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London Examinations
GCE Ordinary Level

Mark Scheme with Examiner's Report

**London Examinations Ordinary Level GCE in
Pakistan Studies (7535)**

May/June 2001

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Mark Scheme and Chief Examiner's Report
May/June 2001

PAKISTAN STUDIES 7535

Mark Scheme

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Grade Boundaries

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PAKISTAN STUDIES 7535, MARK SCHEME

Question 1

10:10 mark split between parts (a) and (b), but allow up to a maximum of 13 for any part. Generally allow one mark per point except where indicated but up to two for a good explanation.

- weak successors of Aurangzeb (**maximum of 3**)
- absence of a definite law of succession
- degradation of nobility (**maximum of 3**)
- military inefficiency
- decline of economy
- vastness of the Empire
- invasion of Persians, Afghans, etc.

- Aurangzeb's responsibilities: religious policy
Hindu uprisings
Deccan policy
concentration of power in his hands

Total 20 marks

Question 2

10:10 mark split but allow up to a maximum of 13 for any part. Generally allow one mark per point except where indicated but up to two for a good explanation.

Robert Clive

- Plassey - qualities as a soldier and leader
- British supremacy in Bengal
- increased power of merchants
- established Oudh as a buffer state between Bengal and the Marathas
- reforms - dual system government, civil reforms, abolition of private trade system, Society of Trade, military reforms (**maximum of 4**)

Warren Hastings

- Reforms - administration, revenue, finance, commercial, judicial (**maximum of 6**)
- Oudh and Rohilla policies (**maximum of 2**)
- Wars - Anglo-Maratha and Anglo-Mysore (maximum of 2)
- patron of the arts

Total 20 marks

Question 3

7:7:6 mark split allow up to a maximum of 10 for any one part. Generally one mark per point except where indicated with two marks for good explanation.

- a) Education
- reasons for educating Muslims
 - opened schools at Muradabad and Ghazipur
 - Aligarh Institute Gazette published in English and Urdu
 - established Mohammedan Educational Conference
 - established Mohammedan Anglo Oriental College
- b) Two Nation Theory
- change of mind
 - Congress dominated by Hindus
 - Hindus more advanced in education and political development
 - Congress demands for local representative government and open competitive examinations
- c) Hindi-Urdu Controversy
- Hindu demands to replace Urdu with Hindi (1867)
 - aggressive agitation to do so
 - Hindi replaced Urdu as official language in 1868
 - Convinced Sir Syed that India was made up of 2 nations

Total 20 marks

Question 4

10:10 mark split but allow up to a maximum of 13 for any part. Generally allow one mark per point except where indicated but up to two for a good explanation.

Partition of Bengal 1905

- densely populated province, Hindus in majority
- administrative problems
- division caused Muslims to be in majority in East Bengal
- Hindus unhappy, campaigned for reversal
- Hindu assassination attempt on Lord Minto
- Swadeshi Movement riots
- Reversal

Muslim League 1906

- Hindu nature of INC and demands
- emergence of extreme Hindu national groups
- Lucknow meeting 1902
- Simla Delegation (**3 maximum**)
- formation of Muslim League

Khilafat Movement

- Istanbul and Caliph
- promises of British
- Treaty of Sevres
- foundation of Movement - Ali Brothers
- role of Gandhi
- meeting with Lloyd George
- Hijrat movement
- Chauri Chaura incident
- Mustafa Kamal Atatürk and end of Movement

Jinnah's 14 Points 1929

- Nehru's report and Jinnah's amendments
- 14 Points detail and rejection by Congress (14 Points listed - **maximum of 7**)
- Separate homeland developments

Round Table Conferences 1931-1932

- 1st boycotted by Congress
approval of federal system
minorities sub committee unable to reach a conclusion
- 2nd Gandhi (Congress) present having had talks with Irwin
Gandhi obstructive
no conclusion
- 3rd Congress abstained
did not achieve anything
led to the Communal Award in 1932

Total 20 marks

Question 5

10:10 mark split but allow up to a maximum of 15 for any part. Generally allow one mark per point except where indicated but up to two for a good explanation.

- a) 1940-47 **Maximum of 3** per item described

Candidates will refer to the Lahore Resolution 1940, Cripps Mission 1942, Quit India Movement 1942, Gandhi-Jinnah Talks 1944, Simla Conference 1945, Election 1945-6, Cabinet Mission Plan 1946, Direct Action Day 1946, 3 June Plan 1947, Independence Act 1947, Radcliffe Award 1947.

- b) Significance
Reward positive statements.

Total 20 marks

Question 6

7:7:6 mark split allow up to a maximum of 10 for any one part. Generally one mark per point except where indicated with two marks for any one well answered.

higher education

- higher proportion of spending than state schools
- 5% of population attend
- only 3% of the budget spent on research or library resources, rest on salaries
- all institutions are government run. 22 universities
- training scheme for lecturers
- universities for medicine, technology and legal education

Urdu

- national language of Pakistan and the language of Muslims
- Poets and writers played a significant role in progress of Urdu (with examples)
- spread throughout the sub-continent by 16th Century
- used in all institutions in Pakistan and to replace English eventually

Pushto poets and literature

- the language of NWFP
- 1st period of development 2nd-10th Century
Bayazid Ansari wrote on sufism, poet Amir Khan Pahlvan amongst others
- 2nd period 1200-1300
- rich in literature Akhund Dardeez, Khushall Khan Khattak, Hazrat Mian Umar.
Poetry full of nationalism
- 3rd period 1947 on
Abdul Qayum. Peshawar University and Pushto Academy set up in 1954

Sufis and sufism

- had a mystical approach to Islam which was at variance with many of the Ulema or Muslim clergy
- became well established by 1100
- role became strengthened because of the growing number of heretical movements which threatened the fundamental basis of Islam
- Umar al-Jullabi al-Hujwari probably the greatest sufi
- many of new converts from Hindu masses who were anxious to retain their pre-Islam customs

women in politics

- reward relevant and positive statements

Total 20 marks

Question 7

Award 1 mark maximum per point made, except where indicated but up to 2 marks for well explained statement.

- disadvantages faced by East Pakistan in terms of lack of industry, poor climate and feelings of isolation
- advantage of jute which was the largest export and no border disputes with India
- resentful of under-representation in the Pakistan Army, Civil Service and judiciary
- no say in internal provincial matters until 1970
- very politically conscious and took great pride in their local language and culture
- Six Points of Sheikh Mujib-ur-Rehman (**maximum of 5**)
- National Assembly meeting postponed in 1971
- Led to strikes, public demonstrations
- threat of civil war and breakdown of talks

Total 20 marks

Question 8

Award 1 mark maximum per point made, but up to 2 marks for well explained statement. For marks in excess of 13, candidates should consider 'how successful' in relation to successes and failures.

Successes

- diplomatic relations established 1948
- late 1950's visits to each other's country
- agreement reached regarding trade passage to Afghanistan through Pakistan
- Shah Zahir Shah adopted a more friendly attitude in 1960's
- Pakistan offers aid at time of an earthquake
- Soviet invasions in 1979 sees friendly relationships re-established

Failures

- hostile policy since 1947
- opposed Pakistan's entry into United Nations
- Pakhtoonistan demands
- Durand line
- organised raids on Pakistan consulates 1954 and 1955
- diplomatic ties severed in 1959
- following a military coup in Afghanistan in 1973, relationships again became more hostile

Total 20 marks

Section B

Question 9

Credit all relevant material, generously where specific physical facts are related to economic ones.

e.g. Relief:- Northern Mountains and broken terrain of Pakistan make economic development difficult, but vast lowlands of the Indus Plains provide good agricultural land (given water).

Climate:- Water shortage is main problem – credit details of totals/distribution. References to 2000 heat/drought.

Drainage:- Disposition of river valleys had facilitated irrigation network.

Total 20 marks

Question 10

3 marks awarded for each item, awarding the remaining 8 marks where merited up to a total of 7 per item.

- (i) essential infrastructure for any development. Without access, no investment. e.g. effects of Karakorum highway on farmers etc. in e.g. Gilgit.
- (ii) Will create a labour force possibly of interest to investors. Also social effects on health/population growth etc.
- (iii) Dependent on infrastructure and water supplies. Pakistan probably has & untapped minerals but development will be limited until the area is
- (iv) opened up, suitable labour available etc. Allow repetition to maximum of 3 marks.

Total 20 marks

Question 11

- (a)
 - 1. Family planning campaigns, clinics, health visitors etc.
 - 2. N.B. adult Evening classes, etc. Electricity in rural areas allowing television courses.
 - 3. Expansion of medical schools & examples. Reserve 3 for each, float 6. **(15)**
- (b) Relations with India, Kashmir, Afghan refugee situation. Nuclear programme outweighs domestic expenditure on education. **(5)**

Total 20 marks

Question 12

- (a) (i) The Koran stresses equality of sexes and the duty of both to seek education. In practice, women are not given equality in law (reward examples of Sharia etc.) and are often denied the opportunity to learn and other rights.
- (ii) Strength of misguided/bigoted religious leaders and male dominance, particularly in remote/rural areas. Deliberate misinterpretation of Koranic dictat. **(12)**
- (b) Accept any 2 sensible suggestions, rewarding amplification. Enforcement would require a tougher approach to physical abuse, rape etc., with fairer treatment of witnesses. **(8)**

Total 20 marks

Question 13

- (a) 1 mark for each crop and 1 for key. **(5)**
- (b) Answer dependant on choice of crop:
Rice :- effect of Green Revolution seeds and improved irrigation
Wheat :- improved HYV seeds and irrigation. Easier to expand acreage than of rice. Has become staple grain.
Sugar : - benefits from improved irrigation and enormous increase in demand. Processing facilities have also improved to deal with increased production.
Cotton :- Government encouragement to produce industrial raw material as basis of export trade. **(5)**
- (c) 2 marks for description/explanation of each crop. Remaining marks awarded where merited. **(10)**

Total 20 marks

Question 14

- (a) Cotton, sugar, leather etc. Credit all expansion of industry (cotton – semi manufactures, finished goods etc, leather – sports goods) and accurate locations. **(8)**
- (b) (i) Gas, coal, oil and limestone, chromite. **(maximum 3)**
- (ii) Fuels supply power, but quite inadequate without hydel. Few basic raw materials so many have to be imported adding to trade deficit. **(maximum 9)**

Total 20 marks

Question 15

- (a) Excess snow melt (global warming) in Himalayas/Karakorum. Extra heavy monsoon in eastern regions. Deforestation everywhere, but particularly in mountains and foothills. Largely confined to upland areas but increasingly affecting lowlands – deposition, clogging etc. Massive reforestation campaign in extreme north sponsored by Aga Khan Rural Project. **(10)**
- (b) Traffic fumes – low grade petrol, inefficient engines. Major source. Lack of control on industrial pollution of air, water and land. Reward examples of pollution and steps to control. **(10)**

Total 20 marks

Question 16

- (a) Trade with AICs largely in form of raw cotton, cotton manufacturers etc., importing machinery, cars, electrical goods. Saudi Arabia/Iran. Imports of oil, exports of rice, cotton manufacturers. Saudi Arabia/Iran cannot supply the manufactured goods Pakistan needs while the AICs do not want rice and put tariffs etc. on cotton goods. **(12)**
- (b) Saudi Arabia supplies much of oil imports – by sea. No pipeline from Iran. Iran needs Pakistan exports but has little to offer in return. **(2)**
- (c) Accept any 2 (justified) suggestions e.g. China, Singapore, Korea, Malaysia and relevant trade commodities. **(6)**

Total 20 marks

PAKISTAN STUDIES 7535, CHIEF EXAMINER'S REPORT

Section A

General Comments

The standard of work presented this year by candidates showed an improvement upon that of previous years, but with a similar entry figure to 2000. There was less evidence this year of candidates producing rote learnt work from textbooks and notes that in the past had often produced answers, which were not strictly relevant to the question. This was very pleasing and it is hoped that this will continue. Answers were often more focussed than in previous years with less irrelevancies and genuine attempts to answer the question as set, apart from perhaps question 8. There were many examples where candidates had been well prepared for the examination and who wrote excellent answers to the questions.

Although almost all the candidates answered the required two or three questions with few rubric errors many candidates did answer both sections in the same answer booklet, which caused much inconvenience at times. As always it would be helpful if candidates could remember to fill in the front cover of their answer booklets, indicating the questions that had been answered.

Question 1

This was a popular question and was generally well answered. Answers were generally to the point and answered the question set. Many candidates avoided writing a general answer on the causes of the decline of the Mughal Empire and tried to focus on the extent to which Aurangzeb was to blame.

Question 2

There were very few answers to this question.

Question 3

This was one of the most popular questions and most candidates scored well on it. Their knowledge of Sir Syed Ahmed Khan's contribution to education, the two nation theory and the Hindi-Urdu controversy was generally good. There were few generalised answers to this question, which in the past has tended to attract these.

Question 4

This was a popular question with many detailed answers to the partition of Bengal and the Khilafat Movement, which attracted high scoring marks. As anticipated Jinnah's 14 Points were well known but answers to this and the Round Table Conferences were in a minority.

Question 5

This was not a popular question and there were few answers on it. Of those who did attempt it knowledge was detailed and generally accurate. Again almost all candidates attempted to answer both parts of the question.

Question 6

This was not a popular question and of those candidates who did attempt it, answers were not as good as in other ones. Answers were often generalised. Answers to higher education tended to repeat those given in response to question 3 on Sir Syed. Knowledge of sufis and sufism and Urdu was generally good but there were few answers to Pushto poets and literature and answers to women in politics tended to focus on naming a few female politicians and little else.

Question 7

This was a popular question and often very well answered. Answers were generally detailed and accurate with positive attempts to explain the reasons for the creation of Bangladesh. Of all the questions on the paper this was probably the best answered of all often with excellent levels of explanation and expression.

Question 8

This was a less popular question with few candidates answering it as set. Answers tended to be descriptions of the changing relationship between Pakistan and Afghanistan with no attempt to consider the successes and failures of this. 'How successful' anticipates answers, which address this skill.

Section B

General Comments

Having reported that the candidates entered for the January 2001 examination had shown a much wider coverage of the syllabus, it was disappointing to find that the majority of candidates confining their choice to questions 11 and 12, with questions 9 and 10 slightly less popular and very few answers to the remaining four questions, especially question 13. Fewer candidates misread questions, but equally, few showed any detailed fact or depth of argument. For example, a statement such as '*improved roads make it easier for things to get places*', could be improved by, '*farmers could get perishable goods, such as fruit, which would otherwise be wasted, to urban markets*'. Many answers revealed a failure to think arguments through logically, and showed some serious misconceptions, which suggested a lack of basic geographical awareness.

Question 9

Answers to this rarely showed understanding of what is meant geographically by 'drainage', or any knowledge of climate detail.

To answer the question requires detail of the ways in which the climate is preferable to other areas (rather than simply stating Punjab has a 'good' climate). This question required a carefully planned answer if the candidate was not to waste time on repetitive listing of mountain ranges, while ignoring the importance of rainfall variations.

Question 10

Many answers to this question were superficial and repetitive. Good candidates, however, were able to quote developments in, say, Gilgit as a result of the Karakoram Highway. In discussing education, too many candidates wrote only of higher education and access to the professions, with no references to the importance of an adequately literate labour force. Good comments on the latter two items pointed out that both were highly dependent on the first two and on power and water supplies.

Question 11

This question was chosen by a number of candidates, most of whom were able to deal with some, but not all, of the parts. Lowering the fertility rate usually presented no difficulty, but many candidates did not address the need to express how the adult literacy rate is being raised. Educating more children will eventually improve the rate but the best answers covered projects aimed at literacy for existing adults. Lengthy accounts of improvements to medical facilities, generally overlooked the need to increase the number of doctors not to emigrate, as well as efforts to train more.

In answering (b), most candidates were able to explain the high military expenditure, however, few commented on the effects of such a low education budget, or evaluated the relative levels of these two figures.

Question 12

Many candidates would have gained more marks in this popular question if they had answered (a) more directly in the form in which it was set, and had given more thought to what was needed in (b). Good answers quoted actual examples of differential treatment of women, e.g. as witnesses, and commented on injustices. It is, perhaps, unfortunate, if not unfair, that in the 21st century, textbooks are still blaming the Hindu tradition (vastly at odds with the present status of women in India), even though Pakistan has been an Islamic country for over 50 years and its population largely Muslim for far longer.

Good answers to (b) addressed the need for practical measure. There is little point in a women's police force unless that force is empowered to administer just laws. Heavy fines for fathers who fail to send daughters to school might well be effective, but only if this can be enforced. This is obviously a subject for class discussion.

Question 13

This question was attempted by only a handful of candidates. Some produced clear, accurate maps; others had little idea of cartographical presentation. Despite frequent comments in other questions that Pakistan is an agricultural country, few candidates seemed to have any real understanding of crop requirements and what is involved in farming. In view of the dramatic increases in production shown in the table, answers to (c) were exceptionally poor.

Question 14

This produced a few more answers than question 13, but while (a) was sometimes treated adequately, the general standard of answers was poor and answers to (b) were rarely pertinent.

Question 15

There were a few excellent answers to this, but in answering (a), many candidates confused soil erosion with salinity and few adequately considered the areas and effects of deforestation. Some candidates took the opportunity offered in (b) to display excellent case studies of urban pollution.

Question 16

Answers to (a) were often very confused. It was expected that candidates should recognise that Saudi Arabia and Iran, while good customers of cotton goods, rice, etc. and major suppliers of oil, cannot supply the manufactured goods like cars, machinery, electrical goods, which are imported from the West and Japan. Similarly in (b), Iran needs Pakistan imports, but their main commodity, oil, is more easily obtained by sea from Saudi Arabia. In (c) the emphasis should have been on new trading partners, such as China, Singapore, Malaysia and South Korea.

PAKISTAN STUDIES 7535, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	53	43	34	29	22

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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