

Cambridge O Level

PAKISTAN STUDIES**2059/01**

Paper 1 The History and Culture of Pakistan

October/November 2024**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 **16** 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.

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
	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 of level 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 on Section A Q1(d) and Q2–5(c)

Assessment Objectives

Section A: Q1(a) and Q1(b)	AO4: Apply skills and interpret a variety of historical sources
Section A Q1(c) and Section B part (b)	AO1, AO2: Demonstrate knowledge and understanding of the past through historical explanation
Section A Q1(d) and Section B part (c)	AO1, AO2: Demonstrate knowledge and understanding of the past through historical explanation and an ability to analyse and evaluate past historical events

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, foreign policy was a strength of Zulfikar Ali Bhutto. Identify <u>three</u> reasons why. Target: AO4 • ‘because of his vast knowledge of world history’ • Zulfikar Ali Bhutto’s ‘awareness of the different problems of many countries’ • it ‘enabled him to develop strategies’ • which ‘brought enormous benefits for Pakistan’ • he was ‘capable of making strong relationships with any country’ • ‘that was able to help Pakistan’ One mark for each relevant statement correctly identified from the source. Note: candidates may paraphrase but content must reflect the bullet point statements above.	3
1(b)	What does Source B tell us about how Zulfikar Ali Bhutto wanted to govern Pakistan? 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: A response that does not refer to source B cannot be credited.	5

Question	Answer	Marks
1(b)	Indicative content Surface feature • Zulfikar Ali Bhutto is speaking into radio/television microphones • he is wearing a suit jacket, shirt and tie • there is a picture behind Zulfikar Ali Bhutto Valid inference (unsupported) • Zulfikar Ali Bhutto wants to communicate with the people of Pakistan • he wants his communications with the people of Pakistan to be open and transparent • he wants to be seen as a 'friend' of modern, democratic, western governments • he wants to be seen to be continuing Muhammad Ali Jinnah's proud tradition of nationalism, independence and democracy Contextual knowledge • Zulfikar Ali Bhutto was responsible for foreign affairs as Foreign Minister at the time of the broadcast • a photograph of Muhammad Ali Jinnah can be seen on the wall of the meeting room Other relevant responses should also be credited.	
1(c)	Explain why Zulfikar Ali Bhutto came to power in 1971. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Zulfikar Ali Bhutto's proposed policy of 'food, clothes and shelter' was popular with the Pakistan people • his party, the PPP, won a majority in West Pakistan in the 1970 elections • Yahya Khan could not resolve the constitutional differences with the Awami League leading to his resignation. Other relevant responses should also be credited.	7

Question	Answer	Marks
1(d)	‘Zulfikar Ali Bhutto’s health reforms were more significant than his constitutional reforms for the people of Pakistan between 1971 and 1977.’ 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 developed explanation of one-side of the issue and an explanation of the other side of the issue [8] • additional explanation(s) and/or developed 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 developed explanation [5] • additional explanation(s) and/or developed 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 health reforms were more significant than his constitutional reforms between 1971 and 1977: • Zulfikar Ali Bhutto worked to improve infant mortality and life expectancy rates • profits from nationalised companies were used to improve public services • Rural Health Centres were introduced • training colleges for doctors and nurses were introduced • doctors had to work their first year wherever they were placed • sale of medicines under brand names was banned counter-arguments might include: • there was a new Islamic constitution drawn up in 1973 • the new constitution safeguarded the interests of minorities • the country was made an Islamic Republic • the new constitution placed all political power with Zulfikar Ali Bhutto Other relevant responses should also be credited.	10

Question	Answer	Marks
2(a)	Describe what happened at the Battle of Kanpur. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • in 1857, (1) Indian troops led by Nana Sahib (1) rose up against the British (1) • British troops were trapped for three weeks (1) and surrendered (1) after being promised safe passage from the city (1) • Nana Sahib's forces then attacked (1) the British troops (1) killed 300 women and children (1) keeping the survivors as prisoners (1) • British reinforcements arrived, (1) recaptured the city (1) and carried out multiple acts of revenge (1) Other relevant responses should also be credited.	4
2(b)	Explain why Urdu was chosen as the national language of the new state of Pakistan in 1947. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Urdu was already widely understood in Pakistan • Quaid-e-Azam saw Urdu as an important unifying force • it was associated with the Pakistan Movement • it has a rich literary heritage • it has important links to the Islamic religion Other relevant responses should also be credited.	7

Question	Answer	Marks
2(c)	Assess the contributions of religious thinkers to the spread of Islam across the subcontinent between 1700 and 1850. Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree with the contribution of one of the religious thinkers to the spread of Islam across the subcontinent between 1700 and 1850: • Shah Waliullah wanted to stop the decline of Islam • he translated the Quran into Persian • he tried to unite different Muslim groups counter-arguments might include: Syed Ahmad Barelvi: • founded the Jihad Movement • founded the Mujahideen Haji Shariatullah: • established the Faraizi Movement • wanted all Muslims to relinquish non-Muslim practices Other relevant responses should also be credited.	14

Question	Answer	Marks
3(a)	Describe the work of the Hunter Committee. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content - the British (1) appointed a committee (1) to investigate the actions of General Dyer (1) in Amritsar (1) in 1919 (1) - as a result, Dyer was removed from active service (1), but he received no further punishment (1) which the people found insulting (1) Other relevant responses should also be credited.	4
3(b)	Explain why the Hijrat could not support the Khilafat Movement. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content - following Hijrat there was disillusionment with the Khilafat Movement's leaders - the difficulties in travelling to Afghanistan and back were too much for many people - the immediate priority for most returnees was economic survival and protection of their families Other relevant responses should also be credited.	7

Question	Answer	Marks
3(c)	‘The partition of Bengal in 1905 was the main reason for the formation of the Muslim League in 1906.’ 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 partition of Bengal in 1905 was the main reason for the formation of the Muslim League in 1906: • Hindu groups protested against the partition of Bengal • the Muslim community’s concern about the influence of Hindu groups on the British • Hindus started the Swadeshi Movement counter-arguments might include: • Simla Deputation achieved the promise of separate electorates • the British government promised political reform in the subcontinent • the Muslim community could no longer rely on Congress to further their interests e.g. education and economic well-being • Urdu-Hindi controversy Other relevant responses should also be credited.	14

Question	Answer	Marks
4(a)	Describe the Non-Cooperation Movement of the 1920s. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • people joined the Non-Cooperation Movement founded by Gandhi (1) • British cloth was burned (1) and production of hand-spun and hand-woven Indian textiles encouraged (1) • teachers and students left English colleges and schools (1) and set up their own institutions (1) • lawyers gave up their practices (1) boycotting the English legal system (1) • elections for the reformed Councils in 1920 were ignored (1) and Congress refused to field candidates (1) • the British imprisoned 30000 (1) political prisoners (1) • Gandhi ended the campaign in 1922 Other relevant responses should also be credited.	4
4(b)	Explain why Britain would not grant self-rule to the subcontinent in 1919. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • the subcontinent was geographically strategic • the subcontinent was too valuable in terms of power, prestige and trade • Britain's image as a world power would be severely damaged • the large British population in the subcontinent would have felt abandoned Other relevant responses should also be credited.	7

Question	Answer	Marks
4(c)	To what extent were Muhammad Ali Jinnah's 14 Points the most important attempt at achieving constitutional reform in the subcontinent between 1928 and 1935? Explain your answer. Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content May agree that Muhammad Ali Jinnah's 14 Points were the most important attempt at achieving constitutional reform in the subcontinent between 1928 and 1935: • the 14 Points were in response to the Nehru Report • the 14 Points should form the basis of any future discussions with Congress and Britain on the future of India • the 14 Points demanded adequate representation of minorities • Muslims should have one-third of the seats in the Central Assembly • elections should be by separate electorates • Muslim culture, education, language, religion and charities should be protected by the constitution counter-arguments might include: • Simon Commission – no agreements reached • Round Table Conferences • the contents of the Nehru Report • Allama Iqbal's Allahabad address in 1930 • The Government of India Act of 1935 introduced a federal (two-tier) system of government Other relevant responses should also be credited.	14

Question	Answer	Marks
5(a)	Describe the Objectives Resolution. Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • passed by the Basic Principles Committee (1) in 1949 (1) and the basis of the draft constitution (1) • to observe the principles of democracy, freedom, equality, tolerance and social justice as laid down by Islam • Muslims should be able to lead their lives according to Islamic principles • other religious groups should be able to practise their religion freely • minorities and the poor should be legally protected from social injustice • all fundamental human rights should be guaranteed • the legal system should be independent of government Other relevant responses should also be credited.	4
5(b)	Explain why there were many different governments in Pakistan during the 1950s. Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • some politicians at the time were inexperienced • the breakdown of the Constituent Assembly in 1954 • there were many different Prime Ministers from 1956 to 1958 • floods and subsequent food shortages • rising discontent in East Pakistan Other relevant responses should also be credited.	7

Question	Answer	Marks
5(c)	‘Pakistan has experienced good relations with Afghanistan 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 experienced good relations with Afghanistan: • Quaid-e-Azam removed old British military posts along the border as a move of friendship and trust towards Afghanistan • Zahir Shah (King of Afghanistan 1933–73) wanted friendly relations • Zulfikar Ali Bhutto visited Kabul shortly after taking office in 1971 • access to India through Pakistan was granted to Afghan traders • when Zia-ul Haq pursued friendly relations in 1977 • Pakistan provided aid to the Mujahideen forces in Afghanistan • the Pakistan military intelligence service helped the Afghans to plan operations against Soviet forces counter-arguments might include: • The Afghans lay claim to parts of the North West Frontier following 1947 • Afghanistan was the only state to vote against Pakistan joining the UN • Afghanistan claimed the ‘Pakhtoons’ living in Pakistan wanted to join with them to form Pakhtoonistan • Afghanistan broke trade agreements on several occasions • in March 1955 Afghans attacked the Pakistan embassy in Kabul • during the Soviet-Afghan War, Afghanistan entered Pakistan airspace bombing some areas of Pakistan Other relevant responses should also be credited.	14