



Pearson

Mark Scheme (Results)

Summer 2017

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

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

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	
1	<p>'Traders, conquerors and Sufis all played an important role in establishing Islam in the sub-continent.'</p> <p>Give reasons with reference to ALL the above groups as to whether you agree or disagree with this statement.</p> <p><u>Traders</u></p> <ul style="list-style-type: none"> • Arab traders • Arab reconnaissance missions <p><u>Conquerors</u></p> <p><u>Muhammad bin Qasim</u></p> <ul style="list-style-type: none"> • Conquest of Sind/Multan • Skills as a military commander despite his youth • Towns conquered - Deabul, Rawar, Nairun, Sehwan, Bahmanabad • Introduced Islam as a faith - Islamised Government, built up Islamic institutions, established office of Sadru-i-Iman al Ajali to interpret Islamic laws • Religious tolerance of Hindus and Buddhists - Dhimmi Principle (protected class) • Impressed non-Muslims with piety, justice and simplicity • Flower of art, literature, architecture as well as encouragement of Islamic scholars and mystics • Improved social conditions for lower castes - Tauheed Principle • Modernisation, diplomatic and trade links built up, secured and exploited with Arabia • The construction of hospitals, roads, inns, postal services and agricultural reforms <p><u>Mahmud of Ghazni</u></p> <ul style="list-style-type: none"> • Became the first Muslim from the north-west to rule territory in northern Pakistan • In 1001 led a Jihad (Holy War) against the non-believers of northern Pakistan - the first of 17 expeditions • Defeated the Hindus and gathered great wealth - gold, jewellery and slaves. Then targeted Sindh and Multan • Nawasa Shah appointed by Mahmud as governor of Multan • Mahmud had to re-take Multan due to Nawasa's revolt against him • In 1025 in raiding Hindu temples at Somnath his army captured 6½ tons of gold and destroyed a major centre of Hindu power and wealth • Annexed Punjab and built a fort named Mahmudpur near Lahore

	<ul style="list-style-type: none"> • Mahmud transformed Ghazni into a spectacular city and encouraged many artisans and intellectuals to settle there <p><u>Sufis</u></p> <ul style="list-style-type: none"> • The term was first applied to Abu Hashim • Had a mystical approach to Islam which was at variance with many of the Ulema or Muslim clergy • Became well established by 1100 • Role became strengthened because of the growing number of heretical movements which threatened the fundamental basis of Islam • Many names of Sufis or mystics including Hazrat Data Ganj Bakhsh, Khawaja Mueen-ud Din Chisty, Sheikh Baha-ud-Din Zakria, Nizam-ud-Din Olia, Umar al-Jullabi al-Hujwari etc • Many of the new converts from Hindu masses were anxious to retain their pre-Islam customs
--	---

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 of the factors
Level 4	16-20	Explains two or more factors (all three factors for max marks). Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number		
2	<p>Was the contribution of Robert Clive to the government of India greater than that of Warren Hastings?</p> <p>Give reasons for your answer with reference to both individuals.</p> <p><u>Robert Clive</u></p> <ul style="list-style-type: none"> • Plassey - qualities as a soldier and leader • British supremacy in Bengal • Increased power of merchants • Established Oudh as a buffer state between Bengal and the Marathas • Reforms - dual system government, civil reforms, abolition of private trade system, Society of Trade, military reforms <p><u>Warren Hastings</u></p> <ul style="list-style-type: none"> • Reforms - administration, revenue, finance, commercial, judicial • Oudh and Rohilla policies • Wars - Anglo-Maratha and Anglo-Mysore • Patron of the arts <p>Both individuals' contributions to be explained for Level 4</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes the work of Clive and/or Hastings
Level 3	10-15	Attempts to explain the contributions of Clive or Hastings
Level 4	16-20	Explains the contributions of Clive and Hastings. Expect comparison/evaluation for max marks

Question Number		
3	<p>Did Shah Wali Ullah contribute more to the spread of Islam during the eighteenth and nineteenth centuries than any other individual?</p> <p>Explain your answer.</p> <p><u>Shah Wali Ullah</u></p> <ul style="list-style-type: none"> • Realised there was a need for moral regeneration through strong leadership • To be achieved by: an emphasis on Quranic teachings, Holy Quran translated into Persian, urges Muslims to concentrate on fundamental principles of Islam • A prolific writer - 51 books written including Hujjatallah-ul-Balighah and Izlat-ul-Akhfa <p><u>Syed Ahmad Shaheed Barailvi</u></p> <ul style="list-style-type: none"> • Wished to purify Muslim society and to remove the British from India • Armed struggle and confrontation against foreign and non-Muslim forces • Influences from Shah Wali Ullah and Shah Abdul Aziz • Wanted to establish a state built on Islamic principles • The Punjab was under Sikh rule which he wished to overthrow. Therefore he declared a Jihad • Sayed Ahmed rallied support in Punjab and Delhi and gained the support of followers such as Muslim Saint Shah Ismail Shaheed • Syed Ahmed reached Nowshera, became his headquarters in December 1826 • Account of war against the Sikhs - battles of Akora and Hazro (December 1826). Success leads to growth of Muslim forces with the support of Pathan leaders Mohammad Khan and Pir Hakman Khan and their followers • Jihad Movement regarded as the fore-runner to the Pakistan Movement in history <p><u>Haji Shariat Ullah</u></p> <ul style="list-style-type: none"> • Influenced by Sheikh Muhammad Abdul Wahab • Sought to purify Islam from Hindu influences • His group of followers called Faraizis • Work carried on by his son 	
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 work of SWU or one other
Level 4	16-20	Explains the work of SWU and that of others. Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number		
4	<p>Was the migration to Afghanistan (Hijrat) the most important reason why the Khilafat Movement failed?</p> <p>Explain your answer.</p> <p><u>Failure</u></p> <ul style="list-style-type: none"> • Imprisonment of leaders • Lloyd George • Divided loyalties of Indian community • Role of Gandhi • Loss of support of Hindus • Hijrat movement • Chauri Chaura incident • Mustafa Kamal Ataturk and end of Movement <p>Explanation of Hijrat incident for Level 4</p>	
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 reasons
Level 3	10-15	Attempts to explain the migration to Afghanistan or at least one other reason
Level 4	16-20	Explains the migration to Afghanistan and other reasons. Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number		
5	<p>‘Which of the following was the most important in the development of the Pakistan Movement?</p> <ul style="list-style-type: none"> • the Simon Commission, 1927 • the Government of India Act, 1935 • the Lahore Resolution, 1940 <p>Explain your answer with reference to all three of the above.</p> <p>Simon Commission 1927</p> <ul style="list-style-type: none"> • Seven man committee • British members • No Indian representation • Congress opposition <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 <p>Lahore Resolution 1940</p> <ul style="list-style-type: none"> • Lahore Conference • Concept of Pakistan culmination of Two Nations Theory • Resolution aimed at safeguarding Muslim character and identity • Effect of Congress atrocities on passing of Resolution 	
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 of the above
Level 3	10-15	Attempts to explain the importance of one of the above
Level 4	16-20	Explains all three (for max marks). Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number		
6	<p>Were economic factors more important than other factors in the creation of Bangladesh in 1971?</p> <p>Explain your answer.</p> <ul style="list-style-type: none"> • Disadvantages faced by East Pakistan in terms of lack of industry, poor climate and feelings of isolation • Advantage of jute which was the largest export and no border disputes with India • Resentful of under-representation in the Pakistan Army, Civil Service and judiciary • No say in internal provincial matters until 1970 • Very politically conscious and took great pride in their local language and culture • Six Points of Sheikh Mujib-ur-Rehman • National Assembly meeting postponed in 1971 • Led to strikes, public demonstrations • Threat of civil war and breakdown of talks 	
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 economic factors or at least one other reason
Level 4	16-20	Explains economic factors and other reasons Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number		
7	<p>Was the problem of family feuding the main reason why Benazir Bhutto fell from office in 1996?</p> <p>Explain your answer.</p> <ul style="list-style-type: none"> • Entered into co-operative arrangements with United States re United Nations' peacekeeping operations - 5000 troops to Somalia • Some reduction in Pakistan's trade deficit • Slight rise in foreign exchange reserves • Loan and grant assistance from World Bank and I.M.F. • United States lifted economic and military sanctions • Hillary Clinton visited Pakistan. • Kashmir tension • Family feuding - Bhutto's brother murdered in 1996 • Nawaz Sharif and opposition demonstrations • Prosecution of opposition members • Banking scandal • Terrorism/bombings 1995 - 2000 people murdered • Unemployment/inflation • Unrest in army/arrest of 40 army officers in 1995 • Chief Minister of Punjab dismissed • IMF concerns 1996 follows devaluation of Pakistan rupee. Balance of payments worsened • Imran Khan • Dismissal by President. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies and/or describes reasons for fall from office
Level 3	10-15	Attempts to explain family feuding or at least one other reason
Level 4	16-20	Explains family feuding and other reasons for fall from office. Clear evaluation and judgment with supportive evidence/reasoning for max marks

Question Number		
8	<p>How successful has Pakistan been in its relationship with the United Kingdom and the Commonwealth since 1947?</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • British personnel remained in Pakistan post 1947 • Britain helped to broker a peace deal in 1965 • Margaret Thatcher visited in 1981 • £46m aid for Afghan refugees in Pakistan • Important trading partner • Commonwealth member until 1971 • Aid given to Pakistan by richer Commonwealth countries. <p><u>Failures</u></p> <ul style="list-style-type: none"> • Britain refuses to interfere in Kashmir problem • Pakistan criticism over Suez crisis • Britain abstains at UN over Bangladesh issues • Pakistan withdraws from Commonwealth in 1971 • Concerns expressed re nuclear weapons testing, continued tension with India and military coup in 1999. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Describes relationship/events and or identifies successes/failures
Level 3	10-15	Attempts to explain successes or failures
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