

GCE O Level  
Edexcel GCE O Level  
Pakistan Studies (7535)

Summer 2006

Examiners' Report

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## Contents

1. Examination Report Paper 1
2. Examination Report Paper 2



## Paper 1

### General Comments

The standard of work presented this year by candidates was broadly similar to that of the previous year with a pleasing increase in the entry figure compared to 2005. Almost all the candidates answered the required three questions with few rubric errors. It was pleasing to note that many candidates had been well prepared for the examination this year. Those candidates who answered questions 3, 4, 6 and/or 7 appropriately generally performed well and displayed a high level of accurate, relevant and appropriate explanation in their answers. Many candidates produced answers focused on the questions and genuine attempts to answer the question as set, with few irrelevancies. However as in previous years there were those candidates who were clearly unprepared for the demands of the paper, producing rambling and often irrelevant answers to the questions.

A feature of some answers as in previous years was the listing of points or writing in note form rather than writing explanations or even descriptions. These candidates cannot score as highly as those who write explanations in full and continuous prose. As stated in many previous reports this is something that centres need to bring to the attention of their candidates. Finally, as in previous years centres should remind candidates to fill in the front cover of their answer booklets, indicating the questions that have been answered.

### Comments on individual questions

#### Question 1

This was not a popular question and generally was not well answered by most candidates. Many answers this year concentrated on the sea pirates and the attacks and wars of Muhammad Bin Qasim rather than focusing on the reasons why Islam spread during this period. Few candidates were able to focus on the point of the question and so wrote in general/irrelevant aspects of this period of time.

Part (b) on the role of the Sufis had more focused responses but again many candidates included irrelevant detail from the seventeenth and eighteenth centuries. Although this period is a well known topic candidates need to be aware of the differing demands of questions that are set.

#### Question 2

Answers to this question on Akbar's revenue and religious policies were mixed. Those candidates who had clearly prepared answers on this topic fared well and scored highly. However other candidates often only concentrated on one aspect of his policies and as a result failed to score highly.

Answers to part (b) however, on the reasons for the decline of the Mughal Empire were often good with considerable detail. However many candidates tended to list these reasons rather than explain them, and as a result failed to score as highly as they might have done with fuller answers.

#### Question 3

In this question on the War of Independence, candidates knew a considerable amount of information and for those who were able to address both parts - the causes of the War and the reasons for its failure, marks were usually high. However for many others, these

candidates found some difficulty in organising their answers into two relevant parts and often described everything they knew about the War. Also many answers concentrated on the causes and were much more uncertain as to why it failed. Again some candidates tended to list the reasons rather than explain them and as a result marks were often lower than they ought to have been. Nevertheless this was one of the best answered and most popular questions.

#### Question 4

This was also a very popular question, but for many candidates this was not as well answered as others, especially in the first part on the reasons for the partition of Bengal in 1905. Many candidates wrote about events in Bengal at the time with few specific and related facts regarding the reasons for partition. Answers to the second part on the reversal of partition were better and resulted in some high scoring answers. However in some cases candidates ignored the question and wrote in generalised terms about events between 1905 and 1911.

#### Question 5

This was not a popular question. Although the terms of the Lucknow Pact, the Montague-Chelmsford Reforms and the Nehru Report were well known there was little understanding amongst many candidates of why these developments were significant in the development of Hindu-Muslim relationships. Rote learning of these political events appears to figure highly in answers and centres should promote a better understanding of the significance of each rather than a heavy concentration on the facts. Centres also ought to be aware that purely descriptive or factual answers gain fewer marks than those with good explanation, even if all the terms of the legislation and agreements are listed in great detail. Only a proportion of the total marks is given for such narrative answers.

#### Question 6

This was a popular question and one which was well answered by those candidates who chose to do so. It was clear that many candidates had been well prepared to answer a question on the creation of Bangladesh and presented good and well answered responses to the question. A good depth of knowledge was apparent with some competent analysis of the reasons.

#### Question 7

This question on Ayub Khan was also popular and most candidates were able to write at length about his reforms which led to the term 'decade of development' being given to his period of office. However some candidates wrote at length about all the events of his government, including foreign policy, which wasn't strictly relevant to the question. Again it is essential for candidates to recognise what is required in each question before commencing their answer.

#### Question 8

Few answered the final question on the 1990s, corruption and the benefits that the role of General Musharraf brought to Pakistan. Those that did attempt this question knew some facts but at best tended to be descriptive and opinionated about the role of politicians in Pakistani government and politics during the 1990s. Many weaker candidates were attracted to this question and as a result answers were generally poor and scored few marks.

## Paper 2

### General Comments

The majority of candidates were able to complete the required number of questions; there were very few rubric errors.

As has been frequently mentioned before in examiners' reports in many cases answers were written at great length and too little attention was sometimes given to preparation and planning. It is absolutely vital that candidates read questions with care and determine precisely what is required of them. Thereafter, answers should be planned in order that salient points are adequately covered and responses are structured in order to focus on the question and avoid repetition. So many candidates would gain from writing less in a more measured manner.

However, some scripts demonstrated a considerable insight into issues raised and candidates were able to express their views with conviction and sometimes with passion. Occasionally there was a temptation to overstate a case.

### Comments on individual questions

#### Question 1

On examining many scripts an impression is given that some candidates deal with this question in haste. Presentation is often poor, and details, like a key, are sometimes overlooked. An instruction such as 'mark and name' means precisely that. Any deviation almost certainly means marks being forfeited. Occasionally latitude and longitude were confused. Some cities were marked on the map which were clearly to the north of 32 degrees. The term metamorphic rock seemed unknown to some candidates. Some features were occasionally marked on the map which were outside the frontiers of Pakistan.

This question is designed to be straightforward. With a little more care and attention, some candidates could have scored more highly. Significantly, in some instances, candidates who went on to produce a good quality overall script, gave a disappointing performance on this first question.

#### Question 2

This was attempted by very few candidates indeed. The concept of a 'sphere of influence' was perhaps new to many but is nonetheless very important in human geography. The area around a settlement which comes under its economic, social and political influence is referred to as its sphere of influence. The extent of that sphere of influence will depend on the spacings, size and functions of the surrounding settlements. One way to determine a sphere of influence would be to choose a criterion such as the area served by a local newspaper.

The second part of the question was better handled and valid views were expressed to consider the merits and otherwise of having Islamabad as the capital city. While it was broadly accepted that such a change relieved pressure on Karachi and encouraged development elsewhere, reservations were expressed on account of security.

#### Question 3

This was a very popular question but some answers confirmed some of the observations made in the General Comments above.

Too frequently in (b) the essence of the question was overlooked and answers had a focus on why child labour had been retained. Some candidates lost track of the question and drifted into a consideration of population control. The best answers had a sharp focus on the likes of the difficulties of enforcing legislation and a general lack of political will.

Part (c) was well received and well answered. The likes of a cultural resistance was mentioned as was the fact the country was forfeiting the use of a wealth of skills and talent by not making greater use of women. Some candidates overlooked the term 'women in factories' and deviated beyond the brief of the question. One must also question as to whether it inevitably follows that there will be a dire neglect of children if women go to work.

#### Question 4

Many candidates were very conversant with the tertiary sector of the economy and pointed out that as economies develop, the proportion of working population engaged in this sector increases. Demand and better education/literacy were put forward as prime reasons for the growth of tertiary employment and frequent reference was made to the growth of information and communication technology.

The best answers to part (c) embraced activities across the primary sector and were not restricted exclusively to agriculture. Clearly, the onset of mechanisation and the drift of people from rural areas have had a big impact employment in the primary sector, though it should be noted that the data is based on percentages and not absolute figures.

Part (d) required a comparative approach. There were many critical observations about the effect of earlier nationalisation on the growth and development of secondary industry.

#### Question 5

This was a question which required careful planning if repetition was to be avoided between parts (i) and (ii). In some instances no distinction was made between the two parts of the answer. The best answers offered specific details on the likes of climate rather than vague references and illustrated how the nature of the topography had an impact on settlement.

It was entirely appropriate to make mention of infra-structure limitations in (b) and to point out the subsistence and small scale activities there which offer little to the national economy.

Part (b) was more challenging and the best answers referred to the consequences of the drift to the big cities and the lack of development of resources in more remote areas.

#### Question 6

Some candidates failed to follow the instructions here and adopted more than two environmental problems. The most commonly adopted problems were earthquakes and salinity/waterlogging. In general, candidates were more knowledgeable about the causes of the latter than earthquakes, where the understanding of plate tectonics was sometimes very shallow indeed.



In part (c) many answers dwelt almost exclusively on the consequences on people and neglected references to the landscape. However, a welcome line of thought came from candidates who considered the emotional trauma of these natural disasters on the people who lived in the vicinity and the inability of the authorities to respond quickly enough.

#### Question 7

The input/process/output diagram was well handled; capital was the item most likely to be misplaced.

In part (b) the attention given to the precise requirements of the question was often insufficient. All too often (b)(ii) became 'describe the problems of agriculture in Pakistan.' Attention was required to 'yield' and reference was needed to the shortcomings of the Green Revolution.

There were some good answers to (b)(ii) where particular attention was often paid to measures being undertaken to guard against the further fragmentation of farm holdings and the importance of education was identified.

#### Question 8

Too frequently in part (a) little or no attention was given to 'the value of Pakistan's exports'. The best answers pointed out the importance of the value added concept and the efforts being made to enhance the quality of products and services. Sound proposals were put forward to reduce dependence on imported raw materials which included the development of resources within Pakistan and the implementation of tariffs and quotas. Some answers offered the suggestion of substitute materials. In general, the impression given by candidates was that tackling this problem will not be easy.

The concept of 'invisible exports' was very well understood and (b)(ii) prompted some of the best answers on the paper, in part as candidates were able to present personal or family experiences which illustrated the point. In general, this development was viewed as successful and was seen to have considerable potential.

### PAKISTAN STUDIES, GRADE BOUNDARIES JUNE 2006

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Grade	A	B	C	D	E
Lowest mark for award of grade (Max=100)	63	54	46	41	30

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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