

Mark Scheme with Examiners' Report GCE O Level Pakistan Studies (7535)

June 2005

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PAKISTAN STUDIES 7535, MARK SCHEME

Paper 1

1. (a) What were the cultural achievements of the Mughal emperors?
(b) Why did the Mughal Empire decline during the eighteenth century?

10:10 split but allow up to a maximum of 13 for any part. Generally allow 1 mark per point except where indicated but up to two for a good explanation.

(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/Muslim 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 (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.

20 marks

2. (a) Explain why the British were so successful in the battles of Plassey and Buxar.
(b) Describe and explain the relationship between the British and Tipu Sultan of Mysore.

10:10 split but allow up to a maximum of 13 for any part with 8 maximum for either part of (a). Generally allow 1 mark per point except where indicated but up to 2 for a good explanation.

(a) **Battle of Plassey 1757**

- Conspiracy against Siraj-ud-daulah and Clive's forgery
- Clive's march on Murshidabad
- Death of Siraj-ud-daulah
- Mir Jafar became Nawab of Bengal
- Financial position and prestige of East India Company strengthened
- Placed resources of Bengal at disposal of British then used against the French

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

(b) **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, general prosperity

20 marks

3. Trace the successful nature of the career of Sir Syed Ahmed Khan.

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

- Wrote pamphlets arguing for co-operation between British and Muslims, eg *Loyal Mohammadans, Tarikhi-Sarkashi-i-Bijnour* (maximum of 3)
- Religious work - *Tabyin 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
- Mohammadan Educational Conference of 1887
- Mohammadan Anglo-Oriental High School upgraded in 1877

20 marks

4. How successful were the Round Table Conferences of 1930 to 1932?

Generally 1 mark for any point made but in circumstances where one is very well explained 2 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

20 marks

5. Was the Cripps Mission of 1942 the most important factor during the Second World War (1939-1945) that led to the partition of the sub-continent in 1947? Give reasons for your answer.

Candidates may well agree with the statement and only address the Cripps Mission. Award a maximum of 8 marks in this case. Others may write generally about all the events of this period. Award a maximum of 13 marks in this case. Generally award 1 mark per point.

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

Quit India Movement 1942

- August 1942, the Congress Party called for the immediate withdrawal of the British from India
- It was to be followed by civil disobedience
- Gandhi was arrested, along with Nehru and other senior Congress leaders
- The Congress Party was banned

Gandhi-Jinnah talks 1944

- Gandhi and Jinnah had talks in September 1942 regarding the question of a Muslim homeland
- Jinnah maintained that all 6 provinces of Sindh, Baluchistan, NWFP, Punjab, Bengal and Assam should form Pakistan, whereas Gandhi wanted the last three to be divided along communal lines since they were only partly Muslim and the others to decide whether their residents wanted to remain in an Indian union or not
- Gandhi also wanted the Muslim League to immediately co-operate with Congress in the independence struggle against the British

20 marks

6. Describe and explain the development of any TWO regional languages:

- (a) before 1947;
(b) since 1947.

Normally a 10:10 split but award up to a maximum of 13 for any one part. Generally 1 mark for any point made but in circumstances where one is very well explained, 2 marks could be awarded. Allow a maximum of 6 for any language in parts (a) or (b).

(a) Before 1947

Sindhi

- Language of Sind, second major regional language
- Same in 12th century as today
- Originally written in Marwari and Arz Nagari scripts, later in Arabic
- Poets and writers especially 12th Century (maximum of 3)

Pushto

- 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

(b) Since 1947

Sindhi

- Sindhi Literacy Board set up in 1948
- 1954 sees Bazm-e-Talib-ul-Muala
- Dr Akhbar Drazzi establishes the Sarmast Academy
- Today used in the media: TV, radio and newspapers

Punjabi

- Punjabi literature taught to M.A. level
- Government support for its development

Pushto

- Pushto received a great boost after 1947
- Influence of Sahibzada Abdul Qayum
- Foundation of Islamia College, Peshawar and Peshawar University
- Pushto academy set up in 1954, later prepared the Pushto dictionary

Baluchi

- Radio Pakistan in Karachi began broadcasts in Baluchi language
- Baluchi Literary Association set up and has published magazines and articles in Baluchi, eg Nan Kessan and Olassis
- Bible published in Baluchi
- Quetta TV station promoted Baluchi language

20 marks

7. (a) Describe and explain the role of the military in Pakistani politics between 1958 and 1971.
- (b) To what extent can the period of Ayub Khan's government (1958-1969) be justified as the 'Decade of Progress'?

Generally a 10:10 split but award up to a maximum of 13 for any one part. Generally 1 mark for any point made but in circumstances where one is well explained, 2 marks could be awarded.

- (a) **The military**
References will probably be made regarding: concerns over national security which are reflected in high military spending, problems facing the army, the Kashmir crisis (maximum of 3), martial law, eg. 1958 and 1969.
- (b) **Ayub Khan**
3 marks maximum for each of the following points:
- Agrarian reforms
 - 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

20 marks

8. Describe and explain how Pakistan's role and membership of world organisations has changed since 1947.

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

United Nations Organisation

- Outline of United Nations structure and organisation
- Joined 1947
- Support for international peace and nations' independence and freedom
- Nuclear arms control
- Condemnation of racial discrimination

SEATO

- Pakistan joins in 1954
- Anti-Communist pact
- Pakistan leaves in 1972

CENTO

- Designed to counter Soviet influence in the Middle East
- Pakistan joins in 1955
- Pact dissolved by 1979

RCD

- Pakistan joins in 1964
- Trade organisation
- Becomes known as ECO in 1990

OIC

- Pakistan joins in 1969
- Membership of Muslim countries
- Various Conferences

Non Aligned Movement

- Outline and background of NAM
- Pakistan joins
- Conferences and resolutions

20 marks

TOTAL FOR PAPER: 60 MARKS

Paper 2

1. (a) (i) 1. Hyderabad
2. Peshawar
3. Ravi
4. Tarbela
5. Khyber 5
- (ii) H 1
- (b) (i) - - - - - = Sindh boundary (see map below).
- (ii) P = Potwar Plateau (see map below) - no credit if extends to river basin.
- (iii) Q = Quetta Coalfield (see map below). 3
- (c) (i) See map below (allow Western Depressions)
- (ii) See map below. 3

12 marks

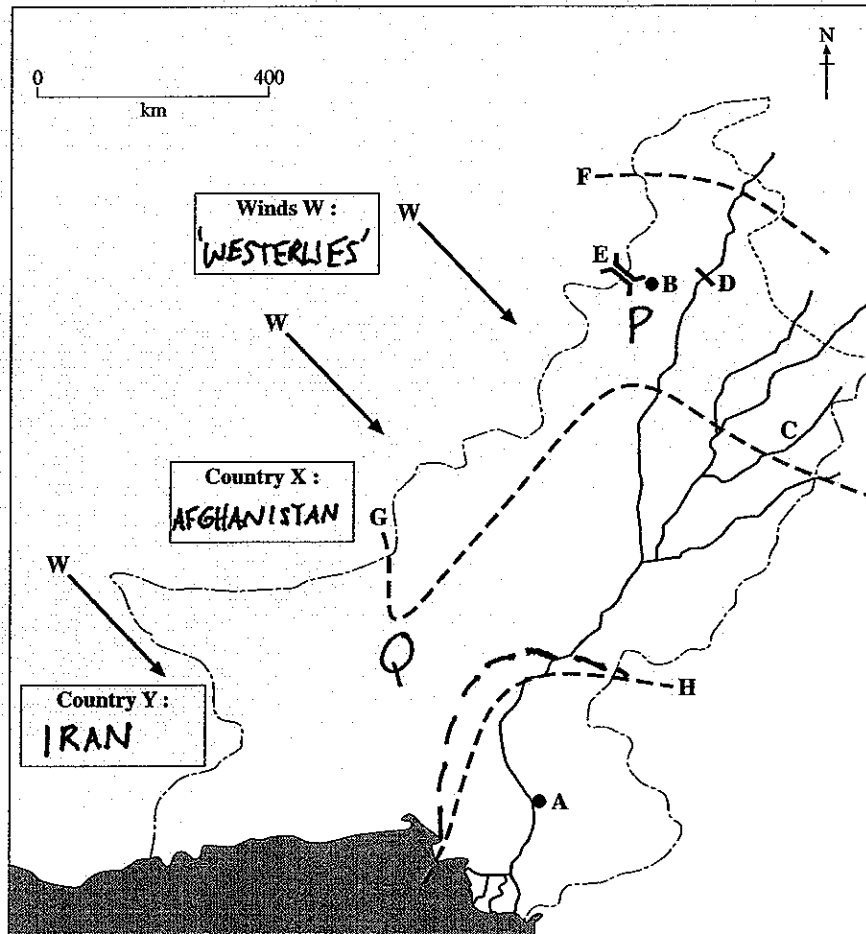


Figure 1 for use with Question 1

2. 4 marks for each of four parts. If five attempted, mark first four. In each case allow 2 marks for general valid observations/description but remaining 2 marks for explanation of influence on industrial development.

- (a) Allow 2 x ½ marks for named examples.
- (b) Allow refs to links with neighbouring countries.
- (c) Credit reasons for limited availability of investment capital.
- (d) Credit consequences of government spending on other areas, eg defence.
- (e) If awarding 3 or 4 marks must give some attention to 'suitable'.

16 marks

3. (a) (i) Karachi 1 mark 1
- (ii) Pershawar 1 mark 1
- (b) (i) As annual range of temperature . Answer must focus on continentality factor. Unlikely that altitude will be valid. 4
- (ii) Maritime influence relative to more northerly locations of Lahore and Pershawar. 4
- (iii) Mainly owing to summer rainfall from monsoon. 3
- (iv) Different sources of rainfall. Quetta; west Depressions in winter; Karachi monsoon winds blow across south-east Pakistan from Arabian Sea. 3

16 marks

4. (a) (i) Any 4 valid characteristics - 4 x ½ marks 2
No transfer between economic and environmental.
- Reserve 3 marks for each and 2 marks where deserved.
1. Economic: regulate supply; not exhaust supplies; finite resource; possible potential for tourism. Trees grow relatively quickly
 2. Environmental: control soil erosion, flooding. Add to biodiversity. Allow enhance nutrient cycle; impact on climate. 8
- (b) Developing economy, economic resource; enables development in transport and agriculture. Is 1% alarming? For 5/6 marks must address to what extent? 6

16 marks

5. (a) Reserve 3 marks for each of for and against and 1 mark where deserved.
If exclusively about rights of women, no attempt to answer questions, 2 marks max. If positive discrimination is implicit in answer, 4 marks max. If attempt to make discrimination explicit, 7 marks max.
Allow likes of:
FOR: otherwise women make no headway; could be applied for limited period.
AGAINST: contrary to natural justice; women ought to be able to gain seats on merit. 7
- (b) (i) Inertia; cultural pattern; inexperienced. 3
- (ii) Rural areas isolated; lack of challenge; limited interest from others; lack of education. 3
- (iii) More education; more in tune with democracy; more professional women; more support for women from men; more financial clout. 3
- 16 marks**
6. (a) (i) Grown for immediate needs of family; no/little surplus. 1
- (ii) Cash crop; profit making; for internal/external market. 1
- (b) Accept any 3 valid NATURAL inputs which favour production of wheat. Must have some detail, eg temperatures 10°C - 20°C in growing season; flat/undulating ground; sound drainage/not stagnant water; alluvial soil. 3
- (c) Reserve 2 marks for each and award 2 marks where deserved. Impact on productivity and efficiency; generate non farm employment.
Impact on labour; migration. Need for capital investment.
Allow needs diesel pumps. 6
- (d) Reserve 2 marks for each; award remaining mark where deserved. Must be reference to diagram for maximum marks. Constant source; readily controlled.
Cost; technical needs; needs power. 5
- 16 marks**
7. (a) 3 marks for each provided linked to 'growth of income'.
- (i) Must mention international links for maximum marks.
- (ii) Needs reference to passenger traffic and goods traffic for maximum marks.
- (iii) Credit likes of motivation; ownership; appropriateness.
- (iv) Credit economies of scale; expertise; expansion of markets. 12

- (b) May be incomplete; inaccurate. Not show distribution of wealth. Average may disguise wide spectrum. Different criteria for measuring 'wealth'. 4

16 marks

8. (a) Reserve 3 marks for each of push and pull; award remainder where deserved.
Allow 2 marks for named areas provided such are meaningful in context of answer. Mere city names do not qualify.
If awarding 7-8 marks it must be clear distinction between push and pull and reference to both.
Credit facilities, expressed in list, to 1 mark. 8

- (b) Reserve 2 x 1 mark for named destinations. Marks solely for migration to other countries.
3 marks for each of advantages and disadvantages; award remaining 2 marks where deserved. 8

16 marks

TOTAL FOR PAPER: 60 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 with a similar entry figure compared to 2004. Almost all the candidates answered the required three questions with few or no rubric errors. It was clear that many candidates had been well prepared for the examination. Those candidates who answered questions 1, 3 and 4 appropriately generally performed well and displayed a high level of accurate, relevant and appropriate explanation in their answers. Many candidates produced answers that were focused on the questions with few irrelevancies and genuine attempts to answer the question as set.

However, as in previous years, there were some answers which were rambling and irrelevant and indicated the candidates were not well prepared. Another feature of some answers, as in previous years, was listing of points rather than writing explanations or even descriptions. This trend inevitably means that these candidates will not score as highly as those who write explanations in full and continuous prose. As stated in previous reports this is something that centres need to bring to the attention of their candidates. Finally, 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 generally was well answered. Many answers this year concentrated on the cultural achievements of the Mughal emperors rather than writing in general terms about them. The second part of the question on the decline of the Empire was generally well answered. However many answers were written in general terms with bullet points or side headings that reduced the content of some answers. This is a well known topic but sometimes needs to be written in more depth and detail by many candidates.

Question 2

In this question, on the battles of Plassey and Buxar and Tipu Sultan, answers were mixed. Many candidates who had been prepared for such a question scored well although candidates sometimes confused the details of one battle with those of the other. Few candidates were able to explain why the British were successful, tending in the main to describe the two battles. Most candidates were able to describe some details about Tipu Sultan but in the main these answers lacked a depth of knowledge.

Question 3

In this question on the career of Sir Syed Ahmed Khan, many candidates knew a considerable amount of information and for those who were able to address the relevant details answers usually scored highly. However, many others found some difficulty in organising their answers, often describing all they knew about him, sometimes in generalisations. Many candidates tended not to answer the aspect of the answer concerning success, and wrote all they knew about him. Nevertheless answers to this question were generally encouraging and scored well.

Question 4

This was a popular question with many detailed answers. The topic of the Round Table Conferences was well known and candidates were able to demonstrate their knowledge of it. However, many candidates merely seemed to describe all they knew about the Conferences from start to finish, and few were able to explain accurately the degree of success each had.

Question 5

This was not a popular question and generally was not well answered. Unfortunately many candidates concentrated on just the Cripps Mission, without going on to examine other factors of importance relating to Partition during the Second World War. As a result there were many relatively low scoring answers to this question.

Question 6

This was not a popular question and one which was not well answered by those candidates which chose to do so. Many candidates attempted to describe all they knew about regional languages but often produced generalised and inaccurate answers which sometimes did not follow the structure of the question pre and post 1947. As in the past many candidates wrongly identified Urdu as a regional language.

Question 7

This was not a popular question, many candidates perhaps being put off by the topic of part (a) on the role of the military in Pakistani politics. Many weaker candidates were attracted to this question and consequently scored badly. However attempts at answering part (b) on Ayub Khan were better and some candidates scored well.

Question 8

Few answered the final question on the role and membership of Pakistan in world organisations. Those that did attempt this question knew some facts but at best tended to write descriptive and a chronological narratives from 1947 to the present day, with little attempt to assess the change that has taken place in this role. Often candidates scoring poorly overall on the paper were attracted to this question and as a result answers were generally poor and scored few marks.

Paper 2

General comments

Most candidates confidently attempted four questions on this paper and, in the majority of cases, produced at least two sound answers.

Question 1

As is to be expected most took this question in their stride, though it demanded more attention to detail than some candidates gave. When marking items on the outline map, the careful consideration of location is vital; very large signs and symbols, sometimes occupying much of the map, rarely merit the award of marks. Equally it is imperative that a key is employed, where required. One specific location, namely the Potwar Plateau, seemed to defeat many candidates. It sometimes featured in the middle of the Indus Basin.

Some basic examination techniques, rehearsed many times in former examiners' reports, were lacking again across questions two to eight. These revolve around question selection, and the preparation and planning of answers. Were some candidates to read through their completed answers, the extent of repetition would become immediately apparent. In many cases, if less was written and more time was given to preparation and planning, better answers would result.

Question 2

This was a popular question which prompted some very long answers. However, the question was not always adhered to. Some candidates simply opted to 'write about' the topic; the question had a far sharper focus. For example, some of the best answers on the supply of raw materials pointed out that reserves could not always be exploited and that location of bulky raw materials normally influenced the location of processing plants. Surprisingly, agricultural raw materials were frequently overlooked.

Question 3

Examiners were often encouraged by responses to this question, where factors influencing climate were generally known but sometimes with limited understanding. In general, candidates knew appreciably more about rainfall than temperatures. Many had a sound grasp of delivery of rainfall from the monsoon and westerly depressions but little, if any, idea about the impact on range of temperature of maritime and continental locations.

Question 4

There was some confusion between deciduous and coniferous trees for this question. This apart, the main shortcoming here was the failure to distinguish between economic and environmental benefits. It is important that answers correspond to the structure of questions. The best answers did so and illustrated the resource and tourist implications of tree planting together with the importance of trees in controlling the likes of soil erosion and flooding. In part (b) the critical final sentence was often ignored and some answers therefore strayed from the question, simply listing reasons for deforestation.

Question 5

This was a popular question, enabling candidates to express views and opinions, which they did with conviction and sometimes passion. Unfortunately, the essence of the first part of question was frequently missed. The concept of positive discrimination was overlooked in favour of women's rights. There is clearly a connection but marks were lost. The best answers suggested that without positive discrimination no real progress would be made, such are the cultural constraints. Equally, it was argued that if women really did have something to offer to the political system, they would get there on merit alone.

Question 6

Candidates were generally well informed for this question. It was part (b) which seemed to present the greatest challenge. Here some specific detail beyond 'high temperatures and good soils' was required. Indicative temperatures and an indication of type of soil (alluvium) were credited. Moreover it was important that answers did not deviate from natural inputs. Mechanisation sometimes enticed candidates to drift into the 'Green Revolution', but there was a high level of understanding of the advantages and disadvantages of spray irrigation, candidates pointing out that there is a high level of control and minimal wastage of water. Equally, it is acknowledged that such a system is not suitable for all locations.

Question 7

This was not a particularly popular question. Some candidates who attempted this failed to recognise the geographical context and dwelt on the whole country. Parts (i) and (ii) were more confidently answered than the latter two parts. However, it must be pointed out that air transport has marked limitations for the movement of bulky goods; it is rarely cost effective. Few answers recognised the advantages of motivation with self help schemes or the economies of scale which come about with co-operatives.

Part (b) was well tackled by some whereby the drawbacks of average data were pointed out, most especially in not indicating the distribution of wealth. Some answers also mentioned the value of expressing such data on a per capita basis.

Question 8

The final question was the most popular. Candidates were equipped with a wealth of knowledge to answer it, though this was not always well organised nor employed. Very frequently no distinction was made between push and pull factors. There was copious repetition. Some candidates could not resist the temptation to discuss consequential urban problems; but these answers yielded no marks.

Part (b) was well answered with comparable attention being given to advantages and disadvantages. Particular stress was placed on Pakistan losing skilled and professional workers to other countries when the nation could not afford such a 'brain drain.'

PAKISTAN STUDIES 7535, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	58	50	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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