

Examiners' Report January 2010

O Level

O Level Pakistan Studies (7535 01)

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1 General comments

The standard of work presented this year was broadly in line with that of the previous year with a slightly increased entry figure compared to 2009 which was pleasing. All candidates answered the required three questions with no rubric errors. Many candidates had been well prepared for the examination this year with the highest scoring ones answering questions 3, 4 and 5. These candidates displayed a good level of accurate and relevant explanation in their answers. There were many examples of focused 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 brief and sometimes irrelevant answers to the questions with the some listing of points especially in response to question 4 rather than writing explanations or even descriptions. It has to be repeated again that such listings will result in these candidates not scoring as highly as those who write explanations in full and in continuous prose.

2 Comments on individual questions

Q1

This was a less popular question 1 than in previous years and candidates generally struggled to score highly. The question asked for the reasons for the invasion of Sindh by Mahmud of Ghazni and his contribution to the life of the sub-continent. Answers on his contribution had more focussed responses than the reasons for his invasion which tended to be mainly thin descriptions rather than explanations. Most candidates tended to display a lack of knowledge in their answers and most failed to achieve more than half marks.

Q2

In this question on the changes brought about by the British to Indian life, again answers tended to be sketchy with few detailed explanations of these. Again there appeared to be a lack of knowledge of this topic displayed by candidates with very thin answers in many cases. As a result, most answers failed to gain more than half marks for this question. In the main this was not a popular question for the majority of candidates.

Q3

In this very popular question on the contributions of Sir Syed Ahmed Khan in the fields of education, the Two Nation Theory and the Hindu-Urdu controversy candidates knew a considerable amount of information. For those who were able to explain his contributions to the three areas, marks were usually high. However, for other candidates some found some difficulty in organising their answers and keeping to the three areas. Some often these concentrated on a description of his career

rather than focussing on his the three areas of contributions. Nevertheless this was one of the best and most popular questions answered.

Q4

This was also a very popular question and for many candidates this was very well answered. The question required candidates to explain the importance of a number of political initiatives including the Morley-Minto Reforms 1905, the Lucknow Pact 1916 and the Montague-Chelmsford Reforms of 1919. Answers were generally very detailed and of a good length with some clear understanding of these initiatives to Hindus and Muslims. As a result, there were some excellent high scoring answers. However, in a number of cases candidates were prone to the listing of the various terms of some of these reforms with little accompanying explanation. Candidates should avoid this kind of answer in future examinations since fewer marks will be inevitably achieved.

Q5

This was also a very popular question on the extent of the success of the Round Table Conferences and in the main was well answered with some answers gaining high marks. Most candidates had few problems with the facts relating to the three conferences and many answers scored highly. However, there were those candidates who offered a mainly narrative account and largely ignored the 'how successful' feature of the question. For this minority of candidates, marks achieved were much lower.

Q6

Surprisingly this question on the economic, political and social reasons for the independence of Bangladesh wasn't well answered by many of the candidates who attempted it. Some candidates appeared to have little knowledge of this topic and those that did often wrote vague and somewhat irrelevant answers. There were few candidates who were able to score highly which was disappointing considering that this question was been very well answered in previous years.

Q7

This question on the creation of Pakistan as an Islamic State was not a popular one and most candidates who answered it either displayed a lack of knowledge of the subject or wrote irrelevantly about it. Few candidates were able to write at length about it and even fewer were able to reach half marks for their answers.. There were only a very few competent answers to this question which does illustrate the point that it is essential for candidates to recognise what is required in each question before commencing their answer.

Q8

This was not a popular topic on the relationship between Pakistan and the USSR (Russia) and there were very few answers to the question. Indeed it was the least popular question on the examination paper. However some of those candidates who addressed the question correctly were able to bring the situation up to date regarding the changing relationship between the two countries but in general there were very few competent answers. Most candidates who answered knew very little about the topic.

Overall Subject Grade Boundaries

Grade	Max. Mark	A	C	E
Overall subject grade boundaries	060	33	23	13

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