

Examiners' Report Summer 2008

GCE O Level

Pakistan Studies (7535)

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Pakistan Studies 7535 Paper 1

General comments

The standard of work presented this year by candidates was broadly similar to that of the previous year with a similar entry figure compared to 2007. All candidates answered the required three questions with very few rubric errors. It was evident that many candidates had been well prepared for the examination this year. The highest scoring candidates were the ones who answered questions 3, 5 and 7 displaying a high level of accurate, relevant and appropriate explanation in their answers. Many candidates produced focused answers with few irrelevancies and some genuine attempts to answer the questions as set. However as in previous years there were again those candidates who were clearly unprepared for the demands of the paper, producing often irrelevant and brief answers to the questions with the usual listing of points rather than writing explanations or even descriptions. As stated in previous years' reports such listing means that these candidates will not score as highly as those who write explanations in full and continuous prose. Finally, as stated in previous years it would be helpful if candidates could remember to fill in the front cover of their answer booklets, indicating the questions that had been answered.

Comments on individual questions

Question 1

This is always a popular question but candidates often struggle to score highly. This year was no exception and the question wasn't well answered by many candidates. The question asked how successful was the contribution of the Mughal Emperors to the development of government and administration, improvements in economic and social conditions and architecture. Most answers were descriptive in the main with few attempts to address **how successful** the Emperors were in this development. As a result many candidates were unable to score highly with such narrative accounts and in some cases only sketchy outlines of such details were known with most answers limited to about half marks for this question. Although this period of time is a well known topic and features on a regular basis in this paper, candidates need to be aware of the need to answer in detail and above all as set.

Question 2

This question on the reasons for the East India Company becoming involved in the sub-continent and the relationship between the British and Tipu Sultan and Ranjit Singh was also a popular one. Some candidates clearly knew their facts on this topic and fared well, scoring highly. However, part (a) on the East India Company was often dealt with superficially with few relevant detailed answers and part (b) on Tipu Sultan and Ranjit Singh attracted the bulk of the marks with some good detail on the battles and their careers. However many answers tended to be narrative in nature and the highest scoring marks were only achieved by a few who were able to **explain** their answers relating to their interaction with the British.

Question 3

This question was probably the most popular and highest scoring one. The question required candidates to explain the reasons for the outbreak of the War of Independence (part a), the reasons for its failure (part b) and the effects of the War (part c). Candidates knew a considerable amount of detail on this topic but the main demand on them was to ensure that the question was explained in three separate parts. Generally candidates dealt with this aspect well, although part (c) on the effects of the War was fairly weakly answered by most. Nevertheless this was one of the best and most popular questions answered. Marks were generally high for many candidates.

Question 4

This wasn't a popular question that dealt with the Muslim League and one that was generally badly answered. Candidates were expected to give the reasons for the formation of the Muslim League but this was turned into a narrative by many candidates that went back as far as the 1890s, without much effort to address the point of the question. The second part required candidates to explain how successful the League was up to 1914. Again this proved difficult for most candidates who seemed to have little idea of the details required and so tended to be a narrative again that went far beyond 1914, sometimes up the Round Table Conferences of the 1930s. There was no attempt to demonstrate an understanding of how successful these developments were. As a result most answers to this question were low scoring and demonstrated a lack of understanding on the part of most candidates.

Question 5

This was also a popular question that required candidates choosing all three topics relating to their importance in the development of Hindu-Muslim relations. Of the three topics, the Montague-Chelmsford Reforms were the most well known and scored highly. Although the Nehru Report and the Communal Award were mainstream topics, many candidates seemed unable to deal with these separately without tagging on Jinnah's 14 Points with the Nehru Report and the Round Table Conferences with the Communal Award. This point tends to highlight the way in which candidates learn their work. Although other factors are important and often have some bearing on the question posed, candidates need to develop an awareness that answers should be relevant and to the point, rather than bring in irrelevancies simply because they are unable to separate one factor from another.

Question 6

Surprisingly the performance of the majority of candidates on this question was quite poor. Candidates simply had little knowledge of this topic and those that did often ignored 1947 as a starting date and included everything about the historical development of such languages even if it went back to the Middle Ages. As a result answers tended to be low scoring and demonstrated a lack of knowledge and understanding of the topic.

Question 7

This question was generally well answered and popular. There were many high scoring answers. The question required candidates to explain how and why Bangladesh achieved independence in 1971. Answers tended to be precise and very detailed with few irrelevancies. Many candidates had been well prepared on this topic and were aptly awarded for their efforts.

Question 8

Few answered the final question on General Zia with much success. Part (a) required candidates to explain the level of success he had in his domestic policies and part (b) dealt with his assassination. Those that did answer this question concentrated on his domestic policies but tended to be a narrative especially relating to the Islamic laws introduced by General Zia with little attempt to explain how successful these or indeed any other ones were. Part (b) answers were very weak with little or no plausible reasons given for his assassination. Many weaker candidates were attracted to this question and as a result answers were generally poor and scored few marks.

Pakistan Studies 7535 Paper 2

General Comments

The majority of candidates approached this paper with appreciable confidence and there were some very strong performances.

In keeping with former years, the main shortcoming identified by the examiners was the reluctance of some candidates to take sufficient time to plan and prepare their answers. This often means that candidates lose track of the question and spend time and effort repeating themselves.

The best quality answers were frequently those where candidates were able to make use of case studies and provide actual evidence from these to illustrate the points made. Equally, where careful consideration had been given to the precise requirements of a question, answers had a sharper focus. In some instances, candidates were well equipped with knowledge but failed to do themselves justice owing to deviation from the question.

In some instances candidates failed to adhere to the structure of questions and did not present their answers in the constituent parts. Additionally, it is clearly important for candidates to take careful note of the allocation of marks, for they give guidance on the amount of time which might reasonably be devoted to each part of a question.

Question Specific Comments

Question 1

The majority of candidates scored at least half marks on this question but marks were sometimes lost because instructions were not followed. Where there was a requirement 'to mark and name', this had to be carried fully out in order for an award to be made. Actual locations marked on the map were sometimes suspect, most especially those of Quetta, Peshawar and the Thar Desert. A degree of spatial error was permitted by the examiners but sometimes locations marked were very inaccurate.

Question 2

Errors were frequently made in part (a)(i) insofar that some candidates overlooked the critical term 'population movements' and offered birth rate and death rate as answers. Equally, while international migration was very pertinent to the answer, internal migration has no impact on total population figures.

Part (a)(ii) was well answered but the very concept of population density in (b) defeated some candidates. The best answers were able to show how different parts of Pakistan had vastly different population densities owing to their physical and economic conditions. Consequently, it can be argued that generalisations about the overall density, might well give a misleading impression.

Question 3

There was a sound understanding of the three different economic sectors. In (a)(i), it proved possible to interpret the question in four different ways and so all four answers were credited.

The changes shown in Figure 3 were well explained; most candidates opted to account for the significant level of growth in the tertiary sector and aptly described how the service sector expands with the general development of the economy.

The weakest part of this question was often part (c). While there was no lack of knowledge about multinational companies, the question required candidates to assess their contribution to the development of the economy of Pakistan. Such invited observations on advantages and disadvantages. The latter were often totally overlooked.

Question 4

Answers to part (a) were good and frequently written with passion. Some of the best answers showed considerable insight into issues of human rights, though sometimes pointing out that at a purely pragmatic level child labour might be viewed in positive terms by the families concerned (it generates much needed additional income). However, many valid observations were made about such children being deprived of their education and how this might impact adversely on the wealth and well being of the nation in the future.

In (b) many answers failed to detect that the question sought responses about the social rather than economic benefits of greater educational opportunities for women. Credit was given where the social consequences of economic benefits were offered. The most convincing answers illustrated these social benefits by describing the impact on self esteem and status, indicating that such gave women the confidence to seek equality of opportunity with men. Additionally, some answers appropriately pointed out the consequences on the birth rate.

Question 5

There was some confusion over 'push' and 'pull' factors. As there were only two marks available in (a)(i), there was absolutely no requirement to go beyond simply stating two examples

There were some disappointing responses to part (ii) of this question insofar that answers lacked real substance. They simply took each one of the factors listed in the question and made very general observations. The best answers were able to present a case study and offer a detailed response, which frequently made mention of inertia in rural areas. Equally, in part (b) real substance of response only emerged where a candidate had studied a particular locality and could offer specific measures which had been implemented to improve incomes in rural areas. Some answers drifted well away from rural areas.

Question 6

In general the first two parts of this question were well tackled and in (b) there were some sound descriptions of the railway network. Quite appropriately, a lot of attention was given to the international links when considering the reasons, as was the focus on major urban centres. Relatively few answers ventured into the way in which the physical geography of the country had also influenced the shape of this network.

In part (c), many candidates were well informed about the merits of road transport, particularly its facility to offer a 'door to door service'. However, the highest marks were awarded to those candidates who also gave consideration to the further development of other types of transport. It was not possible to do total justice to this part of the question without some reference to those other types of transport.

Question 7

In general, candidates are appreciably more conversant with the characteristics of the climate of Pakistan than used to be the case. Moreover, frequently they can comment with some confidence on the factors responsible. This cohort was no exception and the examiners commend the quality of answers in parts (b). Where responses were disappointing it was often owing to confusion over temperature and rainfall.

Part (c) proved more challenging and relatively few candidates gave attention to the annual rainfall variation, opting instead to comment on spatial variations. Here again, the best answers were based on case studies where it was possible to show the impact of variation in rainfall, with consequences like flooding.

Question 8

This was a popular question but the data presented in Figure 6 was sometimes not fully understood. Critically, some candidates failed to detect that the figures given showed costs in pence per kw hour. They did not indicate that the related costs were at a very low level. While many candidates were very familiar with nuclear power stations and aware of their advantages and shortcomings, the very term thermal power station seemed not to be so familiar and was sometimes confused with alternative energy. The best answers here referred to both the costs in the table and other factors, such as impact on the environment.

Most candidates had an understanding of the concept of alternative energy and were able to draw upon examples. However, the question was not about the merits of this but rather the reasons for its relatively slow development. This was often overlooked. Good quality answers explained why hydel had been developed but were also able to illustrate reasons for the lack of impetus with other types which included high costs, limited technology and political constraints.

O Level Pakistan Studies 7535 Grade Boundaries

Grade	A	B	C	D	E
Lowest mark for award for grade	62	53	45	40	28

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