

Cambridge O Level

PAKISTAN STUDIES**2059/01**

Paper 1 The History and Culture of Pakistan

May/June 2025**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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **18** 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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning	Use
	Correct point or Blank page(s) in the answer booklet(s) have been seen	part (a) questions only
	Incorrect point	
	Omission mark, further detail required	
DEV	Development of a point	Levels 3 and 4 only - Section A Q1 parts (c) and (d) - Section B Q2–5 parts (b) and (c)
EVAL	Evaluation/judgement	Level 5 only - Section A Q1 part (d) - Section B Q2–5 part (c)
L1	Level 1	- Section A Q1 parts b-d - Section B Q2–5 parts (b) and (c)
L2	Level 2	
L3	Level 3	
L4	Level 4	
L5	Level 5	
NAQ	Not answered question	
REP	Repetition of material	
IRRL	Irrelevant, a significant amount of material that does not answer the question	

Annotation	Meaning	Use
SEEN	• Point seen, but no credit given or • Blank page(s) in the answer booklet have been seen	

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, identify <u>three</u> of Muhammad Ali Jinnah's views on freedom in Pakistan. Target: AO4 • 'you are free to go to your temples' • 'you are... free to go to your mosques' • 'you are... free to go to any place of worship in this state of Pakistan' • 'you may belong to any caste' • 'there is no discrimination between communities' 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

Question	Answer	Marks
1(b)	What can we learn from Source B about discussions on the future of the subcontinent in 1947? 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. Indicative content Surface feature - there are documents/papers on the table - there is a map of the subcontinent on the wall - Nehru, Jinnah and Lord Mountbatten are sat close together/middle - the meeting is being photographed - other people are present at the meeting - Mountbatten and Jinnah are dressed in suits and Nehru is in traditional clothes/formal dress is being worn - the men look serious/have a serious facial expression Valid inference - it looks like important/formal meeting/important decisions are being made - all the men at the table seem to be taking the discussions seriously - the discussions seem respectful/orderly/polite/collaborative/formal/serious - all had views/opinions to express about the future of the subcontinent - the discussions are trying to reach a common understanding/solution	5

Question	Answer	Marks
1(b)	Contextual knowledge • Nehru wanted a united independent India • Jinnah wanted a separate Muslim state • they were discussing the 3 June plan • Nehru represents Congress, Mountbatten the British and Jinnah the Muslim League Other relevant responses should also be credited.	
1(c)	Explain Muhammad Ali Jinnah's successes as Governor-General of Pakistan between 1947 and 1948. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Muhammad Ali Jinnah worked to establish Pakistan as a united country • he called himself Protector-General of religious minorities • he set up a Relief Fund to rehabilitate refugees • he secured membership of the UN in 1947 • he established a stable government with Liaquat Ali Khan as Prime Minister • he established Karachi as the capital of Pakistan • he established the State Bank of Pakistan in 1948 Other relevant responses should also be credited.	7

Question	Answer	Marks
1(d)	Assess the significance of the following to the creation of Pakistan in 1947: - the 14 Points, 1929 - the Allahabad address, 1930 'Now or Never', 1933 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 one factor was the most significant to the creation of Pakistan in 1947: - the 14 Points were produced in response to the Nehru report - the 14 Points aimed to safeguard the rights and interests of all Muslims - these demands should form the basis of future negotiations with the British and/or Congress counter-arguments might include: - in the Allahabad Address Allama Iqbal considered the future of the subcontinent and the creation of a separate Muslim state in north western India and opposed British control of the subcontinent - in Rahmat Ali's pamphlet called 'Now or Never' in 1933 he came up with the name Pakistan for the new Muslim state Other relevant responses should be credited.	10

Question	Answer	Marks
2(a)	Describe the military achievements of Titu Mir. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Titu Mir led the people against the zamindars (1) and the British/colonial system (1) • he had success in freeing Bengal from un-Islamic practices • he raised an army of 15 000 followers (1) • he built a bamboo fort at Narkelbaria (1) in October 1831 (1) and defeated British forces sent to destroy it (1) • Titu Mir's forces held off the British army for five days of fighting • he trained his followers in fighting skills • his army fought successfully without modern weapons Other relevant responses should also be credited.	4
2(b)	Explain why Aurangzeb's successors faced challenges as rulers. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • internal rebellions exposed weaknesses in the governance of the Empire • in-fighting between wealthy Mughal royal families • the absence of a definite line of succession • succession disputes wasted money/eroded the Empire • foreign attacks by the Persians/Marathas/Afghans were difficult to stop • the size of the Empire made it difficult to administer and incurred huge military costs Other relevant responses should also be credited.	7

Question	Answer	Marks
2(c)	‘Educational changes rather than economic policies led to Indian opposition to the British during the late eighteenth and early nineteenth centuries.’ 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 introduction of educational changes resulted in Indian opposition to the British: - Indians had to send their children to co-educational schools - Christian missionaries taught Christianity in schools - English became the official language and was taught in schools counter-arguments might include: - the British imposed high taxation especially on peasants and small landowners - sepoys salaries were very low in comparison with British soldiers - the East India Company banned the export of cotton from India in 1800 - the British encouraged cheap, mass-produced goods to be sold in India Other relevant responses should also be credited.	14

Question	Answer	Marks
3(a)	Describe the terms of the Government of India Act, 1935. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • India to become a federation • the Governor-General/Viceroy was head of the Federation and could exert special powers in the reserved subjects • create two houses of parliament at central government level • the upper house (Council of State) (1) to have 156 members from British India (1) and 104 from the Princely States (1) • the lower house (Assembly) (1) to have 250 members from British India (1) and 125 members from the Princely States (1) • diarchy introduced at central government level (defence, foreign affairs, ecclesiastical affairs and the tribal areas) (1) to be administered by the Governor-General/Viceroy (1) • diarchy replaced at provincial level – provinces given some autonomy (1) with the appointment of Provincial Governors (1) • number of provinces increased to 11 (1) two new provinces created - Orissa and Sindh (1) and the NWF to become a full province (1) • Sindh separated from Bombay (1), Bihar and Orissa separated into separate provinces (1) Burma completely separated from India (1) Other relevant responses should also be credited.	4
3(b)	Explain how the Lucknow Pact of 1916 affected relations between Hindu and Muslim communities. 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 • Congress accepted the principles of separate electorates for the Muslim community Other relevant responses should also be credited.	7

Question	Answer	Marks
3(c)	To what extent could the Round Table Conferences of 1930–32 be considered a success? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that the Round Table Conferences between 1930 and 1932 were successful: • a federal system for India was agreed • a representative government to be introduced at provincial government • the NWFP and Sindh to be made provinces with their own governors • the Princely States declared they would join a future federation of India if their rights were recognised counter-arguments might include: • Congress boycotted the talks in the first Conference • little progress was made • Gandhi did not recognise the problems of minorities • Gandhi believed that he represented all Indians at the talks • the British government showed little interest in reaching an agreement Other relevant responses should also be credited.	14

Question	Answer	Marks
4(a)	Describe the main features of Sheikh Mujib's Six Points. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • there should be a directly elected government • central government to control defence and foreign policy (1), all other decisions to be made at provincial level (1) • there should be separate currencies and/or financial policies for East and West Pakistan • the provinces should tax their people (1) and send a share to the federal government (1) • the federal government should not tax people • each province should set up its own trade agreements with other countries (1) and control the money spent/made through this trade (1) • each province should have its own troops Other relevant responses should also be credited.	4
4(b)	Explain why Zia-ul-Haq faced challenges during the 1980s. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • it became harder to maintain law and order • the provinces became more difficult to administer • there was increasing discontent in Sindh • there was an explosion at the Ojhri Camp arms depot • Islamisation was opposed by some Other relevant responses should also be credited.	7

Question	Answer	Marks
4(c)	'Pakistan has had good relations with the UK 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 UK since 1947: • British personnel remained in Pakistan after partition to assist with the transition to an independent state • Pakistan was a Commonwealth member until 1971 • Britain gave support to Pakistan in the Afghanistan-Russia conflict • Britain gave £30 million aid to help Afghan refugees in Pakistan • the British Prime Minister was the first western leader to visit in 1981 • trade links between Pakistan and Britain are strong • Britain gave £16 million to help refugees in Balochistan and the NWFP counter-arguments might include: • Pakistan questioned British involvement in the Suez Canal in 1956 • Britain has not provided support during disputes with India • Pakistan did not agree with the position taken by Britain over Bangladesh in 1971 Other relevant responses should also be credited.	14

Question	Answer	Marks
5(a)	Describe the main features of the Eighth Amendment. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content - the Eighth Amendment confirmed all previous acts of martial law period (1) with no right of appeal (1) - the President could appoint the Prime Minister (1), Governors of Provinces (1) supreme/high court judges (1) and armed force chiefs (1) - the President could dismiss the Prime Minister (1) and National Assembly (1) Other relevant responses should also be credited.	4
5(b)	Explain why Pakistan and China formed successful relations in the 1960s and 1970s. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content - a border dispute between China and India in 1962 led to friendly relations between China and Pakistan - a trade agreement was signed between China and Pakistan in 1963 - China gave Pakistan a \$60 million loan - China became the largest purchaser of Pakistan cotton - in 1972 Bhutto visited China - China agreed to supply military aircraft and tanks to Pakistan - the Karakoram Highway opened in 1978 between China and Pakistan Other relevant responses should also be credited.	7

Question	Answer	Marks
5(c)	To what extent were Muhammad Ayub Khan's economic reforms the most successful of his domestic policies between 1958 and 1969? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that Muhammad Ayub Khan's economic reforms were the most successful of his domestic policies between 1958 and 1969: • an oil refinery was established in Karachi • a Mineral Development Corporation was set up • the Export Bonus scheme set up • dams built to help irrigation • farmers accessed irrigation loans • crop outputs were at record levels • increased mechanisation of farms/the Green Revolution • factory owners were required to provide accommodation for workers at a reasonable rent • economic growth and productivity increased • employment increased and unemployment decreased counter-arguments might include: • there was a new constitution in 1962 • a new school curriculum was introduced promoting literacy • housing programme for refugees • university degrees made into three year courses • the Family Planning Programme was set up • medical/nursing schools set up to increase the number of trained staff • new capital city built • food prices increased • increases in agricultural productivity were limited to large landowners • there was some discontent as the benefits of economic development did not always reach the people Other relevant responses should also be credited.	14