Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
In Pakistan Studies (4PA1)
Paper 2: The Landscape, People and Economy
of Pakistan

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Introduction

General comments

Over-all the majority of candidates demonstrated some very detailed and accurate knowledge of the topics examined in **Paper 2.**

All questions are now compulsory, consequently the paper lacked rubric errors. There was little evidence of candidates failing to complete the paper within the time allowance, although a small minority of candidates did not attempt one or more of the longer, higher mark questions.

Most candidates were well-prepared by their centres for the new and more demanding command words, assess and evaluate. It was apparent that some candidates had not had the opportunity to practice answering questions of this nature, and limited their writing to descriptive comments which sometimes included short explanatory sections. These candidates were unable to reach the higher mark bands and centres are urged to refer to and use the command word taxonomy **(Specification page 38).**

Each of the sections A, B and C consist of a question **(Questions 1,2 and 3)** which incorporate short and multiple-choice questions and longer answer questions, including the resource-based sections Q1(d), Q2(d) and Q3(c). It was noticeable that many candidates did not refer to these resources and consequently their answers tend to lack focus. It would be beneficial for future candidates to use the Sample Assessment materials and past papers to improve their understanding of how to gain high marks for this question type.

Section A.
The Physical Environment

Q1a(i) and Q1(ii).
Many candidates showed a sound understanding of the structure and characteristics of tropical cyclones. The most common response to **Q1(ii)** was **'heavy rainfall',** although some candidates were less focused and provided answers such as **'warm and strong'** which could not be credited.

However, many candidates appeared insecure about the factors which cause a tropical cyclone to form **Q(1b)** and many wrote answers such **as 'plate tectonics'** or **'difference in temperatures between the land and sea.'** Centres are referred to the specification section A, Key idea 1.3b which specifically asks candidates to study the causes and characteristics of tropical cyclones.

Q1(c).
This question asked candidates to explain the formation of the Indus delta. Although many answers showed that candidates could describe and locate the Indus delta, such as **'.....it flows in a single broad from before entering the Arabian Sea, it divides into multiple channels and then flows into the sea**,' relatively few could provide detailed of the deltas formation. Many answers, such as the following, gave a partial explanation but could not be awarded full marks, 'Deltas are the mouths of rivers where rivers meet the sea and dump sediment **(rocks, soil) in** it.'

In this case the candidate needed to explain why the sediment is deposited due to changes in velocity and why this deposition results in a the formation of distributaries separating low lying land.

Q1(d).
As referred to above, this question related to a resource, in this case a photograph of the Khurdopin Glacier and the Shimshal River.

Candidates were asked to suggest reasons for glacial melt in Pakistan. Most answers refereed to global warming and climate change. When candidates failed to expand their answers beyond these two related concepts, they were awarded the maximum of two marks. However, some candidates effectively considered the impact of climate change and then suggested a second factor, as shown by the following which is part of an answer awarded four marks. ' In the northern areas, the glaciers face the latitudinal effect where they face direct and increased solar radiation during the summer which increases temperatures, resulting in ice melting and forming the melt water which produces water for rivers which is shown in the photograph.'

Q1(e)
Candidates were required to explain the processes which result in the formation of the Himalayan fold mountains. The majority appreciated that fold mountains result from tectonic plates converging, although a few candidates attributed their formation to earthquake activity. Candidates had to provide more than a some-what simplistic explanations of two plates moving towards each other causing the crust to be folded to reach the higher mark bands.

The following extract is from a level three answer and it is evident that the candidate fully appreciates the past and continuing processes responsible for the formation of the Himalayan mountains. 'The Himalayas, situated in the north-western region of Pakistan, are the result of tectonic plates pushing together. The Eurasian and Indian plates move together carrying landmasses towards each other. As this happened in the past a layer of sediment- some deep in a past sea- was pushed upwards causing the

Himalayan fold mountains to be formed. This folding process did not stop, the plates are in continuous motion meaning that the mountains are still rising at somewhere near 2cm a year.'

Q1(f)
The **Question 1(f)** section of introduced both assess as a command word and the opportunity for candidates to obtain up to eight marks. The question specifically asked candidates to consider non-renewable resources so it was disappointing to see a number of answers which discussed renewable resources such as solar and wind power generation.

A number of centres had evidently practised including some form of assessment, although this was frequently a short statement at the end of the answer, such as **'conclusively, exploitation leads to harmful consequences in all aspects of life.'** In the higher-level answers, candidates were able to make some effective and substantiated judgements through-out their response.

Section B.
The Human Environment

Q2a(i) and Q2(a)(ii)
These questions included a calculation and understanding of the term remittances. Most candidates were able to provide excellent definitions such as **'The overseas Pakistanis who send their earnings to their family in Pakistan are sending remittances.'**

Q2(b)
Candidates were asked to name two of Pakistan's important manufactured imports. A noticeable minority of candidates either named exports such as carpets, or refereed to non-manufactured imports, for example oil. Centres might find it useful to ensure that candidates are familiar with the terms import, export and manufactured.

Q2(c)
Candidates were required to consider one approach to managing food security in Pakistan. Some very comprehensive answers were seen, many of which concluded that increasing Pakistan's self -sufficiency, especially in wheat and rice, was the key to improving food security. However, some candidates tried to consider a range of methods or emphasised food hygiene rather than security and therefore limited the marks which could be awarded.

Q2(d)
This resource-based question provided candidates with information about Pakistan's railways in 2000 and 2016. Candidates were required to suggest reasons for the decline in passenger traffic and the number of freight trains. A number of candidates gave the same reasons, such as lack of speed or investment, to both aspects and therefore limited the marks which could be allocated. Highly achieving answers tended to notice that the total track length had remained constant and therefore concluded that there had been little investment or development of the rail network, while other forms of transport had been expanded, such as the Karakoram Highway, with the result that the rail system was unable to compete.

Q2(e)
This six-mark question asked candidates to explain the impact of globalisation on Pakistan.
Most candidates showed an understanding of globalisation and most were able to link the impacts of this to Pakistan, frequently referring to increased incomes but most profits going to other countries and not befitting Pakistan. The following middle-band answer provides some explanation but does not consider the impacts of globalisation fully in relation and with reference to Pakistan **'There would be more job opportunities and more minerals would be extracted. But there would be loss of our culture and earnings would then go to other countries and we would have to reduce our government's policies.'**

Q2(f)
A number of candidates were not familiar with the term **'regional disparities.'** This lack of familiarity meant that they were unable to answer the question effectively, and centres are urged to ensure that all the key ideas and terminology, **in this case 2.4,** the challenges of economic development for Pakistan, detailed content b, are fully understood.

Candidates who had a clear understanding, and were able to provide thoughtful evaluative comments, were able to assess the higher mark band.

An extract from one such answer is given here**. 'Should these areas get developed, as they are known to contain minerals resources such as gold, copper and iron, they will contribute extensively to the countries negative trade balance, improving exports and the economy. However, they are not. The only the two provinces are given economic value and the others are kept in the shadows, therefore Pakistan is not driving forward in terms of economic development.'**

Section C.
Challenges for Pakistan.

Q3a(i) and Q3(a)(ii) asked skills based questions for which most candidates had been well-prepared, although a few made errors when calculating the differences in HDI values in **section (i)**

Q3(b) This question required candidates to explain one cause of global warming. Many excellent answers were seen which explained one the increase in greenhouse gases and why this is resulting in climate change.

Some candidates, however, attempted to explain more than one cause and theretofore usually provided incomplete answers which could not be credited with the maximum mark.

Q3(c) This was a resource-based question. Candidates were provided with a photograph showing workers harvesting a crop by hand, and were asked to explain why subsistence farming creates challenges for farmers in Pakistan.
A surprising number answers did not refer to the resource, and tended to give descriptive rather than explantation comments such as **'Farmers have difficulty earning from small-holdings.'**

Q3(d)
Candidates were, in general, very familiar with the rising sea levels and the problems that are likely to occur. The highest achieving answers referred specifically to Pakistan, as shown by the following extract from a very detailed and comprehensive account. ' **Pakistan's main ports, including Karachi, play an important role because it is used for trading with other countries because of its central position, and ships use it for refuelling. Rising sea levels will therefore damage trade faculties and therefore damage Pakistan's foreign exchange resources.'**

Q3(e)
A number of candidates misunderstood the question and attempted to explain the causes of problems in a mega-city of Pakistan, rather than evaluating the strategies to reduce the impact of such challenges. Other candidates provided some very generic answers which did not address the problems of a specific city. In instances were the candidate wrote about the challenges, the strategies used and provided evaluations of this policies, some very detailed and effective answers were seen.