

MARK SCHEME for the May/June 2006 question paper

2059 PAKISTAN STUDIES

2059/01

Paper 1

maximum raw mark 75

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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APPLICATION OF THE MARK SCHEME

1 Using the Mark Scheme

- The examples of responses given in the mark scheme are not intended to be definitive. They are merely given as an example of the type of response which may be given by candidates.
- Marking should be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- Be consistent in your marking from script to script and most importantly from batch to batch.
- Indicate that you have read all the answer and each page.
- If a candidate reaches a level then s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.

2 Marking

- All marking must be done in red.
- The level and the mark awarded for each sub-question must be shown clearly in the margin of the script at the end of the answer e.g. L3/12
- At the end of each question the total marked achieved by the candidate for that question must be shown circled in the margin.
- The total mark for each question should be transferred to the front page of the script. The marks awarded for the three questions must be indicated and totalled.
- It is most important that examiners indicate clearly in the body of the response where the level has been achieved and where the marks are gained.

3 Administration

- All examiners must send 10 scripts to their team leader within 48 hours of the meeting. It is essential that a stamped addressed envelope is enclosed to ensure a speedy return of the scripts. Your team leader will contact you to discuss the marking of your scripts.
- A further batch of scripts must be sent to your team leader as Batch 1 by a date to be notified in due course.
- As soon as you have completed your marking, please send your report to your team leader.

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Question 1

- (a) (i) In which year did Shah Wali Ullah return to Delhi from his pilgrimage to Arabia? [1]
- (ii) Who led the Pathan military force that Syed Ahmad Shaheed Barailvi joined following his graduation from the Madrassa in Delhi? [1]
- (iii) Who wrote Athar-ul-Sanadeed in 1846? [1]
- (iv) To where was Bahadur Shah II exiled in 1857? [1]
- (i) 1732 [1]
- (ii) Amir Khan [1]
- (iii) Sir Syed Ahmad Khan [1]
- (iv) Rangoon (Burma) [1]

(b) Explain why the Mughal Empire declined following the reign of Aurangzeb.

LEVEL 1: Simplistic statement [1]

Aurangzeb was to blame

LEVEL 2: Identifies reasons [2-4]

Aurangzeb's successors were weak. There was no law of succession.

LEVEL 3: Explains reasons [5-7]

Aurangzeb's successors became lazy, weak and corrupt and left the administration to their ministers who often put their own interests first. There was no law of succession. Instead there was usually a struggle for succession which ended in war. Succession often depended upon the ability of the candidates and the support they could get. Fighting wars became expensive and the military was stretched and suffered much inefficiency. The successors failed to run the Empire effectively becoming very extravagant and so suffered from financial inefficiencies. The vastness of the Empire made it hard to defend and as such suffered several invasions. Eventually the British overran the Empire and were superior in such areas as military might.

(Bajwa pages 56-59, Kelly pages 11-13)

Page 3	Mark Scheme	Syllabus	Paper
	GCE O Level – May/June 2006	2059	1

- (c) 'The promotion of regional languages in Pakistan between 1947 and 1988 has been more successful than the promotion of Urdu.' Do you agree? Explain your answer.

LEVEL 1: Simplistic statement. [1-2]

Pushto is a regional language

LEVEL 2: Description of regional languages and/or Urdu [3-6]

Pushto is spoken in the NWFP. Sindhi is the second major language spoken in Pakistan.

LEVEL 3: Explains promotion of regional languages OR Urdu [7-10]

LEVEL 4: Explains both [9-13]

Punjabi is the local language of the Punjab. It was a popular language amongst the Sufi poets who used it for their romantic folk poetry. These poems contributed greatly to the popularity of Punjabi. After Independence, steps were taken for the promotion and development of the language in other parts of the province. The Government have ensured its development by giving support to those institutions who are using it. Sindhi was written in 'Marwari' and 'Arz Nagari' was of writing which was subsequently changed into Arabic. After Independence, steps were taken to promote the language e.g. the Sindhi Literary Board was set up in 1948 which has printed many books and magazines in the language. Pushto literature was boosted after Independence since the poets had contributed a great deal to the freedom struggle. The Baluchi language has also been promoted by its broadcasting on the radio. The establishment of the Quetta Television Station has also helped to promote it.

Urdu carries immense importance for all Pakistanis since it has been considered to be the language of all Muslims for 300 years. It was the language associated with the Pakistani Movement throughout its struggle with the British and the Hindus. After Independence it was felt that the language was the uniting force behind the nation and the government is committed to using at all levels in society.

LEVEL 5: As Level 4 - also produces a judgement or evaluation. [14]

(Bajwa pages 189-193, Kelly pages 39-43)

Page 4	Mark Scheme	Syllabus	Paper
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Question 2

- (a) (i) In which script was Hindi written that was proposed by the Hindus to replace Urdu in the 1860s?
- (ii) Who refused to attend the first meeting of the Indian National Congress in 1885?
- (iii) In which year was the Delhi Durbar held?
- (iv) Which British government report first mentioned the possibility of self-rule by the Indians?

- (i) *Devanangari script* [1]
- (ii) *Sir Syed Ahmed Khan* [1]
- (iii) *1911* [1]
- (iv) *Montague-Chelmsford Report* [1]

- (b) Explain why the Lucknow Pact of 1916 came about.

LEVEL 1: Simplistic statement [1]

It was an agreement between Muslims and Hindus

LEVEL 2: Identifies reasons [2-4]

Muslims and Hindus wanted to work together

LEVEL 3: Explains reasons [5-7]

The Muslims and Hindus wanted to work together on constitutional reform. The Muslim League and the Congress agreed to co-operate to persuade the British government to accept their demands. The LP was an agreement on a scheme of constitutional reforms reached between Congress and the ML. Both realised that co-operation was the only way to get the British government to agree to self-rule. For the first time Hindus acknowledged that Muslims had the right to a separate electorate and was therefore seen as a beacon of hope for the future. They believed that by holding the sessions of both the Congress and the Muslim League in one place, feelings of goodwill and friendship would be generated between the two communities.

(Bajwa pages 101-103, Kelly pages 57-58)

Page 5	Mark Scheme	Syllabus	Paper
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- (c) 'Bengal was partitioned in 1905 because of geographical factors.' Do you agree? Explain your answer.

LEVEL 1: Simplistic statement [1-2]

It wanted to be free

LEVEL 2: Description of geographical or other factors [3-6]

It was too large and Hindus were in the majority.

LEVEL 3: Explains at least one factor [7-10]

LEVEL 4: Explains at least two. Geographical factors to be explained for maximum marks [9-13]

Of the 54 million people in Bengal 42 million were Hindus. It seemed sensible to divide up the province on religious grounds and also because it was becoming very large and producing significant administrative problems. By doing this it was felt that the province would be easier to administer especially at the time of a new British government in power.

The Muslims believed that partition would bring an end to Hindu oppression and that they would enjoy true recognition in a province in which they were in a majority. The Hindus believed that the partition would come about as part of the British 'divide and rule' policy which would weaken Hindu unity and its influence in the new East Bengal.

LEVEL 5: As Level 4 - also produces a judgement or evaluation [14]

(Bajwa pages 97-98, Kelly pages 50-52)

Page 6	Mark Scheme	Syllabus	Paper
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Question 3

- (a) (i) What name was given to the structure under which the Central Legislature was to be divided into two houses in the Montague-Chelmsford Report of 1919?
- (ii) Who fought the 1923 elections under the name of ‘Swarajists’?
- (iii) Under the ‘Basic Education’ scheme introduced by Ghandi, what craft was made part of the school curriculum?
- (iv) Who said that East Bengal without Calcutta would be a ‘man without lungs’ during the Cabinet Mission’s visit to India in 1946?

- (i) *Bicameral structure* [1]
- (ii) *Congress Party* [1]
- (iii) *Spinning cotton (by hand)* [1]
- (iv) *Jinnah* [1]

(b) Explain why the Khilafat Movement had failed by 1924.

LEVEL 1: Simplistic statement [1]

It wasn't very good

LEVEL 2: Identifies reasons [2-4]

Gandhi withdrew his support and because of the Chaura Chari incident

LEVEL 3: Explains reasons [5-7]

Gandhi decided that the Swaraj Movement was becoming too violent following the Chaura Chari incident and so called off his support. In 1920 the Muslim migration (hijrat) to Afghanistan took place. The Muslim League opposed this as they wanted them to stay and fight for their cause. The migration was a failure. The Afghan government was hostile to the migrants who on their return found their homes and jobs occupied which dispirited the Muslims. Finally the new Turkish government under Kemal Ataturk abolished the institution of the Caliph in 1924 so ending the Movement.

(Bajwa pages 105-109, Kelly pages 64-68)

Page 7	Mark Scheme	Syllabus	Paper
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- (c) Was the introduction of Jinnah’s 14 Points in 1929 the most important factor in the development of the Pakistan Movement between 1928 and 1935? Give reasons for your answer.

LEVEL 1: Simplistic statement [1-2]

They were the most important part of the Pakistan Movement

LEVEL 2: Description of Jinnah’s 14 Points or other factors [3-6]

They wanted a separate homeland. Muslims were different

LEVEL 3: Explains at least one factor [7-10]

LEVEL 4: Explains at least two factors. Importance of Jinnah’s 14 Points to be explained for maximum marks [9-13]

The Nehru Report of 1928 was produced in response to demands for future constitutional reforms and the committee, which drew it up, had minimal Muslim representation. It reported on the future of the sub-Continent by looking to dominion status with no need for separate electorates. This totally alienated the Muslims and marked the end of any future co-operation between them and the Congress. However Jinnah made one final attempt to preserve the relationship in his 14 Points of 1929 in which he proposed three amendments to the report. These proposals were met with refusal and marked what he called – the parting of the ways.

The 14 Points set out the demands of any future negotiations with either Congress or the British Government. The demands were also to form the basis of the Muslims demands for a separate homeland. It also convinced them that the Hindus and Muslims were two separate nations which was to be further developed by Allama Iqbal in 1930.

The 1st Round Table Conference proposed a federal system for India which was approved. Sind was to be given a separate identity and a govt. However Congress boycotted it and there was deadlock on the federal system. The minorities sub-cttee couldn’t reach a conclusion. In the 2nd RTC Congress attended an minorities entered into an agreement on their demands. However in the 3rd RTC Congress was absent again and the gulf proved too great between the two sides.

The Government of India Act of 1935 introduced a federal system of government which was disappointing to the Muslim League who had expected more concessions from the British. The period of the Congress Rule and the associated atrocities ensured that the Muslim League became the focal point for all Muslims. The chief ministers of Punjab, Bengal and Assam all joined the Muslim League.

LEVEL 5: As Level 4: also produces a judgement or evaluation. [14]

(Bajwa pages 109-111, 114-115, 118-123, Kelly pages 73-78)

Page 8	Mark Scheme	Syllabus	Paper
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Question 4

- (a) (i) Which district of the Punjab contained the canal headworks that controlled water coming into Pakistan in 1947? [1]
- (ii) Which princely state of Balochistan agreed to accede to Pakistan in 1947? [1]
- (iii) Which organisation did Pakistan wish to legally settle the Canal Water Dispute? [1]
- (iv) Where was Pakistan's Service Corps School based? [1]
- (i) *Ferozpur* [1]
- (ii) *Kalat* [1]
- (iii) *International Court of Justice* [1]
- (iv) *Kakul* [1]

(b) Why was India successful in the 1965 and 1971 wars against Pakistan?

LEVEL 1: Simplistic answer [1]

Pakistan felt betrayed.

LEVEL 2: Identifies reasons [2-4]

The Indian army was bigger and Pakistan was unprepared.

LEVEL 3: Explains reasons [5-7]

In 1965 the Pakistan army had never expected a full scale war with India over Kashmir. Their plans to encourage an uprising in Indian occupied Kashmir did not work. Indian troops attacked and Lahore was caught unprepared. By 1971, the Indians had developed a much bigger army and used the civil war in East Pakistan to fight Pakistan. The speed and ease of the Indian victory confirmed the Indian army's superiority.

(Bajwa pages 203-204, Kelly pages 121-122, 140-143)

Page 9	Mark Scheme	Syllabus	Paper
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- (c) 'The Six Points made by Mujib-ur-Rahman and the Awami League was the most important factor in the creation of Bangladesh in 1971.' Do you agree? Give reasons for your answer.

LEVEL 1: Simplistic statement [1-2]

They wanted to rule themselves

LEVEL 2: Description of Six Points or other factors [3-6]

The Awami League wanted a federal government and East Pakistan was poorer and had many floods

LEVEL 3: Explains at least one factor [7-10]

LEVEL 4: Explains at least two. Six Points to be explained for maximum marks [9-13]

The general election of 1970 saw the Awami League win a majority in East Pakistan. The League wanted a federal form of government, which would leave EP to control everything except defence and foreign policy. It wanted a separate currency and fiscal policy with its own taxation. It wanted to negotiate its own trade agreements with other countries and have its own armed forces. In effect they wanted separation from Pakistan which was becoming more evident due to the perceived differences between the two. Political parties who emerged in both parts believed in regionalism rather than national sovereignty. However the demands of the Six Points of the Awami League were rejected by Ayub Khan, and its leader Mujib-ur-Rehman was imprisoned. This caused further discontent and separation began to look inevitable. Most of the wealth of Pakistan was concentrated in the west not only of individuals but also in terms of government expenditure. This caused great resentment in East Pakistan. A weaker industrial base and a climate ravaged by regular floods led to even more depression in this area which caused further discontent. Also the eastern province saw little return for the wealth created by the growing of jute in the area. Again all the benefits went to the west.

LEVEL 5: As Level 4 - also produces a judgement or evaluation. [14]

(Bajwa pages 168-171, Kelly pages 118-122)

Page 10	Mark Scheme	Syllabus	Paper
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Question 5

- (a) (i) Who became the first Pakistani commander-in-chief of the army in 1951?
(ii) Which government post did Malik Ghulam Muhammad hold when he persuaded Khawaja Nazimuddin to become Prime Minister after the death of Liaquat Ali Khan?
(iii) Which politician survived only six weeks as Prime Minister of Pakistan in 1957?
(iv) Which international organisation did Pakistan leave in 1972?
- (i) *General Ayub Khan* [1]
(ii) *Finance Minister* [1]
(iii) *Ibrahim Ismail Chundrigar* [1]
(iv) *SEATO* [1]

(b) Why did Zia-ul-Haq introduce his Islamic reforms between 1977 and 1988?

LEVEL 1: Simplistic answer [1]

He felt it was necessary

LEVEL 2: Identifies reasons [2-4]

He wanted a strong government

LEVEL 3: Explains reasons [5-7]

Zia introduced the Islamic laws in an attempt to produce a strong and stable government managed by people committed to Islamic values. He ignored the political process because he felt that Pakistan was weaker as a result of these. He therefore made the Islamic laws very strict in order to produce a strong government by imposing a strict legal code. He also wanted to implement laws which punished people for showing disrespect towards the Holy Prophet and ensured that Islamic education was implemented in schools so as to raise Islamic awareness amongst students. He also wanted to distribute some wealth to the poor and needy by introducing Islamic taxes.

(Bajwa pages 182-183, Kelly pages 131-132)

Page 11	Mark Scheme	Syllabus	Paper
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- (c) ‘Social reforms were the most important of Zulfikar Ali Bhutto’s domestic policies between 1971 and 1977.’ Do you agree? Give reasons for your answer.

LEVEL 1: Simplistic statement [1-2]

Social reforms included education

LEVEL 2: Description of social reforms or other domestic policies [3-6]

He introduced free primary education and rural health centres

LEVEL 3: Explains at least one factor [7-10]

LEVEL 4: Explains at least two. Social reforms to be explained for maximum marks [9-13]

Amongst Bhutto’s social reforms, free primary education was introduced. New schools were to be built and all private sector schools were nationalised. The aim was to increase the literacy rate and raise academic standards. The changes in education led to overcrowding in existing schools whilst new ones could be built. The reforms were not very successful since the building of new schools and the recruitment of new teachers could not be achieved quickly and was also very expensive. Many families resented the educational reforms since it meant a loss of earnings to them. He also tried to improve the infant mortality and age expectancy rates by introducing Rural Health Centres and Basic Health Units. Pharmaceutical companies were banned from charging for a particular medical brand name and so medicines became cheaper. However this did see the profits of chemists fall drastically and many international drug companies closed down their operations in Pakistan.

However other aspects of his domestic policies were also important. The new constitution drawn up in 1973 established a Senate which offered the opportunity for professionals, academics and specialists to work together. It also safeguarded the interests of minority provinces which now had an equal status in the Senate. He produced the 1973 Constitution in an attempt to return to a form of parliamentary democracy and it was important since it is the basis upon which Pakistan has been governed to the end of the 20th Century apart from when it was suspended due to martial law. One of the main weaknesses of the new constitution was that the focal point of political power lay with the party leadership and Bhutto in particular. When things went wrong the blame was clearly laid at his feet.

LEVEL 5: As Level 4 – also produces a judgement or evaluation. [14]

(Bajwa pages 177-181, Kelly pages 123-128)