicles, improved maintenance.</p> <p><b>1 mark</b> for each relevant suggestion</p> <p><b>2 marks</b> for each extended suggestion</p> <p><b>3 marks</b> for each developed suggestion</p>	6

Question Number	Answer	Mark
6(a)	<p>Likely themes are education, employment, urbanisation, reduced infant mortality, family planning, emancipation of women over 20 year period.</p> <p><b>1 mark</b> for each example of relevant information</p> <p><b>2 marks</b> for each basic explanation</p> <p><b>3 marks</b> for each developed explanation</p>	5

Question Number	Answer	Mark
6(b)	Difference between birth rate and death rate.	1

Question Number	Answer	Mark
6(c)(i)	Improvement in medicine, welfare, education, living conditions etc.	2

Question Number	Answer	Mark
6(c)(ii)	Some other countries are more developed; Pakistan remains at a low level. Finite resources. Continued difficulties making an impact in rural areas.	2

Question Number	Answer	Mark
6(d)	Marks solely for impact on the economy, eg falling death rate; increased demands by elderly on medical resources; implications for provision of pensions.  1 mark for each simple description  2 marks for each basic description  3 marks for each developed description	6

Question Number	Answer	Mark
7(a)(i)	Weathering: break up of rock.  Any alternative wording is acceptable.	1

Question Number	Answer	Mark
7(a)(ii)	Parent-rock: underlying rock.  Any alternative wording is acceptable.	1

Question Number	Answer	Mark
7(a)(iii)	Humus: organic matter in a soil.  Any alternative wording is acceptable.	1

Question Number	Answer	Mark
7(a)(iv)	Leaching: downward movement of water in a soil.  Any alternative wording is acceptable.	1



Question Number	Answer	Mark
7(b)	Reserve 2 marks for each of physical and human. Impact of rain and wind; deforestation; mismanagement etc.  1 mark for each simple explanation  2 marks for each basic explanation  3 marks for each developed explanation	6

Question Number	Answer	Mark
7(c)	1-2 marks - brief mention of factors or named areas without explanation  3-4 marks - partial explanation relevant to subject  5-6 marks - detailed explanation focusing on specific named area(s)	6

Question Number	Answer	Mark
8(a)(i)	Allow 2 marks for outline definition with example or 2 marks for full definition, eg alternative/not linked to finite sources/environmentally less damaging.	2

Question Number	Answer	Mark
8(a)(ii)	Impact on environment; international awareness; improvements in technology; finite nature of others.  1 mark for each reason given + 1 mark for elaboration	3

Question Number	Answer	Mark
8(a)(iii)	Cost; capital intensive nature of projects; problems of possible loans; high secondary costs eg disruption of people and lifestyles; management limitations; potential is located largely in northern areas and NWFP with all the allied problems.  1 mark for each example of relevant information  2 marks for each basic description  3 marks for each developed description	5

Question Number	Answer	Mark
<b>8(b)</b>	Demand/supply. Poor infrastructure; lack of maintenance; inertia.  <b>1 mark</b> for each simple explanation  <b>2 marks</b> for each basic explanation  <b>3 marks</b> for each developed explanation	<b>6</b>



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