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PAKISTAN STUDIES

0448/01

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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This document consists of **14** printed pages.

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.

Generic levels of response marking grids**Table 1**

The table should be used to mark the part (c) question in **Section A** and part (b) questions in **Section B**.

Target: Demonstrates knowledge and understanding of the past through historical explanation (AO1, AO2)		Marks
Level 3	Explanation • one explanation [5] • two explanations or one <i>developed</i> explanation [6] • additional explanation(s) and/or <i>developed</i> explanation(s) [7] Supported by relevant and accurate contextual knowledge	5–7
Level 2	Identification/description Identifies and/or describes using relevant and accurate contextual knowledge (1 mark per identification/description)	2–4
Level 1	General answer Valid general comment lacking specific knowledge	1
Level 0	No creditable response	0

Table 2

The table should be used to mark the part (c) questions in **Section B**.

Target: Demonstrates knowledge and understanding of the past through historical explanation and an ability to analyse and evaluate historical events (AO1, AO2)		Marks
Level 5	Explanation with evaluation/judgement • explanation at the top of Level 4 with an evaluation/judgement supported by relevant and accurate contextual knowledge [13] • explanation at the top of Level 4 with a <i>developed</i> evaluation/judgement supported by relevant and accurate contextual knowledge [14]	13–14
Level 4	Explanation of both sides of the issue • one explanation of each side of the issue [10] • two explanations or one <i>developed</i> explanation of one side of the issue and an explanation of the other side of the issue [11] • additional explanation(s) and/or <i>developed</i> explanation(s) from either side of the issue [12] Supported by relevant and accurate contextual knowledge	10–12
Level 3	Explanation of one side of the issue • one explanation [7] • two explanations or one <i>developed</i> explanation [8] • additional explanation(s) and/or <i>developed</i> explanation(s) [9] Supported by relevant and accurate contextual knowledge	7–9
Level 2	Identification/description of the issue Identifies and/or describes the issue using relevant and accurate contextual knowledge (1 mark per identification/description)	3–6
Level 1	General answer Valid general comment(s) lacking specific subject knowledge (1 mark per general comment)	1–2
Level 0	No creditable response	0

Question	Answer	Marks
1(a)	According to Source A, what examples of ‘enormous progress’ (line 1) had the Muslim League made? Target: AO4 • it had ‘become a strong institution’ • it would be ‘capable of having a long-term influence’ • ‘the League was a great success’ • the British ‘were taking the Muslim League seriously’ [1] ‘and thought of them as a major power’ [1] • ‘Muslim India was now politically ‘conscious and awake’ • ‘the Muslim League would be a permanent feature of Indian politics’ One mark for each relevant statement correctly identified from the source. Note: candidates may paraphrase but content must be derived from the bullet point statements above.	3
1(b)	What can we learn from Source B about the tensions that existed over the future of the subcontinent? Target: AO1, AO4 Level 3 (4–5 marks) Supported valid inference(s) • one valid inference supported by a surface feature from source B [4] • additional valid inference(s) supported by surface feature(s) from source B or one valid inference supported by a surface feature from source B and contextual knowledge [5] Level 2 (2–3 marks) Unsupported valid inference(s) • one unsupported valid inference [2] • additional unsupported valid inference(s) [3] Level 1 (1 mark) Identifies a surface feature Any correct surface feature taken from source B [1] Level 0 (0 marks) No creditable response Note: an unsupported valid inference can only be credited if it can be inferred directly from the source. Note: In Levels 1–3 a response that does not use source B cannot be credited.	5

Question	Answer	Marks
1(b)	Indicative content Surface feature • two elephants are clashing/facing/charging/fighting each other • the elephant on the left is labelled Hindu India • the elephant on the right is labelled Muslim India • the lion/monkey/man is labelled Attlee • there is a lion/monkey/man in between the two elephants/in the middle • the lion/monkey/man is wearing bandages • the lion/monkey/man is saying 'no more of that I'm leaving'/I'm leaving Valid inference • it was between two powerful sides/two sides who were determined/wanted different things • it damaged Britain • both sides were attacking Britain • it shows the British are failing/lost control/struggling for control • it shows the Muslims and Hindus rejected British rule • it shows the British were under pressure • it shows there was tension between the Muslims and Hindus • neither side/community look prepared to 'give in'/concede ground • tensions between the three figures were longstanding • it shows that Britain had a role as negotiator • efforts by the British to intervene have been unsuccessful and damaging to Britain Contextual knowledge • the Cabinet Mission Plan, 1946 • threat of civil war after Direct Action Day in August 1946 • formation of an interim government in September 1946 (led by Nehru) • the 3 June Plan, 1947 • 'Hindu India' wanted a united India and 'Muslim India' wanted an independent state of Pakistan • Britain wanted to leave India, but would only do so once Mountbatten's plan had been implemented Other relevant responses should also be credited.	
1(c)	Explain why the Cripps Mission had limited success in 1942. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Congress rejected it • the Muslim League opposed it • Britain was concentrating on the War • this combined rejection demonstrated the weakness of the proposals made Other relevant responses should also be credited.	7

Question	Answer	Marks
1(d)	‘Disagreement over the future role of central government in the subcontinent was the main reason for the breakdown of the Gandhi–Jinnah talks in 1944.’ How far do you agree with this statement? Explain your answer. Target: AO1, AO2 Level 5 (10 marks) Explains with evaluation/judgement Explanation at the top of Level 4 with an evaluation/judgement supported by relevant and accurate contextual knowledge Level 4 (7–9 marks) Explanation of both sides of the issue • one explanation of each side of the issue [7] • two explanations or one <i>developed</i> explanation of one side of the issue and an explanation of the other side of the issue [8] • additional explanation(s) and/or <i>developed</i> explanation(s) from either side of the issue [9] Supported by relevant and accurate contextual knowledge Level 3 (4–6 marks) Explanation of one side of the issue • one explanation [4] • two explanations or one <i>developed</i> explanation [5] • additional explanation(s) and/or <i>developed</i> explanation(s) [6] Supported by relevant and accurate contextual knowledge Level 2 (2–3 marks) Identification/description of the issue Identifies and/or describes the issue using relevant and accurate contextual knowledge (1 mark per identification/description) Level 1 (1 mark) General answer Valid general comment lacking specific subject knowledge Level 0 (0 marks) No creditable response	10

Question	Answer	Marks
1(d)	Indicative content May agree that the disagreement over the future role of central government in the subcontinent was the main reason for the breakdown of the Gandhi–Jinnah talks in 1944: • Gandhi wanted central government to have control over defence and foreign policy • Jinnah thought such matters should be in the hands of local government and/or provinces counter-arguments might include: • Gandhi felt that partition should not be discussed until after the British left India. Jinnah wanted partition before the British left as Congress were unlikely to agree to it once the British had gone. • Gandhi considered himself to be speaking for all of India. Jinnah reminded him that, as a Hindu, Gandhi was only the spokesman of Congress. • Gandhi and Jinnah disagreed over the ‘Two-Nation’ Theory which had become official Muslim League policy. Other relevant responses should also be credited.	

Question	Answer	Marks
2(a)	Describe what happened at the battle of Balakot. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • it took place in 1831 • Syed Ahmad Barelvi was killed [1] along with Shah Ismail, his commander [1] • Syed Ahmad had hoped to liberate Kashmir and Hazara • Balakot was thought to be safe [1] as it was protected on three sides by mountains [1] • Syed Ahmad was betrayed by local leaders [1] who told the Sikhs a way through the mountains to Balakot [1] • the Sikhs led by Ranjit Singh [1] launched a surprise attack [1] who outnumbered Syed Ahmad’s forces [1] • 600 of Syed Ahmad’s forces were killed Other relevant responses should also be credited.	4

Question	Answer	Marks
2(b)	Explain why Haji Shariatullah was an important figure in the revival of Islam during the eighteenth century. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • he founded the Faraizi Movement • he felt that the Muslim community were treated badly by Hindu groups • he felt that the Muslim community were demoralised Other relevant responses should also be credited.	7
2(c)	To what extent were military factors the main cause of the War of Independence in 1857? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that the main cause of the War of Independence of 1857 was military factors. • the British introduced a new cartridge, which was thought to be coated in grease made from pig and cow fat • the sepoys' religious beliefs were offended as they had to handle the new cartridge which was coated with cow and pig fat • the sepoys started a revolt as they refused to handle the new cartridges • most of the soldiers in the East India Company's army were Indian but virtually all the officers were British which created discontent • the Indian soldiers and particularly the Hindu soldiers were unhappy at being sent to fight abroad in Afghanistan counter-arguments might include: • Christianity was taught to Indian children • English became the language in which education was given • Indian people had to send their children to co-educational schools • cultural traditions were abolished/ignored • high taxation was imposed by the British • the 'Doctrine of Lapse' was introduced in 1852 • the East India Company banned the export of cotton goods from India in 1800 • poverty increased amongst Indian people Other relevant responses should also be credited.	14

Question	Answer	Marks
3(a)	Describe the purpose of the Mohammedan Anglo-Oriental College. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • to replicate the pattern of the English public school/university system • to form the basis of a Muslim university • to offer western [1], Islamic [1] and Indian education [1] and modern scientific developments [1] • to offer the Muslim community an education [1] comparable to that of Hindus [1] because Hindus were advancing/give Muslims the opportunities of/ in society/status [1] and employment [1] to improve their relations with the British [1] • to become a symbol of Muslim unity • to educate future leaders of Pakistan [1] e.g. Liaquat Ali Khan/ Muhammad Ayub Khan [1] Other relevant responses should also be credited.	4
3(b)	Explain why Muhammad Ali Jinnah produced his 14 Points in 1929. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • as a counter to the Nehru Report • Jinnah's proposed changes to the Nehru Report were rejected • the Muslim community wanted a separate homeland • Jinnah's 14 Points aimed to benefit the Muslim community • to unite Muslim groups behind Jinnah's leadership/philosophy Other relevant responses should also be credited.	7

Question	Answer	Marks
3(c)	To what extent was the need for a political party to represent the Muslim community the main reason for the establishment of the All-India Muslim League in 1906? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that the need for a political party to represent the Muslim community was the main reason for the establishment of the All-India Muslim League in 1906: • Muslim community could not rely on Congress to further their interests e.g. education and economic well-being • to take advantage of the support given by the British Liberal government to the Muslim community • to promote the political rights and identity of the Muslim community • Simla Deputation achieved the promise of separate electorates propelling the Muslim community towards the formation of the All-India Muslim League • the promise of other political reforms created a 'window of Muslim opportunity' to establish its own political party counter-arguments might include: • the partition of Bengal was a problem for Congress • there had been a growth in Hindu activism • Hindi-Urdu controversy/'Two-Nation' Theory Other relevant responses should also be credited.	14

Question	Answer	Marks
4(a)	Describe the terms of the Rowlatt Act. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • people could be tried in private [1] by 3 High Court Judges [1] • there was no right of appeal • people could be ordered where to live • people were stopped from holding meetings • detention without bail • people could be arrested without warrant [1] and kept in prison without trial [1] • it was enacted in 1919 Other relevant responses should also be credited.	4

Question	Answer	Marks
4(b)	Explain why Pakistan becoming a nuclear power was significant. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • a response to India developing nuclear weapons • recognition of the military threat posed by India • political will to modernise Pakistan, encourage industrial development and develop nuclear energy • to project Pakistan on the world stage • it enhanced national pride • it affected Pakistan's relationship with the USA with a subsequent impact on the economy • it encouraged co-operation between Pakistan and India in the 1990s over the nuclear threat • some people feared it may make the region/world less stable Other relevant responses should also be credited.	7
4(c)	Assess the effectiveness of the domestic policies introduced by Zulfikar Ali Bhutto between 1971 and 1977. Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. May agree that Zulfikar Ali Bhutto's domestic policies between 1971 and 1977 were effective: • the new constitution in 1973 safeguarded minority interests • health policy aimed to improve infant mortality and life expectancy rates • education policy introduced free primary education for all children • profits from nationalised companies were used to improve public services such as hospitals and schools • industrial reform led to inflation falling from 25% (1972) to 6% (1976) • introduction of security of tenure for agricultural tenants and a ceiling on land ownership counter-arguments might include: • the new constitution placed all political power with Zulfikar Ali Bhutto • the reform of the armed forces was opposed • health policy inadvertently led to chemists' profits falling • education reforms led to overcrowding in schools • many of these policies would take decades to become fully effective • the newly nationalised industries became overly bureaucratic • landowners were often able to circumvent the land reforms Other relevant responses should also be credited.	14

Question	Answer	Marks
5(a)	Describe the provisions of the 1956 Constitution. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • it gave the title Islamic Republic of Pakistan • the President had to be 40 [1], could choose the Prime Minister [1], declare a state of emergency [1] and select the judges in the Supreme Court [1] • it appointed a President [1] who had to be a Muslim [1], from the National Assembly [1], over 40 [1], had emergency powers [1] and could dissolve the National Assembly [1] • there was a cabinet (advisory only) [1] and a National and Provincial Assembly [1 each] Other relevant responses should also be credited.	4
5(b)	Explain the circumstances that brought General Pervez Musharraf into power in 1999. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • the government was severely weakened by economic, social and political problems • Nawaz Sharif lost the support of the army because of his treatment of Jehangir Karamat • the government lost the support of the army because of events in Kashmir • on General Pervez Musharraf's return from a visit to Sri Lanka he announced that the army was taking control of the government of Pakistan Other relevant responses should also be credited.	7

Question	Answer	Marks
5(c)	‘Pakistan has built good relations with Bangladesh since 1971.’ How far do you agree with this statement? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that Pakistan has built good relations with Bangladesh since 1971: • Pakistan officially recognised Bangladesh in 1974 • Zulfikar Ali Bhutto visited Bangladesh in 1974 • cooperation on trade, tourism and the media were negotiated • the two countries exchanged ambassadors • trade between the two countries increased in the 1980s • Pakistan provided humanitarian aid to Bangladesh on several occasions in response to natural disasters • strong ties exist between the two countries as fellow Muslim nations counter-arguments might include: • relations were strained in 1971, but improved over time • resettlement issues in 1971 over the return of people in each country • there was a problem of reallocating assets • continuing resettlement issues of the non-Bengali population in Bangladesh • Pakistan withdrew from the Commonwealth in 1972 in protest at British recognition of Bangladesh Other relevant responses should also be credited.	14