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PAKISTAN STUDIES

2059/01

Paper 1 The History and Culture of Pakistan

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MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	According to Source A, what reasons are suggested for the introduction of the Defence of India Act in 1915?	3
	Level 1: One mark for each correct statement identified from the source; allow a second mark for a developed statement from the source 1–3 e.g. • To secure safety of population • To uphold the law • To punish violations of the law • Defence of British Empire in India • To deter plots / conspiracies against British government	
	No evidence submitted or response does not address the question 0	
1(b)	How does Source B help us to understand what happened at Jallianwala Bagh in 1919?	5
	Level 3: Inference(s) supported by detail from the source and/or contextual knowledge 4–5 (Four marks for one supported valid inference, five marks for two or more supported valid inferences) e.g. • There would have been a panic when Dyer and his troops opened fire on 13 April 1919 • With thousands of people in the park, there would have been a rush to get out, but the narrow entrance shown in the source would hem people in • It would have been a crush, a stampede, and the high walls shown in the source would have added to the panic • Many would have been killed because of the narrow alleyway shown in the source.	
1(b)	Level 2: Unsupported valid inferences 2–3 (Two marks for one unsupported inference, three marks for two or more unsupported inferences) e.g. • It would have been very crowded • Difficult to get out in a hurry • There would have been panic • Chaos	
	Level 1: Identify surface features from the source 1 e.g. • Narrow entrance • High walls	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
1(c)	Why was India not granted self-rule by Britain in 1919? Level 3: Explains reasons 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. • Britain was severely weakened after WW1, especially economically. All colonial nations were facing demands from their colonies for independence in one form or another, and Britain viewed India as the jewel of the Empire. • Britain's standing as a world power would be weakened if it gave in to Indian demands. • Strategically, India was important for the British navy and British influence in the region. Therefore the British were reluctant to give in to Indian demands • There were many thousands of British people living in India who could not be abandoned. The British government did not want to lose these businessmen, missionaries and civil servants. Level 2: Identifies reasons 2–4 (One mark for each identification) e.g. • The British would not give in to Indian demands • Britain did not want to lose trade links with India • Many British people lived there Level 1: Simple statement 1 (One mark for each identification) e.g. • India was too valuable to Britain No evidence submitted or response does not address the question 0	7

Question	Answer	Marks
1(d)	Which of the following had the most important effect on the Pakistan Movement between 1909 and 1919? (i) the Morley-Minto reforms, 1909 (ii) the reversal of the partition of Bengal, 1911 (iii) the Lucknow Pact, 1916 Explain your answer with reference to <u>all three</u> above.	10
	Level 5: Explains and makes judgement / evaluation 10 (As top of Level 4 plus judgement / evaluation)	
	Level 4: Explains IMPACT of two or more events 6–9 (Two explanations are worth 6 or 7 marks. Additional explanations on the same two events cannot be awarded more than 8 marks. Explanation of all events is worth 9 marks) • Morley-Minto Reforms became law in 1909 as the Indian Councils Act. The importance of the Councils, which were enlarged, was to ensure that Indian legislators were given a chance to express their opinions. The British also accepted the right of the Muslim community to have a separate electorate • The Hindu community reacted to the Partition of Bengal with protests. The decision by the British to reverse the partition was seen as a victory by the Hindu community, but as betrayal by the Muslim community who now realised how important it was to ensure the success of the Muslim League for the Muslim community to prosper in India. They felt they could no longer rely on either Congress or the British to protect their interests. • The Lucknow Pact of 1916 was an agreement between the Muslim and Hindu communities, which presented a number of political demands to the British government to show a united front and produce common aims. For the first time, the Hindu community acknowledged that the Muslim community had the right to a separate electorate and the Lucknow Pact was seen as a promise of hope for the future.	
	Level 3: Explains ONE event 5–7 See exemplars in L4	
	Level 2: Identifies aspects of/describes events 3–4 e.g. • Morley-Minto Reforms later became the Indian Council Act	
	Level 1: Simple statement(s) 1–2 Unsupported judgement(s)/assertion(s) e.g. • The Morley-Minto reforms had the biggest impact	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
2(a)	Who was Lakshmibai?	4
	Level 1: One mark for each relevant point, two marks for a developed statement 1–4 e.g. - Known as Rani of Jhansi - She led the rebel sepoys - Opposed British after they regained control of Lucknow in 1857 during War of Independence - Tatya Topee who was an Indian general assisted her - In June 1858 she dressed as a man and was killed by the British in the battle for Gwalior - The war quickly came to an end after her death.	
	No evidence submitted or response does not address the question 0	
2(b)	Why did Syed Ahmad Barelvi call for Jihad to overthrow Sikh rule in the early nineteenth century?	7
	Level 3: Explains reasons 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. - To restore the Muslim faith and, by doing so, achieve religious and spiritual freedom for the Muslim community - With Punjab under Sikh rule, Punjabi Muslims found it difficult to practise their religion - Syed Ahmad Barelvi believed that there was a need to end the difficulties facing Islamic society and having identified Sikh rule as the dominant force in the Punjab targeted them at first.	
	Level 2: Identifies reasons 2–4 (One mark for each identification) e.g. - Punjabi Muslims found Sikh rule oppressive - He wanted to restore the Muslim faith - He wanted to end the difficulties facing Islamic society - He wanted to liberate the Punjab and NWFP from Sikh rule.	
	Level 1: Simple statement(s) 1 (One mark for any simple statement) e.g. Punjab was under Sikh rule	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
2(c)	Was British expansion in India the most important reason for the decline of the Mughal Empire? Explain your answer. Level 5: Explains with evaluation 14 (As top Level 4 plus judgement or evaluation) Level 4: Explains <u>WHY</u> British expansion AND other reasons led to the decline of the Mughal Empire 9–13 e.g. - British expansion into the subcontinent was rapid. They were experienced in warfare and had many weapons and other resources, so they were difficult to defeat. <u>Other reasons</u> - The Emperors were suspected of spending money with little thought to the effect it had on the economy of the Empire. This led to inefficiencies in the running of the Empire - The absence of a definite line of succession led to a significant amount of in-fighting amongst his successors, which also led to instability - Aurangzeb introduced a tax on non-Muslims, called the Jizya. He destroyed Hindu temples and tried to ban Hindu practices. As a result he faced insurgencies throughout his reign - Taxation was high as Aurangzeb had to pay for the cost of military campaigns such as the Deccan Wars. He also spent highly on luxurious palaces. Because of this he became an unpopular ruler and enabling opposition to his rule and the Empire to grow. - The expense of fighting the Deccan Wars meant there was little money for the upkeep of the Empire - The military lacked investment, which meant they were reliant on outdated weaponry and were easily overpowered - Financial inefficiencies meant that money that could have been used to support the Empire, had been wasted - The size of the Empire meant that it was very difficult to defend from multiple invasions; the Empire's armies became exhausted in trying to repel them. - The Marathas were skilful Hindu guerrilla fighters who defeated a Mughal army in 1737 and took control of Delhi and eastwards towards Bengal. By 1760, they were the most powerful people in India and the Mughals could do nothing to stop it. Level 3: Explains <u>WHY</u> British expansion OR other reasons led to the decline of the Mughal Empire 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks) See exemplars in L4	14

Question	Answer	Marks
2(c)	Level 2: Identifies / describes reasons 3–6 (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks) e.g. • Aurangzeb introduced Jizya • The size of the Empire	
	Level 1: Simple statement 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks) e.g. • The Mughal Empire was weak	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
3(a)	What was the Communal Award?	4
	Level 1: One mark for each relevant point, two marks for a developed statement 1–4 e.g. • 1932 • Announced by Ramsey MacDonald after the Second Round Table Conference • Right of separate electorate recognised for all minorities • Principle of weightage applied • Unpopular with the Muslim community as it reduced their majority in Punjab and Bengal. • The Muslim community accepted it • Congress rejected it • Gandhi protested by fasting • Untouchables were recognised as a mainstream member of Hindu society.	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
3(b)	Explain how the British reacted to Hindu-led protests against the Partition of Bengal between 1906 and 1908.	7
	Level 3: Explains ways the British dealt with Hindu-led protests 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) • Newspapers and public meetings had restrictions placed upon them and editors of newspapers / journalists were prosecuted and imprisoned • The Press Act of 1908 placed further restrictions on newspapers and gave the government greater control over them. • One organiser of Hindu-led demonstrations, Tilak of Poona was sentenced to 6 years imprisonment. Others were deported or left the country of their own accord rather than face imprisonment • Another approach intended to win support of the more moderate Hindus by making reforms. Lord Minto the Viceroy worked with John Morley, the Secretary of State for India, on reforms that became the Morley-Minto reforms in 1909.	
	Level 2: Identifies ways British dealt with Hindu protests 2–4 (One mark for each identification) e.g. • Demonstrations broken up • Organisers imprisoned / deported • Restrictions on newspapers • Discussion/negotiation (with moderate Hindus)	
	Level 1: Simple statement(s) 1 (One mark for any simple statement) e.g. • Hindu groups felt angry	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	Was the introduction of the Wardha Scheme the main reason why Congress rule (1937–1939) was disliked by Muslim community? Give reasons for your answer.	14
	Level 5: Explains with evaluation As top of Level 4 plus judgement or evaluation	14
	Level 4: Explains <u>WHY</u> the Wardha Scheme AND other reasons meant Congress rule was disliked by the Muslim community e.g. <u>Wardha Scheme</u> - The Wardha Scheme was imposed on the Muslim community. Under this scheme, students learned vocational skills and were taught in Hindi. This was resented by the Muslim community who saw it as an attempt to move them away from Islam. <u>Other reasons</u> - They felt that it threatened Muslim culture and identity. - Hindi was enforced as the official language as a consequence the Muslim community felt oppressed - There were violent incidents where Muslims and their property were attacked by Hindus leaving the community feeling unsafe - Azaan was forbidden and mosques attacked. Muslims felt persecuted - The Bande Matram, a song adopted in the provincial assemblies sung at the beginning of each day was contained challenging content for Muslims.	9–13
	Level 3: Explains <u>WHY</u> the Wardha Scheme OR other reasons meant Congress rule was disliked by the Muslim community 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks) See exemplars in L4	
	Level 2: Identifies / describes reasons (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks) e.g. - Muslims had to observe the Wardha Scheme - Muslims were made to sing the Bande Matram	3–6
	Level 1: Simple statement(s) (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks) e.g. Their complaints were ignored	1–2
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(a)	Describe the refugee crisis of 1947.	4
	Level 1: One mark for each relevant point, two marks for a developed statement 1–4 e.g. • Summer (1947) saw rioting and violence between Muslim and non-Muslim communities across India • After the Boundary Award, millions of people found themselves in the ‘wrong’ country and vulnerable to attacks • Migration then took place with Muslims moving into Pakistan and non-Muslims moving into India • Over 10 million people were involved in this migration • Communal violence lead to many deaths • Up to 1 million people may have been killed as a result of the migration or attacks • 20 million people were made homeless • Karachi received 2 million refugees.	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(b)	Why did educational reform become such an important issue between 1947 and 1999?	7
	Level 3: Explains reasons 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. • A large proportion of the population was illiterate and many children did not go to school at all. Improving literacy through education will ultimately be of benefit to the economy / nation, e.g. higher GDP, higher growth, less unemployment, reduced poverty • One challenge was the amount of government investment. Successive governments prioritised defence over education. Therefore there was less money available for spending on education. • Spending on education takes years to prove effective. Many saw Pakistan's problems as being immediate and in need of solution then rather than in years' time.	
	Level 2: Identifies reasons 2–4 (One mark for each identification) e.g. • Many children did not go to school • There were high levels of illiteracy • Some people argued more money should be spent on schools	
	Level 1: Simple statement(s) 1 (One mark for any simple statement) e.g. • Education is beneficial for people	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	In which of the following did Zulfikar Ali Bhutto have most success? (i) reform and control of the armed forces (ii) constitutional reform (iii) education and health reforms Explain your answer with reference to <u>all three</u> of the above.	14
	Level 5: Explains with evaluation 14 As top Level 4 plus judgement or evaluation.	
	Level 4: Explains IMPACT of two or more reforms 9–13 (Two explanations are worth 9 marks. Additional explanations awarded up to 13 marks) - Bhutto was concerned about the army and decided that he should assert his control. He made the army and air-force chiefs resign. This made his position more secure. - A new constitution in 1973 established a Senate giving the opportunity for professionals, academics and specialists to work together. It also safeguarded the interests of minority provinces, which now had an equal status in the Senate. It marked the return to a form of parliamentary democracy, the basis upon which Pakistan has been governed to the end of the twentieth century, apart from when it was suspended due to martial law. One of the main weaknesses of the new constitution was that the focal point of political power lay with the party leadership and Bhutto in particular. When things went wrong he was blamed, which made him vulnerable - His education reforms, introduced free primary education. New schools were planned and all private sector schools were nationalised. The aim was to increase the literacy rate and raise academic standards. The changes in education led to overcrowding in existing schools whilst new ones could be built. The reforms had limitations since the building of new schools and the recruitment of new teachers could not be achieved quickly and was also very expensive. - His health reforms attempted to improve infant mortality and age expectancy rates by introducing Rural Health Centres and Basic Health Units. Pharmaceutical companies were banned from charging for a particular medical brand name and so medicines became cheaper. However, this did see the profits of chemists fall drastically and many international drug companies closed down their operations in Pakistan, meaning that Pakistan lost income.	
	Level 3: Explains one reform 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks) See exemplars on L4	

Question	Answer	Marks
4(c)	Level 2: Identifies / describes reforms/their successes (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks) e.g. • Bhutto introduced free primary education	
	Level 1: Simple statement(s) 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks) e.g. • The armed forces reforms were the most important	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
5(a)	What was the Eighth Amendment?	4
	Level 1: One mark for each relevant point, two marks for a developed statement 1–4 e.g. • 1985 • Introduced by Zia, after lifting of martial law • It confirmed all previous acts of the martial law period with no right of appeal • President could appoint Prime Minister, Governors of Provinces and other officials • President could dismiss Prime Minister and National Assembly • Firmly established Presidential rule.	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
5(b)	Explain why Urdu was chosen as the national language of Pakistan in 1947.	7
	Level 3: Explains reasons 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. • Historic importance as it was the language associated with the Pakistani Movement throughout its struggle with the British and the Hindu community • Closely linked to Islamic writings therefore it united the Muslim community • After Independence it was felt that the language was the uniting force behind the nation so the government committed to using it at all levels in society.	
	Level 2: Identifies reason(s) 2–4 (One mark for each identification) e.g. • Understood by most Pakistanis • Had a historic significance • Brought people together • A link language	
	Level 1: Simple statement(s) 1 (One mark for any simple statement) e.g. • It is popular	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	How successful was Pakistan in its relationship with China between 1947 and 1999? Give reasons for your answer.	14
	Level 5: Explains with evaluation As top of Level 4 plus judgement or evaluation	14
	Level 4: Explains impact of success AND lack of success in relationship (Two explanations are worth 9 marks. Additional explanations awarded up to 13 marks) e.g. <u>Success</u> • Support for China joining the UN in 1952 following China's support of Pakistan's Kashmir policy showed the two countries were willing to work together • Boundary issues settled in the 1963 agreement showed the two countries were looking to the future rather than the past • Trade developed in 1960s – a \$60 million long term interest free loan regarding import of machinery • China permitted Pakistan International Airlines to use any Chinese airport in 1963 increasing movement and trade between the countries • Increased numbers of visitors from China – journalists, engineers, scientists etc. • China gave Pakistan full support during the 1965 war with India, including military aid which indicated strong relationships (money, weapons) • In 1978, Karakoram Highway provided the first road link and opened 2 countries up to trade and tourism • In 1986, a nuclear power treaty was signed, indicating the wish of the two countries to be allies and work together. <u>Less Success</u> • In 1958/9 Pakistan was developing closer relations with USA and voted against China's admission to UN and condemned China's military involvement in Tibet • During the 1971 war, China could offer less support to Pakistan due to pressure from the USSR on China • There were differences of opinion over Kashmir • China cooled relations due to concerns that dissent/instability might be caused amongst Muslims living in China.	9–13
	Level 3: Explains success OR lack of success in relationship (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks) See exemplars on L4	7–10

Question	Answer	Marks
5(c)	Level 2: Identifies / describes the relationship 3–6 (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks) e.g. • A narrative account relating to trade • Wars with India • Attitudes of USA • Attitude of USSR	
	Level 1: Simple statement(s) 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks) e.g. • Good / bad most of the time • Uneven / up and down	
	No evidence submitted or response does not address the question 0	