

NEPAL STUDIES

<p>Paper 8024/01 Multiple Choice</p>
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<i>Question Number</i>	<i>Key</i>	<i>Question Number</i>	<i>Key</i>
1	C	16	B
2	C	17	C
3	D	18	B
4	A	19	B
5	B	20	B
6	D	21	D
7	C	22	C
8	A	23	A
9	B	24	B
10	A	25	B
11	C	26	A
12	A	27	D
13	D	28	D
14	C	29	C
15	C	30	D

Key messages

There was comparable performance between the different question types. Although this is marginal, the History and Culture questions were more often correct with Economics questions proving to be the most challenging.

General comments

There were too few responses to make appropriate general comment on item statistics.

NEPAL STUDIES

Paper 8024/02
Written Paper

Key messages

It is important that candidates select the questions they wish to answer with care. The final part of the question carries most marks and it would be advisable to spend some time reading through the paper before deciding which questions to answer.

Candidates should expect to support all their answers with specific details and examples. This is particularly true of answers to **Section A** part (c) and **Section B**. They should also aim to cover a range of issues, either to achieve a balance between factors or to consider positive against negative impacts, depending on the question.

Where questions require candidates to give and explain a reason, the explanation given must be consistent with the reason in order to be rewarded. Likewise, if they are required to develop an inference from a picture or source, the development should be consistent with the original inference. This is illustrated in more detail in the comments below.

General comments

This was the first series for this examination and a notable feature was the proportion of candidates who infringed the rubric. They did this in one of two ways: some attempted all the questions in **Section A** instead of the required two; others did not complete any of the questions in **Section B**. It is not surprising that candidates who attempted the correct number of questions produced better focused and more detailed responses. Those who answered all of **Section A** deprived themselves of the time needed to produce thoughtful and detailed answers for **Section B**.

It is important that sufficient time is allowed to plan answers to the part (c) questions in **Section A** and **Section B** questions. In general, answers to these questions lacked depth. Some concentrated on a single element of the question to the exclusion of other issues. While it is not expected that candidates will address every aspect of the topic, they should aim to cover more than one issue or factor. Much of the discussion seen in the extended responses was very generalised and lacked reference to specific examples. Taking time to plan answers allows candidates to consider the full implications of the question and to produce a better organised and more effectively supported response.

A number of candidates attempted **Section A, Question 2** and then found themselves in difficulties with part (c). It is worth spending a few minutes weighing up each of the questions, rather than rushing to start with an apparently straightforward part (a).

Comments on specific questions

Section A

Question 1

- (a) This question was answered well. Most answered part (i) correctly in Nepali but it was also acceptable to answer in English. Responses to (ii) were sound and candidates demonstrated a good awareness of the reasons for changes to the national anthem in 2007. There were few weak responses but those seen resulted from a lack of development. To gain full marks, two separate reasons were required and some explanation of each reason was needed. Simply stating that the 'old anthem was about the king' or because 'Nepal became a democracy' was only addressing part

of the question. The best responses showed how these two issues were linked together as a reason for the anthem being altered.

- (b) Almost all responses to (i) drew simple inferences from the picture and the best went into further detail to explain what they showed about the Rana dynasty. Comments on the wealth and power of the dynasty were seen most frequently and there were a number of interesting and thoughtful answers which considered the importance of western and Indian influences. While the majority of responses to (ii) correctly identified ways in which the Rana limited the development of Nepal, fewer offered a clear explanation of how their stated factor limited development. For instance, a number of responses pointed out that access to education under Rana rule was very limited but explanations of how this limited Nepal's development were hazy at best. In some weaker responses candidates identified positive developments which had taken place under Rana rule. These were clearly outside the scope of the question and could not be rewarded.
- (c) The most successful responses demonstrated a sound understanding of issues about the extent of equality in Nepal and recognised the need to take a balanced approach to the question by considering aspects which demonstrate equality (or movement towards equality) and also aspects where society could be considered unequal. The majority of answers lacked either range or depth. Some provided very detailed discussions of specific aspects, such as the treatment of Dalit, while others ranged more broadly, touching on diverse areas such as voting rights, women's rights and the extent of corruption, but without adding specific details to their commentary. In order to achieve the highest levels in the mark scheme, it is necessary to cover a range of issues in some depth. It is not expected that responses will address every aspect of the topic, but they need to demonstrate a broad understanding which is supported by the use of specific examples.

Question 2

- (a) There were few correct answers to (i) with Sanskrit being the most frequently seen incorrect response. In common with **Question 1(a)(ii)**, it was necessary to identify and explain two separate reasons why Nepal's linguistic diversity should be preserved. While most answers recognised that preserving linguistic diversity was part of protecting Nepal's culture or heritage, clear explanations of why this was the case were less frequently seen. The best answers understood that if language was not protected, then it would be lost to future generations and Nepal's cultural diversity diminished as a result. Some responses simply asserted that linguistic diversity was important for tourism, perhaps making too big a jump from language to heritage, without explaining the link between the two.
- (b) Almost all responses to (i) identified positive impacts from the diagram, most commonly citing that educating girls had the effect of delaying marriage and motherhood and meant that women had better knowledge of healthcare for themselves and their children. The majority of responses to (ii) made a link between education and lower fertility in women, explaining that education was likely to change girls' priorities and make them keener to give their own children greater opportunities. Although the links between the reason and explanation were handled quite well in this question, some weaker responses struggled to find and explain two reasons. Responses to (iii) were confident and almost all explained a reason for the gender gap in education. Indeed, some responses were rather more detailed than necessary, spending time discussing a popular topic at greater length than was required.
- (c) Some responses understood the link between social inclusion and economic factors and showed awareness of how issues such as employment, skills and training are important in overcoming discrimination based on wealth, gender or caste. Others found making the connection between the stated aspects more difficult and instead focused on descriptions of issues around social inclusion. Only the best responses understood that there are other factors, such as cultural practices or access, to consider aside from economics in order to present a balanced argument. As in the other part (c) questions in **Section A**, responses were weakened by a tendency to write in general terms. Although some answers showed awareness of a range of issues, they lacked sufficient exemplification to be highly rewarded.

Question 3

- (a) This question was answered well. Part (i) was answered correctly with all responses showing a good understanding of the services offered by a commercial bank. Responses to (ii) were sound

and showed confidence in discussing the differences between a commercial bank and the Nepal Rastra Bank.

- (b) The term 'inflation' in (i) was understood by most candidates as a reference to price rises. It was less common to see answers which gave a full definition by highlighting the 'persistent' nature of price rises in this context. Part (ii) was answered accurately. In response to (iii) most answers drew simple inferences from the data, recognising that Nepal had a similar pattern of inflation to India or that it was always higher than in China. Greater attention to detail would have improved some responses as it was necessary to develop inferences with closer reference to the data in order to achieve full marks. For instance, while it was true that the rate was always higher than in China, better answers understood that the rate had been more than double in some years.
- (c) The majority of responses to this question demonstrated clear understanding of the factors which encourage good health. Most discussed the given factors of 'income' and 'wealth' and saw the link to health in terms of better access to treatment and medication for more wealthy people, lower infant mortality and increased life expectancy. Diet and housing could also be considered in this respect. In general, responses were better balanced than in the other part (c) questions and discussion of alternative factors was more common. The most frequently considered alternative was access to health care due to location. Some also discussed the significance of personal behaviours such as smoking. Weaker answers generally lacked range in terms of the factors included or depth in terms of the detail used to support points.

Section B

Question 4

There were too few responses to make appropriate general comment.

Question 5

There were too few responses to make appropriate general comment.

Question 6

- (a) The best responses covered a range of issues to provide a developed and well organised discussion of the reasons why rapid urbanisation creates problems for Nepal. The most frequently seen factors included pollution, lack of regulation in house building, overcrowding and poor infrastructure. Some thorough explanations of why such issues arose from urbanisation, and the nature and extent of the problems created, were developed. While most responses considered a range of issues, it was less common to see answers which were effectively supported with relevant examples. Some strengthened their answers by making links between general issues, such as overcrowding, and relating them to development in specific areas such as the Kathmandu valley or Pokhara. A minority of responses considered the lack of employment opportunities available to be an issue. Some missed the focus of the question and concentrated more on what drove people to urban areas, rather than the problems created by urbanisation itself. Weaker answers tended to be vague; making assertions that urbanisation caused pollution without explaining why.
- (b) Good knowledge of recent events meant that some candidates produced thoughtful and well supported discussions about the extent to which constitutional reform presents a challenge to the government in Nepal. References to the discontent felt by specific groups, notably the Madhesi, with the provisions of the new constitution were seen in a number of responses. There was also good coverage of the blockade as an indicator that the new constitution could be damaging to Nepal's trade and livelihood. Such use of specific information to support responses is a positive and allows responses to be more highly rewarded. Some widened their answers to consider other ways constitutional reform could be seen as challenging, including consideration of the diverse demands of different ethnic, religious and social groups. Very few addressed the issue of 'extent' in the question by looking at positive outcomes of constitutional reform. This, in turn, made it difficult for candidates to reach a balanced conclusion. As in previous questions which require extended writing, weaker answers were either vague, generalised or assertive. Some had spent so long answering all of **Section A** that their answers were too brief to develop an effective discussion.