

Mark Scheme with Examiners' Report

GCE O Level Pakistan Studies (7535)

January 2005

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PAKISTAN STUDIES 7535, MARK SCHEME

Paper 1

- 1 a) Why did Muhammad Bin Qasim invade Sindh in 712?
b) What did Mahmud of Ghazni contribute to the social and cultural life of the Sub-Continent?

Normally 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.

(a) Muhammad Bin Qasim

- Sea pirates (maximum of 3)
- Background/character detail

(b) Mahmud of Ghazni

- Became the first Muslim from the north-west to rule territory in northern Pakistan
- In 1001 led a Jihad (Holy War) against the non believers of northern Pakistan - the first of 17 expeditions
- Defeated the Hindus and gathered great wealth - gold, jewellery and slaves. Then targeted Sindh and Multan
- Nawasa Shah appointed by Mahmud as governor of Multan
- Mahmud had to re-take Multan due to Nawasa's revolt against him
- In 1025 in raiding Hindu temples at Somnath his army captured 6½ tons of gold and destroyed a major centre of Hindu power and wealth
- He annexed the Punjab and built a fort named Mahmudpur near Lahore
- Mahmud transformed Ghazni into a spectacular city and encouraged many artisans and intellectuals to settle there

- 2 Write short accounts on any THREE of the topics below explaining their historical importance:

- Shah Wali Ullah;
- The Battle of Buxar 1764;
- Ranjit Singh;
- Two Nation Theory;
- The Muslim League 1906.

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.

Shah Wali Ullah

- Went to Arabia in 1724 and influenced by Ibrahim
- Studied at Medina and returned to Delhi in 1732
- Realised there was a need for moral regeneration through strong leadership
- To be achieved by: an emphasis on Quranic teachings, Holy Quran translated into Persian, urges Muslims to concentrate on fundamental principles of Islam
- A prolific writer - 51 books written including Hujjatallah-ul-Balighah and Izlat-ul-Akhfa

Battle of Buxar 1764

- Mir Qasim the new Nawab of Bengal abolished transit duties - British furious
- War ensued and he was defeated by the British in 1763
- Joined together with the Nawabs and were defeated at Patna and then Buxar
- British defeated two Nawabs and one Mughal Emperor
- British tightened their grip over Bengal and ensured safety of North West Frontier
- EIC's prestige enhanced and became a sovereign power in Indo-Pakistan

Ranjit Singh

- Early conquests
- Sikh Punjab ruler
- Treaty with British in 1838
- Refuses to assist Britain with Afghanistan

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

Muslim League 1906

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

3 Describe and explain the achievements of Sir Syed Ahmed Khan.
Generally award one part per point, but up to two for a good explanation.

- Wrote pamphlets arguing for co-operation between British and Muslims eg *Loyal Muhammadans*, *Tarikhi-Sarkashi-i-Bijnour* (maximum of 3)
- Religious work - *Tabaen 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

- 4 a) Why was Bengal partitioned in 1905?
b) Explain why Partition was reversed in 1911.
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

- Densely populated province
- Hindus in majority
- Administrative problems
- Division caused Muslims to be in majority in East Bengal

(b) Reversal

- Hindus unhappy, campaigned for reversal
- Hindu assassination attempt on Lord Minto
- Swadeshi Movement riots

- 5 Describe and explain how EACH of the following were significant milestones in Hindu-Muslim relationships:

- Lucknow Pact 1916;
- Montague-Chelmsford Reforms 1919;
- Nehru Report 1928.

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 ML and CP 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

Nehru Report 1928

- All Parties Conference produced the Report
- Demand for dominion status
- Anti Muslim sentiments in provisions

- 6 Write short accounts of any TWO of the topics below explaining how they contributed to the formation of the state of Pakistan in 1947:
- Congress Rule 1937-39;
 - Cripps' Mission 1942;
 - Simla Conference and elections 1945-46;
 - Cabinet Mission Plan 1946.

Normally 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.

Congress Rule 1937-39

- Hindu attempt to impose its will on the Muslim minorities
- Muslims forbidden to eat beef or slaughter cows. Reprisals occurred
- Hindi enforced as official language in provinces under Congress rule
- Organised attacks on Muslim mosques, pigs pushed into them
- Bande Matram adopted as National Anthem
- Wardha Mander Scheme introduced aimed at converting non-Hindus to Hinduism
- Hoisting 3 coloured flag
- Wardha Scheme aimed at creating a high respect in children about Hindu heroes
- Hindu-Muslim riots
- Muslim mass contact campaign attempted to crush popularity of Muslim League

b) Cripps Mission 1942

- Reasons for Mission - Japanese threat to India, British promises regarding self rule
- Mission proposals (maximum of 3)
- Rejection of proposals by Congress and Muslim League (maximum of 3)

c) Simla Conference and Elections 1945-6

- Proposals, personnel involved (maximum of 4)
- Reactions of Congress and Muslim League
- Elections - background (end of War, etc.) and results
- Triumph for Muslim League and Congress - ML now represents Muslims, increased hostility from Congress

d) Cabinet Mission Plan 1946

- Personnel involved (Attlee, Lawrence, Cripps, etc.)
- Background to visit (continued strife between Hindus and Muslims, unemployment, inflation)
- Demands of Congress and Muslim League and subsequent deadlock
- Mission proposals - 3 groups of provinces (maximum of 3)
- Reactions of Congress and Muslim League
- Interim Government eventually formed

7 Describe why and how Bangladesh achieved independence from Pakistan in 1971. Normally 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. Maximum of 13 for any candidate who only provides a narrative of both.

- 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

8 How successful has Pakistan been in its relationship with Great Britain and the Commonwealth since 1947?

Award 1 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

- British personnel remained in Pakistan post 1947
- Britain helped to broker a peace deal in 1965
- Margaret Thatcher visited in 1981
- £46m aid for Afghan refugees in Pakistan
- Important trading partner
- Commonwealth member until 1971
- Aid given to Pakistan by richer Commonwealth countries

Failures

- Britain refuses to interfere in Kashmir problem
- Pakistan criticism over Suez crisis
- Britain abstains at UN over Bangladesh issues
- Pakistan withdraws from Commonwealth in 1971
- Concerns expressed regarding nuclear weapons testing, continued tension with India and military coup in 1999

Paper 2

- 1
- (a) Map question.
- (i) City A = Peshawar (1 mark)
- (ii) Port B = Gwadar (1 mark)
- (iii) Tributary C = Ravi (1 mark)
Tributary D = Sutlej (1 mark)
- (iv) Natural hazard E. Allow flooding or tropical cyclones (1 mark)
Natural hazard F. Allow thunderstorms, earthquakes or soil erosion (1 mark). 6
- (b) (i) - (iv) As marked and named on map. 6
- 12 marks**
- 2
- (a) 2 marks for each description of an improvement to the rural economy of a named area. If answer is merely a statement, or does not relate to a named area, then 1 mark in each case. 6
- (b) Reserve 4 marks for each of 'support' and 'oppose'. Award remaining 2 marks where deserved. If answer is about rural areas in general and does not focus on a named area, maximum of 6 marks. Answer must dwell on economies, but credit social consequences of devoting a greater proportion of the budget to the rural areas. 10
- 16 marks**
- 3
- (a) (i) Allow 170-180 mm (1 mark)
- (ii) Allow 38-48 mm (1 mark) 2
- (b) Location X = Graph A (1 mark)
Location Y = Graph C (1 mark)
Location Z = Graph B (1 mark) 3
- (c) Marks solely for comparison of mean monthly rainfalls. 1 mark for each valid comparison. Accept likes of:
- A has more rainfall
 - both have a summer maximum
 - the maximum in A is in August whereas in B it is in July
 - both have rainfall every month
 - both have a fairly even distribution January to May. 3
- (d) Reserve 3 marks for reasons on each graph. Award remaining 2 marks where deserved.
- (i) Graph A;
Allow references to orographic (relief) rainfall;
Convictional rainfall/thunderstorms in summer;
Some rainfall from western depressions in winter.
- (ii) Graph C;
Most rainfall in winter from western depressions;
Marginal influence of summer monsoon in July and August;
Essentially desert type conditions. 8
- 16 marks**

- 4 (a) A = thermal (1 mark)
B = hydel (1 mark)
C = nuclear (1 mark) 3
- (b) Credit likes of:
- physical and climatic requirements for development
 - capital costs of development
 - possible problems of long transmission distances. 6
- (c) Reserve 3 marks for each of advantages and disadvantages.
Award remaining mark where deserved. Credit likes of:
- compensates for limitations in supply of coal/gas
 - 'clean energy'
 - health concerns
 - problem of nuclear waste
 - capital cost of construction and decommissioning (1 mark). 7

16 marks

- 5 (a) Credit answers which indicate limitations of investment capital in Pakistan and consequent need for foreign investment for various purposes. Award marks for different types of foreign investment, including 'aid'. 5
- (b) Reserve 2 marks for each of 'encourage' and 'discourage'.
Award remaining 2 marks where deserved. Credit likes of:
- relatively cheap labour
 - improving infrastructure
 - skill base
 - political instability
 - energy supplies. 6
- (c) Disadvantages of investment by multi-national companies.
Credit likes of:
- possible cultural differences
 - profits not contained in country
 - possible 'exploitation' of labour
 - possible closure if circumstances change
 - impact on environment. 5

16 marks

- 6 (a) Sketch map.
Award 1 mark for each of scale and key.
Award other 3 marks for appropriate location of 'good agricultural land'. 5
- (b) Possible inclusions are:
- relief
 - aspects of climate
 - irrigation systems
 - labour
 - introduction of new technologies
 - land reforms. 3

- (c) For maximum marks answer must address both the demand and supply aspects. Such will embrace both population growth and difficulties of production. Reserve 3 marks for each of these. 8
- 16 marks**
- 7 (a) (i) Description of site of named city. This describes the characteristics of the actual point at which the settlement is located, eg bridging point. 4
- (ii) Description of situation of named city. This describes the location of the city in relation to its surroundings, eg neighbouring settlements, rivers, uplands. 4
- (b) Any 5 characteristics, eg high rise buildings, high land prices, nodal point for communications. 5
- (c) Reserve 2 marks for each of 'being done' and 'by whom'. Award remaining 3 marks where deserved. Answer must focus on improvements to shanty areas. 7
- 16 marks**
- 8 (a) Credit references to any valid aspects of plate tectonics. Labelled diagram/s may go to maximum marks. 6
- (b) Likely effects on Baluchistan. Answer must take into account the characteristics of this area, otherwise maximum of 2 marks. 5
- (c) (i) One other natural hazard. 1
- (ii) Measures to reduce impact. 4
- 16 marks**

PAKISTAN STUDIES 7535, CHIEF EXAMINER'S REPORT

Paper 1

General Comments

The standard of candidates' work this year was broadly similar to that of the previous year, with a pleasing increase in the entry figure compared to January 2004. Almost all the candidates answered the required three questions, with few displaying any sign of problems with the requirements of the examination, especially time management. There were few or no rubric errors. It was clear that many candidates were well prepared for the examination. There appeared to be a good even spread of questions answered this year, apart from Question 8. However, those candidates who answered questions 2, 3 and 7 in particular tended to perform well and display a high level of accurate, relevant and appropriate explanation in their answers.

Many candidates produced answers that focused on the questions, with few irrelevancies, and made genuine attempts to answer the question as set. However, there were candidates who appeared unprepared for the demands of the paper. Another feature of some answers was the listing of points rather than writing explanations or even descriptions. This trend, although not as prevalent as in previous examinations, is still a cause for concern, since these candidates do not score as highly as those who write explanations in full and continuous prose. It is something that centres should continue to bring to the attention of their candidates.

Question 1

This popular question on Muhammad Bin Qasim was generally well answered. Most candidates answered the question as set and produced good quality answers. However, long-winded accounts of the events leading up to his invasion of Sindh meant that some candidates did not adequately develop the second part of the question on Mahmud of Ghazni.

Question 2

This was a popular question which was generally well answered. Many answers on Shah Wali Ullah and Ranjit Singh were detailed and demonstrated a good understanding of each of the characters involved. The Battle of Buxar was well understood, although the Battle of Plassey did feature on occasion. Both the Two Nation Theory and the Muslim League were comprehensively explained by many candidates.

Question 3

This was also a popular and indeed one of the best-answered questions on the paper. Answers on Sir Syed Ahmed Khan were generally accurate and facts were well known. As a result many candidates scored highly. However, there was a minority of candidates who wrote in great detail about his life and career without focusing on his achievements. Candidates should be reminded to read the question closely so they do not lose marks by writing irrelevant answers.

Question 4

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

Question 5

This was also a popular question and was generally well answered. Some candidates were well prepared on the three topics of the Lucknow Pact, the Montague-Chelmsford Reforms and the Nehru Report, and as a result scored high marks by offering detailed accounts of each. However, a minority of candidates wrote generalised or sometimes irrelevant answers. The main requirement was to describe the three events but also to explain how they were important to Hindu-Muslim relationships. Candidates who did not do this scored fewer marks.

Question 6

The main requirement of this question was to explain the major political events of the Second World War that contributed to the partition of the sub-continent in 1947. This was not an easy question to answer but it was a popular choice, and there were many candidates who had obviously learnt this period and were well prepared. As a result their scores were good. However a minority of candidates wrote vague and generalised answers, with few details, and so scored fewer marks.

Question 7

A question on the creation of Bangladesh is always a popular and often well answered question, and this year was no different. Many candidates answered this question competently with a good depth of detail and supporting evidence.

Question 8

Very few candidates answered this question on the relationship between Pakistan and Great Britain and the Commonwealth.

Paper 2

General Comments

There was a wide range of performance on this paper, though most candidates successfully attempted four questions.

Shortcomings in terms of techniques were similar to those in previous years, most particularly a lack of planning by candidates of their answers. Consequently, answers were frequently long, unstructured and repetitive. Moreover, candidates often deviated from the question and the issues under consideration.

Questions are carefully structured into sub-sections in order to assist candidates; candidates must adhere to this structure when producing their answers. Such a format, with marks being allocated to each part, ought also to assist candidates in their time management.

Question 1

Most candidates scored quite highly on this question, which examines the basic geography of Pakistan. However, in some instances relatively straightforward marks were forfeited through not following instructions, especially in part (b). The question instructed candidates to 'mark and name' items on the map. Some candidates only 'marked', others only 'named', and many used their answer book rather than the map. Some candidates also had difficulty with the term 'tertiary industry'.

Question 2

In order to satisfactorily answer this question it was necessary to read and understand the opening statement, but many answers did not show this understanding. The answer required a focus on a named area, and this was sometimes overlooked. Description was sought in part (a); lists, unless specifically requested, are not normally adequate. Moreover, 'improvements to the economy' were required. Therefore, references to education or health, for example, were not valid unless consequences for the economy were offered. Some candidates were unable to develop their answers to part (b) to match the requirements of the question. The best answers viewed issues in a national context, and assessed how other areas might be affected if a greater proportion of the national budget was allotted to rural areas. Some candidates felt it to be important in terms of natural justice; others argued it was inappropriate until educational needs had been addressed in rural areas. Both views gained marks.

Question 3

This was a popular question that required careful attention to detail, which it did not always receive. There were some careless responses in part (a), but most candidates correctly matched the locations and graphs in part (b). Part (c) required comparisons to be made, but this was sometimes overlooked. The answers required were straightforward; observations such as 'A had higher readings', 'both had Summer maxima', and 'B had a more even distribution' were sufficient for three marks. The final part of the question required knowledge of prevailing winds and the nature of the surfaces over which they crossed, together with an understanding of orographic and convectional processes.

Question 4

When candidates successfully answered part (a) they generally performed well on the remainder of the question. In some instances 'A' was regarded as representing nuclear power stations. Where candidates failed to perform well it was generally due to misreading of the question. The crucial word 'limit' was not always spotted in part (b), and 'further development' was sometimes missed in part (c). Knowledge of different types of power stations was insufficient by itself. This knowledge had to be used to answer the question.

Question 5

Part (a) was well answered, but disappointing answers sometimes followed in the remainder of the question. The best answers to part (b) suggested that the presence of raw materials and relatively cheap labour, for example, were attractive to foreign investors, whereas political instability, suspect infrastructure and a weak educational base might deter investors.

In part (c), many candidates demonstrated a broad knowledge and understanding of the concept of the multi-national company. Unfortunately, though there were many lengthy answers, they were not always relevant. The focus had to be exclusively on disadvantages to the country. Some of the best answers discussed the impact on small local businesses and the possibility of multi-nationals withdrawing if economic circumstances no longer suited them.

Question 6

There were some good maps produced in part (a) of this question and most candidates added the scale and key as required. However, some scales were inaccurate. Sound answers were also forthcoming in part (b), where considerable stress was attached to the irrigation system and the range of crops grown in Pakistan in different seasons.

In order to command a high mark in part (c) the answer needed to take into account both demand and supply factors.

Question 7

There were few high quality answers to this question. Few candidates showed understanding of the concepts of 'site' and 'situation', or the important distinction between them. 'Site' describes the characteristics of the actual point at which a settlement is located. This was important in the early establishment and growth of a city. 'Situation' describes where a place is in relation to its surroundings, eg neighbouring settlements, rivers and uplands.

Equally, few candidates showed knowledge of the central business district and its characteristics, such as high rise buildings and specialist functions.

Most candidates who attempted this question were attracted by part (c). Answers were far better here but this accounted for less than half of the total mark allocation. The main failure here was to relate the answer to the named city. In a few cases candidates completed the answer without making reference to a named city.

Question 8

In part (a) some knowledge of plate tectonics was sought, but many candidates only made vague observations about this being a mountainous area. Generalisations about the impact of earthquakes were prevalent in part (b); some credit was given but the best answers had a focus on Baluchistan and its particular characteristics. Some made reference to actual earthquake events in this region; particular credit was given for these. In general, the final part was well handled, with flooding being the most popular natural hazard chosen.

PAKISTAN STUDIES 7535, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	63	52	42	37	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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