Cambridge O Level

PAKISTAN STUDIES	**2059/01**
Paper 1 The History and Culture of Pakistan	**May/June 2024**
MARK SCHEME	
Maximum Mark: 75	

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 descriptions 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.

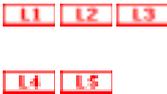
GENERIC MARKING PRINCIPLE 4:

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.

Stamp in RMA[3]	Display name	How these annotations are used on 2059/01
✔	Tick	the tick stamp has two uses: • to indicate that the examiner has seen a blank page including the cover page of a separate answer book • to indicate each valid point made in the response to part (a) questions
^	^	Omission. Indicates the need for development to gain a mark
✖	Cross	incorrect point
DEV	DEV	development of a point
▢	Highlighter	highlight a particular word, phrase or sentence
IRRL	IRRL	irrelevant content, a significant amount of material that does not answer the question
L1 L2 L3 L4 L5	L1 L2 L3 L4 L5	• use the correct level stamp for the of level the valid response • use the same stamp for further valid responses within the level
NAQ	NAQ	not answered the question
REP	REP	repeated point
SEEN	SEEN	the seen stamp has two uses: • indicates that the point has been noted, but no credit has been given • to indicate that the examiner has seen a blank page including the cover page of a separate answer book
EVAL	EVAL	indicates evaluation/judgement present in a candidate response on Section A **Q1(d)** and **Q2–5(c)**

Assessment Objectives

Section A: **Q1(a)** and **Q1(b)**	AO4: Apply skills and interpret a variety of historical sources
Section A **Q1(c)** and Section B part **(b)**	AO1, AO2: Demonstrate knowledge and understanding of the past through historical explanation
Section A **Q1(d)** and Section B part **(c)**	AO1, AO2: Demonstrate knowledge and understanding of the past though historical explanation and an ability to analyse and evaluate past historical events

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**.

Target: Demonstrates knowledge and understanding of the past through historical explanation (AO1, AO2)		Marks
Level 3	**Explanation** • one explanation [5] • two explanations **or** one *developed* explanation [6] • additional explanation(s) **and/or** *developed* explanation(s) [7] Supported by relevant and accurate contextual knowledge	**5–7**
Level 2	**Identification/ description** Identifies **and/or** describes using relevant and accurate contextual knowledge (1 mark per identification/ description)	**2–4**
Level 1	**General answer** Valid general comment lacking specific knowledge	**1**
Level 0	**No creditable response**	**0**

Table 2

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

	Target: Demonstrates knowledge and understanding of the past through historical explanation and an ability to analyse and evaluate historical events (AO1, AO2)	Marks
Level 5	**Explanation with evaluation/ judgement** • explanation at the top of Level 4 with an evaluation/ judgement supported by relevant and accurate contextual knowledge [13] • explanation at the top of Level 4 with a *developed* evaluation/ judgement supported by relevant and accurate contextual knowledge [14]	**13–14**
Level 4	**Explanation of both sides of the issue** • one explanation of each side of the issue [10] • two explanations **or** one *developed* explanation of one-side of the issue **and** an explanation of the other side of the issue [11] • additional explanation(s) **and/or** *developed* explanation(s) from either side of the issue [12] Supported by relevant and accurate contextual knowledge	**10–12**
Level 3	**Explanation of one-side of the issue** • one explanation [7] • two explanations **or** one *developed* explanation [8] • additional explanation(s) **and/or** *developed* explanation(s) [9] Supported by relevant and accurate contextual knowledge	**7–9**
Level 2	**Identification/ description of the issue** Identifies **and/or** describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description)	**3–6**
Level 1	**General answer** Valid general comment(s) lacking specific subject knowledge (1 mark per general comment)	**1–2**
Level 0	**No creditable response**	**0**

Question	Answer	Marks
1(a)	**According to Source A, Mir Qasim increased the tax revenue for Bengal. Identify three ways in which he did this**. Target: AO4 • 'by reducing the amount of rent-free land' • 'by increasing the rate of land tax' • 'he warned that anyone who refused to pay would be evicted' One mark for each relevant statement correctly identified from the source. **Note**: candidates may paraphrase but content must be derived from the bullet point statements above.	3
1(b)	**What message did Source B intend to give about the relationship between the East India Company and Shah Alam II?** Target: AO1, AO4 **Level 3 (4–5 marks) Supported valid inference(s)** • one valid inference supported by a surface feature from source B [4] • additional valid inference(s) supported by surface feature(s) from source B **or** one valid inference supported by a surface feature from source B **and** contextual knowledge [5] **Level 2 (2–3 marks) Unsupported valid inference(s)** • one unsupported valid inference [2] • additional unsupported valid inference(s) [3] **Level 1 (1 mark) Identifies a surface feature** Any correct surface feature taken from source B [1] **Level 0 (0 marks) No creditable response** **Note:** An unsupported valid inference can only be credited if it can be inferred directly from the source. **Note:** A response that does not refer to source B cannot be credited.	5

Question	Answer	Marks
1(b)	Indicative content **Surface feature** • Shah Alam II is in the centre of the picture (1) sitting on a stage/platform (1) raised from the crowd (1) • representatives of the East India Company are dressed in red (1) and standing to his right/our left (1) • a document is being exchanged between the two • many people are present at the meeting • there are flags/spears/weapons in the picture **Valid inference (unsupported)** • the relationship is friendly/cordial/amicable/respectful • the relationship is formal/ceremonial • the relationship is based on treaties and documents/policies • the relationship is based on discussion, negotiation and mutual agreement • the relationship is based on equality/Shah Alam II has greater power in the relationship **Contextual knowledge** • the British defeated Shah Alam II at the Battle of Buxar in 1764 • the British imposed the Diwani Treaty on Shah Alam II Other relevant responses should also be credited.	
1(c)	**Explain why the East India Company became involved in the subcontinent.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • because of the wealth in the subcontinent • because other European countries were there • Britain wanted a strategic port/base • to set up trading posts • to gain profits • to access raw materials such as spices, indigo, cotton • as an alternative to the spice trade in the East Indies dominated by the Dutch • to set up a transit point for trade in China Other relevant responses should also be credited.	7

Question	Answer	Marks
1(d)	**'Political factors, such as the Doctrine of Lapse, were more significant than economic factors in causing the War of Independence in 1857.' How far do you agree with this statement? Explain your answer.** Target: AO1, AO2 **Level 5 (10 marks) Explains with evaluation/ judgement** Explanation at the top of Level 4 with an evaluation/ judgement supported by relevant and accurate contextual knowledge **Level 4 (7–9 marks) Explanation of both sides of the issue** • one explanation of each side of the issue [7] • two explanations **or** one developed explanation of one-side of the issue **and** an explanation of the other side of the issue [8] • additional explanation(s) **and/or** developed explanation(s) from either side of the issue [9] • Supported by relevant and accurate contextual knowledge **Level 3 (4–6 marks) Explanation of one-side of the issue** • one explanation [4] • two explanations **or** one developed explanation [5] • additional explanation(s) **and/or** developed explanation(s) [6] Supported by relevant and accurate contextual knowledge **Level 2 (2–3 marks) Identification/ description of the issue** Identifies **and/or** describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description) **Level 1 (1 mark) General answer** Valid general comment lacking specific subject knowledge **Level 0 (0 marks) No creditable response** Indicative content **May agree** that political measures such as the Doctrine of Lapse were the most significant cause of the War: • the Doctrine of Lapse meant local kingdoms were administered by the British • the taking of Oudh under British control in 1856 was unpopular with Indian people • there was frustration at the lack of opportunities in the civil service • the Mughal Emperor Bahadur Shah and his family were mistreated • the British replaced Persian with English as the official language of the administration/the language in which education would be given	10

Question	Answer	Marks
1(d)	**counter-arguments** might include: • the British kept the salary of sepoys low, was unpopular among the troops • the British imposed high taxation that many Indians could not afford • the East India Company banned the export of cotton goods from India in 1800 • poverty spread amongst the Indian people causing unrest Other relevant responses should also be credited.	

Question	Answer	Marks
2(a)	**Describe the publication 'The Loyal Muhammadans of India'.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • written by Sir Syed Ahmad Khan (1) in 1860 (1) • it was aimed at making better relations between British and Muslims • it told the British that Muslims were not opposed to them • it stated the British shouldn't discriminate against Muslims (1) as Muslims were wrongly blamed for the violence during the war (1) • it wanted the British to understand and respect Muslim beliefs (1) and consult with Indians (1) • it gave an account of the loyal service Muslims had given (1) and named various Muslims who had shown loyalty to the British (1) Other relevant responses should also be credited.	4
2(b)	**Explain why the Indian National Congress was formed in 1885.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • to create a national identity • to promote national unity • to unify all regional, provincial and sub-national organisations • to create an all-India political organisation • to educate and organise the masses under an umbrella of a representative political organisation • to prepare and put forward the views of all Indians to the British government Other relevant responses should also be credited.	7

Question	Answer	Marks
2(c)	**'The Mughal Empire ended because its military power declined.' How far do you agree with this statement? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **May agree** that the Mughal Empire ended because its military power declined: • continual fighting against rebels in multiple locations meant military strength grew weaker over time • the cost of putting down rebellions and fighting invaders meant that there were fewer resources available to modernise the army • military expertise declined during the latter stages of Mughal rule leaving the Empire more vulnerable to attack **counter-arguments** might include: • the size of the empire made it difficult to administer • local leaders increasingly challenged Mughal power • previously loyal princes rebelled against Mughal authority • uprisings by Marathas and Sikhs • the absence of a definite line of succession led to succession disputes • money was wasted when Emperors died and there was a succession dispute • disputes between wealthy Mughal nobility • the Empire came under almost constant attack from Persia and Afghanistan • the arrival of the British with their military strength Other relevant responses should also be credited.	14

Question	Answer	Marks
3(a)	**Describe the Communal Award.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • it was introduced in 1932 • it was announced by British Prime Minister (1) Ramsey MacDonald (1) after the failure of the second Round Table Conference (1) • it recognised the right of separate electorates for all minority communities in the country • it was not popular with Muslims as it reduced their majority in Punjab and Bengal • Muslims were to be given weightage wherever they were a minority • Sindh was removed from the Bombay Presidency and made into a separate province • The Marathas were to be given seven seats in the province of Bombay. • 3% of seats were to be reserved for women in all provinces except in the NWFP • Seats were allocated for labourers, landlords, traders, and industrialists. • It distributed the seats in the provincial legislatures on a communal basis and doubled the existing seats of the provincial legislatures Other relevant responses should also be credited.	4
3(b)	**Explain the importance of the Simla Deputation of 1906.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • it established good relations between the Muslim community and the British, which was important for future Muslim prosperity • it reinforced the good relations that had been established in the partition of Bengal • it acted as a counter to Hindu opposition to the British • it gave the Muslim community the encouragement to set up their own political party • it was the first time separate representation for the Muslim community was accepted Other relevant responses should also be credited.	7

Question	Answer	Marks
3(c)	**To what extent was the introduction of Bande Mataram the main reason why Congress Rule (1937–1939) was unpopular with the Muslim community? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **May agree** that the introduction of Bande Mataram was the main reason why Congress rule (1937–1939) was unpopular with the Muslim community: • Bande Mataram was a nationalist Hindu song • singing of the song was made compulsory before the start of business in provincial assemblies • these actions worried and offended the Muslim community as the song contained anti-Muslim messages **counter-arguments** might include: • the introduction of the Wardha scheme/Basic Education scheme into Congress education ministries with teaching in Hindi • Hindu culture was promoted in the curriculum • Muslims viewed these measures as an attempt to remove their identity and convert their children to Hinduism • Muslims living under Congress rule felt threatened as in some areas mosques were targeted and Muslim worship disrupted • Hindu groups won more government business which harmed the income and trade of Muslim businesses Other relevant responses should also be credited.	14

Question	Answer	Marks
4(a)	**Describe the 'One Unit' Scheme.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • in 1954 (1) Muhammad Ali Bogra (1) had proposed that the four provinces and ten princely states within Pakistan should be joined together (1) to form West Pakistan (1) • in 1955 (1) Iskander Mirza (1) passed an order unifying all West Pakistan in what became known as the 'One Unit' Scheme (1) • Pakistan was divided into two wings, West and East Pakistan • Mirza claimed that the unification would bring about greater efficiency (1) and a united country (1) Other relevant responses should also be credited.	4

Question	Answer	Marks
4(b)	**Explain why East Pakistan sought independence from West Pakistan in 1971.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content East Pakistan felt that: • the long distance from West Pakistan meant it was not treated as an equal part of Pakistan • the government introduced schemes such as the 'One Unit policy' to deny East Pakistan fair representation in the Assembly • cultural and linguistic differences were not fully recognised • it was under-represented in the Civil Service and the military • government measures to boost the economy had favoured West Pakistan • it did not benefit from the wealth created by the growing of jute • the wealth gap and differences in health and education were growing • it received insufficient relief following the 1970 cyclone • the demands of the Awami League were not fully considered • the results of the 1971 election were not accepted Other relevant responses should also be credited.	**7**

Question	Answer	Marks
4(c)	**'Pakistan has had good relations with China since 1947.' How far do you agree with this statement? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **May agree** that Pakistan has had good relations with China since 1947: • Pakistan gave support for China joining UN in 1952 • boundary issues between the two countries were settled in 1963 • trade developed in 1960s particularly Pakistani cotton – a $60 million long term interest free loan regarding import of machinery • China permitted PIA to use any airport in 1963, despite opposition from USA • increased numbers of visitors from China – journalists, engineers, scientists etc. • China gave Pakistan full support during the 1965 war and military aid • Post war in 1972 Bhutto visited China and supportive relations were reestablished • in 1978 Karakoram Highway provided the first road link and opened the two countries up to trade and tourism • Zia's visit to China in 1986 and the signature of nuclear cooperation treaty emphasised the strength of the relationship **Counter-arguments** might include: • the 1950s saw a cooling off when Pakistan supported pro-USA policies • there was a border dispute in 1950s • in 1958/9 Pakistan voted against China's admission to UN and condemned military action in Tibet • during the 1971 war, China was unable to offer as much support to Pakistan • during 1990s China developed relations with other countries Other relevant responses should also be credited.	14

Question	Answer	Marks
5(a)	**Describe Sajjad Ali Shah's role in the Pakistan governments of the 1990s.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Sajjad Ali Shah appointed Chief Justice of the Supreme Court (1) by Benazir Bhutto (1) in 1994 (1) • During 1997 he became a critic of the new Prime Minister (1) • In November 1997, (1) demonstrations forced the Chief Justice to adjourn a case against the Prime Minister (1) and flee the courthouse • he was dismissed as Chief Justice of Pakistan (1) in December 1997 (1), having lost President Leghari's support (1) • he was replaced by Ajmal Mian (1) Other relevant responses should also be credited.	4
5(b)	**Explain why relations between Pakistan and the USA improved during the 1990s.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • there was a will from both countries to restore relations following a change in US administration in 1992 • the USA accepted the Pressler Amendment was a mistake • Benazir Bhutto visited the United States in 1996 to further develop relations culminating in the Brown Amendment • the F-16 fighter jets issue was resolved • the USA provided $388 million in military supplies to Pakistan • the First Lady Hillary Clinton visited Pakistan in 1996 further strengthening the relationship Other relevant responses should also be credited.	7

Question	Answer	Marks
5(c)	**'The main impact of the "Afghan Miracle" in Pakistan during Zia-ul-Haq's presidency was on its economy.' How far do you agree with this statement? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **May agree** that the main impact of the 'Afghan Miracle' in Pakistan during Zia-ul-Haq's presidency was on its economy: • $1.6 billion aid package over five years provided by the USA • In 1986 a further $4.2 billion worth of aid was agreed • some of this money was used to develop Pakistan's economy and undertake economic reform • the economic growth rate of Pakistan increased, between 1977-1986 average GNP growth was 6.2% • inflationary pressures grew **counter-arguments** might include: **Political impacts:** • stronger relationship with the USA • deteriorating relationship with the USSR • established Pakistan as a leading country on the global political stage **Social impacts:** • increasing refugee crisis • funding for the rehabilitation of refugees • impacts on law and order **Military impacts:** • $1.5 billion in funding from USA to develop the Pakistan army to become a leading military nation in the region • Pakistan built up an effective military force with modern weapons • Karachi became the leading naval base in the region • Pakistan sold military assistance to other Muslim countries Other relevant responses should also be credited.	14