



**Cambridge Assessment
International Education**

Learner Guide

**Cambridge International O Level
Pakistan Studies 2059**

Paper 1

For examination from 2020

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About this guide

This guide explains what you need to know about your Cambridge International O Level Pakistan Studies (2059) course and examinations. You should use this guide alongside the support of your teacher.

It will help you to:

- ✓ understand what skills you should develop by taking this O Level course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your revision programme
- ✓ revise, by providing revision tips and an interactive revision checklist (Section 5).

Section 1: Syllabus content – what you need to know about

This section gives you an outline of the syllabus content for this course. Ask your teacher for more detail about each topic. You can also find more detail in the Revision checklists of this guide.

The course is made up of **two compulsory components**, Paper 1 and Paper 2. Paper 1 focuses on the history and culture of Pakistan, and Paper 2 focuses on the environment of Pakistan. You can see the content of each paper below.

Syllabus content

Paper 1

The history and culture of Pakistan

The syllabus content for Paper 1 is divided into three sections:

1. Cultural and historical background to the Pakistan Movement
2. The emergence of Pakistan 1906–1947
3. Nationhood 1947–1999

Paper 2

The environment of Pakistan

The topics for Paper 2 include:

1. The land of Pakistan
2. Natural resources – an issue of sustainability
3. Power
4. Agricultural development
5. Industrial development
6. Trade
7. Transport and communications
8. Population.

In Paper 1 the three sections are inter-related. Different parts of individual exam questions may require knowledge of more than one item within a section, and the demonstration of understanding and analysis of these relationships. Each section includes key questions, focus points and specified content which is listed below.

Paper 1 sections

Cultural and historic background to the Pakistan Movement

Key Questions:

1. How successful were the religious thinkers in spreading Islam in the sub-continent during the 18th and 19th centuries?
2. What were the causes and consequences of the decline of the Mughal Empire?
3. What were the causes and consequences of the War of Independence 1857–58?
4. How important was the work of Sir Syed Ahmed Khan to the development of the Pakistan Movement during the 19th century?
5. To what extent have Urdu and regional languages contributed to the cultural development of Pakistan since 1947?

The Emergence of Pakistan 1946–47

Key Questions:

6. How far did the Pakistan Movement develop during the early 20th century?
7. How successful was the Khilafat Movement in advancing the Pakistan Movement?
8. How successful was the Pakistan Movement in the years 1927–1939?
9. How successful were attempts to find solutions to the problems facing the sub-continent in the years 1940 to 1947?
10. How important were the contributions of Jinnah, Allama Iqbal and Rahmat Ali to the success of the Pakistan Movement to 1947?

Nationhood 1947–99

Key Questions:

11. How successful was the establishment of an independent nation between 1947 and 1948?
12. How far did Pakistan achieve stability following the death of Jinnah?
13. Why did East Pakistan seek and then form the independent state of Bangladesh?
14. How successful was Pakistan in the twenty years following the “Decade of Progress”?
15. How effective were Pakistan’s governments in the final decade of the 20th century?
16. How important has Pakistan’s role been in world affairs since 1947?

Section 2: How you will be assessed

You will be assessed using two components:

- Paper 1 The history and culture of Pakistan (Written paper)
- Paper 2 The environment of Pakistan (Written paper)

In this booklet we are looking at Paper 1. For more information about Paper 2 have a look at the Paper 2 Learner Guide.

Paper 1 at a glance

This table summarises the key information about Paper 1. You can find details and advice on how to approach Paper 1 on the following pages.

Component	Time and marks	Skills assessed	Details	Percentage of qualification
Paper 1 The history and culture of Pakistan	1 hour and 30 minutes 75 marks	Knowledge, understanding and analytical and evaluative ability	Answer three questions: one compulsory, source-based question from Section A two questions from a choice of four in Section B	50%

About Paper 1

It is important that you understand the different types of question in each component and how you should approach them.

Paper 1 – The history and culture of Pakistan (Written paper)

Paper 1 tests your knowledge and understanding as well as your ability to analyse and evaluate. You need to answer **three** questions:

2

Section A:
Answer the following question

This question is about the British in India

1 Study the sources (Insert) carefully and then answer the questions which follow.

(a) According to Source A, what reasons are suggested for the British victory at the battle of Plassey in 1757? [3]

(b) What does Source B tell us about the British East India Company in 1825? [5]

(c) Why were the British able to take control of India by 1850? [7]

(d) Was the work of opposed British a


SOURCE A

Nawab Siraj-ud-Duala opposed the growing British power in Bengal in 1757. Robert Clive, commander of the British East India Company's troops that had just retaken Calcutta from the Nawab, began to re-establish control of Bengal. Clive was heavily outnumbered by the Nawab's forces, but persuaded Mir Jafar, the Nawab's commander, to switch sides and not fight when the two armies met. The Nawab opened the battle with heavy gunfire which went on until it started to rain heavily. Clive's troops covered their cannon and muskets to protect them from the rain, whilst the Nawab's troops did not. When the rain cleared, Clive attacked. The Nawab's troops retreated. 22 of Clive's soldiers were killed and 500 of the Nawab's soldiers were killed.

From *Seven Years' War: Battle of Plassey* by Kennedy Hickman

SOURCE B

The British East India Company



A painting of a British official of the British East India Company riding in an Indian procession in 1825.

One question from **Section A**

This is the compulsory, source-based question.

It is based on two sources. Source A will be a written source; Source B will be a visual or pictorial source.

There will be two questions directly related to the sources and remaining two will relate to the topic.

3

Section B:
Answer 2 questions

Question 2

(a) Who was Tipu Sultan? [4]

(b) Why was Urdu chosen as the national language in Pakistan in 1947? [7]

(c) Was the attempt to achieve a better understanding with the British the most important contribution that Sir Syed Ahmad Khan made to the Muslim cause during the nineteenth century? Explain your answer. [14]

Question 3

(a) What was the All India Khilafat Conference? [4]

(b) Why did Jinnah produce his 14 Points in 1929? [7]

(c) How successful were the three Round Table Conferences of 1930-1932? Explain your answer. [14]

Question 4

(a) What was the 'Afghan Miracle'? [4]

(b) Why was Islamabad chosen as the new capital of Pakistan? [7]

(c) How successful was Pakistan in its relationship with the U.S.A. between 1947 and 1990? Explain your answer. [14]

Question 5

(a) What has been the importance of the Siachen Glacier to both India and Pakistan? [4]

(b) Explain why General Musharraf was able to gain power in 1999. [7]

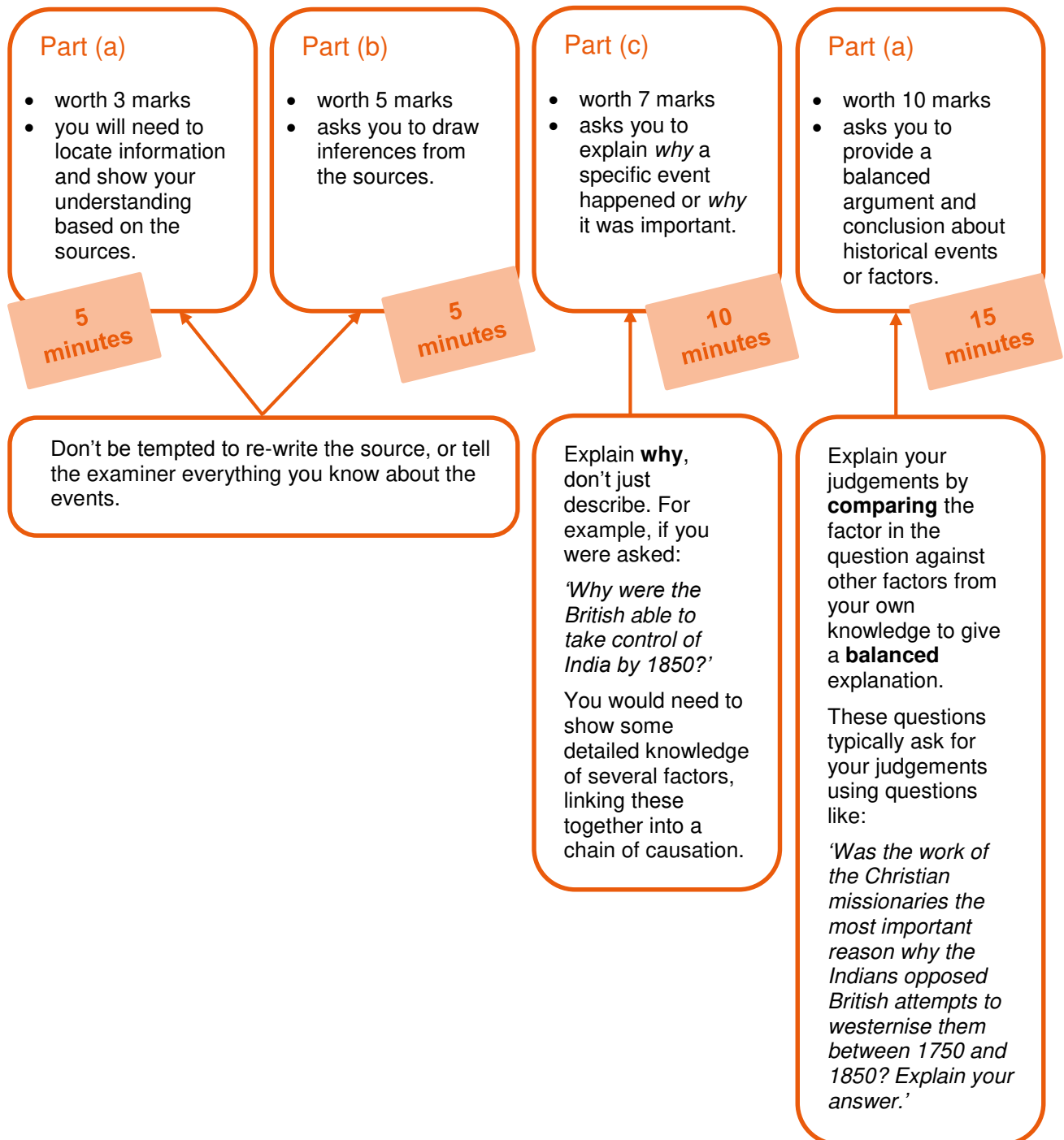
(c) How successful were Zulfikar Ali Bhutto's domestic policies between 1971 and 1977? Explain your answer. [14]

Any two questions from **Section B**

Four questions are presented here; you should choose two of them to answer.

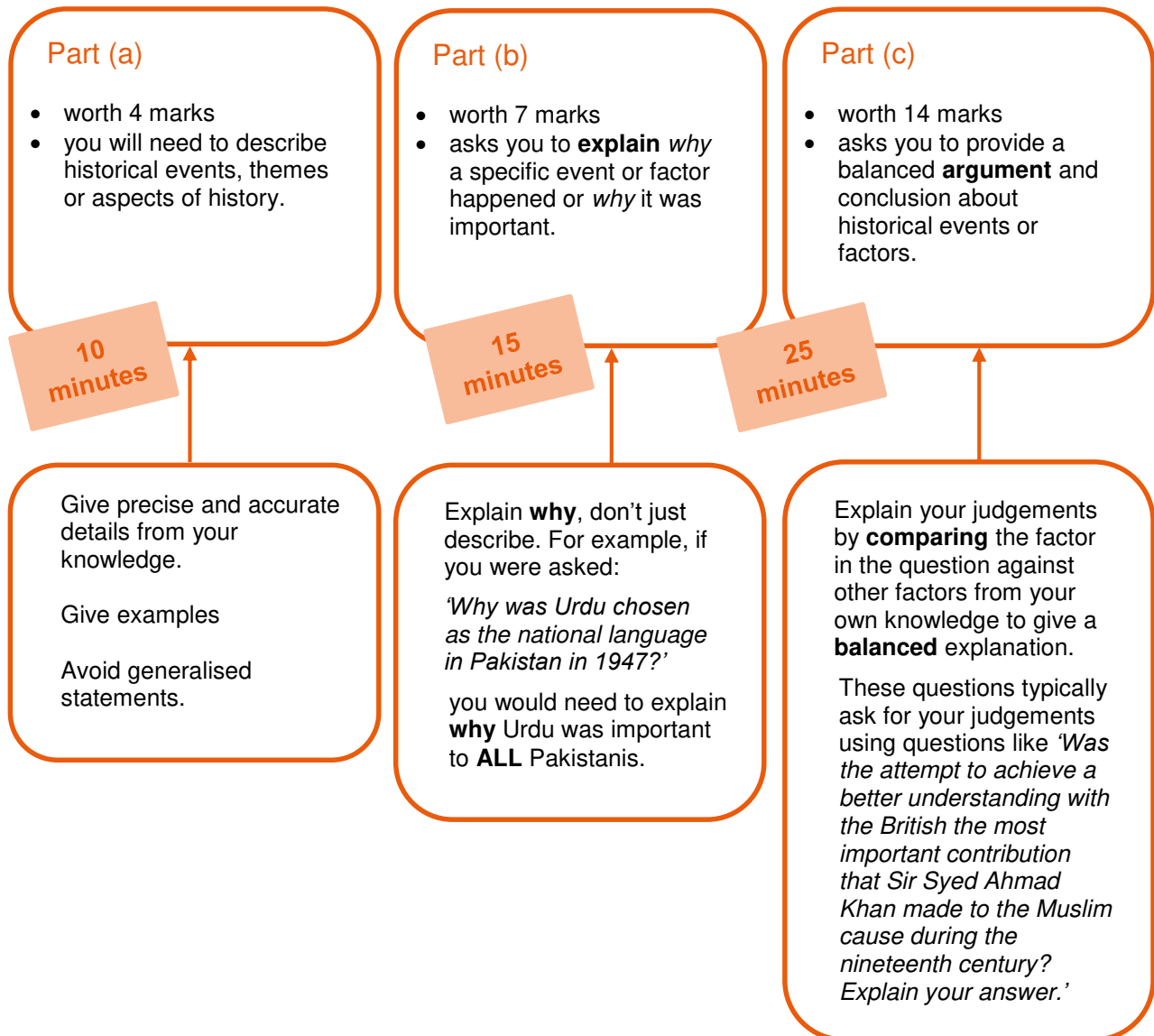
Question types and advice – Paper 1 Section A

The questions in Paper 1 Section A are split into parts: (a), (b) (c) and (d).



Question types and advice – Paper 1 Section B

All the questions in Paper 1 Section B are in the form of structured essays and are split into three parts: (a), (b) and (c).



Summary

Section A

Part (a)

- worth 3 marks
- you will need to locate information and show your understanding based on the sources.

5
minutes

Part (b)

- worth 5 marks
- asks you to draw inferences from the sources.

5
minutes

Part (c)

- worth 7 marks
- asks you to explain *why* a specific event happened or *why* it was important.

10
minutes

Part (a)

- worth 10 marks
- asks you to provide a balanced argument and conclusion about historical events or factors.

15
minutes

Section B

Part (a)

- worth 4 marks
- you will need to describe historical events, themes or aspects of history.

10
minutes

Part (b)

- worth 7 marks
- asks you to **explain** *why* a specific event or factor happened or *why* it was important.

15
minutes

Part (c)

- worth 14 marks
- asks you to provide a balanced **argument** and conclusion about historical events or factors.

25
minutes

You have to answer three questions in 1 hour and 30 minutes.

Try to keep to these timings:

- About 35 minutes for Section A
- About 50 minutes for Section B

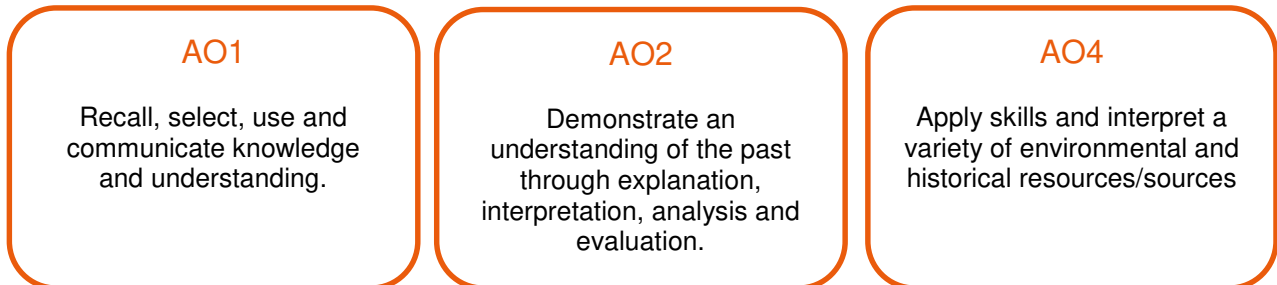
This will leave you 5 minutes for re-reading and checking your work.

Remember:

- You must answer **all four parts** of Question 1 in Section A.
- You must answer **all three parts** of the two Section B questions you choose.
- Each question relates to a Key Question from the syllabus. Make sure you pick the questions that you can answer most easily.
- Make sure you include **your own** knowledge, facts, dates and relevant examples in **all** of your answers.
- You could answer the questions in the order you are most confident, but be careful of the number of marks each question is worth. Try to base your choice of questions on how well you can answer the **high mark** parts, i.e. (b) and (c) rather than low mark parts.
- If you finish early, re-read and check your answers, adding more relevant facts and ideas if you can remember them.

Section 3: What skills will be assessed?

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AOs). For Paper 1 AO1, AO2 and AO4 are assessed. For Paper 2 AO1, AO3 and AO4 are assessed.



The following tables explain what each assessment objective means and what percentage of the whole qualification is assessed using that objective. Your teacher will be able to give you more information about how each of the assessment objectives are tested in each component.

Assessment objectives (AO)	What does the AO mean?	What do you need to be able to do?
AO1	An ability to recall, select, organise and deploy knowledge of the syllabus content.	<p>Recall, select, use and communicate knowledge and understanding.</p> <p>You need to show that you can use historical facts to support your answers. You can do this by including the relevant:</p> <ul style="list-style-type: none"> • key dates • key events • key historical characters and groups • key historical concepts and ideas • important statistical data and examples.
AO2	<p>An ability to construct historical explanations using an understanding of:</p> <ul style="list-style-type: none"> • cause and consequence, change and continuity, similarity and difference • the motives, emotions, intentions and beliefs of people in the past. 	<p>Demonstrating an understanding of the past through explanation, interpretation, analysis and evaluation.</p> <p>You need to show that you <i>understand</i> the causes, reasons or factors that you examine in your answers by making <i>supported</i> conclusions and judgements, prioritising factors and assessing their relative importance and significance.</p> <p>Make sure you address the following in your answers:</p> <ul style="list-style-type: none"> • causes and consequences (the reasons why events happened and their impact) • change and continuity (how they changed or how they stayed the same) • similarities and differences • motives and purpose • importance and significance • successes and failures • effectiveness.

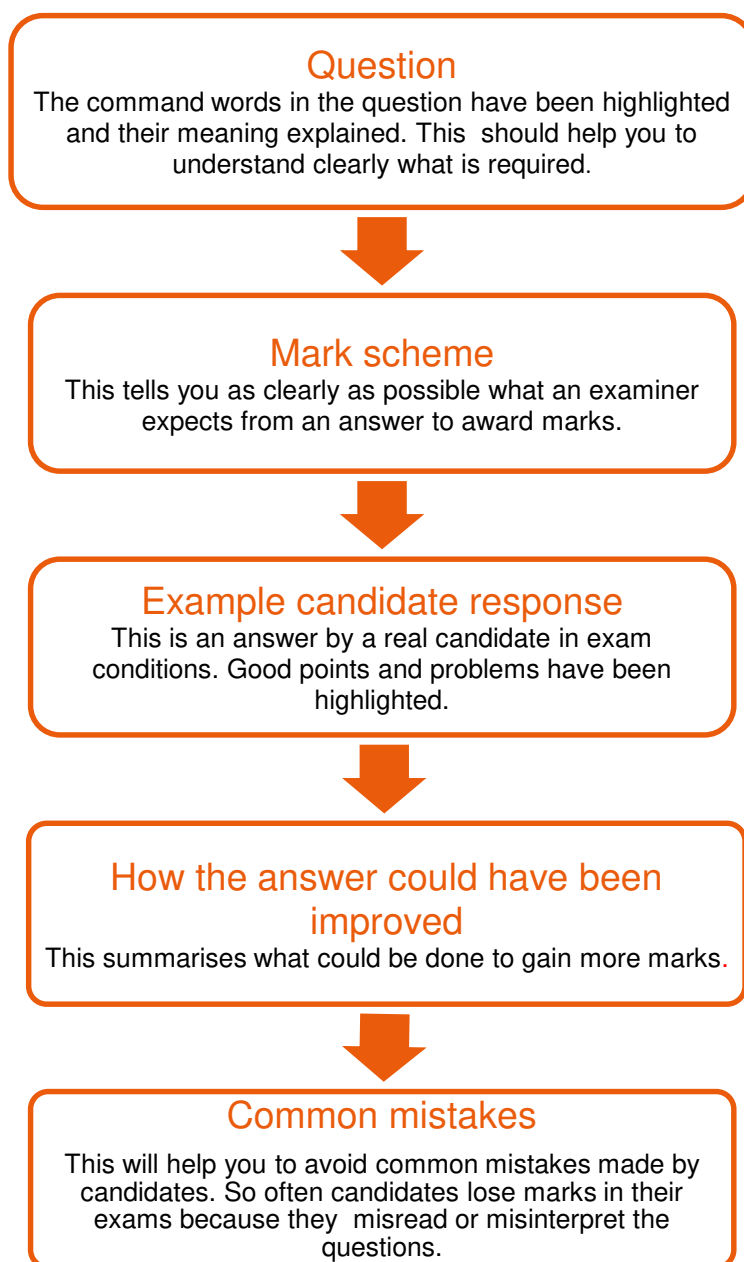
Assessment objectives (AO)	What does the AO mean?	What do you need to be able to do?
AO4	An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.	<p>Apply skills and interpret a variety of environmental and historical resources/sources</p> <p>You need to show that you can interpret a source. This means demonstrating that you understand the meaning of the source.</p> <p>You also need to show that you can evaluate a source. This means, for example, determining how useful it is, how reliable it is, what its limitations are, what type of source it is, the significance of the creator and so on.</p> <p>You will need to demonstrate that you can:</p> <ul style="list-style-type: none"> • make inferences – indicate what the content and details of the source suggest • interpret the message of posters and cartoon sources – indicate what you think the creator of the source intended to try to tell or show the audience <ul style="list-style-type: none"> ○ evaluate the usefulness and reliability of source evidence, for example by assessing the value of the content of the source against your own knowledge ○ assessing the language and tone of the source content ○ assessing the motive of the creator of the source by examining the provenance. • explain the purpose of the source – evaluate why a source was made or published by the creator • compare similarities and differences between sources to identify different interpretations of the past.

Section 4: Example candidate response

This section takes you through an example question and learner response from a Cambridge International O Level 2059 past paper. It will help you to see how to identify key words within questions and to understand what is required in your response. An instruction word or phrase, is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, argue a point of view or list what you know.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is separated as follows.



Question 1(b)

The question used in this example has been taken from Paper 1, Section A, Question 1(b)

1(b) What does Source B tell us about the British East India Company in 1825?

SOURCE B

The British East India Company



A painting of a British official of the British East India Company riding in an Indian procession in 1825.

Now let's look more closely at the question.

1(b) What does **Source B tell us** about the British East India Company in 1825?

Source B ... the question requires you to draw an inference from Source B.

...tell us... this means that the examiner will be expecting you to draw some conclusions from the source. What can you work out about the British East India Company in 1825 from looking at the source? These conclusions should be supported with reasons. One well supported inference is enough.

Mark scheme

The mark scheme shows some **examples** of the ways that the examiner would expect to see a candidate attempt to answer the question. If a candidate draws an inference that is not included in the mark scheme but which is reasonable and relevant, the examiner will award marks for it. The mark scheme does not include all possible answers.

Look at the mark scheme for Question 1 (b) below.

Level 1	The candidate identifies surface features from the source <i>“A British officer is riding a horse. He is surrounded by Indians.”</i>	(1)
Level 2	Unsupported inferences <i>“The British officer looks important. The British look powerful.”</i>	(2–3)
Level 3	Inference(s) supported by detail from the source and/or contextual knowledge <i>“The painter has made the British officer the largest figure to show the British were very important in India in 1825. In the same way, the Indians are shown as small to reflect their lowly status at this time.” (4)</i> <i>“Local rulers are on horseback behind the British official. They are shown as smaller to reflect their inferior status to the British.” (4)</i> <i>“The British officer looks elegant in his uniform, indicating superiority and power. This suggests the British East India Company was very powerful in 1825.”(4)</i> <i>“The East India Company is shown as being a wealthy organisation as seen in the uniforms and the decorations on the horses. The company were able to achieve this wealth through trading and through taking over lands, either by conquering them, or by making agreements with the local rulers. This is shown by the weapons displayed and the wealthy appearance of the Indians that the British were able to exploit.” (5)</i>	(4–5)

The examiner uses a mark scheme, a set of level criteria, and the assessment objectives to mark candidates' answers. The **level criteria** indicate what the candidate needs to do in order to demonstrate the assessment objectives at that level. The assessment objectives are the areas of knowledge, understanding and skills. You should be aware that AO4 is assessed in Section A, Question 1 (a) and (b).

Level criteria for AO4:

The examiner uses the descriptions for the level criteria to determine what Level to award a candidate's response. Here, you are shown the descriptions for Levels 1, 2 and 3.

Level 3	The candidate draws inferences and supports these with reference to the source and/or the candidate's own contextual knowledge .	'Contextual knowledge' for Question 1(b) refers to examples, statistics and detailed evidence such as how the East India Company achieved its position of superiority by 1825. Use of this detail helps demonstrate an in-depth knowledge of the topic.
Level 2	The candidate draws unsupported inferences from the source	'Unsupported inferences' are valid conclusions and thoughts, but are made as statements without any support from either the source or from the candidate's own contextual knowledge.
Level 1	Identify surface features from the source.	'Surface features' are details that can be seen in the source. In this question, surface features might be the people, the uniforms, the animals or the weapons.

A **strong** answer for Question 1 (b) should include:

- At least one valid inference that is supported by reference to the source and/or the candidate's own contextual knowledge
- A clear, coherent structure

Now let's look at the example candidate response to part question 5(d) and the examiner's comments on this response.

Example candidate response Question 1(b)

The real candidate answers are presented on the left-hand side. The response has been typed and white spaces introduced between sections to make it easier to read. The examiner comments are included inside the orange boxes.

The examiner marks the answer as a whole, taking into consideration the overall Level. However, for the purpose of this example, the examiner has made specific comments about paragraphs to help you see what standard they each demonstrate.

1(b) What does Source B tell us about the British East India Company in 1825? [1]

Candidate A

“This photograph is about the British East India Company. It shows a British army officer riding on a horse. Many of the Indians are protecting the leader. They are riding horses, following the leader. There are many slaves standing in the background. They are giving respect.”

Candidate A simply presents information which can be seen in the source. This will be rewarded at Level 1, 1 mark.

The idea that the Indians are giving respect is an inference but it is NOT about the British East India Company and so cannot be credited.

Level 1, 1 mark

Candidate B

“The British East India Company (EIC) was a private trading company. It was set up by Elizabeth I in 1600 and had the monopoly on trade in Africa. The EIC wanted to break into the East Indian spice trade but the Dutch would not share this and so they looked to India as an alternative. The EIC had bases in Calcutta, Bombay and Madras.”

← Candidate B presents a brief history of the British East India Company which is factually correct but irrelevant to this question. The candidate does not draw any inferences and so the answer is placed in Level 1.

Level 1, 1 mark

Candidate C

“Source B shows a picture of a British army officer riding a horse through a crowd of people. The people are all well dressed. The British officer looks very powerful and important. This tells me that the British East India Company was very powerful by 1825.”

← Candidate C starts by giving some details that can be seen in the source, but then makes an inference that is valid. The idea that the British East India Company was powerful by 1825 is credit-worthy. Because it is not supported either by reference to the source, or with some historical, contextual knowledge, it is placed in Level 2. The ideas of power, importance and the use of a date would earn this candidate 3 marks.

Level 2, 3 marks

Candidate D

“According to Source B the East India Company has established itself in India and the Mughal Emperors are riding on horses after them, which shows that the Mughal power has declined. The EIC has gained superiority over the Indians as they ride with pride among the Indian Citizens as shown by their beautiful uniforms.”

← Candidate D draws an inference about the East India Company being established in India but this is not supported. The idea that Mughal power has declined is NOT about the East India Company and so is not rewarded.

However, the idea of the EIC having some superiority, and that this is demonstrated by their uniforms is valid and places the candidate in Level 3.

A little more clarity of focus would earn this candidate the full 5 marks.

Level 3, 5 marks

Candidate E

“Source B shows an image of a British official riding a horse. The British official dominates the picture and the Indian people are shown as small and insignificant. This could suggest the British East India Company was very powerful by 1825 and dominated the Indians, considering themselves to be superior to them.”

← Candidate E draws an inference about the East India Company being powerful and dominant by 1825. This is supported by reference to the size of the British and Indian figures in the source and is put into an historical context using the date.


Level 3, 5 marks

How the answer could have been improved

Candidates A and B need to pay attention to the question set. Both candidates present valid and accurate information either about the source (Candidate A) or about the British East India Company (Candidate B). Both candidates should draw a valid inference from Source B to move up into Level 2.

Candidate C draws an inference but does not support it and so peaks at Level 2, 3 marks.


Candidate D presents a supported inference but the thinking is not always clear and so is awarded 4 marks. Candidate E, on the other hand, is precise and accurate: an inference is made and then clearly supported using material that can be seen in Source B. The link is explicit and the answer is reinforced with a date.



In summary, this answer needed more direct comparisons, some deeper examination of some key aspects and more supporting examples and facts.

Common mistakes

The two most common errors when answering this question are for the candidate to either re-write the source, or to write all they know about the British East India Company.



In summary, a common mistake was to NOT draw and support a valid inference.

General advice

In order to do your best when answering a 1(b) question, make sure you:

- actually address the question being asked; stay focussed. Notice that Candidate E achieves the full 5 marks in a relatively brief but highly relevant answer.
- think carefully about how to relate your inferences to what can be seen in the source.
- when using contextual knowledge, ensure that you use the correct facts in your answer, not just all the facts you can think of.
- relate any facts, definitions or knowledge you've given to the question being asked, i.e. consider the context of the information you are giving.
- are clear and direct in any judgement, statements or conclusions you are making; the examiner cannot make assumptions about what you mean – you need to make it very clear.

Question 1(c)

The question used in this example has been taken from Paper 1, Section B, Question 1(c)

1(c) How successful were Zulfikar Ali Bhutto's domestic policies between 1971 and 1977?

Explain your answer.

(14)

Now let's look more closely at the question.

How successful were Zulfikar Ali Bhutto's domestic policies between 1971 and 1977? **Explain** your answer.

How successful... this means that you need to assess the success of Zulfikar Ali Bhutto's domestic policies by identifying examples of domestic policies and explaining their success and non-success.

Explain... this means that the examiner will be expecting you to use your own knowledge to give detailed reasons for the relative successes of the domestic policies (successful and not successful).

Mark scheme

The mark scheme lists some **examples** of the knowledge that the examiner would expect to see in the response as evidence (details such as dates, names, statistics, etc.). If a candidate includes points not in the mark scheme but which are accurate and relevant, the examiner will award marks for these points. The mark scheme does **not** include all possible answers. Notice that in this mark scheme economic and agricultural reforms are not mentioned.

Look at the mark scheme for the question below:

The candidate needs to assess the success of Zulfikar Ali Bhutto's domestic policies between 1971 and 1977, supporting their argument with reference to specific events, such as:

Successes in domestic policy:

- A new constitution drawn up in 1973; it established a Senate which offered the opportunity for professionals, academics and other specialists to work together. It also safeguarded the interests of minority provinces which now had equal in the Senate. An attempt to return to Parliamentary democracy; it is the basis of Pakistan government to the end of 20th century.
- Attempts to improve infant mortality and age expectancy rates (Rural Health Centres and Basic Health Units)
- Pharmaceutical companies banned from charging for particular medical brand names; medicines became cheaper.
- Free primary education; new schools built; private sector schools nationalised. All in an attempt to raise academic standards and literacy rates.

Non-successes / domestic policies which were less successful or did not succeed:

- New Constitution flawed; political power lay with party leadership and Bhutto in particular
- Many international drug companies closed down operations in Pakistan as Bhutto's ban made it unprofitable for them
- Education reforms were slow to take effect; existing schools became overcrowded; new teachers could not be recruited quickly. These reforms were very expensive. Many families resented educational reforms as it meant a loss of earnings for them.

Level 2 Answers (3-6 marks)

In a Level 2 answer, candidates identify, rather than explain the successes or non-successes listed above. Answers will be vague, lacking historical detail

Level 3 Answers (7-10 marks)

In a Level 3 answer, candidates will identify and explain some, all or more of the successes **OR** non-successes listed above. There will be supporting detail, with explanations containing accurate knowledge.

Level 4 Answers (9-13 marks)

In a Level 4 answer, candidates will identify and explain some, all or more of **BOTH** the successes **AND** non-successes listed above. There will be supporting detail, with explanations containing accurate knowledge.

At Levels 3 and 4, it is not a matter of itemising successes and non-successes. Instead it is the quality of thinking and the depth of detail that are important. **TWO** well explained successes and **TWO** well explained non-successes will be sufficient for Level 4.

Level 5 Answers (14 marks)

In a Level 5 answer candidates will present a **STRONG** Level 4 answer, scoring 12 or 13 marks, and will then go on to draw a conclusion based on an evaluation of the successes and non-successes or lack of success in a 'How far', 'To what extent' manner.

The examiner uses a mark scheme, a set of level criteria (see next page) and the assessment objectives to mark the answer.

The level criteria list what the candidate needs to do in order to demonstrate the assessment objectives at that level. These criteria make reference to knowledge and examples, which are those listed in the mark scheme. The assessment objectives are the areas of knowledge, understanding and skills you saw in Section 4: What skills will be assessed. Remember that only AO1 and AO2 are assessed in Section B, part c) questions.

Level criteria for AO1 (historical knowledge) and AO2 (historical explanation)

The examiner uses the descriptions for the level criteria to determine what Level to award a candidate's response. Here, you are shown the descriptions for Levels 2, 3 and 4.

Level 2	Level 3	Level 4
Demonstrate some contextual knowledge but it is limited.	Demonstrate and select some relevant contextual knowledge and use it appropriately to support parts of their answers.	Deploy mostly relevant and accurate contextual knowledge to support parts of their answers.
Select and organise some relevant information. This is only used correctly on a few occasions.	Select and organise mostly relevant information, much of it used appropriately with a structured approach, either in order of occurrence or according to different themes.	Select a range of relevant information which is generally well-organised and used appropriately.
Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but little awareness of the broad context . There is some structure in the descriptions.	Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context .	Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context . They have some understanding of interrelationships of the issues in the question.
Attempt conclusions but these are stated, undeveloped and unsupported.	Support is provided for their conclusions but they are not always well-proven .	Can produce developed , reasoned and supported conclusions.
Present work that lacks precision and succinctness.	Write with some precision and succinctness.	Write with precision and succinctness, showing structure, balance and focus.
Present a recognisable essay structure, but the question is only partially addressed.	Produce structured descriptions and explanations.	

'Contextual knowledge' for Question c) refers to examples, statistics and detailed evidence such as the number of people attending school and the official literacy rate. Use of this detail helps demonstrate an in-depth knowledge of the topic.

'Broad context' for Question c) means linking the material to the bigger picture. For example, stating that educational reform takes time, that schools cannot be built overnight and that teachers need time to be trained, and for their methods to have a sustained impact demonstrates wider knowledge of the topic.

'Developed' for Question c) means including key evidence to add detail to your explanations in order to support any judgements you make about importance. This helps to demonstrate a clear understanding.

'Well-proven' for Question c) means that your explanation has to be detailed enough to get the point across, or to support the argument being made well. Your comments should be detailed and not brief.

A **strong** answer for Question c) should include:

- clear structure and argument
- description of what the domestic policies achieved and what they did not achieve
- explanation of the importance/significance of the domestic reforms supported by evidence such as **relevant**: key dates
 - key names
 - key characters and groups
 - key ideas and concepts
 - data and statistics
- balanced argument – examples of successes and non-successes, as well as other aspects of the reforms that were also important
- the consequences of the successes and non-successes of the domestic reforms
- the motives, purposes and effectiveness of the domestic reforms
- valid conclusions and supported judgements about the successes and non-successes of the domestic reforms.

Now let's look at the example candidate response to Paper 1 Question 1(c).

Example candidate response Question 5(c)

The real candidate answer is presented on the left-hand side. The response has been typed and white spaces introduced between sections to make it easier to read. The examiner comments are included inside the orange boxes.

The examiner marks the answer as a whole, taking into consideration the overall Level. However, for the purpose of this example, the examiner has made specific comments about paragraphs to help you see what standard they each demonstrate. The candidate was graded as **Level 3** overall for their answer.

5(c) How successful were Zulfikar Ali Bhutto's domestic policies between 1971 and 1977? Explain your answer. [14]

In my opinion Zulfikar Ali Bhutto's domestic policies between 1971 and 1977 were very successful.

The question is directly addressed and the candidate gives a very early indication of their judgement. Although the paragraph is undeveloped and lacks explanation and factual support at this stage, this is acceptable, as it does signal to the examiner the direction the candidate is going to take in their answer.

Bhutto made medicines to be sold under their medical names instead of their brand names. Foreign medical companies went into loss and therefore stopped investing in Pakistan and the foreign investment was reduced. Secondly many companies began producing substandard medicines which had negative effects on the health of the people. However, this reform made medicines affordable to poor Pakistanis.

In this, and the following paragraph, the candidate is attempting to show the advantages and disadvantages of some of Bhutto's health reforms. The decision to ban brand names from medicines can be seen as both beneficial and a bad idea but this is dealt with in a rather unbalanced way. The candidate presents a reasonable argument for the banning of brand names on medicines as a bad idea, thus negating their introductory statement. The benefits of the decision are merely identified. Therefore this paragraph places in Level 3 for its thin explanation of some non-successes of Bhutto's domestic reforms.

Bhutto also set up Rural Health Centres in villages and Basic Health Units in cities to improve the death and infant mortality rate. These facilities offered free services and as a result the rates of infant mortality and death rate stabilised. However many Pakistanis refused to use these facilities and went to traditional herbal doctors. Thus it was a failure.

Here the candidate makes a heavy and rather clumsy judgement, again nullifying the introductory statements and the comments made in the first two sentences of the paragraph. This, all told, is a rather weak contribution to the essay. Some statistics for the RHCs and BHUs would have been useful, as would a consideration of the shortage of trained doctors and nurses required.

Bhutto introduced a type of Parliament in which there was an upper house (a Senate) and a lower house (a National Assembly). The National Assembly had representatives from the provinces as per the population, whereas the Senate had equal numbers of representatives and this reform satisfied all political sides and provinces.

At this point the candidate talks about political reforms. The two Houses are introduced but there is no consideration of their significance, particularly concerning the National Assembly and the political parties such as the PPP, the NAP or the JUI. Some discussion of their alliances and the results of such party politics would have taken the response into Level 3.

Bhutto introduced the constitution of 1973 which declared Pakistan an Islamic country and the leader of the country must be Muslim. This was appreciated by the majority.

Here the candidate identifies the introduction of the new constitution in 1973 but doesn't explain its importance. They could have improved this by also mentioning elements such as democracy or the guarantee of human rights for example. Level 2 skills are demonstrated here.

Bhutto also nationalised industries. As a result government had more money to spend on social sectors such as health and education. Inflation decreased from 25% to 6%. The population of Pakistan was greatly pleased.

The use of the inflation statistic is helpful, although the rest of the paragraph is lacking supporting detail. Which industries were nationalised? How many were nationalised and why were they taken under government control? The judgement about the success of these industrial reforms is limited and the candidate would do well to consider some of the difficulties that the nationalisation policy either created or faced. The lack of development leaves the paragraph in Level 2.

Bhutto also introduced land reforms in which land consolidation was applicable on over 250 acres of irrigated land and 500 of non-irrigated land. This led to efficient utilisation of land and more output.

Here the candidate identifies the introduction of the new constitution in 1973 but doesn't explain its importance. There is no mention of democracy or the guarantee of human rights for example. Level 2 skills are demonstrated here.

Thus one can see that Bhutto's domestic policies were very successful as they brought economic prosperity as well as advantages like free health to the population.

The conclusion is brief and acts as a summary rather than providing a final analysis. There is not enough explanation and evidence, either here or in the preceding paragraphs, to make a supported judgement about the relative success of Bhutto's domestic policies.

Mark awarded = 7 out of 14 Level 3

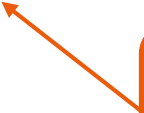
How the answer could have been improved

This is a solid Level 3 response that shows identifications and some partial explanations that address the question.

The response could be improved to achieve Level 4 by using more supporting detail to bolster the claims made for the success of Bhutto's domestic reforms.

By claiming that Bhutto's domestic reforms were successful, the candidate ought to have provided some knowledge to exemplify the idea. As it is, the response reads as rather vague and lacking in both precision and clarity. The use of the inflation statistics in the sixth paragraph, for example, is promising but is left as an undeveloped statement.

There are indications that the candidate sees both success and non-success in Bhutto's domestic reforms but the extent of success, a 'How far' judgement, is not attempted.




In summary, this answer needed more direct comparisons, some deeper examination of some key aspects and more supporting examples and facts.

Common mistakes

The most common error for this question was the mistake made by this candidate. More detail, more supporting evidence for both success and non-success needed to be presented in a structured, coherent manner. Candidates would be well advised to present two or three detailed paragraphs on successes, followed by two or three paragraphs on non-successes and then a final paragraph containing their supported, justified 'How far' conclusion.

Such an approach would show the clarity, coherence and balance that examiners are looking for.



In summary, a common mistake was incorrect factual knowledge used as evidence.

General advice

In order to do your best when answering a question, make sure you:

- actually address the question being asked; stay focussed
- think carefully about how to define a given term or event, ensuring that you use the correct facts in your description, not just all the facts you can think of
- relate any facts, definitions or knowledge you've given to the question being asked, i.e. consider the context of the information you are giving
- are clear and direct in any judgement, statements or conclusions you are making; the examiner cannot make assumptions about what you mean – you need to make it very clear
- support any judgements, statements or conclusions with accurate and relevant evidence, examples and statistics
- write a conclusion that is analytical and developed in terms of explanation and evidence when making your final judgement.

Section 5: Revision

For general advice and support with revision, see the following resources on our website

www.cambridgeinternational.org/why-choose-us/parents-and-students/in-class/study-resources/

- Video: Introduction to Learner Guides
- Video: Learner Revision Guide
- Learner Study Guide
- Learner Revision Guide

It is important that you plan your revision in plenty of time for the examinations and that you develop a revision technique that works for you.

Top tips for revision

1. Living timelines

Living timelines are not just normal timelines. They allow you to analyse information, study causes and consequences and get your brain working beyond just putting dates in order.

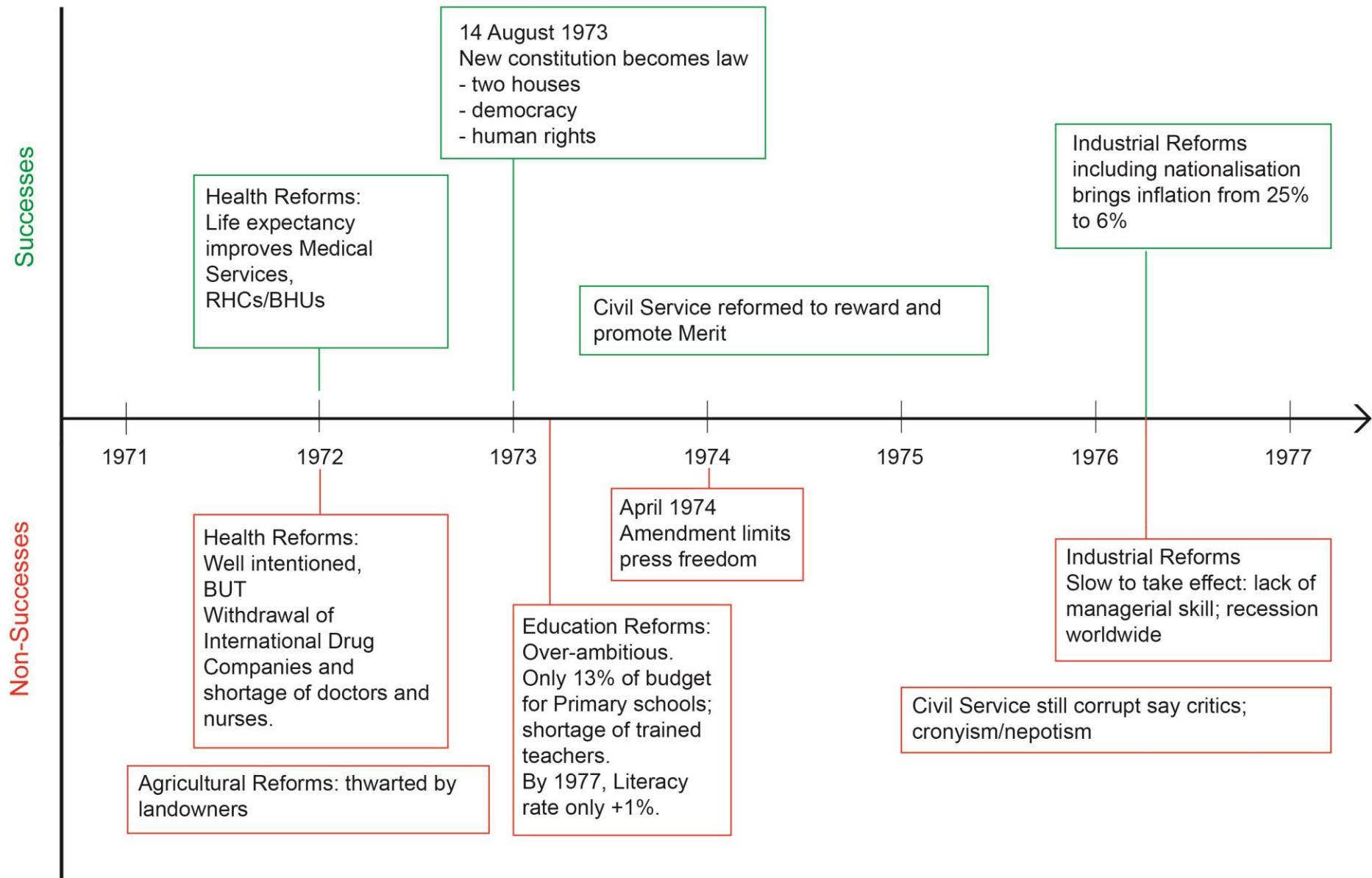
The basics of a living timeline are as follows:

Use a horizontal line for the dates, just like a normal timeline.

Use a vertical line to label the successes, non-successes, importance, significance, impact, continuity and change over a set period of time.

The example on the next page measures the success and non-successes in Zulfikar Ali Bhutto's domestic policies between 1971 and 1977.

Living timeline of the successes and non-successes of Zulfikar Ali Bhutto's Domestic Policies, 1971–1977



2. Teach the topic

This is a very simple but effective technique that focusses on knowledge recall. It tests the brain and rehearses the information you need to know for a certain topic and so will help your revision.

- Create some topic cards with key bullet points of information on. Leave space for ticks.
- Give these to your parents, family or friends, for example.
- Give yourself 10 minutes maximum to teach your audience the main points of the topic. You could use a mini-whiteboard or flipchart to help.
- Your audience tick off all the points you mention in your presentation and give you a final score.

The brain loves competition, so if you do not score full marks, you can try again the next day, or compete against friends. This system of repeat and rehearsal is very effective, especially with more complex topics, and doesn't take much preparation.

3. Question and answer (Q & A) cards

This is very similar to 'Teach the topic' but less formal and less public for those who dislike performing in front of others. It tests knowledge recall and rehearses the information you need to know for a certain topic.

- Pick a topic and create two sets of cards: question cards and answer cards. You might find it helpful to make the question cards a different size or use different coloured card for answers.
- Make sure you have the topic, or something appropriate depending on what you are focussing on, as a heading on each card. The questions should test your knowledge and understanding of key areas of the course.
- A friend or family member uses the cards to test you in short 5 or 10 minute periods at any time during the day.
- You could also do this alone by reading the questions to yourself, giving the answer and then checking the correct answer card.
- This game can be adapted by using the cards to find matching pairs: turn all cards face down across the space in front of you. Turn over two cards, leaving them where they are. If they match (one is a question card and the other is the corresponding answer card) pick up the pair and put them to one side. If they don't match, try to remember where they are and what is on each card, then turn them back over. Turn over two other cards. Continue until you have matched all pairs.

4. Question paper and mark schemes

Looking at past question papers and the mark scheme helps you to familiarise yourself with what to expect and what the standard is.

- Ask your teacher for past paper questions with mark schemes for the course – ask your teacher for help to make sure you are answering the correct questions and to simplify the mark scheme.
- Look at the revision checklist and identify which topic a given question relates to – you might need to ask your teacher to help you do this.
- Once you have finishing revising a topic or unit, time yourself answering some appropriate exam questions. Check the mark schemes to see how well you would have scored, or give the answers to your teacher to check.
- Add details or notes to the mark scheme where you missed out on marks in your original answers using a different coloured pen. Use these notes when you revise and try the question again later.

You can find past exam papers and mark schemes on the Cambridge website

www.cambridgeinternational.org/programmes-and-qualifications/cambridge-o-level-pakistan-studies-2059/past-papers/

Other useful revision advice for O Level Pakistan Studies

Because there is a choice of questions on Paper 1 and Paper 2, not every Key Question will be examined. Nevertheless, you should make your revision wide enough so that you don't have gaps in your notes, just in case those topics come up.

You can plan to revise in a number of different ways, such as:

- Revise by topic – revise the Key Questions thoroughly
- Revise by exam paper – revise the topics as they are tested in the examination Papers 1 and 2
- Mixed approach – revise the Key Questions **AND** practise relevant exam paper questions as you go along.

There is no correct way of revising so you need to choose the system that works for you.

Mixed approach revision timetable

The example below shows a simple table that applies the **mixed approach** to revision timetabling.

The example shows only a small part of the content.

Column 1 – contains the topic heading, sub-headings and detailed content.

Column 2 – lists the planned amount of time to spend revising based on the difficulty and amount of information to be learned.

Column 3 – includes a reference to past paper questions that test the topic

Column 4 – 'RAG' stands for 'Red', 'Amber' and 'Green'. Fill in this column according to your confidence in the topic. R = Red (I do not understand or I am not confident); A=Amber (I partially understand and have some confidence); G=Green (I fully understand and am completely confident).

Column 6 – write notes to yourself on what to focus on, or activities to help you revise or practise the topics and any notes that support your revision.

Topic/Key Question	Time needed	Past Paper	RAG	Notes/themes across the syllabus
How successful was the Pakistan Movement 1927 to 1939? The Simon Commission, 1927-1930 The Nehru Report, 1928 Jinnah's 14 Points, 1929; WHY? Three Round Table Conferences, 1930-32 Successful? The Communal Award, 1932 Rahmat Ali and the Pakistan National Movement Government of India Act, 1935; importance? 1937 Elections; significance to Muslim League and Congress Congress Rule, 1937-1939; popularity? Day of Deliverance, 1939...	4 hours			

Revision checklists

In the next part of this guide we have provided some revision checklists. These include information from the syllabus that you should revise. They don't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments
These are the key questions from the syllabus	These show how the key question is explored	This outlines what you need to know in relation to the syllabus. It is these elements that you will rank red, amber or green.	<p>You can use the columns to show when you have revised an item and how confident you feel about it.</p> <p>R = RED means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = AMBER means you are reasonably confident but need some extra practice</p> <p>G = GREEN means you are very confident.</p> <p>As your revision progresses, you can concentrate on the RED and AMBER items in order to turn them into GREEN items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can:</p> <ul style="list-style-type: none"> • add more information about the details for each point • include a reference to a useful resource • add learning aids such as rhymes, poems or word play • highlight areas of difficulty or things that you need to talk to your teacher about.

Note: the tables below cannot contain absolutely everything you need to know, but it does use examples wherever it can.

Revision Checklists

Cultural and historical background to the Pakistan Movement

Key Question 1	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
How successful were the religious thinkers in spreading Islam in the sub-continent during the 18th and 19th centuries?	<ul style="list-style-type: none"> How important were the religious reforms of Shah Waliullah? What influence did Syed Ahmad Barelvi exert in the revival of Islam? How influential was Haji Shariatullah and the Faraizi Movement? 	<p>The religious reforms of Shah Waliullah and his role in the political and religious context of the time</p> <p>Syed Ahmad Barelvi and the revival of Islam in the sub-continent</p> <p>The Jihad movement and the Mujahideen</p> <p>Haji Shariatullah and the Faraizi Movement</p>				
Key Question 2	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
What were the causes and consequences of the decline of the Mughal Empire?	<ul style="list-style-type: none"> How far was Aurangzeb responsible for the decline of the Mughal Empire? How far did Mughal weaknesses from 1707 make decline inevitable? What role did the East India Company play in the decline of the Empire? 	<p>Internal Indian reasons for the decline of the Mughal Empire:</p> <ul style="list-style-type: none"> The impact of Aurangzeb's policies on the stability of the Mughal Empire The effectiveness of his successors as rulers Problems of controlling the Empire The rise of the Maratha and Sikh empires 				

Key Question 2	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
	<ul style="list-style-type: none"> • How successful was British expansion in the sub-continent to 1857? 	<p>External reasons for the decline of the Mughal Empire:</p> <ul style="list-style-type: none"> • Foreign invasions from Persia and Afghanistan • The East India Company's involvement in the sub-continent • British relations with the later Mughal rulers of Delhi • British expansion from the 1750s to the 1850s in the sub-continent • A general overview of the course of, and reasons for, British annexation of the territories which now encompass Pakistan (including the Anglo-Sikh wars and the annexations of Lahore, the Punjab and Peshawar) • The British search for a 'natural' and 'scientific' NW frontier • British policy towards Tribal Territory 				

Key Question 3	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>What were the causes and consequences of the War of Independence 1857–58?</p>	<ul style="list-style-type: none"> • What were the long-term causes of the War? • What were the immediate causes of the War? • Why was independence not achieved? • What were the immediate consequences of the War? 	<p>The immediate and underlying causes of the War</p> <p>The attitude of Bahadur Shah Zafar</p> <p>The course of the War, with particular reference to the roles played by the Muslim rulers and populations of what is now Pakistan</p> <p>Reasons for failure</p> <p>An assessment of the short-term impact of the War on Muslims in the sub-continent</p> <p>British reaction during and immediately after the War (including the major constitutional, educational and administrative reforms which followed).</p>				

Key Question 4	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How important was the work of Sir Syed Ahmad Khan to the development of the Pakistan Movement during the 19th Century?</p>	<ul style="list-style-type: none"> • What was his contribution to education, politics and religion? • How important was his “Two Nation Theory”? • What was the Hindu-Urdu Controversy? • How successful was the Aligarh Movement? 	<p>His contribution to the education of Muslims and the revitalisation of their national consciousness: an overview of his main educational works and their importance</p> <p>An understanding of his social and political theory, and of its origins</p> <p>The impact of his work on Muslims and the western world</p> <p>His relations with the British and the ulama</p> <p>His reasons for the foundation of the Aligarh College</p> <p>His role in the Indian National Congress and the Muslim League</p> <p>The meaning and origin of his “Two Nation Theory” and the Hindi-Urdu controversy</p>				

Key Question 5	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>To what extent have Urdu and the regional languages contributed to the cultural development of Pakistan since 1947?</p>	<ul style="list-style-type: none"> • Why did Urdu become the national language? • How successful has the promotion of regional languages been since 1947? 	<p>The importance of Urdu and the reasons for its choice as the national language of Pakistan</p> <p>The advantages and disadvantages of Urdu as the national language</p> <p>The promotion of provisional languages (Balochi, Punjabi, Pushto, Sindhi)</p>				

Key Question 6	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How far did the Pakistan Movement develop during the early 20th century?</p>	<ul style="list-style-type: none"> • What were the aims and origins of the Muslim League? • How successful was British rule and attempts at constitutional reform during the years 1909–19? • How and why did relationships between Muslims and Hindus change between 1916 and 1927? 	<p>The main features of:</p> <ul style="list-style-type: none"> • The Partition of Bengal controversy, 1905-11 • The Simla Deputation, 1906 <p>Reasons for the establishment of the Muslim League: its creation in 1906 and its aims</p> <p>Co-operation of the Muslim League with Congress and reasons for its breakdown</p> <p>The Morley-Minto reforms, 1909</p> <p>The impact of the First World War on the sub-continent</p> <p>Congress and the Lucknow Pact, 1916</p> <p>The Rowlatt Act, 1918, and the Amritsar Massacre, 1919</p> <p>The Montagu-Chelmsford Reforms (The Government of India Act), 1919</p> <p>The Non-Co-operation Movement</p> <p>The growth of Communalism</p> <p>Growing divisions in the Congress Party</p> <p>The Delhi Proposals, 1927</p>				

Key Question 7	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How far did the Pakistan Movement develop during the early 20th century?</p>	<ul style="list-style-type: none"> • What were the origins, aims and main features of the Khilafat Movement? • Why did the Khilafat Movement fail? 	<p>Reasons for the rise of the Movement</p> <p>The objectives of the Khilafat Conference, 1918</p> <p>The Khilafat Conferences and delegations to England, 1919- 21, and reasons for failure</p> <p>The causes, course and reasons for failure of the Hijrat Movement</p> <p>Gandhi and the Non-Co-operation Movement</p> <p>Reasons for the failure of the Khilafat Movement</p> <p>The impact of the Khilafat and Hijrat Movements on Muslims in the sub-continent</p>				

Key Question 8	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How successful was the Pakistan Movement in the years 1927 to 1939?</p>	<ul style="list-style-type: none"> • Why did Jinnah produce his 14 Points of 1929? • How successful were the three Round Table Conferences of 1930-32? • How important was the Government of India Act, 1935? • Why was Congress Rule (1937-1939) unpopular with many Muslims? 	<p>The Simon Commission, 1927-1939</p> <p>The Nehru Report, 1928</p> <p>Jinnah's 14 Points, 1929</p> <p>Allama Iqbal's Allahabad address, 1930</p> <p>The Round Table Conferences, 1930-32</p> <p>The Communal Award, 1932</p> <p>Rahmat Ali and the Pakistan National Movement, 1933</p> <p>The Government of India Act, 1935</p> <p>The 1937 Elections and their significance to the Muslim League and Congress</p> <p>Congress rule, 1937-39, its significance to the Pakistan Movement and the 'Day of Deliverance', 1939</p>				

Key Question 9	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How successful were attempts to find solutions to the problems facing the sub-continent in the years 1940–1947?</p>	<ul style="list-style-type: none"> • How successful were the meetings held during World War II to agree the future of the sub-continent? • How did the success of the Muslim League in the 1945-46 elections lead to changes in British attempts to solve the problems of the sub-continent? 	<p>The Second World War (1939–45) in relation to India and the ‘Quit India’ Movement</p> <p>The Pakistan Resolution, 1940</p> <p>The Cripps Mission, 1940</p> <p>The Ghandi-Jinnah talks, 1944</p> <p>Lord Wavell and the Simla Conference, 1945</p> <p>The elections of 1945-46 in India, reasons for Muslim League success and the consequences thereof</p> <p>The Cabinet Mission Plan, 1946</p> <p>Direct Action Day, 1946</p> <p>The June 3 Plan, 1947</p> <p>The Radcliffe Commission and Award, 1947</p> <p>The Indian Independence Act, 1947</p>				

Key Question 10	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How important were the contributions of Jinnah, Allama Iqbal and Rahmat Ali to the success of the Pakistan Movement to 1947?</p>	<ul style="list-style-type: none"> How important were Jinnah, Allama Iqbal and Rahmat Ali to the Pakistan Movement? 	<p>Jinnah as an advocate of Hindu-Muslim unity:</p> <ul style="list-style-type: none"> His role in the Muslim League, the Pakistan Movement and as negotiator with the British His relations with Gandhi, Nehru and the All-India Congress <p>Allama Iqbal:</p> <ul style="list-style-type: none"> Views on Hindu-Muslim future as separate nations and the Allahabad address, 1930 <p>Rahmat Ali:</p> <ul style="list-style-type: none"> Views on a separate Muslim homeland, his pamphlet 'Now or Never', 1933, and the name 'Pakistan' Differences between his views and those of Allama Iqbal 				

Key Question 11	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How successful was the establishment of an independent nation between 1947 and 1948?</p>	<ul style="list-style-type: none"> • What immediate problems faced Pakistan in the establishment of an independent nation? • How successful were their attempts to solve these problems? • How important was the role of Jinnah in solving these problems? 	<p>Outcome of the Radcliffe Award and reactions of the Pakistan and Indian governments to it; impact on Muslims, Hindus and Sikhs</p> <p>The Canal Water Dispute, its course and resolution</p> <p>The role of UN mediation</p> <p>The division of assets between Pakistan and India</p> <p>An overview of problems with the Princely States (especially Jammu and Kashmir)</p> <p>The refugee and accommodation crisis</p> <p>Economic, social and administrative problems</p> <p>The issue of national language</p> <p>India’s reactions to these problems and their on-going significance in later tensions/wars with India</p> <p>An assessment of Jinnah’s role and achievements as Governor-General</p>				

Key Question 12	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How far did Pakistan achieve stability following the death of Jinnah?</p>	<ul style="list-style-type: none"> • What were the main achievements of the various ministries in the years 1948–58? • What were the achievements of the ‘Decade of Progress’, 1958–69? • What attempts were made to establish a new constitution in the years 1949–73? 	<p>Khwaja Nazimuddin</p> <p>Liagquat Ali Khan</p> <p>Ghulam Muhammad</p> <p>Iskander Mirza</p> <p>Muhammad Ayub Khan and the ‘Decade of Progress’</p> <p>Yahya Khan</p> <p>Origin, reasons and principles of the 1949 Objectives Resolution, reasons for its adoption by the Constituent Assembly and details of its Islamic provisions</p> <p>Later constitutional changes with particular reference to Islamic provisions in the 1956, 1962 and 1973 Constitutions</p>				

Key Question 13	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>Why did East Pakistan seek and then form the independent state of Bangladesh?</p>	<ul style="list-style-type: none"> • Why did East Pakistan seek independence from West Pakistan? • What roles did Sheikh Mujib-ur-Rahman and the Awami League play in the independence movement? • How did Bangladesh achieve independence in 1971? 	<p>Tensions between East and West Pakistan from 1947 (including earlier problems over the Partition of Bengal)</p> <p>The rise of the Awami League</p> <p>Sheikh Mujib and Zulfikar Ali Bhutto</p> <p>The main features of Sheikh Mujib's Six Points, reasons for their rejection</p> <p>Outline of the subsequent war, including the role of India</p>				

Key Question 14	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How successful was Pakistan in the twenty years following the ‘Decade of Progress’?</p>	<ul style="list-style-type: none"> • How successful were the policies of Zulfikar Ali Bhutto, 1971-77? • Why was Bhutto executed in 1978? • How successful were the policies of Zia-ul-Haq, 1977-88? • Why was he assassinated? 	<p>Zulfikar Ali Bhutto:</p> <p>Controlling the army</p> <p>The Simla Agreement, 1972</p> <p>A new constitution. 1973</p> <p>Industrial, agricultural, education, health, social and administrative reforms</p> <p>Zia-ul-Haq:</p> <p>The Islamisation programme</p> <p>Overview of the constitutional and Islamic legal position of women and ethnic and religious minorities</p> <p>Law and government, elections and issues of martial law and the Eighth Amendment</p> <p>Problems facing Zia, his assassination</p> <p>The Soviet invasion of Afghanistan, 1979</p>				

Key Question 15	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How effective were Pakistan’s government in the final decade of the 20th century?</p>	<ul style="list-style-type: none"> • How successful were the policies of Benazir Bhutto, 1988-90, 1993-96? • How successful were the policies of Nawaz Sharif, 1990- 93, 1997-99? • Why did General Musharraf take power in 1999? 	<p>Bhutto, 1988-90</p> <p>Bhutto, 1993-96</p> <p>Sharif</p>				

Key Question 16	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p>How important has Pakistan’s role been in world affairs since 1947?</p>	<ul style="list-style-type: none"> • How has Pakistan developed as a nuclear power? • How successful has Pakistan been in its relations with Bangladesh, India, Afghanistan, Iran, China, the USSR/Russia, USA, UK and the Commonwealth and the United Nations? 	<p>Pakistan-a nuclear power</p> <p>Relations with Bangladesh</p> <p>Relations with India</p> <p>Relations with Afghanistan</p> <p>Relations with Iran</p> <p>Relations with China</p> <p>Relations with USSR/Russia</p> <p>Relations with the USA, UK and the Commonwealth</p> <p>Relations with the United Nations</p>				

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