

Examiners' Report Summer 2009

GCE O Level

O Level Pakistan Studies (7535)

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O Level 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 somewhat smaller entry figure (almost 15% lower) compared to 2008. All candidates answered the required three questions with few rubric errors. Many candidates had been once again well prepared for the examination. The highest scoring candidates were the ones who answered questions 1, 2 and 3. They produced a good level of accurate, relevant and appropriate explanation in their answers. Many candidates also produced answers with few irrelevancies and some genuine attempts to answer the questions as set. However as in previous years there were those candidates who were 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.

Question 1

This is always a popular question but candidates often struggle to score highly. This year was no exception and part (a) on the reasons why Muhammad Bin Qsim invaded Sidh in 712 A.D. was dominated by story of the sea pirates that was limited to a maximum of 3 marks. Part (b) required candidates to explain his contribution to the development of the social, cultural and religious life of the sub-continent. Most answers were descriptive in the main with few attempts to explain his contribution. As a result many candidates were unable to score highly with such narrative accounts and in some cases only a note form of such details were produced with many 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 explain their answer in detail. However on the other hand there were some high scoring answers to this question that answered the question in some detail.

Question 2

This question on the reasons for the decline of the Mughal Empire was also a popular one. Many candidates clearly knew their facts on this topic and fared well, scoring highly especially in part (a) which required details of decline in the period after the death of Aurangzeb. However part (b) on the responsibility of Aurangzeb attracted fewer high scoring marks, especially as some of the reasons given in part (a) were repeated here. The policies of Aurangzeb appeared to be not well known and as a result many candidates who had been unprepared for this question failed to score highly.

Question 3

This question was probably the most popular and highest scoring one. Part (a) required candidates to explain why British rule was unpopular in the years up to 1857. This section was very well known with a high level of accurate detail presented

by many candidates. Part (b) dealt with the reasons for the failure of the War of Independence and again many candidates knew a considerable amount of detail on this. As a result this was one of the strongest and most popular questions answered. Marks were generally high for most candidates.

Question 4

This was also a popular question that dealt with the Simla Deputation, Rowlatt Act and the role of General Dyer and the Amritsar Massacre. Generally it was one that was well answered. All 3 parts of the question were well known, although some candidates struggled with the terms of the Rowlatt Act but made up their marks on the role of General Dyer and the Amritsar Massacre. As a result most answers to this question were quite high scoring with most candidates producing and demonstrated an understanding of the historical importance of the three topics.

Question 5

This was also a popular question that required candidates to explain the importance of the Government of India Act of 1935 and then explain why the Congress Rule was so hated. Candidates in the main seemed to be attracted to this question because of part (b). This was very well answered and most candidates knew their facts and were able to explain their answers. However most candidates struggled with part (a) on the Government of India Act and generally scored few marks. Many candidates knew some of the provisions of the Act but found difficulty in explaining its importance.

Question 6

This was again a popular question that required candidates choosing two of the four topics relating to their importance in the formation of the state of Pakistan in 1947. Of the four topics the Lahore Resolution, Cripps' Mission and the Cabinet Mission Plan were the most popular ones and ones that generally scored well in the narrative part of the answer. There were fewer attempts to explain their contributions to the formation of Pakistan and most answers tended to describe each of them only.

Question 7

There were few attempts to answer this question and again many were attracted by one part of it - the reasons why Zulfiqar Ali Bhutto was executed, which were generally well answered. There were fewer good answers to the first part on his achievements and again many answers were descriptive in the main.

Question 8

Few answered the final question on Pakistan's changing relationship with the USA with much success. However there were some well reasoned answers that did go up to the present day and attracted some good marks. However many weaker candidates were attracted to this question and as a result answers were generally poor and scored few marks.

O Level Pakistan Studies 7535 Paper 2

General Comments

Most candidates approached this paper with considerable confidence and successfully answered four questions. In most cases candidates were able to write with clarity and express their views, where invited.

The shortcomings in examination techniques identified by the examiners have featured in former reports but there is perhaps merit in mentioning them again. Too frequently, candidates seemed to act in haste when writing their answers, foregoing that vital time to plan and prepare. This often leads to repetition in answers and the wastage of precious time. In some instances a consequence of this was that there was limited time remaining to do justice to the fourth question. The allocation of marks to each part of a question is intended to give some guidance on time management.

Occasionally, candidates failed to adhere to the structure of questions, making it difficult for the examiners to determine where one part of an answer ended and the next commenced. While credit was given to such answers, candidates often forfeited marks when this occurred.

In general, candidates were well focused on the detail of questions and responded to their precise demands more so than on some occasions in the past. However, weaker candidates often failed to discriminate between critical words, most especially 'describe' and 'explain'.

Question 1

Many candidates were well prepared for this question; a significant number achieved full marks. However, answers were sometimes seemingly rushed which led to poor presentation and inaccurate markings on the map.

The most common errors occurred at (b) where latitude was confused with longitude and at (c) where the correct isotherm was not always recognised.

Question 2

Most candidates who attempted this very popular question were well acquainted with the systems diagram in part (a) and went on to produce good answers.

In (b), while there were many valid references to the impact of mechanisation and the Green Revolution, not all candidates gave consideration to the growth of other sectors of the economy and the consequences of rural/urban migration.

There were some extremely good answers to part (c) with detailed responses regarding the adverse environmental consequences of the use of fertilisers. Equally, there was acute awareness of the cost implications of fertilisers. In some weaker answers, there was confusion between fertilisers and pesticides.

Question 3

While almost invariably candidates who attempted this question had a sound understanding of multi-(trans) national companies, many struggled to come to terms with self help schemes and co-operative marketing schemes. Some candidates attempted to tackle both schemes in a single answer, which made the task even more demanding.

The strongest answers dwelt on the level of motivation which stems from self help schemes and the economies of scale and commercial expertise available from co-operative marketing.

In part (c) while there were some excellent answers which often gave close attention to the political situation in the country, the main shortcoming was a frequent lack of balance. Factors which attract foreign investment were sometimes totally overlooked.

Question 4

Candidates were very conversant with hazards but answers sometimes strayed beyond the natural ones.

In part (b), where candidates were familiar with plate tectonics answers were soundly based. Surprisingly, in other cases, Figure 4 was sometimes totally ignored; it was designed to assist candidates.

While the reasons for an international response produced some very good answers, the concept of 'aftershocks' was apparently new to many candidates. In part (c)(ii) the critical phrase 'of comparable intensity in other parts of the world' was often neglected which led to marks being forfeited.

Question 5

A surprising number of candidates incorrectly identified the continent in (a). In part (b) the concept of 'a negative balance of payments' was well understood but weaker answers did not advance beyond the value of imports exceeding that of exports. While stronger answers gave consideration to the nature of commodities/services, rarely was any attention given to the likes of trade barriers.

There were some excellent answers to part (c) which illustrated how the port of Gwadar might impact on surrounding land locked countries. The most comprehensive answers also made mention of port related industries.

Question 6

In general, this whole question was well answered, most especially in part (a). Candidates had a good understanding of rural to urban migration and the resultant problems. In some instances there was failure to develop answers in (ii); detail on housing and employment issues was not forthcoming whereas stronger answers went on to explain the likes of the uncompetitive nature of migrant labour owing to the lack of education and skills.

Not all candidates read the question sufficiently carefully at (b) where consequently there was sometimes reference to the advantages/disadvantages for migrants in other countries. However, there were some excellent answers soundly based on named examples, which stressed that migrants frequently comprise the younger and better educated sector of the population. They might well contribute by way of remittances but nonetheless bring about a 'brain drain'.

Question 7

This was one of the least well answered questions; some candidates never really got to grips with it.

The growth of 'service industries' and the concept of 'concentration' caused difficulties. While many candidates could name service industries they frequently failed to appreciate that as any economy develops the demand for these industries also tends to grow. Moreover, as the provision of education/training improves, an increased workforce is available for such industries.

The concentration of industries occurs where there is ready access to factors of production but also where they are able to service each other.

In general, part (d) of the question tended to be better answered. Ample attention was usually given to congestion and pollution in Karachi and the eastern Punjab but the best answers also reflected on the rest of the country, often pointing out that other areas have been somewhat neglected in terms of economic development. This was often viewed to be both unjust and unwise.

Question 8

Some of the answers to part (a) were particularly long. While some candidates wrote with conviction here, there were only three marks available. The training of teaching staff was regularly mentioned. In some cases answers failed to focus on higher education.

Part (b) was well answered; most candidates were well equipped to deal with the issues in this question.

The final part of the question produced some well argued and impassioned answers, illustrating how literate women might very appreciably add to the welfare and productivity of the nation. However, not all candidates gave attention to the impact on both the social and economic development of the country. Frequently, it was the latter which was neglected.

O Level Pakistan Studies 7535 Grade Boundaries

Grade	A	B	C	D	E
Boundary Mark	62	53	45	40	28

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