

# Principal Examiner Feedback

Summer 2015

Pearson Edexcel International GCSE in  
Pakistan Studies (4PA0/02)

Paper 1: The History and Heritage of  
Pakistan

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2015

Publications Code UG042236\*

All the material in this publication is copyright

© Pearson Education Ltd 2015

## General Introduction

The standard of work presented this year by candidates was broadly comparable to last year and there was a pleasing increase in the entry figure of some 18% compared to 2014.

All candidates answered the required three questions with few rubric errors. It was noted that the majority of candidates had been well prepared for the examination. The highest scoring candidates were the ones who answered questions 2, 3 and 4. There was a good level of accuracy and relevant detail produced with genuine attempts at explanation in candidates' answers. However there were a large number of candidates who produced descriptive answers, especially with response to questions 1, 6, 7 and 8 that failed to explain the importance, development and degree of success of the given factors.

### Question 1

This was a popular question but some candidates struggled to score highly. The question focussed on the contributions of Mughal emperors to government and administration, improvements in economic and social conditions and architecture in the subcontinent. Most candidates were able to describe the factors but could go little further in **explaining** how these factors contributed to the life in the subcontinent. As a result a large number of candidates were unable to score more than half marks since explanation was required for the higher level marks. However there were some excellent answers that demonstrated that good planning could bring just rewards in high marks by focussing on the demands of the question.

### Question 2

This question on the extent to which the educational reforms had the most important effect of domestic reforms introduced by the British on Indians brought some excellent answers and many candidates scored very well with clearly stated knowledge. However it is important to note that the question does expect candidates to **explain** the effect of the various domestic reforms on Indians, rather than merely describe them.

### Question 3

This question was popular and many candidates knew much about the reasons why the Muslim League was formed. However there was a minority of candidates who were unable to explain the reasons, including the fact that Hindus had their own political party and as a result many only scored half marks or less. It is important that Centres ensure that candidates fully understand the importance of how each question is phrased and that they make every attempt to answer the question as set.

#### **Question 4**

This was also a popular question that considered the success of the promotion of three regional languages in Pakistan. Again most candidates knew their facts on this topic and wrote extensively on these languages although there was an emphasis on success in the question and not all candidates could relate their knowledge to this. However there were some very high scoring answers from those candidates who were able to use their considerable knowledge to explain each language's successful promotion since 1947. It is important that candidates take their time to look carefully at the question as the start date was 1947. Many candidates insisted on starting their essays in earlier times which was irrelevant.

#### **Question 5**

This was also a popular question that required candidates explain the importance of the Nehru Report, Jinnah's 14 Points and the Government of India Act in the development of the Pakistan Movement. Again, candidates' knowledge of these topics was excellent but few were able to relate these facts to their importance in the development of the Movement.

#### **Question 6**

This was a question that was attempted by many candidates. Depth of knowledge was sound but again most candidates were unable to show how successful agricultural reforms and other domestic reforms of Ayub Khan were between 1958 and 1969. As a result many candidates were unable to score more than half marks for this question.

#### **Question 7**

This question was popular to some candidates but there were few good answers on Bhutto's domestic policies. Answers tended to be largely descriptive with little attempt to explain answers and candidates in the main merely described as many domestic reforms as they knew.

#### **Question 8**

This was a popular question to some that required candidates to explain how successfully Pakistan and India have handled the Kashmir issue. Answers to this kind of question often tend to be a narrative of events since 1947 in chronological order and this year was again no exception. There were very few attempts to more than describe everything they knew about the relationship between Pakistan and India, some of which related to Kashmir. As a result few candidates were able to score above half marks even though their knowledge was very good. As with many other questions, candidates must be prepared to recognise the demands of the question and be prepared to explain their answers rather than merely describe events/reasons/developments if they wish to score highly in this examination.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE