



# Cambridge IGCSE™

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**PAKISTAN STUDIES**

**0448/01**

Paper 1 The History and Culture of Pakistan

**May/June 2023**

MARK SCHEME

Maximum Mark: 75

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **16** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Generic levels of response marking grids****Table 1**

The table should be used to mark the part (c) question in **Section A** and part (b) questions in **Section B**.

| <b>Target: Demonstrates knowledge and understanding of the past through historical explanation (AO1, AO2)</b> |  | <b>Marks</b> |
|---|--|--------------|
| <b>Level 3</b>  | <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• one explanation [5]</li> <li>• two explanations <b>or</b> one <i>developed</i> explanation [6]</li> <li>• additional explanation(s) <b>and/or</b> <i>developed</i> explanation(s) [7]</li> </ul> <p>Supported by relevant and accurate contextual knowledge</p> | <b>5–7</b>   |
| <b>Level 2</b>  | <p><b>Identification/ description</b></p> <p>Identifies <b>and/or</b> describes using relevant and accurate contextual knowledge (1 mark per identification/description)</p>   | <b>2–4</b>   |
| <b>Level 1</b>  | <p><b>General answer</b></p> <p>Valid general comment lacking specific knowledge</p>   | <b>1</b>     |
| <b>Level 0</b>  | <b>No creditable response</b>  | <b>0</b>     |

**Table 2**

The table should be used to mark the part (c) questions in **Section B**.

| <b>Target: Demonstrates knowledge and understanding of the past through historical explanation and an ability to analyse and evaluate historical events (AO1, AO2)</b> |  | <b>Marks</b> |
|--|--|--------------|
| <b>Level 5</b>   | <p><b>Explanation with evaluation/ judgement</b></p> <ul style="list-style-type: none"> <li>• explanation at the top of Level 4 with an evaluation/ judgement supported by relevant and accurate contextual knowledge [13]</li> <li>• explanation at the top of Level 4 with a <i>developed</i> evaluation/ judgement supported by relevant and accurate contextual knowledge [14]</li> </ul>  | <b>13–14</b> |
| <b>Level 4</b>   | <p><b>Explanation of both sides of the issue</b></p> <ul style="list-style-type: none"> <li>• one explanation of each side of the issue [10]</li> <li>• two explanations <b>or</b> one <i>developed</i> explanation of one-side of the issue <b>and</b> an explanation of the other side of the issue [11]</li> <li>• additional explanation(s) <b>and/or</b> <i>developed</i> explanation(s) from either side of the issue [12]</li> </ul> <p>Supported by relevant and accurate contextual knowledge</p> | <b>10–12</b> |
| <b>Level 3</b>   | <p><b>Explanation of one-side of the issue</b></p> <ul style="list-style-type: none"> <li>• one explanation [7]</li> <li>• two explanations <b>or</b> one <i>developed</i> explanation [8]</li> <li>• additional explanation(s) <b>and/or</b> <i>developed</i> explanation(s) [9]</li> </ul> <p>Supported by relevant and accurate contextual knowledge</p>  | <b>7–9</b>   |
| <b>Level 2</b>   | <p><b>Identification/ description of the issue</b><br/>Identifies <b>and/or</b> describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description)</p>  | <b>3–6</b>   |
| <b>Level 1</b>   | <p><b>General answer</b><br/>Valid general comment(s) lacking specific subject knowledge (1 mark per general comment)</p>  | <b>1–2</b>   |
| <b>Level 0</b>   | <b>No creditable response</b>  | <b>0</b>     |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(a)     | <p><b>According to Source A, Mir Jafar was unpopular as Nawab of Bengal. Identify three ways he was unpopular.</b></p> <p>Target: AO4</p> <ul style="list-style-type: none"> <li>• Mir Jafar allowed the British 'to take important lands around Calcutta'</li> <li>• he made 'regular payments of huge sums of money to the British'</li> <li>• 'Mir Jafar's actions allowed the British to strengthen their trading position'</li> <li>• he 'almost brought about Bengal's economic collapse'</li> <li>• Mir Jafar 'was accused of betraying his country and his people'</li> <li>• 'Mir Jafar made an agreement with the British'</li> <li>• 'his relationship with the British'</li> </ul> <p>One mark for each relevant statement correctly identified from the source.</p> <p><b>Note:</b> candidates may paraphrase but content must be derived from the bullet point statements above.</p>  | 3     |
| 1(b)     | <p><b>What can we learn from Source B about the death of Tipu Sultan?</b></p> <p>Target: AO1, AO4</p> <p><b>Level 3 (4–5 marks) Supported valid inference(s)</b></p> <ul style="list-style-type: none"> <li>• one valid inference supported by a surface feature from source B [4]</li> <li>• additional valid inference(s) supported by surface feature(s) from source B <b>or</b> one valid inference supported by a surface feature from source B <b>and</b> contextual knowledge [5]</li> </ul> <p><b>Level 2 (2–3 marks) Unsupported valid inference(s)</b></p> <ul style="list-style-type: none"> <li>• one unsupported valid inference [2]</li> <li>• additional unsupported valid inference(s) [3]</li> </ul> <p><b>Level 1 (1 mark) Identifies a surface feature</b><br/>Any correct surface feature taken from source B [1]</p> <p><b>Level 0 (0 marks) No creditable response</b></p> <p><b>Note:</b> an unsupported valid inference can only be credited if it can be inferred directly from the source.</p> <p><b>Note:</b> In Levels 1–3 a response that does not refer to source B cannot be credited.</p> | 5     |

| Question | Answer   | Marks    |
|----------|--|----------|
| 1(b)     | <p>Indicative content</p> <p><b>Surface feature</b></p> <ul style="list-style-type: none"> <li>• Tipu Sultan is resting on the knee of a soldier</li> <li>• he is surrounded by soldiers</li> <li>• the soldiers are carrying weapons/rifles with bayonets and swords</li> <li>• a soldier is carrying a torch</li> <li>• they are by a stone building/wall</li> <li>• there are different uniforms</li> <li>• there is a second body in the picture</li> <li>• someone, not a soldier, is present clasping his hands</li> <li>• one of the soldiers is holding Tipu Sultan's hand</li> <li>• the soldiers looked shocked/surprised</li> </ul> <p><b>Valid inference</b></p> <ul style="list-style-type: none"> <li>• it was a sad incident</li> <li>• it was a serious/significant incident</li> <li>• Tipu Sultan/his body was respected</li> <li>• it was an unexpected event</li> <li>• it was a brutal death</li> <li>• it was a brave/soldier's death</li> </ul> <p><b>Contextual knowledge</b></p> <ul style="list-style-type: none"> <li>• the death occurred in Fort Seringapatam</li> <li>• Tipu Sultan died on 4 May 1799</li> <li>• Tipu Sultan was a revered leader, known as a freedom fighter/Tiger of Mysore</li> <li>• with Tipu's death, Mysore came under British control</li> </ul> <p>Other relevant responses should also be credited.</p> |          |
| 1(c)     | <p><b>Explain how Titu Mir protected the interests of Muslim farmers in the subcontinent in the early nineteenth century.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Titu Mir advocated jihad against 'non-Islamic actions'</li> <li>• Titu Mir raised awareness of the sufferings of Muslim farmers in West Bengal during 1830s</li> <li>• Titu Mir gave Muslim farmers a cause the fight back at the sufferings they encountered</li> <li>• Titu Mir organised a rebellion against zamindars</li> <li>• Titu Mir advised Muslim farmers to not pay the tax on beards</li> <li>• Titu Mir set up his own fort/commune near Calcutta with a small army</li> </ul> <p>Other relevant responses should also be credited.</p>  | <b>7</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 1(d)     | <p><b>To what extent were Indian rulers able to limit British expansion across the subcontinent between 1760 and 1840? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p><b>Level 5 (10 marks) Explains with evaluation/ judgement</b><br/>Explanation at the top of Level 4 with an evaluation/judgement supported by relevant and accurate contextual knowledge</p> <p><b>Level 4 (7–9 marks) Explanation of both sides of the issue</b></p> <ul style="list-style-type: none"> <li>• one explanation of each side of the issue [7]</li> <li>• two explanations <b>or</b> one <i>developed</i> explanation of one-side of the issue <b>and</b> an explanation of the other side of the issue [8]</li> <li>• additional explanation(s) <b>and/or</b> <i>developed</i> explanation(s) from either side of the issue [9]</li> </ul> <p>Supported by relevant and accurate contextual knowledge</p> <p><b>Level 3 (4–6 marks) Explanation of one-side of the issue</b></p> <ul style="list-style-type: none"> <li>• one explanation [4]</li> <li>• two explanations <b>or</b> one <i>developed</i> explanation [5]</li> <li>• additional explanation(s) <b>and/or</b> <i>developed</i> explanation(s) [6]</li> </ul> <p>Supported by relevant and accurate contextual knowledge</p> <p><b>Level 2 (2–3 marks) Identification/ description of the issue</b><br/>Identifies <b>and/or</b> describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description)</p> <p><b>Level 1 (1 mark) General answer</b><br/>Valid general comment lacking specific subject knowledge</p> <p><b>Level 0 (0 marks) No creditable response</b></p> <p>Indicative content</p> <p><b>May agree</b> that several rulers were able to limit British expansion:</p> <ul style="list-style-type: none"> <li>• Haidar Ali was undefeated against the British army (defeated the British Bombay army in 1767, broke the siege of Bangalore in 1768, captured Arcot in 1780)</li> <li>• Haidar Ali signed a treaty with the British to end the war in 1769</li> <li>• Tipu Sultan defeated a British army at Kollidam in 1782</li> <li>• in 1784 Tipu Sultan made peace with the British and became the Sultan of Mysore</li> <li>• Tipu Sultan invaded Travancore in 1789 which was a British ally</li> <li>• Ranjit Singh signed agreements with the British in 1806 and 1838</li> <li>• Titu Mir recruited 500 local militiamen to harass the zamindars and the British forces supporting them</li> <li>• Titu Mir built a fort at Narkelbaria to protect himself and his forces against British reprisals</li> </ul> | 10    |

| Question | Answer   | Marks |
|----------|--|-------|
| 1(d)     | <p><b>Counter-arguments</b> might include:</p> <ul style="list-style-type: none"><li>• Tipu Sultan was defeated by the British at Seringapatam in 1799</li><li>• resistance to the British from the Marathas disappeared after 1818</li><li>• Titu Mir was killed in battle in 1831 when his forces were attacked</li><li>• Titu Mir's fort was destroyed by British cannons</li><li>• the British had a strong and well-trained army</li><li>• the British had a good administrative system</li><li>• the British conquests had seized vast resources, especially in Bengal, battle of Buxar etc.</li><li>• the death of Ranjit Singh marked the end of effective resistance</li></ul> <p>Other relevant responses should also be credited.</p> |       |

| Question | Answer  | Marks    |
|----------|---|----------|
| 2(a)     | <p><b>Describe the aims of the All-India Muslim League.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• to protect the political rights and interests of Muslims in India</li> <li>• to advance the political rights and interests of Muslims in India [1] to counter the growing influence of Congress [1]</li> <li>• to represent Muslim needs and aspirations to the government of India</li> <li>• to prevent the rise of hostility in Muslims towards other communities in India</li> <li>• to promote feelings of loyalty to the British government</li> <li>• to remove any misunderstandings among Muslims as to the intentions of any government measure</li> </ul>  | <b>4</b> |
| 2(b)     | <p><b>Explain why most people considered the three Round Table Conferences to be a failure.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <p>1<sup>st</sup></p> <ul style="list-style-type: none"> <li>• Congress boycotted the talks</li> <li>• there was deadlock on a federal system</li> <li>• the Minorities Subcommittee could not reach a conclusion</li> </ul> <p>2<sup>nd</sup></p> <ul style="list-style-type: none"> <li>• Gandhi took a hard line in the talks</li> <li>• Gandhi did not recognise the problems of the minorities</li> <li>• Gandhi said he spoke for all Indians which Jinnah disagreed with</li> </ul> <p>3<sup>rd</sup></p> <ul style="list-style-type: none"> <li>• Congress boycotted the talks</li> <li>• the princes and Jinnah boycotted the talks</li> </ul> <p>Other relevant responses should also be credited.</p> | <b>7</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 2(c)     | <p><b>‘Bengal was partitioned in 1905 because it was too large.’ How far do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content</p> <p><b>May agree</b> that Bengal was partitioned in 1905 because it was too large:</p> <ul style="list-style-type: none"> <li>• 85 million people lived in West and East Bengal and Assam</li> <li>• Britain felt that the province would be easier to administer</li> <li>• the British wanted a separate government for East Bengal and Assam</li> </ul> <p><b>Counter-arguments</b> might include:</p> <ul style="list-style-type: none"> <li>• the British wanted to divide up the province on religious grounds</li> <li>• the Muslim community believed partition would bring an end to Hindu oppression</li> <li>• The Hindu community believed partition was part of the British ‘divide and rule’ policy</li> <li>• Britain felt it would be easier to manage the growth of Hindu nationalism</li> <li>• there was a sense of deprivation in eastern Bengal in the Muslim community</li> </ul> <p>Other relevant responses should also be credited.</p> | 14    |

| Question | Answer   | Marks    |
|----------|--|----------|
| 3(a)     | <p><b>Describe the Delhi Proposals of 1927.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• the Proposals were the work of Jinnah</li> <li>• Sindh should be separated from Bombay [1] and should be an independent province [1]</li> <li>• reforms introduced in the North-West Frontier Province and Balochistan should be the same as in any other province of India</li> <li>• willing to accept joint electorates at the expense of separate electorates</li> <li>• reservation of seats according to the population for different communities in the Punjab and Bengal</li> <li>• Muslims should be given one-third representation in the Central Legislature</li> </ul> <p>Other relevant responses should also be credited.</p>  | <b>4</b> |
| 3(b)     | <p><b>Explain why Allama Iqbal was described as the ‘Architect of Pakistan’.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Allama Iqbal was the first Muslim leader to advocate for the creation of a separate Muslim state</li> <li>• as a result of his Allahabad address in 1930 when he put forward this view, many Muslims seriously considered separatism during the 1930s</li> <li>• he was also opposed to the British control of India</li> <li>• he believed the Muslim League had to build an effective political party to challenge the domination of the Congress Party</li> <li>• his poetry awakened a sense of nationhood among Muslims</li> <li>• he recognised the talent in Jinnah as the natural leader of the Muslim community in their demands for a separate homeland</li> </ul> <p>Other relevant responses should also be credited.</p> | <b>7</b> |

| Question | Answer  | Marks |
|----------|---|-------|
| 3(c)     | <p><b>‘The outcomes of the 1937 elections brought more benefits for the Muslim League than for the Congress Party.’ How far do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content</p> <p><b>May agree</b> that the outcomes of the 1937 elections in the subcontinent benefited the Muslim League more than the Congress Party:</p> <ul style="list-style-type: none"> <li>• it was the first major election fought which helped to unify the Muslim League</li> <li>• it demonstrated to the Muslim League that improvements in its organisation and planning were needed</li> <li>• the Muslim League discovered that their support lay in areas where Muslims were a minority rather than a majority</li> <li>• the Muslim League recognised that their image needed to be improved in order to attract more Muslims</li> <li>• the Muslim League learned the lessons of the 1937 election by the time of the 1945 election where they were more successful</li> </ul> <p><b>Counter-arguments</b> might include:</p> <ul style="list-style-type: none"> <li>• the Congress Party gained an overall victory by winning majorities in five provinces</li> <li>• the Congress Party was the largest single party in four other provinces</li> <li>• this victory confirmed their view as being the sole party representing Indian people</li> <li>• led to formation of cabinets in eight provinces which confirmed this victory</li> <li>• Congress could now freely impose their own schemes (Wardha etc) in the provinces</li> </ul> <p>Other relevant responses should also be credited.</p> | 14    |

| Question | Answer   | Marks    |
|----------|--|----------|
| 4(a)     | <p><b>Describe the U-2 incident.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• it happened in 1960 [1] at the height of the Cold War [1]</li> <li>• it was a spy flight [1] over USSR [1]</li> <li>• this particular U-2 plane was flown from the US base [1] at Peshawar/in Pakistan [1]</li> <li>• the pilot Gary Powers [1] was shot down [1] and imprisoned [1]</li> <li>• the USSR was angry with Pakistan, threatening military action [1] and the relationship between the two countries deteriorated [1]</li> <li>• the USA could no longer use the airbase unless destination of the aircraft was known</li> </ul> <p>Other relevant responses should also be credited.</p> | <b>4</b> |
| 4(b)     | <p><b>Explain why Zia-ul-Haq introduced a programme of Islamisation.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Zia-ul-Haq wanted a strong and stable government with Islamic values</li> <li>• he wanted to punish people for showing disrespect towards the Holy Prophet (pbuh)</li> <li>• he wanted an Islamic education to raise Islamic awareness amongst students</li> <li>• he also wanted to distribute some wealth to the poor through tax</li> <li>• he felt that previously little attention had been paid to Islamic laws</li> </ul> <p>Other relevant responses should also be credited.</p>   | <b>7</b> |

| Question | Answer  | Marks |
|----------|---|-------|
| 4(c)     | <p><b>To what extent was the referral of the Kashmir issue to the United Nations important for the new state of Pakistan? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content</p> <p><b>May agree</b> that the referral of the Kashmir issue to the United Nations was important for the new state of Pakistan:</p> <ul style="list-style-type: none"> <li>• Pakistan joined the United Nations to draw their attention to Kashmir</li> <li>• the UN ordered a plebiscite to be held for all Kashmiris in 1948</li> <li>• a ceasefire was arranged in 1949 and a ceasefire line was agreed (now called the Line of Control (LoC))</li> <li>• the ceasefire line (Line of Control (LoC)) has been supervised by the UN since 1949</li> </ul> <p><b>Counter-argument</b> might include:</p> <ul style="list-style-type: none"> <li>• the Kashmir issue remained unresolved despite its referral</li> <li>• the plebiscite was never enforced</li> <li>• there have been further conflicts between Pakistan and India over the Kashmir issue</li> <li>• there have been disputes over the ceasefire line (Line of Control (LoC))</li> </ul> <p>Other important issues:</p> <ul style="list-style-type: none"> <li>• Quaid-i-Azam Relief Fund created to help refugees</li> <li>• in July 1948 the new State Bank of Pakistan was set up</li> <li>• the new Pakistan Civil Service took control of the assets due to them</li> <li>• the Canal Water Dispute was temporarily agreed in 1948, and resolved in 1959</li> </ul> <p>Other relevant responses should also be credited.</p> | 14    |

| Question | Answer  | Marks |
|----------|---|-------|
| 5(a)     | <p><b>Describe the main features of the 1973 Constitution.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• it was introduced by Zulfikar Ali Bhutto</li> <li>• there were to be two houses, the Senate [1] and Assembly [1]</li> <li>• the Assembly to be elected for five years</li> <li>• members of the Senate to be elected from each of the four provinces</li> <li>• Pakistan to be a federal republic [1] with a parliamentary system of government [1]</li> <li>• the Prime Minister to be head of government</li> <li>• Pakistan to be an Islamic Republic with Islam as the state religion</li> <li>• the Prime Minister and President to be Muslim</li> <li>• fundamental human rights to be recognised [1], with the Supreme and High Courts to enforce these [1]</li> <li>• the President became largely a figurehead [1] whose orders had to be signed by the Prime Minister [1]</li> <li>• the Upper House (Senate) to be elected [1] and must not be dissolved [1]</li> <li>• emergency powers are available for the government</li> <li>• Urdu was re-confirmed as the national language</li> </ul> <p>Other relevant responses should also be credited.</p> | 4     |
| 5(b)     | <p><b>Explain why Pakistan decided to support the Palestinian cause.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• as part of the <i>Ummah</i> (worldwide Muslim community), Pakistan wanted to demonstrate solidarity with Palestinians</li> <li>• Pakistan felt that it was their religious obligation to help the oppressed people around the world</li> <li>• Pakistan promotes harmony and co-operation between Muslim nations</li> <li>• support was offered as a result of the Israeli attack on the Al-Aqsa Mosque in Jerusalem in 1969</li> <li>• Pakistan condemned Israeli occupation of Palestinian lands</li> <li>• Pakistan, as chair of the Lahore Organisation of the Islamic Conference (OIC) summit in 1974, reinforced Muslim support for the cause following the Arab-Israeli War in 1973</li> <li>• Pakistan's involvement in the cause to demonstrate their influential position and status within the Islamic world</li> </ul> <p>Other relevant responses should also be credited.</p>  | 7     |

| Question | Answer   | Marks |
|----------|--|-------|
| 5(c)     | <p><b>To what extent was the ‘Co-operative Societies scandal’ the main reason for the dismissal of Nawaz Sharif’s government in 1993? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content</p> <p><b>May agree</b> that the 'Cooperative Societies scandal' was the main reason:</p> <ul style="list-style-type: none"> <li>• the Cooperative Societies scandal broke in 1991</li> <li>• there was alleged mismanagement of the Cooperative Societies</li> <li>• the role of government in the scandal was questioned by some</li> <li>• two million Pakistanis lost their savings; in Punjab 700 000 people lost all their savings</li> </ul> <p><b>Counter-arguments</b> might include:</p> <ul style="list-style-type: none"> <li>• the BCCI collapsed in 1991</li> <li>• investors lost huge sums of money under the BCCI scheme</li> <li>• some people questioned the role of the government in the BCCI collapse</li> <li>• the USA ended economic support when the Soviet-Afghan war ended</li> <li>• US aid ended during the dispute over Pakistan’s nuclear programme</li> <li>• there were problems associated with refugees from the Soviet-Afghan war</li> </ul> <p>Other relevant responses should also be credited.</p> | 14    |