

NEPAL STUDIES

Paper 8024/01
Multiple Choice

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

Key messages

There was comparable performance between the different question types. Questions which tested the candidates' ability to interpret and analyse information, issues and perspectives were answered as well as those which tested knowledge and understanding.

- Questions linked to each of the contexts performed equally well, with improved performance on the Economics context questions compared with the first session in June 2016.
- Although marginal, candidate performance on the questions on issues in contemporary Nepal exceeded performance on the individual context questions (Culture, Economics, Geography and History and international).
- Candidates should carefully read all the details in a question before choosing their answer.

General comments

35 candidates took this paper and the mean mark was 18.0

The questions for which 80 per cent of candidates or more selected the correct answer were **2, 10, 11, 16, 17, 18, 25 and 26**. These covered the full range of syllabus content and skills. **Question 16** (94 per cent), **Question 11** (100%) and **Question 25** (94 per cent) had the highest rates of success. **Question 4** and **Question 20** proved more difficult than the test's intended targets. A small percentage of candidates scored very high marks. Most scored 15 marks or above suggesting a sound grasp of syllabus content and skills.

There was good performance on graph based questions but performance on picture based questions was inconsistent. The majority of indicators highlighted a similar level of candidate performance compared with the first sitting of the paper in June 2016.

Comments on specific questions

Question 4 is a clear example of the importance of reading the diagram and accompanying question clearly. 74 per cent of candidates selected option **C**, the location of the earthquake focus (where the earthquake originates below the earth's surface), rather than the location of the epicentre which is where the earthquake manifests on the surface of the earth. Only 26 per cent of candidates selected option **B** which was the correct key. This indicates that candidates may need to develop a more secure understanding of essential geographical terminology.

In **Question 12**, more candidates chose option **B** (40 per cent) rather than option **D** (34 per cent) the correct response however there was a fairly even spread of responses suggesting a degree of uncertainty or guessing amongst candidates about Prithvi Narayan Shah's motives.

Question 19 was answered correctly by 31 per cent (option **B**) but 40 per cent of candidates responded with option **D** which was not plausible. The need to meet new plant quality regulations in importing countries could be quite costly to the producers and reduce profits rather than increase the incomes of plant producers which the growing demand for MAPs in China is most likely to do.

Question 20 had the lowest number of correct answers from candidates (17 per cent). The question sought the correct terms to describe a tax on cigarettes and alcohol. The key is **D** because an indirect tax is a tax on the expenditure on goods and a regressive tax is a tax on goods that does not take account of the ability of an individual to pay that tax. The largest group went for option **A**. This indicates that candidates may need to develop a more secure understanding of key economic terminology.

Question 24 was answered correctly by 46 per cent of candidates (option **B**) but 49 per cent elected for option **C**. Option **B** is both economically and environmentally sustainable as income can be generated through expensive permits making it economically sustainable and a garbage deposit would encourage people to carry their rubbish with them and not litter the mountains making it environmentally sustainable as well. Therefore the **B** is the correct key. Option **C** is only environmentally sustainable and is less feasible to carry out because improving sanitation may be costly and collecting the rubbish physically challenging in the mountains.

NEPAL STUDIES

Paper 8024/02
Written Paper

Key messages

In **Section A** questions may require candidates to give and explain a reason or factor in bringing about an event or development. First, they must identify a valid reason and then must show how that reason helped to bring about the event in question. There must be a 'this factor brought about this event because' element in the response and to be rewarded the explanation given must be consistent with the reason identified.

Likewise, if candidates are required to explain an inference from a picture or source, they are being asked to explain what the source means, rather than simply write about what it shows. The inference must be valid to be rewarded and the explanation must be consistent. This is illustrated in more detail in the comments on the specific questions which follow.

Candidates should support their answers with specific details and examples. This is particularly true of answers to **Section A** part (c) and **Section B** questions. 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.

General comments

It is important that sufficient time is allowed to plan answers to the (c) questions in **Section A** and **Section B**. In general, answers to these questions lacked range in terms of the issues discussed and depth in exemplification. While it is not expected that every aspect of the topic will be discussed, responses should aim to cover more than one issue or factor. The best answers seen in the extended responses were supported by reference to specific examples. However, there were many answers which contained little more than generalisations. Taking time to plan answers allows candidates to consider the full implications of the question and produce a better organised and more effectively supported response.

Some questions contain a short quotation which acts as a prompt to encourage discussion. It is acceptable to disagree with the prompt and conclude that it is wrong or does not accurately represent a situation. Some responses were assertive in their challenge to a question and only those which provided reasoned arguments were rewarded in the higher levels.

A few candidates attempted **Section A, Question 1** and then found themselves in difficulties with part (c). It is certainly helpful if candidates spend a few minutes reading through the questions and weigh up their options. There were very few rubric infringements and this suggests that candidates are taking a considered approach.

Comments on specific questions

Section A

Question 1

- (a) This question was answered well. The most frequently seen incorrect answer was Kantipur which could not be credited as it was mentioned in the question. Responses to (ii) were sound and many showed good understanding of reasons why Prithvi Narayan Shah gained control of the Kathmandu valley. There were some weak responses where reasons were identified but not developed. To gain full marks two separate reasons were required and some explanation of each reason was needed. Simply stating that Prithvi Narayan Shah 'gained control of the valley because

it was a nice place' was to miss the point of the question. The best responses covered a range of ideas from how the army was led and organised, the way that disputes between leaders in the valley were exploited and the impact of cutting off supply lines to the valley, showing how each reason helped in gaining control.

- (b) The best responses to (i) drew inferences from the source about conducting elections and explained these with reference to the source. Issues such as the possibility of corruption, likelihood of low turnout and lack of information for voters were mentioned in many answers. Weaker responses tended to copy out information from the source without drawing an inference. For instance, writing that 'some had to walk 28 miles to vote' could not be credited without an inference being drawn. The best answers explained that the distances involved in voting would mean that people would be less likely to vote, leading to lower turnout and raising questions about the legitimacy or representativeness of the government elected. While most responses to (ii) correctly identified ways in which the Panchayat system strengthened the monarchy, only some offered a clear explanation. For instance, many responses pointed out that political parties were banned but explanations of how this strengthened the monarchy were less frequently developed. Some spent valuable time discussing whether the Panchayat was a good idea which was outside the remit of the question and could not be rewarded.
- (c) The most successful responses demonstrated a sound understanding of the question and discussed the impact of poverty and exclusion on the escalation of the Maoist rebellion. Such answers recognised the need to reach a balanced conclusion by considering the given factors alongside other factors such as the impact of the political situation in Nepal. Relatively few responses contained detailed references to explain the impact of poverty and exclusion by considering which groups of people supported the Maoists or why certain of their policies were popular. Most answers lacked either range or depth and some offered little more than assertion. 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 using specific examples.

Question 2

- (a) Most answered (i) correctly with accurate references to features of Tharu life such as naming key celebrations, or giving details of traditional costume and lifestyle. Simply writing that 'the Tharu had different customs and culture' was not creditworthy but was seen in some of the weaker responses. In part (ii) it was necessary to identify and explain two separate reasons why the internet could be considered as a threat to Nepal's linguistic diversity. This question was generally answered well with most answers explaining that the content of the internet is generally in English or Nepali and that minority languages are not seen and therefore could become less known and used. As with **Question 1 a(ii)** the best responses contained a clear explanation, in this case of how the issue identified could impact on linguistic diversity.
- (b) Almost all responses to (i) identified an issue about access to facilities in Dalit households, most commonly explaining that Dalit generally have less access to facilities such as electricity compared with the rest of the population of Nepal. Some weaker responses described the content of the table without drawing inferences. Better answers explained what the figures meant and some recognised that Tarai Dalit had better access to transport and explained why this might be the case. Many responses to (ii) made a good attempt to discuss reasons why Dalit have struggled to overcome social exclusion. 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 and wrote about the same factor twice.
- (c) The best responses covered a range of reasons for gender inequality. The given factor (a lack of educational opportunities) was generally discussed and often explained in terms of traditional values. Other issues, such as discrimination based on ethnicity and caste were sometimes mentioned. A considerable number of responses noted that the situation in terms of educational opportunities for girls was changing and some felt that the statement in the question no longer applied. Others attempted to differentiate between areas of Nepal, most often claiming that while the statement might be true for rural areas it was no longer true of urban districts. Some were quite strident in their approach and tried to demonstrate that the prompt in the question was incorrect by making assertions to contradict it. More nuanced and perceptive responses considered whether women in Nepal had greater equality, often recognising that while some women have achieved political power and equal status, the situation is not yet even across the country and across all

groups of women. Weaker responses tended to focus on a single issue and therefore lacked the range required for the higher mark bands.

Question 3

- (a) This question was answered well. Part (i) was often answered correctly with many responses citing life expectancy, education or literacy rates and gross national income as indicators used in HDI. The most commonly incorrect answers were sanitation and remittances. Responses to (ii) were generally accurate and showed a good understanding of how HDI covers a range of economic and social indicators and is therefore a better indicator of development than GDP.
- (b) Part (i) required candidates to explain the message of a cartoon. In common with **Question 1 (b)(i)** it was necessary to draw and explain inferences from a given source. A significant proportion of answers missed that the cartoon was about the impact of the 2015 earthquake on Nepal. The best responses understood the message to be that the task of rebuilding in Nepal after the earthquake was massive – harder than climbing Everest. Many identified sub-messages about there being a lot for the aid workers to do in Nepal. A small minority misinterpreted the cartoon and thought that it was about mountaineers coming to Nepal but such responses were relatively rare. Answers to (ii) showed good understanding of the risks of aid dependency although some marks were lost through a lack of explanation.
- (c) The most effective responses showed a good understanding of the ways in which foreign aid funded infrastructure projects could bring social and economic benefits to Nepal. Only a few made the required distinction between rural and urban areas. Most discussed benefits in general terms, recognising that better transport could encourage economic development and that the provision of clean water supplies would reduce illness. Only the very best answers contained references to specific infrastructure projects to illustrate the points made. This lack of exemplification was the main characteristic of weaker responses. Some attempted to answer this question with only a hazy understanding of the term ‘infrastructure’ and struggled to engage with it effectively.

Section B

Question 4

- (a) The best responses covered a range of issues to provide a developed discussion of the pressures on forest resources. The most frequently seen issues included clearance for housing and agriculture, collection of firewood, illegal activities such as poaching or logging and use of forests for tourism. While most responses described the pressures, it was less common to see answers which were effectively balanced between both aspects of the question and sound explanations of sustainable forest management were rarely seen. Some considered possible methods of forest management in general terms but only a few responses referred to Community Forest User Groups. The main shortcoming of answers was a lack of specific examples to support points. The weakest answers tended to lack range in terms of the pressures considered and entirely overlooked the second part of the question.
- (b) The most effective responses understood that there were several ways in which National Parks could cause a conflict of interest. The most frequently discussed aspect was the competing needs of the villagers in the parks who require farm land, want to protect their livestock and to collect firewood with the desire of the park authorities to protect the animals and resources. The very best responses showed awareness of specific issues in particular parks. However, this was unusual and most answers were general with little, if any, reference to specific examples. Very few addressed the ‘to what extent’ element of the question and struggled to reach a balanced conclusion. Some misinterpreted the idea of a ‘conflict of interest’ and approached the question as though they had been asked to argue whether National Parks were a good idea. This was essentially misreading the question and led to answers which were often assertive and unfocused.

Question 5

- (a) The best responses offered a clear definition of ‘cultural tourism’, usually explaining that it was concerned with the lifestyle and cultural practices of different groups of people within Nepal. The definition was important to keep the answer focused and those who did not address this first in their response invariably lapsed into a discussion of the development of tourism in general. Responses showed awareness of tourists taking part in homestays and visiting specific groups like the Tharu

to experience their lifestyle and traditions. Some strengthened their answers by showing how cultural tourism has been developed, considering that some regions benefit while some do not, and that developments in infrastructure are important. In spite of the requirement stated in the question to use examples, weaker answers tended to be vague, making assertions about tourism without a focus on culture and with no specific examples.

- (b) Good knowledge of intangible heritage enabled some candidates to write well-informed responses, showing a range of examples, such as oral traditions, social practices and traditional craftsmanship. The best responses also considered the ways in which intangible heritage can be preserved, for instance by referring to UNESCO's intangible heritage list or discussing the possible role of museums. Very few responses assessed the methods of preservation to consider which might be most effective method. In common with responses to other questions in **Section B**, the weakest responses were limited by a lack of specific examples. A few candidates answered this question without a clear understanding of the difference between tangible and intangible heritage, electing instead to write about buildings which were not relevant and could not be rewarded.

Question 6

- (a) Most responses reflected clear understanding of the reasons why it took from 2008 to 2015 to agree a new constitution for Nepal. The most frequently discussed factors included the diversity of Nepal with different groups wanting different things from the constitution, political arguments about voting procedures and rights and the threat of violence from those who feared their needs would not be met. A few responses drew comparisons with constitutions written under the monarchy, seeing this as a much simpler process as the constitution was written by commissioners whose task was to reflect the will of the King – a democratic process would obviously be more protracted. Answers were generally well-informed but some could have been improved further by considering the relative significance of factors. Where answers were weaker it was usually because of addressing only one reason for the length of time it took to agree the constitution.
- (b) Responses to this question were generally well-informed and most demonstrated good understanding of Nepal's changing relationship with China. Responses were aware of the impact of the blockade with India on Sino-Nepalese relations and of recent trade agreements with China. By comparison with responses to other **Section B** questions, answers generally made good use of specific details to support their points, for instance citing that 30% of tourists to Nepal now come from China. Most responses also aimed to achieve balance by considering Nepal's relationship with India. The most commonly seen conclusion was that although China is increasingly important to Nepal, the relationship with India is more significant. It was also acceptable to consider Nepal's wider foreign policy aims through organisations such as SAARC. Weaker answers were less common but generally resulted from an unbalanced approach where the given factor (improving relations with China) was either ignored in favour of a discussion of relations with India or was the sole focus of the response.