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GCE Ordinary Level

Mark Scheme with Examiners' Report

London Examinations Ordinary Level GCE in Pakistan Studies (7535)

January 2003

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Mark Scheme and Chief Examiner's Report
January 2003

PAKISTAN STUDIES 7535

Mark Scheme

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Grade Boundaries

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PAKISTAN STUDIES 7535, MARK SCHEME

Paper 1

Question 1

10:10 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.

(a) **Reasons**

- 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.
 - religious policy.
 - Deccan policy.
 - Hindu uprisings.
- concentration of power in his hands.

(b) **Importance**

Credit answers which do not simply repeat previous material but show understanding and genuine attempt to address the question.

Total 20 marks

Question 2

Generally award one part per point, but up to two for a good explanation.

- wrote pamphlets arguing for co-operation between British and Muslims e.g. *Loyal Muhammadans*, *Tarikhi-Sarkashi-i-Bijnour* (**maximum of 3**).
- religious work - *Tabaeen al-Kalam and Nadarath* (**maximum of 3**).
- argued that Muslims could eat with Christians.
- founded Aligarh Movement.
- Scientific Society started 1863.
- Aligarh Institute Gazette published in English and Urdu.
- established British Indian Association for safeguard of rights of Indians.
- Muhammadan Educational Conference of 1887.
- Muhammadan Anglo-Oriental High School upgraded in 1877.

Total 20 marks

Question 3

10:10 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.

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

Total 20 marks

Question 4

Normally a 7:7:6 split but award up to a maximum of 10 for any one part. Generally one mark for any point made but in circumstances where one is very well explained, two marks could be awarded.

Lucknow Pact 1916

- By 1915 Muslim League included demand for self rule in their programme.
- British Government recognised need for further reforms.
- 1916 Muslim League and Congress Party reached a consensus that proposals relating to Legislative Councils should be endorsed by them.
- Dec 1916 Muslim League and Congress Party met in Lucknow.
- Terms of agreement (**maximum of 4**).
- Results – first time that a set of political demands had been made by 2 parties to British; ML realised that they had to work with all parties to safeguard their political rights; some Hindus became convinced that partition was inevitable.

Montague Chelmsford Reforms 1919

- main features relating to dyarchy.
- separate electorate for Muslims.
- Congress and Muslim League accepted provisions with reservations.

Jinnah's 14 Points 1929

- Nehru's report and Jinnah's amendments.
- 14 Points detail and rejection by Congress (**maximum of 5**).
- Separate homeland developments.

Total 20 marks

Question 5

Generally award one part per point, but up to two for a good explanation.

- Pre 1947 **allow maximum of 3 marks.**
- 1947: delayed accession, violent campaign against Muslims followed by overthrow of ruler. Indian support for deposed mararaja, Pakistan troops ordered into region. India refers case to United Nations.
- 1948: cease fire Jan 1948, leaving largest part including capital in India's hands. Nehru declares intention to hold a plebiscite which never happened.
- 1949: official ceasefire line patrolled by United Nations troops.
- 1950s Negotiations continue but India tries to integrate Indian occupied Kashmir into India. Pakistan appeals to United Nations.
- 1959: UN Security Council reconfirmed Kashmir as a disputed area and that a plebiscite should be held.
- 1965: War with India leads to clashes in Indian controlled Kashmir.
- 1972: Simla – agree to work out solutions to Kashmir without outside help.
- Since 1972 – continued hostilities but little progress at resolving the conflict. Credit worthy examples.

Total 20 marks

Question 6

10:10 split but allow up to a maximum of 13 for any part. Candidates may well answer this question as a whole, so main points are listed below. Generally allow one mark per point except where indicated but up to two for a good explanation.

- 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 3**).
- National Assembly meeting postponed in 1971.
- Led to strikes, public demonstrations.
- threat of civil war and breakdown of talks.

Total 20 marks

Question 7

10:10 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.

(a) **Nawaz Sharif**

Successes/Failures

- Advanced nuclear energy programme.
- Support for Saudi Arabia's defences during Gulf War.
- Private investment in road construction, telecommunications, airline and shipping industries.
- Resolved 2 long-standing issues – allocation of the Indus waters and distribution of revenue between provinces and central government.
- Did little to solve growth of crime and use of drugs.
- Privatisation policy encouraged profiteering.
- BCCI criticised for corruption.
- Failure of Co-operative Societies in Punjab resulted in 2m losing life savings.
- Loss of USA aid following Pakistan criticisms during Gulf War.
- Clashes in Kashmir.
- Opposed President Ghulam Ishaq.
- Corruption accusations.

(b) **General Musharraf**

Credit worthy statements relating to changes introduced. May link in attitude to and treatment of Bhutto and Sharif.

Total 20 marks

Question 8

Allow one mark per point except where indicated.

USA

- 1950 Liaquat Ali Khan visits USA.
- 1953 Eisenhower declares support for Pakistan in return for their agreement to join anti-Communist pact.
- 1954 formal agreement with USA, start of military and economic aid.
- Mutual Defence Assistance Agreement signed.
- Pakistan joins SEATO of which USA a member.
- 1962 Relationships strained when USA supplied military aid to India during war with China.
- Ayub Khan's visit to China annoyed USA.
- 1965 USA placed an arms embargo on India and Pakistan during their war.
- 1966 USA economic aid resumed.
- 1970 Military aid resumed.
- 1971 war with India – USA neutral.
- 1972 Pakistan leaves SEATO when USA failed to support Pakistan during war with India.
- 1977 USA aid suspended.
- 1979 Attack on US embassy in Islamabad. Aid suspended again
- 1981 Significant increase in aid during Soviet invasion of Afghanistan.
- 1988 Aid reduced.
- 1988 on Variable levels of support during ministries of Bhutto, Sharif and Musharraf.

Great Britain

- 1947 many British civil and military officials remained in Pakistan.
- 1954 Pakistan and Britain both members of SEATO and CENTO.
- 1956 Pakistan criticism of Britain during Suez crisis.
- 1965 Britain plays an important role in bringing about a cease-fire in war with India.
- 1971 Britain remains neutral during Bangladesh crisis.
- 1981 Margaret Thatcher visits Pakistan.
- 1980s Britain becomes a significant trading partner for Pakistan.

Total 20 marks

Paper 2

Question 1

- (a) (i) A = Arabian Sea ; B = Balochistan Plateau ; C = Hyderabad (3 x 1 mark)
- (ii) Accept 1250 – 1350 km; direction accept either NNE or NE. (2 x 1 mark)
- (b) Markings on outline map (7 x 1 mark)

Total 12 marks

Question 2

- (a) 1. Water resources; flood plains/soils; labour force; large land area; non metallic minerals.
2. Resources not developed/inaccessible; critical resources esp. power are limited; poor supply of metallic materials, resources need to be imported; problems regarding water resources; much labour unskilled.

Reserve 2 marks for each; award remaining 2 marks where deserved. (6)

- (b) Poor infrastructure; limited education provision; population growth; cultural restraints/religion; political instability; international disputes; natural hazards

Reserve 2 marks for each; award remaining 2 marks where deserved. (10)

Total 16 marks

Question 3

- (a) 90% in Punjab (1 mark) and Sindh (1 mark) Additional marks for detail e.g. NE Punjab, Gurjranwala and Shekhupura; Jacobabad and Larkana in Sindh.

Some in NWFP (1 mark) and Balochistan (1 mark)

Credit general ref to flood plain/river valley (1 mark) (6)

- (b) High yielding variety; research; education; fertiliser/subsidies; loans; land reform/consolidation; farming methods.

Theme to 3 marks maximum

(10)

Total 16 marks

Question 4

- (a) Credit definition/characteristics: e.g. indebted workers; tied to employer; low wages. (3)
- (b) e.g. bricks, carpets, agriculture. (3)
- (c) **Award maximum marks** provided some advantages and disadvantages are included in answer e.g. low pay – advantage to employer, disadvantage to labour.

Credit other aspects such as employee 'tied'; limited mobility, trapped in poverty; socially marginalized; lack legal protection; may involve children.

(10)

Total 16 marks

Question 5

- (a) Assists development of rural industries; electrically operated tubewells for irrigation and control of waterlogging; improvements to health/education facilities; domestic improvements e.g. lighting/TV. Possibly reduce drift to cities.

Theme to 2 marks maximum

(7)

- (b) Generally wide distribution of thermal plants; reduce transmission wastage; response to rapidly rising demand for electrical energy; help combat load shedding. Therefore well received internally. Assist development.

International opposition stems from environmental concerns particularly in highly developed countries.

Reserve 2 marks for each part, award remainder where deserved

(9)

Total 16 marks

Question 6

- (a) (i) International currency; permits comparisons; relatively stable. (1)
- (ii) 200m dollars (1)
- (b) Trade fairs/international conferences; development of tourism; government initiatives; simplified procedures; added value commodities; devaluation used in past; attention to quality; more manufactured/semi-manufactured goods; less concentration on raw materials. (7)
- (c) **1 mark** available for named company. For max must mention advantages and disadvantages; e.g. to what extent they do/do not contribute to host country's trade balance; transfer technology; generate employment; neglect the environment. (7)

Total 16 marks

Question 7

- (a) Urban field **1 mark**; area around a city which is under its economic/social influence; area to which a city provides goods and services. **(2)**
- (b) (i) Site – actual point at which city is located. Locational features **(3)**
(ii) Marks for methodology. Credit illustration on a sketch map. **(4)**
- (c) Credit references to both Karachi and Islamabad e.g. congestion in Karachi; new growth pole in Islamabad. **(7)**

Total 16 marks

Question 8

- (a) e.g. northern highland regions; coastal strip including Karachi; Punjab
2 x 1 mark
3 marks available for reasonably accurate statistics. E.g. much of Sindh has rainfall of under 250 mm.
1 mark for understanding the term 'range of temperature'. Award marks for reasons, though not specifically required. E.g. impact of seasonal monsoon rains in Punjab; impact of western depressions in northern Balochistan **(6)**
- (b) Accept any reasonable response e.g. need for irrigation to combat aridity. Governs types of crops grown/growing season/s. e.g. mangroves supply firewood. Impact on population density and consequent economic development.
Theme to 4 marks maximum **(8)**

Total 16 marks

PAKISTAN STUDIES (7535) CHIEF EXAMINER'S REPORT

Paper 1

General comments

This was the first examination of the revised syllabus with separate papers for the respective components. The standard of work presented this year by candidates was similar to that of last year with a pleasing increase in the entry back to the levels of January 2000 and 2001. Almost all the candidates answered the required three questions with few displaying any sign of problems with the new requirements of the examination, especially time. There were no rubric errors. However, as in previous years it would be helpful if candidates could remember to fill in the front cover of their answer booklets, indicating the questions that they have answered.

Section A

Question 1

This was a popular question on the reasons for the decline of the Mughal Empire and was generally well answered. Most candidates answered the question as set and in the main produced good quality answers. There was little evidence as in previous years of candidates writing irrelevantly about the Mughal period in general terms. In the second part of the question there were genuine attempts by most candidates to offer opinions of the most important reasons for the decline rather than just repeat the examples previously given.

Question 2

This was also a popular and indeed one of the best-answered questions on the paper. Answers were generally accurate and facts were well known. As a result many candidates scored highly. However there was a minority of candidates who were intent on writing in great detail about the life and career of Sir Syed without focussing on his achievements.

Question 3

This was also a popular question but in the main was not as well answered as others, especially in the first part on the reasons for the partition of Bengal in 1905. Many candidates wrote about events in Bengal at the time with little specific and related facts regarding the reasons for partition. Answers to the second part on the reversal of partition were better and resulted in some high scoring answers. However in some cases candidates ignored the question and wrote in generalised terms about events between 1905 and 1911.

Question 4

This was not an easy question to answer but there were a number of candidates who had obviously learnt these topics and were well prepared. As a result their scores were good. However a minority of candidates wrote vague and generalised answers. The main requirement was again to explain the three events: Lucknow, the Montague-Chelmsford Reforms and Jinnah's 14 Points but also to explain how they were important to Hindu-Muslim relationships. This was beyond many candidates and so scored fewer marks.

Question 5

This was not a popular question but those candidates who answered it knew their facts. However in the main most candidates tended to describe chronologically the events relating to Kashmir since 1947. It was pleasing that some candidates brought events up to the present day displaying their knowledge of recent events regarding India, Pakistan and Kashmir.

Question 6

This was also a popular question with many excellent answers. Most candidates were well prepared for such a question and most displayed a good depth of knowledge. There were few poor answers.

Question 7

This was not a popular topic and few candidates answered it. However it was pleasing to note that some candidates knew some facts regarding Nawaz Sharif and General Musharraf and were able to address the requirements of the question even though their answers were generally not high scoring ones.

Question 8

This was not a popular topic and there were very few answers to the question.

Paper 2

Introductory remarks

Most candidates demonstrated some confidence in tackling this new paper and managed to complete four questions. There were good quality scripts where candidates had been well prepared for the paper, exercised considerable care over the choice of questions and ensured that they maintained a sharp focus on the particular demands of the questions. Frequently, where candidates failed to do justice to their ability it was owing to insufficient attention being given to the reading of questions and a failure to understand the precise requirements of them. Some candidates completely lost sight of questions or, on occasions, found themselves responding to an apparently similar question which they might have rehearsed in class. Answers were often lengthy; some had a good deal of repetition. In general, there was evidence that too few candidates had given attention to the planning and preparation of answers. Without doubt, a little more time given over to the latter would have enhanced the quality of many answers and also assisted with the time management of the paper. Moreover, it is important that candidates are sufficiently discerning to know what to leave out as well as what to include in answers.

Question 1

Some candidates scored highly on this compulsory question though it was not always a strong indicator of the quality of work to follow on other questions. The question is designed to test essential geographical knowledge and basic skills. It was therefore disappointing that a significant number of candidates acquired less than half marks.

There was considerable confusion over the direction from Karachi to the source of the River Indus; in some instances candidates clearly were not familiar the term 'source of a river'.

Many were able to locate a barrage on the river but could not name it. Most candidates were not familiar with mangrove vegetation. An appreciable number struggled with the markings of latitude and longitude.

Question 2

The best answers to part (a) of this question illustrated the range of resources available in Pakistan, naming specific examples and giving an indication of their location. They made appropriate reference to human resources. They went on to point out that the mere availability of such does not necessarily mean they can be tapped and outlined the reasons which sometimes inhibit their development. Additionally, reference was made to the ever increasing population pressures and the demands that this makes on these resources.

There were some sound answers to part (b), though they were not always presented in the time frame of the last 25 years. The factors limiting economic development were well rehearsed particularly in relation to poor infrastructure, political instability and corruption. Moreover, considerable attention was given to the low level of literacy in Pakistan.

Question 3

Few candidates encountered difficulties in identifying the main rice growing areas of Pakistan, though some missed the correct emphasis regarding explanation, opting to concentrate on general requirements for rice growing. In order to access the higher marks specific references to climatic conditions were required.

Part (b) illustrates a case in point where some candidates failed to focus sufficiently on the demands of the question, apparently confusing the terms 'yield' and 'output'. The likes of special strains of rice and the use of fertilisers and pesticides clearly have a considerable bearing on yield; the expansion of the land area given over to production might well increase output but has no direct impact on yield.

Question 4

The term 'bonded labour' was well understood by most candidates, though the three marks available for this part of the question did not merit the extended accounts sometimes produced. In general, candidates were well able to offer a range of industries relying on bonded labour such as sports goods and carpets. In a few instances the steel industry incorrectly appeared.

The answers to part (c) often incorporated valid responses but were sometimes unfocused and demonstrated a particular difficulty in separating the social and the economic advantages and disadvantages. For example, the fact that the system offers the employer relatively cheap labour falls into the economic category whereas the deprivation of access to education is essentially of a social nature. This part of the question illustrates how candidates might gain from giving more time and care to the planning of answers.

Question 5

There were some comprehensive answers to part (a); it was interesting to note how many candidates emphasised the value of electrification to communication with the rest of the country and the enormous advantage of having access to the internet. While such a facility might well limit rural to urban migration as many candidates pointed out it has to be questioned as to whether 'stops' such movements as suggested by some. Overstating a case needs to be guarded against. Weaker answers here tended to comprise a list of

appliances which might be used with an electrical supply, failing to describe the impact of such on the nature and quality of village life. In general, answers presented as a list will always forfeit marks unless such is specifically requested.

Part (b) answers were commonly unbalanced with undue attention being given to the reasons for international opposition; candidates sometimes got so carried away with this element of the question that they completely forgot about the limited opposition within the country. The best answers here mentioned the wide distribution of thermal plants and the rapidly rising demand for electrical energy in Pakistan. It was argued that in view of the urgent need for economic development the 'environmental price' was worth paying.

Question 6

It was remarkable how few candidates who attempted this question were able to assess the size of the trade gap from the bar charts provided. A latitude of \$1.9m to \$2.1m was permitted.

Clear ideas were expressed on the measures being taken to increase and diversify exports with frequent references to improved quality and 'value added' processes. Some candidates felt obliged to give comparable attention to imports which obviously was a waste of time and effort.

The understanding of the contribution of transnational companies was less consistent though most answers took a positive stance on their value to economic development. For full marks here some reference was expected to potential drawbacks. There were a few answers which dwelt on specific companies and successfully conveyed the ways in which there had been neglect of the local environment.

Question 7

In general, this question was strongly avoided. Where it was adopted the appeal seemed to lie in part (c) of the question.

Almost without exception the concepts of 'sphere of influence' and 'site' were unknown to candidates. Both are important geographical concepts and well worth coming to terms with. Simple annotated diagrams can be used in each case to convey their meaning and application. Moreover, geographical fieldwork can be successfully based on identifying the sphere of influence of a city / town / village.

There were sound answers to part (c) though there tended to an emphasis on the ways in which this relieved Karachi of some congestion. Little attention was given to the geographical advantages for the area around Islamabad. A common perception seemed to be that Islamabad is a 'safer' place to have a capital city.

Question 8

This was a relatively popular question; it was good to see so many candidates having some knowledge of climatic conditions in Pakistan and an appreciation of the impact of such.

In order to be successful on this question it was important to wisely select two regions, ensuring that they had 'significantly different climates'. Thereafter, it was crucial to adhere to the structure of the question, answering it item by item and giving some statistical evidence.

The reasons advanced in part (b) were usually understood and linked with effects of monsoons and depressions. There was a focus on agriculture.

PAKISTAN STUDIES 7535, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	67	55	44	39	29

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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