

# Mark Scheme (Results)

Summer 2012

International GCSE Pakistan Studies  
History & Heritage  
4PA0 01

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Question Number	Indicative content	
<b>1</b>	<p><b>Describe and explain the contribution of the Mughal Emperors to the cultural development of its Empire with specific reference to:</b></p> <ul style="list-style-type: none"> <li>• <b>art and music</b></li> <li>• <b>architecture</b></li> <li>• <b>literature.</b></li> </ul> <p><b>Art and Music</b></p> <ul style="list-style-type: none"> <li>• Babur and Humayun were lovers of art</li> <li>• Akbar established a National School of Painting</li> <li>• Jahangir was a collector of historical paintings and encouraged the painting of natural objects</li> <li>• all the Emperors except Aurangzeb were patrons of music</li> </ul> <p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>• Emperors great patrons of architecture and commissioned many buildings some of which stand today (mosques and mausoleums)</li> <li>• Akbar built in the Hindu/Muslin style with red stones</li> <li>• Jahangir continued Akbar's work, completing his tomb at Sikandra</li> <li>• Shah Jahan used marble and built some of the finest buildings including the Taj Mahal</li> <li>• Several gardens were constructed at Lahore and Delhi</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• a Madrashah founded by Humayun at Delhi and in other places by Jahangir and Shah Jahan</li> <li>• Colleges established at Fatehpur, Sikri and Agra by Akbar</li> <li>• Nobility and princesses educated at home</li> <li>• an emphasis on Persian and Arabic literature amongst nobility</li> <li>• Emperors took an interest in literary productions in Persian and Hindi</li> <li>• Persian and Hindu literature strong with other works translated into Persian</li> <li>• Poets and writers had the patronage of the Emperors</li> </ul> <p><b>(Ali Part I pages 172-186)</b></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material
<b>Level 1</b>	1-4	Simplistic statement(s)
<b>Level 2</b>	5-9	Identifies or describes one or more factors
<b>Level 3</b>	10-15	Explains one factor/side of argument
<b>Level 4</b>	16-20	Explains more than one factor/both sides of the argument

Question Number	Indicative content	
<b>2</b>	<p><b>(a) Explain the reasons why Britain became involved in the Indian sub-continent. (10)</b></p> <p><b>(b) Explain the main changes to economic and industrial conditions introduced by the British between 1800 and 1850. (10)</b></p> <p><b><u>(a) British rule</u></b></p> <ul style="list-style-type: none"> <li>• Volume of trade a valuable an asset</li> <li>• Fear of Russian expansion in Central Asia</li> <li>• Expansion towards Afghanistan</li> <li>• Further expansion after the defeat by the Afghans at Kabul.</li> <li>• Fear of French and other Europeans gaining foothold</li> <li>• Raw materials</li> </ul> <p><b><u>(b) Changes</u></b></p> <ul style="list-style-type: none"> <li>• land-holding classes deprived of their lands as they failed to provide documentary proof of ownership</li> <li>• excessive taxation</li> <li>• transport (roads and railways) development boosted trade</li> <li>• cotton industry</li> </ul> <p><b>(Kelly pages 15-21, Smith pages 20-31)</b></p>	
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Question Number	Indicative content	
<b>3</b>	<p><b>Describe and explain the achievements of Sir Syed Ahmad Khan relating to:</b></p> <ul style="list-style-type: none"> <li>• <b>the Two Nation theory</b></li> <li>• <b>the Aligarh Movement</b></li> <li>• <b>politics.</b></li> </ul> <p><b>Two nation theory</b></p> <ul style="list-style-type: none"> <li>• change of mind</li> <li>• Congress dominated by Hindus</li> <li>• Hindus more advanced in education and political development</li> <li>• Congress demands for local representative government and open competitive examinations</li> </ul> <p><b>Aligarh Movement</b></p> <ul style="list-style-type: none"> <li>• 1875 Mohammedan Anglo-Oriental College founded in Aligarh</li> <li>• Purpose of his College</li> <li>• Subjects studied</li> <li>• Education in English</li> <li>• Model for future schools</li> </ul> <p><b>Politics</b></p> <ul style="list-style-type: none"> <li>• Advocated separate seats for Muslims</li> <li>• Two-Nation Theory</li> <li>• Formation of Indian National Congress</li> <li>• United Patriotic Alliance</li> </ul> <p><b>(Kelly pages 35-41, Smith pages 39-43)</b></p>	
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Question Number	Indicative content	
<b>4</b>		<b>(a) Explain why Bengal was partitioned in 1905. (10)</b>
		<b>(b) Why was the partition reversed in 1911? (10)</b>
		<b>(a) Reasons</b>
		<ul style="list-style-type: none"> <li>• densely populated province</li> <li>• Hindus in majority</li> <li>• administrative problems</li> <li>• division caused Muslims to be in majority in East Bengal</li> </ul>
		<b>(b) Reversal</b>
		<ul style="list-style-type: none"> <li>• Hindus unhappy, campaigned for reversal</li> <li>• Hindu assassination attempt on Lord Minto</li> <li>• Swadeshi Movement riots</li> </ul>
		<b>(Kelly pages 53-54, 57, Smith pages 52-54)</b>
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Question Number	Indicative content	
<b>5</b>	<p><b>Describe and explain the role and importance since 1947 of any THREE of the following regional languages:</b></p> <ul style="list-style-type: none"> <li>• <b>Baluchi</b></li> <li>• <b>Punjabi</b></li> <li>• <b>Pushto</b></li> <li>• <b>Sindhi.</b></li> </ul> <p><b>Baluchi</b></p> <ul style="list-style-type: none"> <li>• Radio Pakistan in Karachi began broadcasts in Baluchi language</li> <li>• Baluchi Literary Association set up and has published magazines and articles in Baluchi, e.g. Nan Kessan and Olassis</li> <li>• Bible published in Baluchi</li> <li>• Quetta TV station promoted Baluchi language</li> </ul> <p><b>Punjabi</b></p> <ul style="list-style-type: none"> <li>• Punjabi literature taught to M.A. level</li> <li>• Government support for its development</li> </ul> <p><b>Pushto</b></p> <ul style="list-style-type: none"> <li>• Pushto received a great boost after 1947</li> <li>• Influence of Sahibzada Abdul Qayum</li> <li>• Foundation of Islamia College, Peshawar and Peshawar University</li> <li>• Pushto academy set up in 1954 which later prepared the Pushto dictionary</li> </ul> <p><b>Sindhi</b></p> <ul style="list-style-type: none"> <li>• Sindhi Literacy Board set up in 1948</li> <li>• 1954 sees Bazm-e-Talib-ul-Muala</li> <li>• Dr Akhbar Drazi establishes the Sarmast Academy</li> <li>• Today used in TV and radio and newspapers in the media</li> </ul> <p><b>(Kelly pages 44-47, Smith pages 47-50)</b></p>	
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<b>6</b>	<p><b>Describe and explain the attempts to form a constitution in the years between 1949 and 1962.</b></p> <p><b><u>The Objectives Resolution 1949-1950</u> (Kelly pages 114-115, Smith pages 129-130)</b></p> <ul style="list-style-type: none"> <li>• Basic Principles Committee’s findings 1950</li> <li>• Criticisms</li> <li>• Death of Liquat Ali Khan</li> </ul> <p><b><u>The Constitution of 1956</u> (Kelly pages 120-121, Smith pages 135-136)</b></p> <ul style="list-style-type: none"> <li>• Main features – free speech, right to vote, right to form political parties, equality as a citizen etc</li> </ul> <p><b><u>The Basic Democracies 1959-1960</u> (Kelly page 123, Smith pages 144-145)</b></p> <ul style="list-style-type: none"> <li>• Ayub Khan created a 4-tier structure of Basic Democratic bodies which would form basis of a new political order. Structure to consist of a Village Council, Sub district Council, District Council and Divisional Council. Local district magistrates and divisional commissioners would act as chairmen of local bodies.</li> <li>• December 59 and January 60 elections held in East and West Pakistan to elect 80000 Basic Democrats</li> <li>• February 60 95% of Basic Democrats declared their backing of Ayub Khan and sworn in as President</li> </ul> <p><b><u>The Constitution of 1962</u> (Kelly page 124, Smith pages 147-148)</b></p> <ul style="list-style-type: none"> <li>• Main features – President couldn’t be removed unless impeached, nominated Cabinet and heads of judiciary and provincial governors. National Legislature couldn’t pass a law without approval of President</li> <li>• Lifting of Martial Law</li> </ul>	
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Question Number	Indicative content	
<b>7</b>	<b>(a) Describe and explain the main achievements of Zulfikar Ali Bhutto's governments between 1971 and 1977.</b>	
		<b>(10)</b>
	<b>(b) Why was he executed in 1979?</b>	
		<b>(10)</b>
	<b><u>(a) Achievements</u></b>	
	<ul style="list-style-type: none"> <li>• promises of Islamic socialism</li> <li>• purge of army and asserts control of it in 1972</li> <li>• Simla Agreement</li> <li>• 1973 Constitution</li> <li>• modernisation of schools and colleges 1972</li> <li>• Health reforms 1972</li> <li>• banking and insurance nationalisation 1974</li> </ul>	
	<b><u>(b) Execution</u></b>	
	<ul style="list-style-type: none"> <li>• Federal Ministry of Production</li> <li>• Land reforms</li> <li>• background of his arrest and imprisonment</li> <li>• rumours of Bhutto pressing for treason trials</li> <li>• release and re-arrest on charge of conspiracy to murder 1977</li> <li>• murder trial</li> </ul>	
	<b>(Kelly pages 134-142, Smith pages 158-164)</b>	
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Question Number	Indicative content	
<b>8</b>	<p><b>How successful has the relationship been between Pakistan and Afghanistan since 1947?</b></p> <p><b>Successes</b></p> <ul style="list-style-type: none"> <li>• diplomatic relations established 1948</li> <li>• late 1950's visits to each other's country</li> <li>• agreement reached regarding trade passage to Afghanistan through Pakistan</li> <li>• Shah Zahir Shah adopted a more friendly attitude in 1960's</li> <li>• Pakistan offers aid at time of an earthquake</li> <li>• Soviet invasion in 1979 sees friendly relationships re-established</li> </ul> <p><b>Failures</b></p> <ul style="list-style-type: none"> <li>• hostile policy since 1947</li> <li>• opposed Pakistan's entry into United Nations</li> <li>• Pakhtoonistan demands</li> <li>• Durand line</li> <li>• organised raids on Pakistan consulates 1954 and 1955</li> <li>• diplomatic ties severed in 1959</li> <li>• following a military coup in Afghanistan in 1973, relationships again became more hostile</li> <li>• post 9/11</li> </ul> <p><b>(Kelly pages 178-180, Smith pages 180-183)</b></p>	
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