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London Examinations
GCE Ordinary Level

Mark Scheme with Examiners' Report

London Examinations Ordinary Level GCE in Pakistan Studies (7535)

June 2003

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Mark Scheme with Examiners' Report
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PAKISTAN STUDIES 7535

Mark Scheme

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Grade Boundaries

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PAKISTAN STUDIES 7535, MARK SCHEME

Paper 1

1. Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

(a) **Education and Literature**

- a Madrasha founded by Humayun at Delhi and in other places by Jahangir and Shah Jahan
- Colleges established at Fatehpur, Sikri and Agra by Akbar
- Nobility and princesses educated at home
- An emphasis on Persian and Arabic literature amongst nobility
- Emperors took an interest in literary productions in Persian and Hindi
- Persian and Hindu literature strong with other works translated into Persian
- Poets and writers had the patronage of the Emperors

Architecture

- Emperors great patrons of architecture and commissioned many buildings some of which stand today (mosques and mausoleums)
- Akbar built in the Hindu/Muslin style with red stones
- Jahangir continued Akbar's work, completing his tomb at Sikandra
- Shah Jahan used marble and built some of the finest buildings including the Taj Mahal
- Several gardens were constructed at Lahore and Delhi

Art and Music

- Babur and Humayun were lovers of art
- Akbar established a National School of Painting
- Jahangir was a collector of historical paintings and encouraged the painting of natural objects
- All the Emperors except Aurangzeb were patrons of music

(b) **Decline of Empire**

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

Total 20 Marks

2. 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.

The Regulating Act 1773

- British government felt it necessary to become more involved in the EIC
- Act's provisions designed to improve the Company's administration
- Marked the beginning of a written constitution for British India
- British government could now interfere in Indian affairs and pass laws
- A number of defects which led to complications in the role of the G-G

The Permanent Settlement 1793

- Introduced to overcome the defects of the land revenue system
- Cornwallis's preparatory work
- main features relating to Zamindars
- gave stability to the British government
- helped to make Bengal the wealthiest province
- gave the government a fixed income
- position of Zamindars improved who invested their wealth in the country
- Zamindars became loyal to British in troubled times
- some drawbacks mainly affecting the interests of peasants which were ignored
- Muslims hard hit with land taken away

Haji Shariat Ullah

- Influenced by Sheikh Muhammad Abdul Wahab
- Sought to purify Islam from Hindu influences
- His group of followers called Faraizis
- Work carried on by his son

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 (**max of 4**)

Tipu Sultan

- Proved himself in 1st Anglo-Mysore War.
- King in 1782 – Treaty of Mangalore (1784) recognised as ruler of all territories that belonged to his father
- Conflict with British led to defeat in 3rd A-M War, died in 4th War.
- Domestic – treated Hindus well, stopped polyandry, drinking and selling of wine, landlords abolished, generally prosperity.

Total 20 marks

3. **Generally a 10:10 split but award up to a maximum of 13 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**

Causes

- expansion of British
- Doctrine of Lapse
- exclusion of Indians from important posts
- landowners deprived of their lands and excessive taxation on them and peasants
- abolition of sati
- conversion to Christianity and teaching of it in schools
- differences in salaries of sepoys and British soldiers
- military reforms outraged religious feelings of sepoys
- greased cartridge

Failure

- absence of unity of action among rebels
- military leaders gave little support. Mutual jealousies and intrigue prevailed
- revolt confined to a limited area, many Indians remained faithful to British
- superiority of British troops and military leaders
- British assisted by Gurkhas and Sikhs
- Reckless vandalism by rebels lost the sympathy of civil population
- many rebel leaders were indecisive and short-sighted
- conciliatory policy of Lord Canning

Total 20 marks

4. **Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded. Award maximum of 12 if no attempt is made to address 'how successful'.**

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

5. 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.

Jinnah's 14 Points 1929

- Nehru's report and Jinnah's amendments
- 14 Points detail and rejection by Congress
- Separate homeland developments

Lahore Resolution 1940

- Lahore Conference
- Concept of Pakistan culmination of Two Nations Theory
- Resolution aimed at safeguarding Muslim character and identity
- Effect of Congress atrocities on passing of Resolution

Cripps Mission 1942

- Reasons for Mission
- Purpose of Missions and proposals
- Rejection by Congress and Muslim League and reasons why

Cabinet Mission Plan 1946

- election results of 1945-6 and victories of Muslim League
- Congress continued opposition and hostility to Muslim League
- Background of unrest and economic problems
- Demands of Congress and Muslim League to Cabinet Mission producing stalemate
- Cabinet Mission proposals
- Reactions of Congress and Muslim League to these

3 June Plan 1947

- Lord Mountbatten sent by PM Attlee as last British Viceroy of India
- Outbreaks of violence
- Nehru declares those provinces which wished to join Pakistan could
- Mountbatten tries to persuade Jinnah to agree to Cabinet Mission proposals
- Mountbatten's plans include Muslim majority areas to be given independence
- Constitution to be 1935 Government of India Act
- Both states to be given dominion status
- Princely States to decide which country to join
- Division of assets

Total 20 marks

5. Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded. Award max of 4 per point below and a maximum of 12 if no attempt is made to address ‘to what extent’.

- Green Revolution – tube wells, tractors, fertilisers etc
- Land Reform
- Industrial reforms – large scale investment and the development of the private sector
- Constitutional reforms – basic Democracies
- 1962 Constitution
- social reform
- improved status of women
- population control

Total 20 marks

7. Generally a 10:10 split but award up to a maximum of 13 for any one part. Generally one mark for any point made except where indicated, but in circumstances where one is very well explained, two marks could be awarded. A maximum of 13 marks to be awarded where candidates fail to address ‘with what success’.

Why

- To retain power
- To make a strong and effective government
- To enforce political accountability
- A strong government with Islamic values could only ensure return to elections
- which had been postponed indefinitely

Islamisation

- Hadood Ordinance 1977
- Qazaf Ordinance - Zakat and Ushr Ordinance.
- Ushr Ordinance - establishment of Federal Shariat Court.
- interest free banking.
- compulsory teaching of Pakistan Studies and Islamiat.
- Ordinance for the Sanctity of Ramzan-ul-Mubarak.

Total 20 marks

8. **Generally a 10:10 split but award up to a maximum of 13 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**

For both parts award marks for credit worthy factual statements which attempt to answer the question. Candidates may describe the failures associated with these governments as follows:

Bhutto 1988-90

- conflict with Nawaz Sharif and problems with relations with growth of separatist movements
- difference over appointment of judges amongst others between Bhutto and President Ghulam Ishaq
- no confidence motion by opposition – failed but damaging
- inflation and unemployment
- drug trafficking
- use of family members in government
- problems in Kashmir/India
- inept visit to Kuwait on eve of Iraqi invasion. Dismissed by President

1993-96

- Kashmir tension
- family feuding. Bhutto's brother murdered in 1996
- Nawaz Sharif and opposition demonstrations
- prosecution of opposition members
- banking scandal
- terrorism/bombings 1995. 2000 people murdered
- unemployment/inflation
- unrest in army/arrest of 40 army officers in 1995
- Chief Minister of Punjab dismissed
- IMF concerns 1996 follows devaluation of Pakistan rupee. Balance of payments worsened
- Imran Khan
- dismissal by President.

Nawaz Sharif

- 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

General Musharraf

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

Total 20 marks

Paper 2

Question 1

- (a) (i) (5 x 1 mark)
(ii) Named areas on map; 5 marks
(iii)
- (b) Named rivers (2 x 1 mark)
- (c) Areas marked and named on map (5 x 1 mark)

Total 12 marks

Question 2

- (a) Reference to total population and area, 1 mark; expressed as number of people per unit area, 1 mark For 2 marks must refer to calculation i.e. density obtained by dividing total population of a country by its area. (2)
- (b) Reserve 3 marks for each of how and why. If awarding in excess of 5 marks answer must refer to areas of both relatively high and relatively low densities in order to focus on variation. (8)
- (c) Reserve 2 marks for explanation of consequences on both areas of high population density and of low population density. Award remaining 2 marks where deserved. (6)

Total 16 marks

Question 3

- (a) (i) Reserve 1 mark for each of the four elements referred to in the question. Award 4 remaining marks where deserved. (8)
(ii)
- (b) (i) The number of deaths of children before their first birthday per 1000 children born. 1 mark for basic concept, second mark for amplification / observation on levels in Pakistan. (2)
- (ii) Credit references to economic / social / educational / cultural / medical dimensions as they relate to landless families. (6)

Total 16 marks

Question 4

- (a) (i) The Karez system. (1)
(ii) Mainly Baluchistan. (1)
(iii) Reduced loss of water by evaporation. (1)
(iv) Upper level of saturated rock, upper surface if groundwater layer. (5)
- (b) (i) Main problems are water-logging and salination.
(ii) Canal lining; tube wells / surface drains to flush out salts; programmes such as SCARP leading to reclamation. (8)
- (c) Efficient, reduces waste, overcomes salinity. (10)

Total 16 marks

Question 5

- (a) (i) Wind blowing from a particular direction for a protracted period.
(ii) Reference to orographic / relief effect 1 mark. Thereafter credit any of the following observations: unstable air rises; cools / condensation; air warmed on moving down; rain shadow area. (4)
- (b) Seasonal; greater effect in some regions (credit examples); variable in time; impact of evapo-transpiration; heavy nature of rain, ground can't absorb. (4)
- (c) A = Quetta; B = Lahore; C = Karachi. 1 mark for each correct identification; 1 mark in each case for valid reason leading to identification e.g. Quetta winter max rainfall / depressions. (6)

Total 16 marks

Question 6

- (a) Accept labelled map for maximum marks. Accept references to jute / hessian cloth. Reserve 3 marks for each of describe & explain.
Key centres Karachi / Hyderabad / Faisalabad. Dispersed small centres North Punjab and Sindh. Some around Quetta.
Karachi – ports / exports / import equipment; domestic market; labour supply; power availability; entrepreneurial culture.
Elsewhere; access to raw materials / government policies. (6)
- (b) Biggest sector of economy / contribution to GDP / taxation receipts / exports / currency / employment. (5)

- (c) Variation in price / supply raw materials / economic cycle of markets / international competition / relatively primitive methods in many cases / capital investment. (5)

Total 16 marks

Question 7

- (a) (i) Reserve 3 marks for description; remainder for reasons. Credit references to relief, population, economic need, nature of commodities transported, operational problems / difficulties of expanding network. (8)
- (ii)
- (b) (i) Reserve 2 marks for each of (i) and (ii); award remaining 4 marks where deserved.
- (ii) Award 1 mark for statement of route of highway. (8)

Total 16marks

Question 8

- (a) (i) Reserve 4 marks for each of (i) and (ii). Award remaining 4 marks where deserved. (12)
- (ii)
- (b) Credit references to dumping of industrial waste; inadequate sewage system; possible seepage of seawater into ground. (4)

Total 16 marks

PAKISTAN STUDIES 7535, CHIEF EXAMINER'S REPORT

Paper 1

General Comments

The standard of work presented this year by candidates was broadly similar to that of the previous year. However there was evidence this year that many candidates seemed to produce more rote learnt work from textbooks than last year especially in Questions 1(b), 3 and 5. This was somewhat disappointing since in the past this practice had declined somewhat and also such actions had often produced answers which were not strictly relevant to the question. This was the case amongst a significant minority of candidates this year. Indeed another feature of answers this year was the listing of points rather than writing explanations or even descriptions. This trend is worrying since these candidates will not score as highly as those who write explanations in full and continuous prose and is something which Centres need to bring to the attention of their candidates. However there were other candidates who produced answers that were more focussed than in previous years with less irrelevancies and genuine attempts to answer the question as set. It was clear that many candidates had been well prepared for the examination. Those candidates who answered questions 1, 3 and 6 appropriately generally performed well and displayed a high level of accurate, relevant and appropriate explanation in their answers.

Question 1

Many candidates found part (a) somewhat difficult. Many wrote about the Mughal emperors in general terms rather than focusing on the issues relating to education and literature, architecture and art and music. Some wrote about dress and food which was irrelevant to the question. As a result marks for this part were often lower than for part (b). Answers to part (b) however on the reasons for the decline of the Mughal Empire were often good with considerable detail on these. However many candidates tended to list these reasons rather than explain them and as a result failed to score as highly as they might have done with fuller answers.

Question 2

In this question on the historical importance of certain Acts and characters, answers were mixed. Most candidates tended to describe each of these with little attempt to explain their historical importance. However answers were often detailed and candidates demonstrated a good understanding of each.

Question 3

In this question on the War of Independence, candidates knew a considerable amount of information and for those who were able to address both parts of this on the causes of the War and the reasons for its failure, marks were usually high. However for many others, they found some difficulty in organising their answers into two relevant parts and often described everything they knew about the War. Again many candidates tended to list the reasons rather than explain them and as a result marks were often lower than they ought to have been.

Question 4

In this question on the success or otherwise of the Round Table Conferences, many candidates were able to produce strong factual accounts of each of the three, but few addressed the question precisely. As a result factual accounts which described the three Conferences were limited to a mark of 12 out of 20. However for those candidates who attempted to address 'how successful' they were, were able to access marks beyond this.

Question 5

This question on the various events which led to the creation of the independent state of Pakistan attracted many responses. Again there was a mixed response in terms of how much detail was written on the three events chosen. Jinnah's 14 Points was an obvious choice by many and predictably many candidates wrote them all out one by one. This was not the point with regard to this question which required candidates to explain how these led to the independent state and as a result many candidates scored fewer marks than they would have done if they had applied their knowledge to answering the question. To a lesser extent this was the same with the other events but was less marked.

Question 6

This question on Ayub Khan was also popular and most candidates were able to write at length about his reforms which led to the term 'decade of development' being given to his period of office. However some candidates wrote at length about all the events of his government including foreign policy which wasn't strictly relevant to the question. Again it is essential for candidates to recognise what is required in each question before commencing their answer.

Question 7

Zia's policy of Islamisation was well known by most candidates who answered this question but the majority of them merely described the main features rather than attempting an assessment of how successful it was. As a result pure narrative accounts were limited to a maximum mark of 13 and only those candidates who went beyond description were able to access the higher levels of marks for this question. A minority of candidates however chose to write all they knew about Zia's term of office including those events which had nothing to do with Islamisation, including foreign policy. For those candidates self-penalisation was inevitable and again Centres should encourage planning and thinking about the question before attempting their answers.

Question 8

Few answered the final question on the governments of the 1990s and Mussharaf but of those candidates that did, some were able to offer a refreshing depth of knowledge which was pleasing. Indeed opinions of Mussharaf were often constructive and interesting and often well thought out. However many answers tended to be shorter than of other questions and sometimes attempted by those candidates who perhaps ought to have chosen other questions about which they would have known more.

Most candidates seemed to approach the paper with some confidence and were able to attempt the required number of questions. However, yet again many answers were particularly long and frequently little thought had apparently been given to their preparation and planning. Duplication was a common characteristic of many answers as was a failure to do complete justice to the reading of questions. In some instances there was a disregard of the structure of the question and the answer was offered as single account.

There is increasing evidence that candidates are giving greater attention to the allocation of marks and using this information to inform their decisions over allocation of time to question parts.

Paper 2

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Question 1

This was a generally high scoring question as indeed it ought to be insofar that it examines the very basic geography of the country. Sadly, the presentation of completed outline maps in some cases was appalling; the lack of care and clarity certainly resulted with some candidates forfeiting marks. A common shortcoming was that of candidates marking a point on the map as opposed to identifying an area as required. This was particularly the case where the land over 1500m was to be shown.

Question 2

This was a popular question and was well answered where candidates addressed the issue of 'population density' as opposed to population size/growth. Many failed to spell out exactly how population density is actually calculated in part (a); a definition was awarded only one mark.

The best answers to part (b) dwelt on named examples of areas of high and low density and illustrated how both physical and economic factors come into play. It was surprising that climatic factors, so crucial in the case of Pakistan, were often completely overlooked. The question required reference to 'regions'; this was not a question simply about rural to urban migration.

There were some strong answers to part (c) and credit was readily given for reference to the possible political implications of a more even distribution. Some answers stretched the imagination suggesting that all of the nation's problems could be resolved by a more even distribution of population. Such simplistic overstatement did not merit many marks. For example, the assertion that 'all the housing and crime problems would go away' lacks credibility.

Question 3

Candidates were very complimentary about the progress made in the sphere of education and, appropriately, there was a strong emphasis on developments in rural areas. In general, less attention was given to quality than access and frequently higher education was omitted from the answer.

Where candidates had a sound grasp of the concept of 'infant mortality' part (b) was soundly answered but sometimes mortality rate and birth rate were confused. The best answers gave attention to the likes of diet, hygiene and access to medical facilities.

Question 4

Perhaps the most popular question on the paper. Most candidates who attempted this question were conversant with the Karez system of irrigation and its advantages. In some cases the 'watertable' was judged to be at the centre of the earth rather than the upper layer of saturated rock.

Waterlogging and salinity were clearly understood and most candidates had at least some idea as to how to tackle the problems. Many were very conversant with spray/sprinkler irrigation and pointed out the efficient nature of this.

Question 5

The term 'prevailing wind' defeated many candidates; it was often considered to be merely a wind which blows from the sea to the land. Essentially, it is a wind which blows from a particular direction for a protracted period of time. It might, of course, blow from sea to land. The accounts of the differences in rainfall between X and Y were sometimes rather shallow. It was insufficient to just mention 'altitude' differences. It was necessary to point out what actually happens to air as it rises. Credit was given for reference to the windward and leeward slopes

Many candidates correctly identified the three climatic charts but offered insufficient evidence for their choice. Statements like 'a maximum temperature in July' simply inform the examiner that the candidate is able to read the chart whereas 'a limited annual range of temperature owing to the maritime influence of the sea' shows how the conclusion has been reached.

Question 6

Candidates had a good general knowledge of textile location and the factors involved and were able to relate the obvious reasons for their importance to the economy of Pakistan, especially vis-a vis employment and exports. Similarly, the problems encountered by the industries, although often generalised into the problems of manufacturing at large, were evident in many answers. Particular attention was given to the issue of reliability of power supplies and human resource management.

Question 7

In part (a) answers too often drifted into reports on the characteristics of the railways and failed to give attention to the nature of the network. Only rarely was there any reference to the impact of relief on the nature of the network or how a key route follows the course of the Indus Valley.

The main problems of construction of the Highway were well documented and ample views were forthcoming on its impact on the extreme northern part of Pakistan, though there was a distinct flavour of optimism in some answers.

Question 8

It was surprising that some answers to part (a) of this question totally overlooked rainfall. The best answers contained reference to the likes of the tail end of the monsoon, weakness of frontal rainfall, wastage through ignorance, the Water Treaty and the demands resulting from population growth.

Comments on population growth in (b) were often insufficiently focussed on government action, illustrating how important it is to read the question.

There were many general comments about industry dumping waste in rivers in (c) but very limited discussion about the state of the city drainage and its consequences.

PAKISTAN STUDIES 7535, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	63	53	43	39	27

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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