



Cambridge O Level

PAKISTAN STUDIES

2059/01

Paper 1 The History and Culture of Pakistan

October/November 2023

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.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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.

Stamp in RMA ³	Display name	How these annotations are used on 2059/01
	Tick	the tick stamp has two uses: - to indicate that the examiner has seen a blank page including the cover page of a separate answer book - to indicate each valid point made in the response to part (a) questions
	^	Omission. Indicates the need for development to gain a mark
	Cross	incorrect point
	DEV	development of a point for use in: - Section A Q1(c) and (d) – levels 3 and 4 - Section B Q2–5 (b) and (c) – levels 3 and 4
	Highlighter	highlight a particular word, phrase or sentence
	IRRL	irrelevant content, a significant amount of material that does not answer the question
	L1 L2 L3 L4 L5	- use the correct level stamp for the level of the valid response - use the same stamp for further valid responses within the level
	NAQ	not answered the question
	REP	repeated point
	SEEN	the seen stamp has two uses: - indicates that the point has been noted, but no credit has been given - to indicate that the examiner has seen a blank page including the cover page of a separate answer book
	EVAL	indicates evaluation/judgement present in a candidate response in: - Section A Q1 (d) – level 5 - Section B Q2–5 (c) – level 5

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, the Treaty of Sèvres had consequences for the Ottoman Empire. Identify three of these consequences. Target: AO4 • 'to punish the Ottoman countries' • land from Ottoman Empire was divided between the Allies • 'creating hardship and refugee issues throughout the region' • 'restrictions limiting the size and scope of the Turkish military forces were also imposed' • these terms 'provoked feelings of resentment' • 'fuelled Turkish nationalism for decades' 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 Indian nationalism in 1921? 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.	5

Question	Answer	Marks
1(b)	Indicative content Surface feature • it advertises a public meeting • the public meeting was organised by the Non-Cooperation Movement • there was to be a bonfire of foreign clothes • the poster states the venue (Maidan), date and time of the meeting • Swadeshi clothes are requested to be worn • the Karachi Khilafat Conference resolutions are mentioned • Ali Brothers and others to be congratulated Valid inference • nationalism was well organised/co-ordinated • the public meeting was a political/nationalistic event • nationalism was well funded • nationalism was very popular/increasing in popularity Contextual knowledge • the Ali brothers were the Muslim leaders of the Khilafat Movement • Swadeshi refers to a Hindu movement/similar to 1905–1911 • the Non-Cooperation Movement was organised by Hindus/Gandhi • Indian people were becoming less prepared to accept British rule Other relevant responses should also be credited.	
1(c)	Explain the impact of the Khilafat Movement on the Muslim community in the years after 1924. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Indian people were no longer prepared to accept British rule • the Khilafat Movement made the Muslim community realise they had political power • the Muslim community began to realise they no longer had to rely on the Hindu community to advance their cause • the Muslim community learned the importance of leadership and political organisation • it was seen as an important step towards an independent state • socially this started to create a schism between the Muslim and Hindu communities Other relevant responses should also be credited.	7

Question	Answer	Marks
1(d)	To what extent was the breakdown of Muslim–Hindu collaboration the main reason for the Khilafat Movement ending? 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 the breakdown of Muslim–Hindu collaboration was the main reason for the Khilafat Movement ending: • the Muslim community lost a large amount of support from the Hindu community • Gandhi called off Hindu participation in the Khilafat Movement • the Moplah violence against Hindus divided Muslim and Hindu communities counter-arguments might include: • the Muslim community was demoralised • the Ali brothers and other leaders were imprisoned in 1921 • there were 30 000 political prisoners by 1921 • Muslim groups unsuccessfully migrated to Afghanistan in 1920 • Kemal Ataturk abolished the Caliph in 1924 Other relevant responses should also be credited.	10

Question	Answer	Marks
2(a)	Describe the ‘Hindi–Urdu Controversy’. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • it took place in 1867 • Hindus demanded Hindi be the official language [1] not Urdu [1] • Sir Syed Ahmad Khan and members of the Muslim community saw this as an attack on their rights [1] as it had a special meaning to them [1] • Hindu members of Sir Syed’s Scientific Society [1] wanted their journal published in Hindi [1] • there was a growing belief that interests of Hindus clashed with those of Muslims • this led to Sir Syed’s Two Nation Theory Other relevant responses should also be credited.	4
2(b)	Explain the impact of Aurangzeb’s domestic policies on the stability of the Mughal Empire. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Aurangzeb introduced a tax called Jizya on non-Muslims alongside existing taxes on Muslims • taxation was kept high • the fighting of the Deccan Wars was expensive • the military lacked investment • some measures ensured that people lived their lives according to Islamic traditions Other relevant responses should also be credited.	7

Question	Answer	Marks
2(c)	‘The main reason the War of Independence ended was because it was not supported by all Indian rulers.’ 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 main reason the War of Independence ended was because it was not supported by all Indian rulers: • some princes were fearful of losing British support • some rulers supported the British, supplying them with the weapons and men • Kashmir was uninterested in helping the rebellion • different Indian groups found it difficult to put aside their differences • there was an absence of a common aim/ the aim of the War was unclear counter-arguments might include: • British troops were well-trained and disciplined • British troops had modern weapons • the British army were experienced • British army leaders were skilled strategists/diplomats Other relevant responses should also be credited.	14

Question	Answer	Marks
3(a)	Describe the terms of the Lucknow Pact of 1916. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Congress agreed to concessions with the Muslim League • Muslims had the right to separate electorates • Muslims should be given one third of seats in Councils • both parties wanted more seats in Councils • the protection of minorities • the provinces to have autonomy • the proposals to be binding on the British • the executive should be separated from the judiciary • no Act affecting a community could be agreed if $\frac{3}{4}$ of the representatives of that community opposed it • motions passed by large majorities in the Councils should be accepted as binding by the British government <i>Note: answers should refer to the terms of the pact only.</i> Other relevant responses should also be credited.	4
3(b)	Explain how the Hindu community opposed the partition of Bengal between 1905 and 1911. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • an assassination attempt upon the Viceroy, Lord Minto • the Hindu community boycotted British goods • the Hindu community started the Swadeshi Movement • Indian workers, especially in Calcutta, began a series of strikes Other relevant responses should also be credited.	7

Question	Answer	Marks
3(c)	‘The Second World War and its aftermath meant the British had little interest in agreeing the future of the subcontinent before 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 World War Two and its aftermath meant the British had little interest in agreeing the future of the subcontinent before 1947: • Britain focused more on Germany and was less concerned with the subcontinent • post-war recovery and the internal stability of Britain became the priority after 1945 • Indian independence was put off until after 1945 • the Muslim League gave limited cooperation to the British Government in the war effort • Congress boycotted the war effort counter-arguments might include: • The Cripps Mission of 1942 offered independence although after the War • Britain encouraged the discussion of partition (e.g. Gandhi-Jinnah talks) • the Simla Conference was held in 1945 to discuss the future of the subcontinent • British Prime Minister Clement Attlee ordered elections in 1946, the results of which showed the Muslim League could no longer be ignored • in 1946 the British Cabinet Mission Plan founded an interim government in India • Direct Action Day in 1946 led to a British change of mind over partition • the June 3 Plan 1947 stated that Britain would leave the subcontinent no later than 1948 • the day after the June 3 Plan 1947 was published, Lord Mountbatten announced that Britain would leave in 1947 Other relevant responses should also be credited.	14

Question	Answer	Marks
4(a)	Describe the achievements of Benazir Bhutto's foreign policy between 1988 and 1990. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Pakistan rejoined the Commonwealth [1] in 1989 [1] • Pakistan hosted the 4th South Asian Association for Regional Co-operation (SAARC) summit conference [1] in December 1988 [1] • Pakistan and India signed three separate peace agreements [1] as a result of improved relations at the SAARC conference [1] • Benazir Bhutto made an official visit to the USA [1] in June 1989 [1] and met President George H.W. Bush [1] • the visit restored good relations between the USA and Pakistan • Benazir Bhutto visited China [1] and The Reciprocal Encouragement and and Protection of Investments agreement was signed [1] • the visit improved relations between China and Pakistan Other relevant responses should also be credited.	4
4(b)	Explain the benefits to Pakistan of being a member of the United Nations. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Pakistan became a spokesperson on behalf of Muslim countries • allowed Pakistan's international standing to grow • Pakistan received loans from the World Bank • it has assisted with international disagreements • it helped to address the Canal Water Dispute • it has helped Pakistan's case over Jammu and Kashmir Other relevant responses should also be credited.	7

Question	Answer	Marks
4(c)	To what extent were economic factors the main cause of increased tension between East and West Pakistan by 1971? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that economic factors were the main cause of increased tension between East and West Pakistan by 1971: • East Pakistan felt wealth creation was concentrated in West Pakistan • East Pakistan felt that West Pakistan benefited more from foreign aid and capital investment • The Bengali people believed that earnings from trade in jute produced in East Pakistan were used in West Pakistan • people in West Pakistan had higher earnings than people in East Pakistan, and the gap was growing • East Pakistan felt that money earned there was being used to finance industrial development in the west • since 1947 trade with West Bengal had been cut off • poverty in East Pakistan was a growing problem counter-arguments might include: • East Pakistan was a long way from West Pakistan • some people in East Pakistan resented the capital being in West Pakistan • many people in East Pakistan didn't believe they were being taken seriously in the creation of the nation • famines and floods led to discontent and hardship in East Pakistan • East Pakistan felt deserted by West Pakistan after the 1970 cyclone • Bengali wasn't recognised as an official language at the time • East Pakistan felt Bengali should be the national language • there was a different culture in East Pakistan to West Pakistan • there were fewer children in primary school in East Pakistan • there were fewer medical professionals in East Pakistan • The Awami League won a majority in East Pakistan in 1970 • The League presented its Six Points which effectively meant separation • Ayub Khan dismissed the Six Points which led to further discontent • people in East Pakistan felt that they were underrepresented in government and the military Other relevant responses should also be credited.	14

Question	Answer	Marks
5(a)	Describe the impact on Pakistan in 1990 of its inability to meet the terms of the Pressler Amendment. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • President Bush [1] suspended aid to Pakistan [1] because he could not provide the necessary guarantee [1] that Pakistan did not have a nuclear capability [1] • most economic aid was stopped [1] and all military aid was stopped [1] • deliveries of major military equipment were suspended • there were some exceptions [1] of \$3–5 million each year [1] which was allocated for drug control, withdrawal and rehabilitation programmes [1]	4
5(b)	Explain why Zulfikar Ali Bhutto's government ended in 1977. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • as Prime Minister, when things went wrong Zulfikar Ali Bhutto was blamed • many families resisted and resented the education reforms as they feared a loss of household earnings • Martial law was imposed in Karachi, Lahore and Hyderabad during the election campaign in March 1977 • the Pakistan National Alliance accused the government of rigging the election in March 1977 and demanded new elections • there were anti-government protests • Zulfikar Ali Bhutto was arrested and charged Other relevant responses should also be credited.	7

Question	Answer	Marks
5(c)	'Pakistan had successfully implemented a new constitution by 1973.' 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 a new constitution was successfully implemented by 1973: • 1949 Objectives Resolution planned Islamic principles in a constitution • 1952 Basic Principles Committee wanted an Islamic constitution • 1956 Constitution declared that Pakistan was to be an Islamic Republic • 1959 Basic Democracies allowed elections at various levels • 1973 Constitution revived the power of the National Assembly counter-arguments might include: • 1949 Objectives Resolution was criticised by East Pakistan • the death of Liaquat Ali Khan meant that constitutional change had to wait • 1952 Basic Principles Committee didn't settle the official language issue • 1956 Constitution didn't solve political issues • 1962 Constitution increased the powers of the ruling elite • 1973 National Assembly reduced the powers of the president in favour of the prime minister • 1973 Constitution devolved powers to provincial assemblies meaning that the party in power in the national government had less influence in the regions where they do not have a majority Other relevant responses should also be credited.	14