



Pearson

Mark Scheme (Pre-Standardisation)

Summer 2018

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

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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>Did Shah Jehan contribute more to the development of the Mughal Empire than any other Emperor? Explain your answer.</p> <p><u>Babur</u></p> <ul style="list-style-type: none"> • A great general leading a superior army winning many battles • Promoted the welfare of his subjects • An accomplished scholar and writer • Promoted the arts <p><u>Akbar</u></p> <ul style="list-style-type: none"> • A great soldier winning many battles • Civil and military admin reforms, centrally and provinces • Reorganised the land revenue system • Social reforms • Religious reforms • Patron of the Arts <p><u>Jehangir</u></p> <ul style="list-style-type: none"> • Military achievements • Administrative reforms • Religious tolerance • Patron of the Arts <p><u>Shah Jehan</u></p> <ul style="list-style-type: none"> • Military achievements • Architecture, literature and painting • Trade and commerce flourished <p><u>Aurangzeb</u></p> <ul style="list-style-type: none"> • A brilliant general leading a number of successful campaigns • A good administrator • Advances in education • Religious policies <p>(Ali Part I pages 6-138, Bajwa pages 33-55, Kelly pages 12-15)</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies or describes contributions
Level 3	10-15	Attempts to explain Jehan’s contributions or those of others
Level 4	16-20	Wider range of explanation of the contribution of Jehan and others.

Question Number		
2	<p>Was the Doctrine of Lapse the most important reason why the War of Independence took place in 1857? Explain your answer.</p> <p><u>Causes of War</u></p> <ul style="list-style-type: none"> • Doctrine of Lapse • expansion of British rule in sub-continent • exclusion of Indians from important posts • landowners deprived of their lands and excessive taxation on them and peasants • abolition of sati • conversion to Christianity and teaching of it in schools • differences in salaries of sepoys and British soldiers • military reforms outraged religious feelings of sepoys • greased cartridge <p>(Kelly pages 27-29, Smith pages 32-35, Ali pages 25-63)</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies reasons for the War
Level 3	10-15	Attempts to explain the Doctrine of Lapse or other reasons
Level 4	16-20	Wider range of explanation of the Doctrine of Lapse and other reasons

Question Number		
3	<p>Has Punjabi been promoted more successfully than any other regional language in Pakistan since 1947? Explain your answer.</p> <p><u>Punjabi</u></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><u>Pushto</u></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><u>Sindhi</u></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 <p><u>Baluchi</u></p> <ul style="list-style-type: none"> • Radio Pakistan in Karachi began broadcasts in Baluchi language • Baluchi Literary Association set up and has published magazines and articles in Baluchi, e.g. Nan Kessan and Olassis • Bible published in Baluchi • Quetta TV station promoted Baluchi language <p>(Kelly pages 43-46, Smith pages 47-48)</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Describes/identifies one or more languages
Level 3	10-15	Attempts to explain the promotion of Punjabi or any others
Level 4	16-20	Wider range of explanation of the promotion of Punjabi and that of others.

Question Number		
4	<p>Was the partition of Bengal the main reason for the formation of the Muslim League in 1906? Explain your answer.</p> <p>Reasons for establishment of Muslim League</p> <ul style="list-style-type: none"> • Hindu protests against partition of Bengal • growth of extreme Hindu nationalist groups • concerns over agitation by Hindus following Partition • 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 <p>(Kelly pages 54-56, Smith pages 52-54)</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 factors
Level 3	10-15	Attempts to explain partition of Bengal or at least one other reason
Level 4	16-20	Wider range of explanation of partition of Bengal and other reasons

Question Number		
5	<p>Was the Bande Matram the most important reason why Muslims objected to Congress Rule of 1937 to 1939? Explain your answer.</p> <p><u>Congress Rule 1937-39</u></p> <ul style="list-style-type: none"> • Hindu attempt to impose its will on the Muslim minorities • Muslims forbidden to eat beef or slaughter cows. Reprisals occurred • Hindi enforced as official language in provinces under Congress rule • organised attacks on Muslim mosques, pigs pushed into them • Bande Matram adopted as National Anthem • Wardha Mander Scheme introduced aimed at converting non-Hindus to Hinduism • hoisting 3 coloured flag • Wardha Scheme aimed at creating a high respect in children about Hindu heroes • Hindu-Muslim riots • Muslim mass contact campaign attempted to crush popularity of Muslim League <p>(Kelly pages 82-83, Smith pages 85-86)</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Describes/ identifies Bande Matram or others
Level 3	10-15	Attempts to explain the importance of Bande Matram or other reasons
Level 4	16-20	Wider range of explanation of importance of Bande Matram or other reasons.

Question Number		
6	<p>How successful was Pakistan in solving the problems brought about by Partition during 1947 and 1948? Explain your answer.</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • Quaid-e-Azam Relief Fund created to help refugees. He appealed to the people to help the refugees. • He toured the provinces encouraging and motivating the people. Declared himself 'Protector-General' of religious minorities. • Governments of West and East Punjab given responsibilities for safety and accommodation of refugees • Custodian of private property appointed • State Bank of Pakistan set up. • Karachi made capital of Pakistan. • Civil Services re-organised. • Joined United Nations and attempted to draw their attention to Kashmir problem. • Ordinance factory set up at Wah • British military officers remained after partition • Build up of Pakistan army • Liaquat Ali Khan becomes Prime Minister • Constituent Assembly set up to begin framing a new constitution • People with government experience who chose to move from India to Pakistan brought to Karachi on special trains • Civil Services recognised and new rules were drafted but had to manage with problems of equipment for years. Quaid instilled a national spirit into them to cope with these continuing problems <p><u>Failures</u></p> <ul style="list-style-type: none"> • Kashmir and other Princely States issues not resolved. • Canal Water Dispute not resolved until 1959. • Millions made homeless or died as a result of partition. • Jinnah died in 1948 • Problems regarding accommodation, protection of property, health care and law and order of refugees remained • lack of experienced politicians and civil servants remained • serious lack of accommodation – government offices set up in private buildings and army barracks • deficiencies in equipment received – obsolete and damaged equipment <p>(Kelly pages 109-118, Smith pages 110-115)</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies successes/failures and/or describes problems
Level 3	10-15	Attempts to explain success or failure of solving the problems
Level 4	16-20	Wider range of explanation of successes and failures of solving the problems.

Question Number		
7	<p>'Economic reforms were the most important of Zia-ul-Haq's domestic policies between 1977 and 1988.' Do you agree? Explain your answer.</p> <p>Domestic policies</p> <ul style="list-style-type: none"> • Dealing with after effects of Bhutto – Martial Law • Economic growth due to numbers working overseas and sending money to families • The Afghan Miracle • Nationalised firms returned to private ownership • Islamisation • The Haddood Ordinance Liquor/wine prohibited; Theft punished Islamically; Stoning for adultery • The Qazaf Ordinance 4 adult Muslim witnesses required for allegations to be proven • Zakat and Ushr Tax Ordinances -Islamic tax reform in cash and kind. Implementation of tax reform by Zakat Councils • Law and government • Constitution (Amendment) Act 1979 established military courts to try offenders according to martial law • Provisional Constitutional Order 1980 took away right of courts to challenge any political executive decision • Civil Service brought under military control. Many posts filled with military officers • Elections to be held in 1985 but to continue as President. Amendments to Constitution passed to enable his control to continue • Martial Law lifted in 1985 <p>(Kelly pages 149-156), Smith pages 164-170)</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Identifies and/or describes agricultural reforms or other domestic policies
Level 3	10-15	Attempts to explain agricultural reforms or other domestic policies
Level 4	16-20	Wider range of explanation of economic reforms or other domestic policies.

Question Number		
8	<p>How successful has the relationship between Pakistan and Afghanistan been since 1947? Explain your answer.</p> <p><u>Successes</u></p> <ul style="list-style-type: none"> • diplomatic relations established 1948 • late 1950's visits to each other's country • agreement reached regarding trade passage to Afghanistan through Pakistan • Shah Zahir Shah adopted a more friendly attitude in 1960's • Pakistan offers aid at time of an earthquake • Soviet invasion in 1979 sees friendly relationships re-established <p><u>Failures</u></p> <ul style="list-style-type: none"> • hostile policy since 1947 • opposed Pakistan's entry into United Nations • Pakhtoonistan demands • Durand line • organised raids on Pakistan consulates 1954 and 1955 • diplomatic ties severed in 1959 • following a military coup in Afghanistan in 1973, relationships again became more hostile • post 9/11 <p>(Kelly pages 185-187, Smith pages 180-183)</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simplistic statement(s)
Level 2	5-9	Describes relationship and/or identifies successes/failures
Level 3	10-15	Attempts to explain successes or failures of the relationship
Level 4	16-20	Wider range of explanation of successes and failures of the relationship.