



Cambridge O Level

PAKISTAN STUDIES

2059/01

Paper 1 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.

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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) question 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

Section A

Question	Answer	Marks
1(a)	According to Source A, what were the reasons for India supporting Britain in the First World War? Target: AO4 • ‘in defence of an Empire’ • to fight ‘a common enemy’ • ‘India has always been loyal’ • India’s ‘future development in terms of prosperity’ • India’s recognition of ‘our rights as citizens’ 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 British presence in India at this time? 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 refer to source B cannot be credited. Note: Only credit responses in Levels 2 and 3 that are relevant to the way the British ruled in India.	5

Question	Answer	Marks
1(b)	Indicative content Surface feature • there is a ceremony/coronation taking place • there are many soldiers there • there are some buildings • the soldiers are standing to attention/on parade • the soldiers are organised into rows • the soldiers have guns • A crowd of people (civilians) are watching the ceremony Valid inference • it looks like an important occasion/ceremony • it looks like a formal/organised event • it looks like Indian soldiers are showing loyalty to the monarchy • it shows the British presence in India was powerful • Indian people wanted to be part of the occasion Contextual knowledge • the King and Queen are the new Emperor and Empress of India • the British had a large army in India • there were a large number of Indians in the British army in India • it was the first imperial coronation to take place on Indian soil Other relevant responses should also be credited.	
1(c)	Explain the importance of the Lucknow Pact of 1916. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • a pact was made between the Muslim League and Congress • Muslim League and Congress hoped that self-government was possible • the Muslim League saw the benefit of working with Congress • the Muslim League and Congress were working together for the first time • they never co-operated again • Congress accepted the principle of separate electorates for the Muslim community Other relevant responses should also be credited.	7

Question	Answer	Marks
1(d)	To what extent had India benefitted by the early 1920s from supporting the British in the First World War? 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 Indicative content May agree that India had benefitted by the early 1920s from supporting the British in the First World War because: • in 1917 India was told it would be given a greater say in government • a report in 1918 suggested that India might have self-government • the Government of India Act 1919 announced separate electorates counter-arguments might include: • the 1919 Act retained most of the power in India in British hands • minority groups were not given separate electorates • the Rowlatt Act of 1919 was very restrictive on Indian peoples lives Other relevant responses should also be credited.	10

Section B

Question	Answer	Marks
2(a)	Describe the achievements of Ranjit Singh. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Ranjit Singh annexed Punjab [1], Kashmir [1] and most of Afghanistan [1] • he was a founder of Sikh rule in the Punjab • he signed a treaty with Britain in 1809 [1] in Sindh [1] • his expansion into Afghanistan worried Britain Other relevant responses should also be credited.	4
2(b)	Explain why Muhammad Ali Jinnah chose Urdu as the national language of Pakistan. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Urdu was widely spoken and understood • He viewed it as a unifying force • it was associated with the Pakistan Movement • it has a rich literary heritage • it has important links to Islam Other relevant responses should also be credited.	7

Question	Answer	Marks
2(c)	The work of Shah Waliullah was the main factor contributing to the spread of Islam between 1700 and 1850.’ 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 the work of Shah Waliullah was the main factor contributing to the spread of Islam in the subcontinent between 1700 and 1850 because: • Shah Waliullah wanted to stop the decline of Islam • he promoted Islam through his writings and education • he translated the Quran into Persian • he tried to unite different Muslim sects counter-arguments might include: • the founding of the Jihad Movement by Syed Ahmad Barelvi to help unite Muslims • he also created an army (the Mujahideen - fighters for the faith) • the establishment of the Faraizi Movement by Haji Shariatullah • he wanted all Muslims to give up non-Muslim practices Other relevant responses should also be credited.	14

Question	Answer	Marks
3(a)	Describe what happened at Allahabad in 1930. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Allama Iqbal chaired a meeting of the Muslim League in Allahabad • in his presidential address [1] he called for all Muslims to work towards achieving a separate homeland [1] • he argued that Islam united Muslims into one nation [1] and there could be no peace unless they were recognised as such [1] • he wanted some areas to be amalgamated into a separate state (Punjab, NWFP and Balochistan) (any one named [1]) Other relevant responses should also be credited.	4

Question	Answer	Marks
3(b)	Explain why the Muslim League was formed in 1906. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • to unite the Muslim community • Hindu groups had their own party • Hindu groups wanted their own language • there was a view that Hindu groups would dominate the Muslim community • the Muslim community were successful in the Simla Deputation • the growth of some Hindu groups concerned the Muslim community Other relevant responses should also be credited.	7
3(c)	To what extent were the outcomes of the War of Independence beneficial for India? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that the outcomes of the War of Independence were beneficial for India: • the Doctrine of Lapse was abolished • the East India Company came to an end • irrigation schemes were begun • Indian farmers benefitted from new farming methods • the railway network was extended counter-arguments might include: • the British carried out reprisals • the Mughal Emperor was banished • the Princes lost power • disruption to trade and business Other relevant responses should also be credited.	14

Question	Answer	Marks
4(a)	Describe the terms of the Simla Agreement. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • an agreement signed in July 1972 [1] between Bhutto [1] and Gandhi [1] • India agreed to return imprisoned soldiers [1] • Both countries promised to discuss the Kashmir issue [1] • and not with organisations such as the United Nations [1] Other relevant responses should also be credited.	4
4(b)	Explain why Congress and the Muslim League opposed the Cripps Mission of 1942. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • the Muslim League wanted reference to the establishment of Pakistan • Congress wanted immediate control over India • Congress was unsure that the British would deliver the proposals in the plan • Congress wanted to exploit Britain's weak position at this time Other relevant responses should also be credited.	7

Question	Answer	Marks
4(c)	‘Ayub Khan’s agricultural policies were the most effective of the domestic reforms that took place between 1958 and 1969.’ 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. May agree that agricultural policies were the most effective of Ayub Khan’s domestic policies: • land was redistributed • tenant farmers were introduced • farmers were given loans • farming productivity increased • irrigation schemes were introduced • farming mechanisation was introduced Counter-arguments might include: • an oil refinery was built in Karachi • a Mineral Development Corporation was set up • an export bonus scheme was started • economic growth increased • the price of milk was fixed • new houses were built • new schools and a new curriculum were introduced • refugees were found new homes • a family planning programme was established • medical facilities were improved • a new capital was built at Islamabad • a Basic Democracy Scheme was implemented Other relevant responses should also be credited.	14

Question	Answer	Marks
5(a)	Describe the main events of Muhammad Khan Junejo's political career. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Zia-ul-Haq [1] chose him as Prime Minister [1] in 1985 [1] • Muhammad Khan Junejo worked to develop the new Muslim League party • he called an all-Party Conference [1] in 1988 [1] to discuss the Afghan situation [1] • he announced an inquiry into an explosion at the army weapons dump/ Ojhri Camp [1] in 1988 [1] promising justice [1] • he was dismissed from office [1] by Zia-ul-Haq [1] on 29 May 1988 [1] Other relevant responses should also be credited.	4
5(b)	Explain why there were changes of government between 1951 and 1958. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Muhammad Ali Jinnah and Liaquat Ali Khan had died • the remaining politicians were inexperienced • In 1953 there was a severe drought causing food shortages • there was some discontent amongst the people who were suffering hardship leading to riots • East Pakistan had faced severe floods causing food shortages in 1955 Other relevant responses should also be credited.	7

Question	Answer	Marks
5(c)	‘Pakistan has had good relations with the United States of America since 1947.’ 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 had good relations with the United States of America since 1947: • Pakistan signed the Mutual Defence Assistance Agreement in 1954 • Pakistan joined SEATO in 1955 • Ayub Khan allowed USA to build air bases in Pakistan • USA gave aid packages of \$1.6 billion spread over five years in 1981 and \$4.2 billion in 1986 • President Clinton restored sales of aircraft to Pakistan in 1993 • First Lady of the USA visited Pakistan in 1996 • Benazir Bhutto visited USA in 1996 • USA reimbursed Pakistan for the F-16 payments and provided military equipment worth \$388 million in 1996 counter-arguments might include: • USA provided military equipment to India during its war with China in 1962 • Pakistan turned away from USA to China for friendship in 1962 • USA placed an arms embargo on India and Pakistan in 1965 • USA aid was suspended in 1977 and 1979 during Zia-ul-Haq’s rule • at the end of the Afghan conflict USA would not declare Pakistan nuclear free and blocked aid • In 1992 the USA placed economic sanctions on Pakistan • USA objected to Pakistan’s nuclear tests in 1998 Other relevant responses should also be credited.	14