



Pearson

# **Examiners' Report**

## Principal Examiner Feedback

Summer 2017

Pearson Edexcel International GCSE  
in Pakistan Studies (4PA0/01)

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 2017

Publications Code 4PA0\_01\_1706\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

## **General comments**

The standard of work presented this year by candidates was broadly comparable to last year, despite a fall in the entry figures on 2016.

All candidates answered the required three questions with very few rubric errors. It was clear that the majority of candidates had been well prepared for the examination. The highest scoring candidates were the ones who answered questions 3, 4, and 6. There was a good level of accurate and relevant detail produced with genuine attempts at explanation in candidates' answers. However, there were still a large number of candidates who produced descriptive answers, especially in response to questions 2, 5 and 8 that failed to explain the importance, contributions and degree of success of the given factors.

## **Comments on individual questions**

### **Question 1**

This was a popular question but many candidates scoring highly. The question focussed on the importance of the role of traders, conquerors and Sufis. Many candidates were able to describe these roles but often could go little further in explaining how these were important in establishing Islam in the sub-continent. In particular, many candidates knew their facts and could describe the roles of the individuals involved but failed to recognise that explanation was required for the higher level marks. However, there were some excellent answers from a substantial number of candidates 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 contributions of Robert Clive and Warren Hastings to the government of India wasn't a popular choice and as a result failed to produce high scoring answers, although most candidates could describe their work in India. As a result, many candidates could only manage to score a mark within level 2 for description. Centres and candidates should look afresh at this type of question and examine the strategies they should adopt to score higher marks.

### **Question 3**

This question was very popular and many candidates were able to score excellent marks within the higher reach of level 4 on a consistent basis. The question asked candidates to examine the contribution of Shah Wali Ullah and other individuals in spreading Islam during the eighteenth and nineteenth centuries. This was a very well known topic within the specification and most candidates will be pleased with their efforts in answering the question.

### **Question 4**

This was also a popular question that considered the reasons for the failure of the Khilafat Movement. Again, most candidates knew their facts on this

topic and wrote extensively. However, there was a significant proportion of candidates who insisted on writing about the causes and events of the Movement first, before considering the reasons for its failure. This is a common feature whenever this topic is set. Equally there are many candidates who describe the reasons without explaining WHY these led to its failure. Again, this is food for thought for Centres.

### **Question 5**

This was not as popular a question that required candidates explain the importance of the Simon Commission, the Government of India Act and the Lahore Resolution in the development of the Pakistan Movement. Candidates' knowledge of these issues, as ever, was often very good but few were able to relate these facts to the question posed. As a result, marks were often low for this question, achieving no higher than the top of level 2.

### **Question 6**

This was a popular question on the reasons for the creation of Bangladesh. The depth of knowledge was generally very sound but again some candidates were unable to explain WHY the reasons chosen led to the creation of Bangladesh. As a result, these candidates were unable to score more than half marks for this question. However, for very many candidates high scoring marks were achieved.

### **Question 7**

This question was popular to some candidates and there were good answers on the reasons why Benazir Bhutto fell from office in 1996. Again, candidates knew their facts and were able to describe the factors involved but many were able to relate these specifically to the downfall of Bhutto. As a result, marks for these candidates tended to be limited to no more than half marks.

### **Question 8**

This was a popular question to some that required candidates to explain how successful Pakistan has been in its relationship with the United Kingdom and the Commonwealth since 1947. Generally, answers to this type of question tend to be chronological and descriptive and as a result do not attract high marks. However, answers to this question this year were more promising with genuine attempts to answer the question.