CAMBRIDGE
International Education

Cambridge O Level

PAKISTAN STUDIES **2059/01**

Paper 1 The History and Culture of Pakistan **October/November 2025**

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.

Cambridge International will not enter into discussions about these mark schemes.

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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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning	Use
	Correct point or Blank page(s) in the answer booklet(s) have been seen	part (a) questions only
	Incorrect point	
	Omission mark, further detail required	
DEV	Development of a point	Levels 3 and 4 only • Section A Q1 parts (c) and (d) • Section B Q2–5 parts (b) and (c)
EVAL	Evaluation/judgement	Level 5 only • Section A Q1 part (d) • Section B Q2–5 part (c)
L1	Level 1	• Section A **Q1** parts (b)–(d) • Section B **Q2–5** parts (b) and (c)
L2	Level 2	
L3	Level 3	
L4	Level 4	
L5	Level 5	
NAQ	Not answered question	
REP	Repetition of material	
IRRL	Irrelevant, a significant amount of material that does not answer the question	

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Annotation	Meaning	Use
SEEN	• Point seen, but no credit given or • Blank page(s) in the answer booklet have been seen	

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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**

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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**

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Question	Answer	Marks
1(a)	**According to Source A, Sir Syed Ahmad Khan believed that the Muslim community should accept modern western education. Identify three reasons why he thought this.** Target: AO4 • he believed that 'western education was the key to Indian Muslims getting on in society' • he believed that without such an education Indian Muslims would be left behind • he believed that without western education jobs/careers in government (1) and the civil service (1) would not be available • he believed that without western education high-ranking/highly paid posts would not be available • Sir Syed feared the loss of Muslim identity (1) and a happy, comfortable life/life of luxury (1) 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 can we learn from Source B about the relationship between Sir Syed Ahmad Khan and the British?** 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. Indicative content **Surface feature** • the plaque shows where Sir Syed lived in London • it shows the dates when he lived there (1869–1870) • it shows the work he was involved in (reformer and scholar) • it shows which organisation put up the plaque • it shows the date he was born and the date he died	**5**

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Question	Answer	Marks
1(b)	**Valid unsupported inference** • it is showing respect/acknowledgement of Sir Syed's work • it is showing the relationship Sir Syed had with the British was good • it is showing the historical importance of Sir Syed • it is honouring/remembering Sir Syed **Contextual knowledge** • Sir Syed was investigating the British education system • his work as a scholar improved relations between Muslims and the British after the War of Independence Other relevant responses should also be credited.	
1(c)	**Explain why many Muslims rejected western education in the nineteenth century.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Muslims believed British education to be un-Islamic • British funding was withdrawn from Muslim schools • people in the subcontinent believed that their religions were under threat • Christian missionaries in schools were disliked • many people believed that they were under threat from conversion to Christianity • resentment against the British (as rulers) Other relevant responses should also be credited.	**7**

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Question	Answer	Marks
1(d)	**Assess the significance of Sir Syed Ahmad Khan's work in improving the status of the Muslim community in the subcontinent in relation to the following:** • **his 'Two-Nation' Theory** • **his contribution to education** • **changing relations with the British** **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 the Two-Nation Theory was the most significant of Sir Syed Ahmad Khan's work: • Sir Syed Ahmad Khan wanted the British to treat Muslim and Hindu groups separately • he believed that Muslim and Hindu communities were different • he was worried about Hindu groups dominating the Muslim community **counter-arguments** might include: **his contribution to education:** • he founded Aligarh College • he founded the scientific society at Ghazipur in 1863 • he opened a school in Ghazipur in 1864 • he travelled to England to study the university system	**10**

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Question	Answer	Marks
1(d)	**changing relations with the British:** • he wrote an essay on the causes of the Indian Revolt in 1857 and 'The Loyal Muhammadans of India' aimed at the British • he wrote Tabyin-ul-Kalam to point out the similarities between Islam and Christianity Other relevant responses should also be credited.	
2(a)	**Describe what happened at the Battle of Plassey in 1757.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Robert Clive fought with a force of EIC soldiers (1) and defeated Siraj-ud-Daulah's (the Nawab of Bengal) troops (1) • Clive persuaded Mir Jafar (1) the commander-in-chief (1) of Siraj-ud-Daulah's army (1) to change sides (1) which was a major reason for Clive's success (1) as large numbers of soldiers defected to Clive's army (1) • Clive covered his cannons in the rain (1) which the Nawab didn't (1) • 27 soldiers were killed in Clive's army (1) whereas the Nawab's army had over 500 casualties (1) • the Nawab's body was found in a river after the battle • Bengal became under British rule Other relevant responses should also be credited.	**4**
2(b)	**Explain why Syed Ahmad Barelvi set up the Jihad movement.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Syed Ahmad Barelvi was concerned about the spread of un-Islamic practices • he was opposed to foreign and non-Muslim forces dominating • he believed strongly in Jihad and had a military background • he opposed Sikh dominance led by Ranjit Singh Other relevant responses should also be credited.	**7**

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Question	Answer	Marks
2(c)	**To what extent did laws introduced by the British between 1784 and 1850 extend their rule in the subcontinent? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **may agree** that laws introduced by the British between 1784 and 1850 extended their rule: • Pitt's India Act of 1784 introduced the position of Governor General • the British had direct control over Bengal rather than the EIC • the Permanent Settlement in 1793 made the Zamindars of Bengal owners of the land • they had to pay a fixed sum of money to the British • in 1798 Lord Wellesley persuaded local rulers to sign subsidiary alliances • the introduction of the Doctrine of Lapse in 1848 **counter-arguments** might include: • the British had a strong and well-trained army • the British conquests had seized vast resources/land especially in Bengal • the development of railways • the decline of the Mughal Empire Other relevant responses should also be credited.	**14**

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Question	Answer	Marks
3(a)	**Describe the outcomes of the Simla Conference in 1945.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Wavell (1) proposed that an Executive Council (1) should be set up to govern the country under the present constitution (1) until a new constitution could be agreed on • the Executive Council would contain equal numbers of Muslims and Hindus (1) and be entirely Indian (1) apart from the Viceroy (1) and a member controlling defence (1) • all the parties agreed with the principle of an Executive Council (1) but Jinnah pointed out that the Sikhs and others on the Council were bound to vote with the Hindus (1) which would mean a permanent Muslim minority (1) • Jinnah also objected to the Congress suggestion that it could nominate Muslims as well as Hindus (1) • the Conference therefore ended with no agreement Other relevant responses should also be credited.	**4**
3(b)	**Explain why the lessons learnt from the 1937 elections were of long-term benefit to the Muslim League.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • it was the first major election fought which helped to unify the Muslim League • it meant that improvements in organisation, planning and campaigning were needed/identified • they identified areas of Muslim support and targeted campaign resources appropriately • the Muslim League recognised that their image needed to be improved in order to attract more Muslims Other relevant responses should also be credited.	**7**

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Question	Answer	Marks
3(c)	**'The Montagu–Chelmsford Reforms were unsuccessful in achieving political reform in the subcontinent.' 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 Montagu–Chelmsford reforms were unsuccessful: • the Montagu-Chelmsford reforms gave few concessions • in effect only 5.5 million Indians from a population of 250 million could vote • Gandhi and Jinnah criticised the proposals • a Council of Princes had little power • overall power was in the hands of the Viceroy who could still pass any law he chose • people expected more concessions from the British after the War **counter-arguments** might include: • it is the first mention of self-rule for Indians • a national parliament was set up with two houses, the Legislative Assembly and the Council of State • the Legislative Assembly to have 145 members • the Council of State to have 60 members • there should be separate electorates for Muslims and Sikhs • the British believed more Indians were able to vote • a Council of Princes was set up • a system of diarchy was introduced in the provinces Other relevant responses should also be credited.	**14**

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Question	Answer	Marks
4(a)	**Describe the terms of the 1956 Constitution.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • it gave the title Islamic Republic of Pakistan • all citizens shall be equal • the independence of the judiciary was to be guaranteed • the President to be a Muslim (1) and over 40 (1) • the President was to be elected by the central and provincial legislatures • the President had the right to dissolve the assembly on the Prime Minister's advice • the President cannot serve more than two terms • the President to appoint the Prime Minister and the Cabinet • only members of the National Assembly can be Ministers • the National Assembly to have equal number of seats from East and West Pakistan • if bill passed by the Assembly, President to give consent within 90 days (1) if refused, two thirds majority needed to force the President to sign (1) • the President to have power to pass laws when the Assembly was not in session • the provinces to have their own assemblies • governor to be appointed by the President • provincial autonomy to be recognised in most areas • it can only be amended by a two-thirds majority in the Assembly • Pakistan to remain a member of the Commonwealth • Urdu (1) and Bengali (1) to be the official languages of Pakistan Other relevant responses should also be credited.	**4**
4(b)	**Explain why educational reforms became so important to Pakistan during the 1960s and 1970s.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • politicians wanted to improve literacy rates in Pakistan • a lot of money was spent on reforms other than education • people argued similar amounts should be spent on schools • politicians wanted to raise aspirations through education Other relevant responses should also be credited.	**7**

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Question	Answer	Marks
4(c)	**'Pakistan has been an effective member of world organisations 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 been an effective member of world organisations since 1947: • joined the United Nations (UN) in 1947 becoming a large contributor of troops to the UN peacekeeping forces • joined SEATO in 1954 showing solidarity with a USA sponsored defence agreement for Southeast Asia against the USSR • joined CENTO in 1955 becoming a key member looking towards allying with western democracies against the USSR in the Middle East • joined the OIC in 1969 to show solidarity and cooperation with other member states from Muslim countries • rejoined the Commonwealth community in 1989 **counter-arguments** might include: • left the Commonwealth in 1971 over British recognition of Bangladesh • left SEATO in 1972 due to lack of assistance/support • left CENTO in 1979 because Pakistan felt that CENTO was no longer meeting its security requirements Other relevant responses should also be credited.	**14**
5(a)	**Describe the meeting between President Zia-ul-Haq and Prime Minister Rajiv Gandhi in February 1987.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • they met during a cricket match (1) between Pakistan and India (1) in Jaipur (1) • they discussed matters which were of concern to Pakistan (1) such as the Siachen glacier (1) • the meeting helped to moderate relations between Pakistan and India at the time • the media named the meeting 'cricket diplomacy' Other relevant responses should also be credited.	**4**

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Question	Answer	Marks
5(b)	**Explain why General Pervez Musharraf came to power in 1999.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • there were many economic, social and political problems facing Pakistan • the support of the army was lost because Jehangir Karamat had to resign as army chief of staff • the government also lost the support of the army because of events in Kashmir • the government tried to remove Musharraf (who had replaced Jehangir Karamat) as army chief of staff • Musharraf decided army control was needed • as Musharraf was the army chief of staff, he was able to come to power Other relevant responses should also be credited.	**7**
5(c)	**To what extent were differences between Prime Minister Benazir Bhutto and President Ghulam Ishaq Khan the main reason why she left office in 1990? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **may agree** that the differences between Benazir Bhutto and President Ishaq Khan was the main reason why she left office in 1990: • both had differences of opinions over the appointment of political and military personnel • the President was reluctant to give Benazir Bhutto full details of Pakistan's nuclear programme • the President used the Eighth Amendment to dismiss her from office **counter-arguments** might include: • in Sindh, areas of growing opposition to PPP and support for MQM • riots and unrest in Karachi • conflict with Nawaz Sharif who controlled provincial government in Punjab • a no-confidence motion in the government in 1989 was defeated • inflation and unemployment • events in Kashmir Other relevant responses should also be credited.	**14**

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