



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE
In Pakistan Studies (4PA1)
Paper 02: History and culture of Pakistan

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Autumn 2020

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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.

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 1(a) | <p style="text-align: right;">AO1a (1 mark)</p> <p>C Simon</p> <p>MacDonald never visited India in a governmental capacity Wavell was in Britain in 1927 awaiting an army posting. Radcliffe Award 1947</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 1(b) | <p style="text-align: right;">AO1a (2 marks)</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • India now a federation • Governor-General head of Federation • 2 houses of parliament • Diarchy introduced <p>Accept any other appropriate response, but do not accept responses about provincial government.</p> | (2) |

| Question Number | Indicative content |
|-----------------|--|
| 1(c) | <p style="text-align: right;">AO1b (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • He wanted to counter the Nehru Report. By setting out his views it made Muslim opposition to the Report clear. • Jinnah's previous proposed four changes to the Report had been rejected. So he felt the need to set out his opposition clearly. • Jinnah believed that the time had come for a parting of the ways with Congress. So setting out his points made the Muslim position clear. • Gandhi was about to declare Indian independence. So there was a need to clarify the Muslim position on how India should be governed. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| Question Number | Indicative content |
|-----------------|--|
| 1(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> • Britain had been seeking a settlement in India throughout the twentieth century, indicating its desire to leave. • The new government in Britain was a Labour government which was opposed to colonialism. • Mountbatten was the British representative in India, and it was him, rather than the local inhabitants who had originally pushed the idea of partition • The breakdown of good relations in India, as seen in events such as Direct Action Day, had convinced the British it was time to leave. <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> • It was not the British who brought about partition. It was the work of Muslim leaders who had campaigned for 'Pakistan'. • Partition came about because relations between Muslims and Hindus were so poor they could not peacefully co-exist after the British left. The Congress Tyranny proved this. • The inflexible approach of Congress forced the British into partition. Congress demanded the resignation of League members who had been elected to the Executive Council in 1946 • It was a natural result of a situation where a country contained a significant minority who could not expect fair treatment at the hands of the majority. So partition was inevitable. <p>Look for a judgment/conclusion</p> |

| Level | Mark | Descriptor |
|----------------|-------|--|
| | 0 | No rewardable material |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument, and judgements are missing or not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5-8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2) • Demonstrates implicit links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, and judgements are insecure and supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9-12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, but development and organisation of material is still lacking in some areas. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is mostly accurate with some analysis of issues. (AO3) • A mostly balanced argument, and judgements are partially supported by evidence but some justification is left implicit or some evidence not validly applied. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 4 | 13-16 | <ul style="list-style-type: none"> • Accurate and precise application of knowledge and understanding, fully developed and showing coherent and logical organisation of material. (AO2) • Demonstrates consistent and sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none">• Interpretation of information is accurate with thorough analysis of issues. (AO3)• A balanced argument, and judgements are fully supported by relevant, explicit evidence. (AO3) <p>No access to Level 4 answers that do not go beyond aspects prompted by the stimulus points.</p> |
|--|--|---|

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 2(a) | <p style="text-align: center;">AO1a (1 mark)</p> <p>A 1608</p> <p>That was when they arrived in Surat and so the other dates are not correct.</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 2(b) | <p style="text-align: center;">AO1a (2 marks)</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • 1773 Act of Parliament (1) • 1784 India Act (1) • Appointed Governor-General (1) • Police force(1), legal system (1), civil service (1) <p>Accept any other appropriate response.</p> | (2) |

| Question Number | Indicative content |
|-----------------|---|
| 2(c) | <p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Overall technological advantages of the British. They had better weapons and more experience. • The tactical skills of Robert Clive who had won support from other Indian princes. So support for the Nawab of Bengal was limited. • The treachery of Mir Jafar. He changed sides at the last moment and made it difficult for the Sultan to win. • The British had better tactics on the day e.g. they covered their artillery guns to stop the rain preventing them being used. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| Question Number | Indicative content |
|-----------------|--|
| 2(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> • Babur was a brave warrior who crossed the Hindu Kush and won the Battle of Panipat. Thus he established the Mughal dynasty. • He was a skilled military leader and made use of new technology, such as canon, field guns and pistols. So he was able to defeat other forces using horses and elephants. • He built up his capital at Agra, set up an administration and collected taxes efficiently. So he enabled the Mughal dynasty to become wealthy. • He set an example of religious toleration by appointed both Muslims and Hindus, thus preventing into-religion strife. <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> • Babur had his own weaknesses. He admits in his memoirs that he drank too much alcohol and took opium. • Akbar may have been a greater Mughal emperor as he greatly extended the Mughal Empire. So Mughal rule became even more widely known. • Akbar was a great military leader, but also a great administrator. He divided the empire into 15 provinces, each with its own Governor. So the empire was efficiently governed. • Shah Jehan built the Taj Mahal, which showed everyone the greatness of the Mughals. <p>Look for a judgment/conclusion</p> |

| Level | Mark | Descriptor |
|----------------|-------|--|
| | 0 | No rewardable material |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument, and judgements are missing or not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5-8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2) • Demonstrates implicit links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, and judgements are insecure and supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9-12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, but development and organisation of material is still lacking in some areas. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is mostly accurate with some analysis of issues. (AO3) • A mostly balanced argument, and judgements are partially supported by evidence but some justification is left implicit or some evidence not validly applied. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 4 | 13-16 | <ul style="list-style-type: none"> • Accurate and precise application of knowledge and understanding, fully developed and showing coherent and logical organisation of material. (AO2) • Demonstrates consistent and sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none">• Interpretation of information is accurate with thorough analysis of issues. (AO3)• A balanced argument, and judgements are fully supported by relevant, explicit evidence. (AO3) <p>No access to Level 4 answers that do not go beyond aspects prompted by the stimulus points.</p> |
|--|--|---|

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 3(a) | <p style="text-align: right;">AO1a (1 mark)</p> <p>A Bengal</p> <p>HSU was from East Bengal and lived and worked there.</p> <p>Rest are 1000+ km away</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 3(b) | <p style="text-align: right;">AO1a (2 marks)</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Brutal reprisals (1) • Only 'loyal' princes allowed to remain on thrones (1) • Bahadur Shah imprisoned (1) <p>Accept any other appropriate response.</p> | (2) |

| Question Number | Indicative content |
|-----------------|--|
| 3(c) | <p style="text-align: right;">AO1b (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • He did not believe in armed uprising against the British. So writing the book was to show not all Muslims were opposed to British rule. • He wanted to prevent the British from showing hostility to the Muslims, so he wrote the book to remind them of the all the loyal service they had given • He wanted to clear up misunderstandings in the British minds about Muslim attitudes to the British- e.g. in calling them '<i>Nadarath</i>'. • He wanted to persuade the Muslims to take up British education. This could only be done if good relations were established with the British |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| Question Number | Indicative content |
|-----------------|--|
| 3(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> • It was the Doctrine of Lapse because the Indians objected to the introduction of a policy which was so unfair. • It was the Doctrine of Lapse because it was the seizure of Oudh in 1856 which convinced many Indian leaders that the British were just greedy land-grabbers. • The Doctrine of Lapse was an example of British arrogance and high-handedness. So it sparked rebellion because it showed lack of interest in Indian cultural beliefs. <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> • It was the greased cartridges affair which led to the outbreak of war. Both Hindus and Muslims refused to use the new cartridges and the British reaction led to outbreaks of violence. • The Indians objected to the economic exploitation of their lands by the British. The high taxes on local goods caused resentment and uprisings • The cultural arrogance of the British offended locals. A cause of the uprisings was the British belief that they were 'superior' to the local people. • Many Indians feared that their religion was under threat. Rumours that Christian missionaries were trying to convert Hindus and Muslims caused an outbreak of violence. • The mistreatment of the emperor was a cause of resentment. Moving the royal family to the remote Qutub Sahib was seen as an insult and was a reason for the outbreak of fighting <p>Look for a judgment/conclusion</p> |

| Level | Mark | Descriptor |
|----------------|-------|--|
| | 0 | No rewardable material |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument, and judgements are missing or not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5-8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2) • Demonstrates implicit links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, and judgements are insecure and supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9-12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, but development and organisation of material is still lacking in some areas. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is mostly accurate with some analysis of issues. (AO3) • A mostly balanced argument, and judgements are partially supported by evidence but some justification is left implicit or some evidence not validly applied. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 4 | 13-16 | <ul style="list-style-type: none"> • Accurate and precise application of knowledge and understanding, fully developed and showing coherent and logical organisation of material. (AO2) • Demonstrates consistent and sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none">• Interpretation of information is accurate with thorough analysis of issues. (AO3)• A balanced argument, and judgements are fully supported by relevant, explicit evidence. (AO3) <p>No access to Level 4 answers that do not go beyond aspects prompted by the stimulus points.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------------|
| 4(a) | <p style="text-align: center;">AO1a (1 mark)</p> <p>D 1927</p> <p>They follow the Delhi Conference in the same year. Other dates are too early</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 4(b) | <p style="text-align: center;">AO1a (2 marks)</p> <p>Award 1 mark for each correct point.</p> <ul style="list-style-type: none"> • Bengal too large to administer efficiently (1) • Give the Muslims opportunities (1) • Hindus suspected 'divide and rule'. (1) <p>Accept any valid response.</p> | (2) |

| Question Number | Indicative content |
|-----------------|---|
| 4(c) | <p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • It established good relations between the Muslims and the British, which was important for future Muslim prosperity. • It reinforced the good relations that had been established in the partition of Bengal and therefore acted as a counter to Hindu opposition to the British. • It gave the Muslims the encouragement to consider setting up their own political party and so led to the formation of the Muslim League. • It was the first time that separate representation for Muslims was accepted. This was to be a highly important factor in future discussions. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| Question number | Indicative content |
|-----------------|--|
| 4(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, provided after the indicative content.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Rowlatt Act was very important because it placed restrictions on the Indians, such as arrest without warrant. The local people bitterly resented these measures and more opposition was caused • The Act was important because it showed the British attitude towards the local Indians. Despite the support given in the First World War, the British did not intend to allow the Indians to campaign for self-rule. • The Act was important because it led to the Amritsar Massacre which seriously damaged Britain's reputation in the sub-continent and elsewhere. <p>Relevant Points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Rowlatt Act was not that important, because it was not about the government of administration of India. It was just a further example of British repression. • The Morley-Minto reforms were the most important because they gave greater representation to the Indians. For the first time separate electorates were set up for Muslims. • The reversal of the partition of Bengal was a highly significant measure. It showed that the British were not prepared to stand up to Hindu opposition and made the Muslims realise that they had to look after their own interests. • The Montagu-Chelmsford reforms were important in setting up diarchy in provincial as well as central government. It also led to an extension of the franchise in India- thus bringing more local involvement. <p>Look for a judgment/conclusion</p> |

| Level | Mark | Descriptor |
|----------------|------|--|
| | 0 | No rewardable material. |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument and judgements are missing or not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2) • Demonstrates implicit links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially-balanced argument and judgements are insecure and supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding but development and organisation of material is still lacking in some areas. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is mostly accurate with some analysis of issues. (AO3) • A mostly balanced argument and judgements are partially supported by evidence but some justification is left implicit or some evidence not validly applied. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 5(a) | B 1973 There was only one Constitution introduced and it was known as the 1973 Constitution. | (1) |
| | | |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 5(b) | AO1a (2 marks) Award 1 mark for each correct point up to a maximum of 2 marks. <ul style="list-style-type: none"> • Deadliest cyclone ever experienced (1) • 500 000 people killed (1) • \$86.4 million damage etc. (1) • Pakistan government blamed for slow reaction (1) Accept any other appropriate response. | (2) |

| Question Number | Indicative content |
|-----------------|---|
| 5(c) | AO1b (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited. Indicative content <ul style="list-style-type: none"> • It had a long reputation as the language of the Muslims. So it would be a unifying factor. • It had a rich literary background, with centuries of poetry, links to Sir Syed Khan etc. So it had status. • During the twentieth century it had become linked with the Pakistan Movement. Sir Syed supported it as did others in the Urdu-Hindu controversy' • Choosing any other regional language, such as Punjabi or Bengali would create internal division. So Urdu was a unifying feature. . |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| Question Number | Indicative content |
|-----------------|--|
| 5(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> • Economic difficulties were important in the first ministry. Inflation and unemployment were high which caused resentment and led to opposition. • When Bhutto had been elected, she had promised to implement economic and unemployment measures. She failed to do so, thus causing resentment and opposition. • During her second term in office there was a 30% devaluation in the rupee and a slowing down in economic growth. This caused opposition. • The sale of nationalised industries was not popular. Some government officials had a vested interest in keeping industries state-owned and objected to her policies. <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> • Problems in Sindh greatly increased Bhutto's unpopularity. She had a serious disagreement with MQM and there was bloodshed and violence in Pucca Qila in 1990. • Her relations with the president were poor in her first ministry. She often disagreed or clashed with President Ishak who dismissed her in 1990. • There were accusations of corruption in her government and these suggestions weakened the government. • In her second ministry she faced strong opposition from the Pakistan Muslim League which organised strikes and rallies in protest at her government. The arrest of PML increased opposition. <p>Look for a judgment/conclusion</p> |

| Level | Mark | Descriptor |
|----------------|-------|--|
| | 0 | No rewardable material |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument, and judgements are missing or not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5-8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2) • Demonstrates implicit links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, and judgements are insecure and supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9-12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, but development and organisation of material is still lacking in some areas. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is mostly accurate with some analysis of issues. (AO3) • A mostly balanced argument, and judgements are partially supported by evidence but some justification is left implicit or some evidence not validly applied. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 4 | 13-16 | <ul style="list-style-type: none"> • Accurate and precise application of knowledge and understanding, fully developed and showing coherent and logical organisation of material. (AO2) • Demonstrates consistent and sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

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| | | <ul style="list-style-type: none">• Interpretation of information is accurate with thorough analysis of issues. (AO3)• A balanced argument, and judgements are fully supported by relevant, explicit evidence. (AO3) <p>No access to Level 4 answers that do not go beyond aspects prompted by the stimulus points.</p> |
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| Question Number | Answer | Mark |
|-----------------|--|------------|
| 6(a) | <p style="text-align: center;">AO1a (1 mark)</p> <p>C 1969</p> <p>The OIC was not formed until 1969 and Pakistan was a founder member. So other dates cannot be correct.</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 6(b) | <p style="text-align: center;">AO1a (2 marks)</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Pakistan suddenly on the front line v Communism (1) • USA provides huge subsidies (1) • Pakistan seen as fighting for Islam so popular with other Islamic states (1) • Long-term consequences not good – ‘Kalashnikov culture’ (1) <p>Accept any other appropriate response.</p> | (2) |

| Question Number | Indicative content |
|-----------------|---|
| 6(c) | <p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • President Clinton came to power and he wanted to restore relations between the two countries, so there was a more positive attitude. • Pakistan had objected to the Pressler Amendment, but Clinton accepted it was unfair. • The F-16 controversy came to an end when the Brown Amendment provided \$388 million in military supplies, • Benazir Bhutto visited the United States and this helped improve relations. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

| Question Number | Indicative content |
|--------------------|---|
| <p>6(d)</p> | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> • In 1962 China and India went to war over a border dispute. Relations between China and Pakistan therefore increased and an agreement was signed in March 1963 in which China made concessions • In 1963 relations were seen to be improving as a trade agreement was signed. China gave a \$60 million free loan and soon became the largest purchaser of Pakistan cotton. • In 1972 Bhutto visited China and China agreed to write-off previous loans and to supply military aircraft and tanks. So this was successful. • In 1978 the Karakoram Highway opened linking the two countries. The highway was built by Chinese engineers and financed by the Chinese. This was an example of successful relations. • In 1986 President Zia visited China and the two countries signed a nuclear co-operation treaty, showing the success of relations. <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> • After the Chinese civil war ended in 1949, India recognised the new government. Pakistan did so too, but was too busy establishing itself to follow up. So as India was on good relations, relations with Pakistan were not good. • In 1971 China did not give Pakistan the support it hoped for in the war with India. This harmed relations. <p>Look for a judgment/conclusion</p> |

| Level | Mark | Descriptor |
|----------------|-------|--|
| | 0 | No rewardable material |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument, and judgements are missing or not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5-8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2) • Demonstrates implicit links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, and judgements are insecure and supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9-12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, but development and organisation of material is still lacking in some areas. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is mostly accurate with some analysis of issues. (AO3) • A mostly balanced argument, and judgements are partially supported by evidence but some justification is left implicit or some evidence not validly applied. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 4 | 13-16 | <ul style="list-style-type: none"> • Accurate and precise application of knowledge and understanding, fully developed and showing coherent and logical organisation of material. (AO2) • Demonstrates consistent and sustained links to the conceptual focus of the question, which are fully developed. (AO2) |

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| | | <ul style="list-style-type: none">• Interpretation of information is accurate with thorough analysis of issues. (AO3)• A balanced argument, and judgements are fully supported by relevant, explicit evidence. (AO3) <p>No access to Level 4 answers that do not go beyond aspects prompted by the stimulus points.</p> |
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