

Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE
in
Pakistan Studies (4PA0/01)

Paper 1: The History & Heritage of
Pakistan

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at:

www.pearson.com/uk

Publication Code: UG042238

All the material in this publication is copyright

© Pearson Education Ltd 2015

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

Question Number	Indicative Content	
1	<p>To which of the following did the Mughal Emperors contribute the most?</p> <ul style="list-style-type: none"> • government and administration • improvements in economic and social conditions • architecture. <p>Explain your answer with reference to all three of the above.</p> <p>government and administration</p> <ul style="list-style-type: none"> • mainly the work of Akbar • allowed public audiences to redress the grievances of other subjects • emperor was a benevolent despot • central administration based on four ministers • judicial system had three main officials led by the Chief Qazi • the empire divided into several Subas or provinces. At the head of each was a Governor. Each Suba subdivided into Sarkas <p>economic and social conditions</p> <ul style="list-style-type: none"> • cities were prosperous • agriculture encouraged by the State • many industries and crafts - muslin, cotton and silk • exploitation of weavers by middlemen • foreign trade with countries in Asia and Europe • society was a feudal organisation • relations between Muslims and non-Muslims was cordial • women were honoured in society <p>architecture</p> <ul style="list-style-type: none"> • Emperors great patrons of architecture and commissioned many buildings some of which stand today (mosques and mausoleums) • Akbar built in the Hindu/Muslin style with red stones • Janangir continued Akbar's work, completing his tomb at Sikandra • Shah Jahan used marble and built some of the finest buildings including the Taj Mahal • Several gardens were constructed at Lahore and Delhi 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes one or more factors
Level 3	10-15	Attempts to explain at least one factor
Level 4	16-20	Explains 2 or more factors. All 3 for max marks Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number	Indicative Content	
2	<p>Of all the domestic reforms introduced by the British during the years 1773 to 1856, did educational reform have the most important effects on Indians? Explain your answer.</p> <p>education</p> <ul style="list-style-type: none"> • spread of English system of education • introduction of English as the official language in 1835 • Macaulay's reforms <p>social conditions and religion</p> <ul style="list-style-type: none"> • abolition of sati (suttee) • suppression of thuggee, the killing of travellers • killing of daughters (female infanticide) stopped • Christian missionaries free to work in India from 1833 <p>government administration and the legal system</p> <ul style="list-style-type: none"> • dual system of government abolished • Indians given some administrative posts • financial reforms introduced • abolition of Provincial Courts of Appeal • power of magistrates increased • introduction of the jury system <p>economic and industrial conditions</p> <ul style="list-style-type: none"> • land-holding classes deprived of their lands as they failed to provide documentary proof of ownership • excessive taxation • transport (roads and railways) development boosted trade • cotton industry 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes one or more factors
Level 3	10-15	Attempts to explain educational reforms or at least one other reason
Level 4	16-20	Explains educational reforms and other reasons Expect comparison/evaluation for max marks

Question Number	Indicative Content	
3	<p>Was the Muslim League established in 1906 because the Hindus had their own political party? Explain your answer.</p> <p>Reasons for establishment of Muslim League</p> <ul style="list-style-type: none"> • Muslims too reliant on Indian National Congress • danger of remaining disorganised and disunited • need for own organisation to establish their political rights • Simla Declaration in 1905 - better understanding between the British and Muslims • 1905 new Liberal government • changes in political representation possible - Muslims felt that they needed their own political party • Congress demands • Hindu protests against partition of Bengal • growth of extreme Hindu nationalist groups • concerns over agitation by Hindus following Partition 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes one or more factors
Level 3	10-15	Attempts to explain Hindus' political party or at least one other reason
Level 4	16-20	Explains Hindus' political party and other reasons Expect reference to partition and the Liberal government

Question Number	Indicative Content	
4	<p>How successful has been the promotion of the following regional languages in Pakistan between 1947 and the present day?</p> <ul style="list-style-type: none"> • Punjabi • Pushto • Sindhi. <p>Explain your answer with reference to all three of the languages.</p> <p>Punjabi</p> <ul style="list-style-type: none"> • Punjabi literature taught to M.A. level • Government support for its development • Translations of Holy Quran into Punjabi <p>Pushto</p> <ul style="list-style-type: none"> • Pushto received a great boost after 1947 • Influence of Sahibzada Abdul Qayum • Foundation of Islamia College, Peshawar and Peshawar University • Pushto academy set up in 1954 which later prepared the Pushto dictionary <p>Sindhi</p> <ul style="list-style-type: none"> • Sindhi Literacy Board set up in 1948 • 1954 sees Bazm-e-Talib-ul-Muala • Dr Akhbar Drazi establishes the Sarmast Academy • Sindhi department set up at Sindh University Jamshoro • Today used in TV and radio and newspapers in the media 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes one or more factors
Level 3	10-15	Attempts to explain the reason for success or not Explains one factor
Level 4	16-20	Explains 2 or more factors. All 3 for max marks Some attempt to compare the different successes

Question Number	Indicative Content	
5	<p>Which of the following was the most important in the development of the Pakistan Movement?</p> <ul style="list-style-type: none"> • Nehru Report, 1928 • Jinnah's 14 Points, 1929 • Government of India Act, 1935. <p>Explain your answer with reference to all three of the above.</p> <p>Nehru Report 1928</p> <ul style="list-style-type: none"> • All Parties at the Conference produced the Report • demand for dominion status • India to be a federation • Protection of minorities • Vote for all adult men and women • Anti Muslim sentiments in provisions <p>Jinnah's 14 Points 1929</p> <ul style="list-style-type: none"> • Nehru's report and Jinnah's amendments • 14 Points detail and rejection by Congress • set out the demands of any future negotiations with either Congress or the British Government. • Separate homeland developments <p>Government of India Act 1935</p> <ul style="list-style-type: none"> • provisions • Indian political leaders rejected it • introduced a federal system of government • federal system was defective in eyes of Muslims • dyarchy introduced without any hopeful results • became first constitution of Pakistan after 1947 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes one or more factors
Level 3	10-15	Attempts to explain one factor
Level 4	16-20	Explains 2 or more factors. All 3 for max marks Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number	Indicative Content	
6	<p>Were Ayub Khan’s agricultural reforms more successful than any other of his domestic policies between 1958 and 1969? Explain your answer.</p> <p>Domestic reforms</p> <ul style="list-style-type: none"> • Green Revolution – tube wells, tractors, fertilisers etc • Crop outputs at record levels • Land Reform – redistribution of land • Industrial reforms – large scale investment and the development of the private sector • 1962 – oil refinery set up in Karachi • Mineral Development Corporation set up • Export Bonus scheme established • National growth increased by more than 7% • Constitutional reforms – basic Democracies • Martial Law lifted as a result of success of basic Democracies • 1962 Constitution • social reform – education, refugees, health etc • improved status of women • population control 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes one or more factors
Level 3	10-15	Attempts to explain agricultural reforms or at least one other reason
Level 4	16-20	Explains agricultural reforms and other reasons Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number	Indicative Content	
7	<p>Were constitutional reforms the most important of Zulfikar Ali Bhutto's domestic policies between 1971 and 1977? Explain your answer.</p> <p>Domestic policies</p> <ul style="list-style-type: none"> • promises of Islamic socialism • purge of army and asserts control of it in 1972 • Simla Agreement • 1973 Constitution – government structure especially National Assembly, human rights guaranteed, 1974 amendment limiting press freedom and a ban on political parties that were a threat to the country • Centralised power structure • modernisation of schools and colleges 1972 • Health reforms 1972 • Rural Health Centres and Basic Health Units • Pharmaceutical companies reformed on pricing structures • many international drug companies closed down their operations in Pakistan as a result • banking and insurance nationalisation 1974 • New schools were to be built and all private sector schools were nationalised • Education reforms aimed to increase the literacy rate and raise academic standards • free primary education was introduced • overcrowding in existing schools whilst new ones could be built • the recruitment of new teachers could not be achieved quickly and was very expensive • many families resented the educational reforms since it meant a loss of earnings to them. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes one or more factors
Level 3	10-15	Attempts to explain constitutional reforms or at least one other reason
Level 4	16-20	Explains constitutional reforms and other reasons Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number		
8	<p>How successfully have India and Pakistan handled the Kashmir issue between 1947 and the present day? Explain your answer.</p> <p>Success</p> <ul style="list-style-type: none"> • 1948: cease fire Jan 1948, leaving largest part including capital in India's hands. Nehru declares intention to hold a plebiscite which never happened. • 1949: official ceasefire line patrolled by UN troops • 1950s Negotiations continue but India tries to integrate Indian occupied Kashmir into India. Pakistan appeals to UN • 1959: UN Security Council reconfirmed Kashmir as a disputed area and that a plebiscite should be held • 1972: Simla – agree to work out solutions to Kashmir without outside help <p>Failure</p> <ul style="list-style-type: none"> • 1947: delayed accession, violent campaign against Muslims followed by overthrow of ruler. Indian support for deposed mararaja, Pakistan troops ordered into region. India refers case to UN • 1965: War with India leads to clashes in Indian controlled Kashmir • Since 1972 – continued hostilities but little progress at resolving the conflict. Credit worthy examples. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies successes/failures or describes relationship
Level 3	10-15	Attempts to explain successes or at least one failure
Level 4	16-20	Explains successes and failures Clear evaluation and judgment with supportive evidence/reasoning for max marks

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom