

**Edexcel International
London Examinations
GCE Ordinary Level**

Mark Scheme with Examiners' Report

**London Examinations GCE Ordinary Level in
Pakistan Studies (7535)**

January 2004

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April 2004

Order Code UO 014787

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PAKISTAN STUDIES 7535, MARK SCHEME

PAPER 1

All questions carry 20 marks each.

1. (a) Account for the invasion of Sindh by Muhammad Bin Qasim in 712.
(b) What benefits did he bring to the sub-continent?

Normally a 10:10 split but award up to a maximum of 13 for any one part.
Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

(a) Why

- Sea pirates (maximum 3)
- Background/character detail

(b) Muhammad Bin Qasim

- Introduced Islam as a faith - Islamised Government, built up Islamic institutions, established office of Sadru-i-Iman al Ajali to interpret Islamic laws
- Religious tolerance of Hindus and Buddhists - Dhimmi Principle (protected class)
- Impressed non-Muslims with piety, justice and simplicity
- Flower of art, literature, architecture as well as encouragement of Islamic scholars and mystics
- Improved social conditions for lower castes - Tauheed Principle
- Modernisation, diplomatic and trade links built up, secured and exploited with Arabia
- The construction of hospitals, roads, inns, postal services and agricultural reforms

2. Write short accounts of any THREE of the topics below explaining their historical importance:

- Battle of Plassey 1757;
- Warren Hastings;
- Lord William Bentinck;
- Pushto poets and literature;
- Sufis and Sufism.

Normally a 7:7:6 split but award up to a maximum of 10 for any one part.
Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

The Battle of Plassey (1757)

- Conspiracy against Siraj-ud-daulah and Clive's forgery
- Clive's march on Murshidabad
- Death of Siraj-ud-daulah
- Mir Jafar became Nawab of Bengal
- Financial position and prestige of East India Company strengthened
- Placed resources of Bengal at disposal of British then used against the French

Warren Hastings

- Reforms - administration, revenue, finance, commercial, judicial (**maximum 6**)
- Oudh and Rohilla policies (**maximum 2**)
- Wars - Anglo-Maratha and Anglo-Mysore (**maximum 2**)
- patron of the arts

Lord William Bentinck

- **Financial** – abolished many sinecure jobs, cut down allowances and reduced salaries of civil servants. Reduced batta (military personnel allowances) by half. Regulated opium trade adding to revenue of EIC. Introduced Regulation of 1828. Revenue settlement of NWP
- **Judicial** – abolition of provincial Courts of Appeal, increased power of magistrates. Set up a separate court Sadar Diwani Adalat and Sadar Nizamat Adalat at Allahabad in 1832. Introduced jury system in Bengal in 1832. Abolished Persian as court language
- **Administration** – employment of Indians to responsible posts. Board of Revenue set up at Allahabad
- **Education** – introduction of western education system
- **Social** – abolition of sati, suppression of thuggee, stopped human sacrifices, Hindu rule of law modified
- **Public works** – roads improved, irrigation schemes, canals built
- **Foreign affairs** – Doctrine of Non-Intervention led to problems in provinces. Charter Act of 1833 allowed EIC to retain territorial possessions but abolished monopoly of Chinese trade

Pushto poets and literature

- The language of NWFP
- 1st period of development 2nd-10th Century
Bayazid Ansari wrote on sufism, poet Amir Khan Pahlvan amongst others
- 2nd period 1200-1300
- Rich in literature Akhund Dardeeza, Khushall Khan Khattak, Hazrat Mian Umar. Poetry full of nationalism
- 3rd period 1947 on Abdul Qayum. Peshawar University and Pushto Academy set up in 1954

Sufis and sufism

- Had a mystical approach to Islam which was at variance with many of the Ulema or Muslim clergy
- Became well established by 1100
- Role became strengthened because of the growing number of heretical movements which threatened the fundamental basis of Islam
- Umar al-Jullabi al-Hujwari probably the greatest sufi
- Many of new converts from Hindu masses who were anxious to retain their pre-Islam customs

3. Describe and explain the circumstances of EACH of the following, explaining its importance in Hindu-Muslim relationships:
- Two Nation Theory;
 - Hindi-Urdu controversy;
 - Lucknow Pact 1916.

Normally a 7:7:6 split but award up to a maximum of 10 for any one part. Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

Hindi-Urdu Controversy

- Hindu demands to replace Urdu with Hindi (1867)
- Aggressive agitation to do so
- Hindi replaced Urdu as official language in 1868
- Convinced Sir Syed that India was made up of 2 nations

Minto-Morley Reforms 1909

- Main features relating to councils
- Right of Muslims to have separate electorate
- Hindu criticism of Reforms due to Muslim progress
- Muslims looked to further progress towards Pakistan

Lucknow Pact 1916

- By 1915 Muslim League included demand for self rule in their programme
- British Government recognised need for further reforms
- 1916 Muslim League (ML) and Congress Party (CP) reached a consensus that proposals relating to Legislative Councils should be endorsed by them
- Dec 1916 ML and CP met in Lucknow
- Terms of agreement (**maximum 4**)
- 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

4. **Describe and explain the importance of the political developments during the Second World War (1939-1945) which contributed to the partition of the sub-continent in 1947.**

Generally award one mark per point.

Lahore Resolution 1940 (maximum 4)

Lahore Conference

Concept of Pakistan culmination of Two Nations Theory

Resolution aimed at safeguarding Muslim character and identity

Effect of Congress atrocities on passing of Resolution

Cripps Mission 1942 (maximum 4)

Reasons for Mission

Purpose of Missions and proposals

Rejection by Congress and Muslim League and reasons why

Quit India Movement 1942 (maximum 4)

August 1942, the Congress Party called for the immediate withdrawal of the British from India.

It was to be followed by civil disobedience.

Gandhi was arrested, along with Nehru and other senior Congress leaders

The Congress Party was banned

Gandhi-Jinnah talks 1944 (maximum 4)

Gandhi and Jinnah had talks in September 1942 regarding the question of a Muslim homeland.

Jinnah maintained that all 6 provinces of Sindh, Baluchistan, NWFP, Punjab, Bengal and Assam should form Pakistan, whereas Gandhi wanted the last three to be divided along communal lines since they were only partly Muslim and the others to decide whether their residents wanted to remain in an Indian union or not.

Gandhi also wanted the Muslim League to immediately co-operate with Congress in the independence struggle against the British

5. **What problems did the Pakistan government face in 1947 with regard to; (i) refugees; (ii) division of military assets and the armed forces and (iii) accommodation.**

Normally a 7:7:6 split but award up to a maximum of 10 for any one part.
Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

(i) Refugees

- Atrocities on all sides
- Migration
- Problems regarding accommodation, protection of property, health care and law and order

(ii) Military assets and armed forces

- 65:35 division ratio
- Shortfall of troops for national security
- Deficiencies in equipment received – obsolete and damaged equipment
- Indian delays at transferring equipment

(iii) Accommodation

- Serious lack of accommodation – government offices set up in private buildings and army barracks
- Basic equipment e.g. Desks, storage, stationary etc unavailable

6. **(a) Explain the problems regarding the provision of education which Pakistan has faced since 1947.**
(b) What steps do you think should be taken by the present government to improve educational opportunities in the future?

Normally a 10:10 split but award up to a maximum of 13 for any one part.
Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

(a) Problems

- Reference to low literacy rate (c. 30%)
- Lack of funds and commitment from Government - as against military spending
- Lack of text books, poor school buildings, poorly paid teachers
- Religious opposition
- Rural poverty - need to send children to work rather than school
- Lack of education for girls
- Failure of Government schools e.g. Roshni Schools Scheme, Ghost schools
- Local corruption

(b) Solutions

- Primary and secondary school education priorities
- Higher education investment
- Girls' education
- Other issues raised by candidates

7. Compare and contrast the achievements of the governments of Zulfikar Ali Bhutto and Benazir Bhutto.

Normally a 10:10 split but award up to a maximum of 13 for any one part. Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded. Maximum of 13 for any candidate who only provides a narrative of both.

(a) Zulfikar Ali Bhutto

- Promises of Islamic socialism
- Purge of army and asserts control of it in 1972
- Simla Agreement
- 1973 Constitution
- Modernisation of schools and colleges 1972
- Health reforms 1972
- Banking and insurance nationalisation 1974
- Federal Ministry of Production
- Land reforms
- Background of his arrest and imprisonment
- Rumours of Bhutto pressing for treason trials
- Release and re-arrest on charge of conspiracy to murder 1977
- Murder trial

(b) Benazir Bhutto

1988-90

- First woman to head a government of a Muslim nation
- Secured transfer of already purchased US weapons
- Conflict with Nawaz Sharif and problems with relations with growth of Separatist movements
- Difference over appointment of judges amongst others between Bhutto and President Ghulam Ishaq
- No confidence motion by opposition – failed but damaging
- Inflation and unemployment
- Drug trafficking
- Use of family members in government
- Problems in Kashmir/India
- Inept visit to Kuwait on eve of Iraqi invasion. Dismissed by President

1993-96

- Entered into co-operative arrangements with United States re United Nations' peacekeeping operations. 5000 troops to Somalia
- Some reduction in Pakistan's trade deficit
- Slight rise in foreign exchange reserves
- Loan and grant assistance from World Bank and IMF
- United States lifted economic and military sanctions
- Hillary Clinton visited Pakistan.
- Kashmir tension
- Family feuding. Bhutto's brother murdered in 1996
- Nawaz Sharif and opposition demonstrations
- Prosecution of opposition members
- Banking scandal

- Terrorism/bombings 1995. 2000 people murdered
- Unemployment/inflation
- Unrest in army/arrest of 40 army officers in 1995
- Chief Minister of Punjab dismissed
- IMF concerns 1996 follows devaluation of Pakistan rupee. Balance of payments worsened
- Imran Khan
- Dismissal by President.

8. Describe and explain the changing relationship between Pakistan and Afghanistan since 1947.

Generally award one mark per point for each of the following categories. Two marks to be awarded for each good explanation.

Successes

- Diplomatic relations established 1948
- Late 1950's visits to each other's country
- Agreement reached regarding trade passage to Afghanistan through Pakistan
- Shah zahir shah adopted a more friendly attitude in 1960's
- Pakistan offers aid at time of an earthquake
- Soviet invasion in 1979 sees friendly relationships re-established

Failures

- Hostile policy since 1947
- Opposed Pakistan's entry into united nations
- Pakhtoonistan demands
- Durand line
- Organised raids on Pakistan consulates 1954 and 1955
- Diplomatic ties severed in 1959
- Following a military coup in Afghanistan in 1973, relationships again became more hostile

PAPER 2

Question 1

Map question: 1 mark per item.

- (a) (i) Cities (any two):
A = Quetta
B = Lahore
C = Hyderabad
- Dams (any two):
D = Tarbela
E = Taunsa
F = Sukkar
- (ii) Vegetation: X = Mangrove
- (iii) Plateau Y = Baluchistan (6)
- (b) Any three neighbours (3)
- (c) (i) mainly north and west
- (ii) e.g. Baluchistan (many areas less than 10 per square km)
- (iii) Mainly Punjab / Sind (3)

Total 12 marks

Question 2

- (a) All 4 components of question should be addressed for maximum marks; forfeit 1 mark for each omission.
Answer may focus on some of the following:
fees; development in rural areas; transport developments; efforts to raise awareness of value of education; student qualifications; quality of teaching/training; salaries; place of international schools.
Other factors may also be valid. (8)
- (b) (i) Death of child at young age (1 mark)
less than one year of age/soon after birth (1 mark) (2)
- (ii) Accept references to fewer resources; limited access to medical attention; problems of hygiene; little education and its consequences; large families; limitations of rural areas. (6)

Total 16 marks

Question 3

- (a) Reserve 4 marks for each reform and Green Revolution; award remaining mark where deserved.
Answer must focus on 'changes to farming'. Lengthy answers on reforms without reference to such are unlikely to secure many marks.
- (i) Accept references to former feudal system; consolidation of holding; land tenure; rights of small farmers but must refer to impact on farming. eg consolidation enabled better use of machinery.
- (ii) Accept references to application of modern techniques e.g. mechanisation; hybrid seeds; pesticides; pumps for irrigation. **(9)**
- (b) Reserve 3 marks for each of (i) and (ii); award remaining mark where deserved. For maximum must address 'to what extent?'
- (i) gains in particular from more efficient use of land following consolidation e.g. irrigation easier; easier use of mechanisation. Also gains from changes in land tenure for individual farmer/status. All help production.
However, still some hold on farmers by manipulating landlords. Also, downsides to green revolution e.g. HYV seeds need heavy application of fertiliser / pesticides - cost implication; not all can afford these.
- (ii) Marked improvement in both production and yields where successfully applied; therefore positive impact on economy.
However, increase in demand for food. Also mechanisation can lead to increased unemployment. **(7)**

Total 16 marks

Question 4

- (a) (i) 1. Allow 63-70%
2. Allow 28-35% **(2)**
- (ii) Negative impact / big burden **(1)**
- (b) Name (1 mark).
In or near oilfields or near coast i.e. easy access to raw material or where it can be easily imported by sea. Answer must focus on location. **(4)**
- (c) (i) Two types of renewable energy e.g. solar; biogas **(2)**
- (ii) Reasons for development **(4)**
- (d) Accept references to: lack of maintenance of plant; seasonal variations of hydel; long transmission lines-loss; siltation in reservoirs; 'theft'; increasing demand. **(3)**

Total 16 marks

Question 5

Candidates must answer on any 3 of (a) to (d).

Reserve 5 marks for each chosen; award remaining mark where deserved.

For maximum marks answer must address the issue of contribution to the economic development of Pakistan and form some judgement, which may be positive or negative.

- (a) Accept likes of employment potential; female employment; reduce rural-urban migration; use of industrial waste.
- (b) Allow 1 mark for specific example. Accept likes of inflow of investment; transfer of technology; high volume employment; infrastructure; manipulate host government; socio-cultural impact; high proportion of profits leave host country.
- (c) This might be on agriculture; industry; infrastructure; population; defence, provided answer dwells on impact on economic development. Credit references to problems of changing policies.
- (d) Answer must focus on adults (over 18) and must make some distinction between education and training for full marks.

Total 16 marks

Question 6

- (a) (i) Bauxite; chromite; manganese.
if 2 correct = 1 mark; if 3 correct = 2 marks (2)
- (ii) 1.Coal
2.Limestone
3.Bauxite.
if 2 correct = 1 mark; if 3 correct = 2 marks (2)
- (b) (i) Reserve 2 marks for examples. Named mineral in named place 1 mark.
For maximum answer must embrace both exploration and exploitation. (6)
- (ii) Problems e.g. lack of capital; infrastructure; remote locations; technology. (6)

Total 16 marks

Question 7

- (a) (i) allow 27-29 million
(ii) allow 27-32% (2)
- (b) (i) Lack of capacity; limitations of present provision; increase in trade; strategic considerations. (4)
- (ii) Access inland; movement of bulky goods; support other poor transport services; development along route. (3)
- (iii) International trade links; hinterland; political considerations.
For full marks must acknowledge strategic importance (3)
- (iv) Accept any reasonable answers. (4)

Total 16 marks

Question 8

- (a) Accept labelled diagrams to full marks.
Credit any valid references to plate tectonics. (6)
- (b) General answers about the effects of earthquakes up to 2 marks maximum.
Thereafter, answer must take into account the particular characteristics of Baluchistan. (5)
- (c) (i) E.g. floods; drought. (1)
- (ii) Measures to reduce its impact. Credit causes and consequences. (4)

Total 16 marks

PAKISTAN STUDIES 7535, CHIEF EXAMINER'S REPORT

PAPER 1

General Comments

This was the third examination of the revised syllabus with separate papers for the respective components. The standard of work presented this year by candidates was similar to that of last year. Almost all the candidates answered the required three questions with few displaying any sign of problems with the requirements of the examination, especially time allocation. There were no rubric errors. However, as in previous years, it would be helpful if candidates could remember to fill in the front cover of their **first** answer booklet only, indicating the questions answered.

Question 1

This was a popular question on Muhammad Bin Qasim and was generally well answered. Most candidates answered the question as set and in the main produced good quality answers. However long-winded accounts of the reasons for his invasion of Sindh led to some candidates failing to adequately answer the second part of the question in the required depth.

Question 2

This was also a popular and well-answered question. Answers were generally accurate and facts were well known. As a result many candidates scored highly. Those candidates who wrote about the Battle of Plassey, Warren Hastings and Sufis and Sufism tended to do the best.

Question 3

This was also a popular question and in the main was well answered. There was strong evidence that candidates were well prepared on the three topics of the Two Nation Theory, the Hindi-Urdu controversy and the Lucknow Pact of 1916, and as a result scored highly, offering detailed accounts of each.

Question 4

The main requirement of this question was to explain the major political events of the Second World War that contributed to the partition of the sub-continent in 1947. This was not an easy question to answer, but it was a popular choice and there were many candidates who had obviously learnt this period and were well prepared. As a result their scores were good. However a minority of candidates wrote vague and generalised answers, displaying few details of substance and so scored fewer marks.

Question 5

This was not a very popular question and many of those candidates who answered it did not score as highly as in other questions. Candidates were required to explain the problems faced by the Pakistan government in 1947 with regard to refugees, the division of military assets and the armed forces and accommodation. Many of the answers were quite brief and as a result failed to attract high marks, whilst others tended to go on to describe the ways in which the problems were solved, which was beyond the scope of the question.

Question 6

This was a popular question with some good answers. Many candidates were well prepared for this type of question and some displayed a pleasing depth of knowledge. Many candidates were able to present a number of ways in which the government should tackle the problems of educational opportunities in Pakistan. There were few poor answers.

Question 7

This was not a popular topic and few candidates answered it. However it was pleasing to note that some candidates knew some facts regarding Benazir Bhutto and were able to address the requirements of the question, though their answers were generally not high scoring ones.

Question 8

This was surprisingly not a popular topic and there were very few answers to the question. Candidates who did attempt the question were able to bring the situation up to date regarding the changing relationship between Pakistan and Afghanistan, but unfortunately there were few high scoring answers.

PAPER 2

General Comments

Most candidates were able to successfully complete four answers on this paper but there was considerable evidence of underachievement by some, owing to a lack of planning of answers and insufficient attention being given to basic examination techniques.

In many instances candidates could improve their performance if they:

- read and fully understand the questions before putting pen to paper;
- write in more concise terms and avoid repetition;
- adhere to the structure of a question when writing their answer (failure to do so, by merging one or more parts, almost invariably leads to a loss of marks).

Question 1

This question is designed to test the basic background geography of the country. It is expected that most candidates who have undertaken adequate preparation will perform soundly on this question. Many did so but there were others who forfeited relatively easy marks owing to apparent carelessness or oversight. For example, dams D, E and F were sometimes given the names of cities. On other scripts no key was provided to accompany the shaded areas and occasionally neighbouring countries were marked inside the frontier of Pakistan. The quality of the map was sometimes very poor indeed with no real attention being given to presentation. Very frequently, all the answers to the map were duplicated on the script, which was unnecessary.

The items which caused the greatest difficulty were the identification of the dams and the area having winter rainfall. In the case of the former it was crucial to note on which river the dams were located. On this occasion most candidates were familiar with the area of mangrove forest.

Question 2

A popular question about which many candidates were well informed but all too frequently answers were not planned and sometimes lost sight of the question. Higher education was sometimes totally overlooked and very often no distinction was made between access to education and quality of education. Candidates consequently lost marks. The best answers made reference, for example, to developments in rural areas, enhanced training of teachers, revised syllabuses, new teaching and learning styles and 'virtual education'.

The concept of 'infant mortality' was understood by most candidates and some very good answers were produced to explain the high level of infant mortality among landless families. It was occasionally pointed out that relatively few extra resources might make a vast difference to the provision of better hygiene and water supply and that adult education is also a key to improving the welfare of infants. Some answers dwelt on the fact that such families have a large number of children but did not explain the significance of this on infant mortality.

Question 3

There were some very comprehensive and detailed accounts of agricultural reforms and the political climates which brought such reforms about. However, candidates regularly overlooked the impact of these reforms on farming which is what the question was about. For example, simply explaining that fragmented farm holdings had been consolidated, even with statistical evidence, was insufficient to score high marks unless it was explained that these changes enable machinery to be used more effectively. Similarly, in the case of the Green Revolution it was necessary to point out that the introduction of HYV seeds usually led to greater yields and more reliable production.

Part (b) of this question was often overlooked entirely. The best answers here made reference to the fact that the Green Revolution had both 'winners' and 'losers' and that the outcomes had a significant effect on the country's balance of payments.

Question 4

Many candidates found it challenging to estimate the percentage figures from the pie charts, though considerable latitude was allowed in the answers. The key term 'location' was frequently overlooked in part (b). Given that petroleum is a bulky commodity there is need to keep costs to a minimum when transporting it to the refinery. Therefore the optimum location is usually either on the oil field or at a port where the petroleum is imported.

The concept of renewable energy was not always understood, many candidates believing this included nuclear energy. The correct examples most frequently given were solar energy and wind power. Contrary to instructions some candidates offered hydro-electric power. Unfortunately, even where appropriate examples of renewable energy were given, answers to part (c)(ii) often did not address the question or account for the development of these forms of energy. Answers sometimes drifted into detailed examples of application. The best answers gave some attention to the pollution which stems from the use of fossil fuels and set their answers in a context of the 'green debate'.

Question 5

This was a popular question but it did not invite candidates to simply 'write about' the three chosen topics. It was important that candidates took note of the instruction to 'assess the contribution' of the items quoted and of the need to focus on economic development. Therefore, for maximum marks in each case it was necessary to examine the impact of each item on economic development and to make some form of judgement about it. For example, in part (c) sound answers discussed the impact of the likes of transport policies on agriculture and industry and pointed out the advantages and the shortcomings. In particular mention was made of incessant changes government policies and how this impeded progress. With regard to adult education and training good answers indicated how it might lead to a more competent and flexible workforce which might enhance the quality of goods and services and expand the tertiary sector of the economy.

Question 6

Part (a) of this question was generally well handled by candidates, the ore of aluminium causing the most problems. In fact all eight minerals given proved a popular choice for this answer. There were some very good answers to the second part of the question with particular attention being given to the contribution of external companies and the impact of

modern technology, particularly the use of satellites. However, a distinction was not always made between exploration and exploitation. In (ii) difficulties of climate, terrain, infrastructure, capital and political will all featured. Examples were used to good effect.

Question 7

This was a question which attracted a lot of attention but it provided the weakest answer of the four offered on many scripts.

There were many errors in (a), when all that was required was careful measurement of the correct bars. Percentage figures were sometimes given in (i) and answers of 80% and 90% in (ii).

In (b) there was often a good understanding of why the expansion of port facilities is necessary to relieve the congestion and permit the further expansion of trade. Thereafter very few candidates were able to focus on the proposed inland navigation system and how this might relieve the pressure on other modes of transport and indeed promote growth points for development. Even fewer gave any consideration to the strategic importance of Gwadar, perhaps because they were unsure about its location. Both parts of the question prompted sometimes lengthy but irrelevant debates about fishing.

Question 8

The best answers were produced by candidates with a sound knowledge of plate tectonics and of how the movement of these plates brings about earthquakes. Many candidates viewed earthquakes and volcanoes as synonymous and chose to adopt the latter as it seemed to suit them better. Some answers to (a) were far from accurate, especially where climatic conditions were held responsible for earthquake activity.

All too often in part (b) general descriptions about the effects of earthquakes followed without any consideration of the particular characteristics of Baluchistan, which has a relatively sparse population over much of its area. Sound answers pointed this out but also illustrated how earthquakes might devastate the infrastructure of the area and have long standing economic repercussions.

The most popular choices in (c) were floods and drought. The best answers integrated comments about both preventative and reactive measures in the case of floods.

PAKISTAN STUDIES 7535, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	67	55	43	38	28

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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