

**MARK SCHEME for the October/November 2013 series**

**2059 PAKISTAN STUDIES**

**2059/01**

Paper 1 (History and Culture of Pakistan),  
maximum raw mark 75

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components

Page 2	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

1 After Independence, Urdu became the national language as it was a unifying force in the new country. It was seen as the link language for all the provinces to provide for the cultural and educational needs of the people. However, it was also recognised that regional languages had an important role to play in the newly formed country. One of these was Sindhi.

(a) How has Pakistan promoted the development of Sindhi since 1947?

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

*Goes back to 12th Century, 1948 Sindhi Literary Board set up. Folk literature books written, 1954 Bazm-e-Talib-ul-Muala set up, Sarmast academy established in memory of Sachal Sarmast, Sindhiology department set up at Sindh University Jamshoro. After riots of 1972 government guaranteed special importance of the language.*

(b) How did the successors of Aurangzeb contribute to the downfall of the Mughal Empire?

LEVEL 1: Simplistic statement [1]  
*They were up to no good.*

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. As a result the Empire was badly ruled. 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. As a result the Empire suffered. Fighting wars became expensive and the military was stretched and suffered much inefficiency especially as the successors were very extravagant and so suffered from financial inefficiencies which affected their ability to defend the Empire.*

Page 3	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

(c) Was the Industrial Revolution in Britain the most important reason why the British were able to take control of India between 1750 and 1850? Explain your answer.

LEVEL 1: Simplistic statement [1–2]  
*The British imposed their will on the sub-continent.*

LEVEL 2: [3–6]  
 Description of/identifies reasons  
*The Industrial Revolution provided guns for the British army.*

LEVEL 3: [7–10]  
 Explains the Industrial Revolution or other reasons

LEVEL 4: Explains the Industrial Revolution and other reasons [9–13]  
*The Industrial Revolution provided vast wealth and profit but depended upon the import of raw materials. Raw cotton was imported from India and no imports of finished cotton goods were allowed. This had a terrible effect on the cotton industry in India and as a result it collapsed. Britain now controlled the cotton trade making vast profits but none was invested in India. A network of roads and later railways served to reinforce Britain's control of India which was essential to assist trade and control the land.*

*In order to further reinforce its control, Britain established an administrative system that took over all duties and responsibilities of the East India Company and imposed government control through an efficient administrative system, that featured such personalities as Lord Wellesley, Robert Clive and Warren Hastings as Governors General, who through their administrative skills were further able to exert greater control of India.*

*The conquest of large areas of India further strengthened British control of India. India was not a united nation and the British army did not meet much resistance. The manufacture of weapons in Britain aided this control.*

*Candidates may also consider such factors as education, religious and social reforms during this time, the Doctrine of Lapse etc. However any of these factors must relate to the notion of control as in the question, in order to reach level 3 or 4.*

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

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

- 2 Sir Syed Ahmad Khan decided to change Muslim attitudes towards receiving a British education. He travelled to England to study the university system there. He believed in setting up a university for Muslims in the subcontinent and was impressed by the universities of Oxford and Cambridge. However, on his return home he found that his plans were met with suspicion from some people. Nevertheless he wanted to pursue the idea of providing better education for Muslims.

**(a) What was the Mohammeden Anglo-Oriental School?**

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

*Set up in 1875 on May 24<sup>th</sup> in Aligarh on pattern of English public school system. The British refused to allow it to be affiliated with a Muslim university outside British territory so it couldn't become the Muslim university that Sir Syed wanted. The school offered western some Islamic and Indian education and became a symbol of Muslim unity. Many of future Pakistan leaders educated there e.g. Liaquat Ali Khan and Ayub Khan.*

**(b) Why did the War of Independence fail to meet its aims in 1857?**

LEVEL 1: Simplistic statement [1]  
*The Indians lost the war.*

LEVEL 2: Identifies reasons [2–4]  
*The opposition to the British was too weak.*

LEVEL 3: Explains reasons [5–7]  
*There was a lack of unity and common cause amongst the Indian population. The Punjab was uninterested in helping the rebellion and actually sent men and supplies to help the British. This also happened in Kashmir. The British had more modern methods of fighting and the army was better disciplined as well as being supplied by some of the local rulers.*

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – October/November 2013</b>	<b>2059</b>	<b>01</b>

**(c) Was the need for their own political party the most important reason why the Muslim League was established in 1906? Explain your answer.**

LEVEL 1: Simplistic statement **[1–2]**  
*They needed their own party.*

LEVEL 2: Description/identification of reasons **[3–6]**  
*The Hindus had the Congress party which represented Hindu views only.*

LEVEL 3: Explains the need for own party or other reasons **[7–10]**

LEVEL 4: Explains the need for own party and other reasons **[9–13]**  
*Muslims were increasingly aware that their political rights would not be advanced if they continued to rely on the Indian National Congress. By not organising a Muslim group they would continue to be disorganised and disunited. It was also set up because of the growth of a better understanding between the British and Muslims that was reflected in the Simla Declaration in 1905. In 1905 a new Liberal government had taken office that seemed likely to make changes in political representation and Muslims felt that they needed their own political party. The Congress was demanding that India should be treated as a cultural and political whole and Hindi should be declared the official language. It was seen as an organisation which would only advance Hindu views. They did not feel that had the same influence as Congress with the British. Also the Hindus were beginning to protest against the partition of Bengal and the Muslims saw this as a sign of the influence the Hindus had and they were worried about their own interests. Even more worrying was the growth of extreme Hindu nationalist groups who demanded that Muslims be forcibly converted to Hinduism. Therefore a number of prominent Muslim leaders founded the Muslim League.*

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

Page 6	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

3 During the Second World War, Britain was keen to ensure that the sub-continent supported the war effort and made various promises to both the Congress Party and the Muslim League about the future of India. Following the Japanese attack on Pearl Harbour in 1941, Japan entered the war and advanced through South-East Asia as far as Burma. The British became even more anxious about the sub-continent and sent the Cripps Mission to India but it failed to resolve the situation.

(a) What was the Quit India Resolution? [4]

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

*Gandhi and a non-violent protest in 1942, spoke at a Congress meeting in Allahabad and argued that if Britain left India, Japan would no longer be a threat. August 1942, Quit India Resolution passed by Congress calling for immediate withdrawal of British. Gandhi and Nehru arrested, Congress banned, rioting and loss of British control in some areas but power restored with force. Muslim League didn't approve of Quit India campaign and saw it as anti-Muslim.*

(b) Why did the Khilafat Movement fail 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 Chauri Chaura incident.*

LEVEL 3: Explains reasons [5–7]  
*Gandhi decided that the Swaraj Movement was becoming too violent following the Chauri Chaura 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.*

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – October/November 2013</b>	<b>2059</b>	<b>01</b>

**(c) Was the main reason why Congress rule (1937–1939) was hated so much because of the introduction of Bande Matram? Explain your answer.**

LEVEL 1: Simplistic statement **[1–2]**  
*The Hindus were cruel.*

LEVEL 2: Description/identifies reasons **[3–6]**  
*The Muslims had to sing Bande Matram and observe the Wardha Scheme.*

LEVEL 3: Explains Bande Matram or other reasons **[7–10]**

LEVEL 4: Explains Bande Matram and other reasons **[9–13]**  
*Congress Rule was hated due to the atrocities committed against the Muslims. Bande Matram, a song in which degrading remarks were used against Muslims, was adopted as the national anthem and had to be sung at the beginning of each day. Muslims were abused and killed by Hindus. Hindi was enforced as the official language and organised attacks were made on Muslim worshippers in mosques. The Wardha Scheme was imposed on Muslims. Under this scheme, students had to bow before Gandhi's picture each day. Muslims saw this as an attempt to convert them to Hinduism.*

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

Page 8	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

4 The recommendations of the Basic Principles Committee presented to the Assembly in 1950 regarding a future constitution were so unpopular that they were withdrawn for further consideration. Attempts to improve these in 1952 were also unpopular and were heavily criticised. As a result further changes were not forthcoming largely due to the political uncertainty at the time. However, a new constitution was unveiled a few years later.

**(a) Describe the 1956 Constitution? [4]**

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

*Adopted by 2<sup>nd</sup> Constituent Assembly, a compromise between Muslim League and United Front, Islamic Republic of Pakistan pronounced, Mirza became President who could choose the Prime Minister. President had to be a Muslim and had emergency powers and could dissolve National Assembly. There was a cabinet (advisory only) and a National and Provincial Assembly. Constitution scrapped in 1958 and martial law declared.*

**(b) Why did Ayub Khan come to power in 1958?**

LEVEL 1: Simplistic answer [1]  
*He wanted power.*

LEVEL 2: Identifies reasons [2–4]  
*There were too many Prime Ministers between 1956 and 1958 that brought problems to the government.*

LEVEL 3: Explains reasons [5–7]  
*There were a number of Prime Ministers between 1956 and 1958 and it reached a stage when Ayub Khan achieved that status that he felt the army should take control until stability had been restored and questions answered. East Pakistan's politicians wanted more say in the running of the central government which increased tension. Iskander Mirza had lost the support of many of the leading politicians and was alarmed at a plan by Suharwardy to unite the political leadership of Bengal and Punjab against him. Therefore Ayub Khan and the military decided to take over.*



Page 9	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

(c) How successful was the government of Pakistan in solving the problems of Partition during 1947 and 1948? Explain your answer.

LEVEL 1: Simplistic answer [1–2]  
*They were very successful.*

LEVEL 2: Describes/Identifies solutions or describes the problems [3–6]  
*Refugees were looked after.*

LEVEL 3: Explains success or failures [7–10]

LEVEL 4: Explains success and failures [9–13]

**Successes:**

*Quaid-e-Azam Relief Fund created to help refugees. He appealed to the people to help the refugees*  
*He toured the provinces encouraging and motivating the people. Declared himself 'Protector-General' of religious minorities*  
*State Bank of Pakistan set up*  
*Karachi made capital of Pakistan*  
*Civil Services re-organised*  
*Joined United Nations and attempted to draw their attention to Kashmir problem.*

**Failures:**

*Kashmir and other Princely States issues not resolved*  
*Canal Water Dispute not resolved until 1959*  
*Millions made homeless or died as a result of partition*  
*Only 200 million rupees received at first instead of 750 million under the final settlement*  
*There was a shortage of properly qualified and experienced personnel*  
*Much of the military assets awarded were obsolete or out of order.*

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

Page 10	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

5 Zia-ul-Haq wanted to run Pakistan with a strong government based on Islamic values countering the socialist reforms that Bhutto introduced. This would help win the support of the religious elements within Pakistan's political parties. He also felt that by portraying a strong Islamic country facing up to the invasion of Afghanistan by Russia, he would win support from the West. As a result he embarked on an Islamisation programme.

(a) What were the Hudood Ordinances? [4]

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

*Part of his Islamisation programme, 1977 onwards, including Offences against Property, Zina, Qafq and Prohibition Ordinances. Islamic punishments for gambling, drinking, theft and adultery, e.g. amputation of right hand for theft and 80 stripes of the cane for drinking alcohol. 1980 Zakat Ordinance imposed a 2.5% wealth tax to be given to the poor, Ushr Ordinance 5% tax on agricultural income which supported Zakat.*

(b) Why did Nawaz Sharif fall from office in 1993?

LEVEL 1: Simplistic answer [1]  
*He wasn't liked.*

LEVEL 2: Identifies reasons [2–4]  
*He lost out on American aid.*

LEVEL 3: Explains reasons [5–7]  
*He attempted to solve Pakistan's unemployment problem by providing cheap loans to men to buy taxis that he had imported. Few of the loans were repaid which put a strain on the economy. This was made worse when he tried to finance major investment projects that depended upon foreign aid especially from the USA. This aid was in decline and placed a severe strain on Pakistan's finances. The closure of a major bank also made matters worse. As a result of these policies Sharif and his government were blamed. The mismanagement of the Cooperative societies led to millions of Pakistanis losing their money and again the government was blamed. In particular his family's association with loans that were made led to his image being harmed. Violence in Pakistan that related to drugs and the use of guns led to a strong response from Sharif but his actions were criticised by the opposition parties for being too repressive. Sharif came into conflict with the President over the appointment of an army chief of staff and also with the Eighth Amendment. Sharif was dismissed on charges of corruption.*

Page 11	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – October/November 2013	2059	01

(c) How successful was Pakistan in its relationship with India between 1947 and 1999?  
Explain your answer.

LEVEL 1: Simplistic statement [1–2]  
*Relations between the two nations have been poor.*

LEVEL 2: Description of relationship [3–6]  
*May outline the Kashmir Crisis and the Wars in 1965 and 1971. Nuclear tests in 1974 etc.*

LEVEL 3 Explains successes or failures [7–10]

LEVEL 4: Explains successes and failures [9–13]

**Successes:**

*Agreement regarding border between east Bengal and Assam 1948*

*Minorities Agreement 1950*

*Simla Accord 1972.*

**Failures:**

*Kashmir*

*1965 and 1971 Wars*

*Nuclear arms race*

*Aftermath of Indira Gandhi's assassination*

*Kargil conflict 1999*

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