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Mark Scheme

Summer 2021

Pearson Edexcel International GCSE  
In Pakistan Studies (4PA1) Paper 01  
(Results)

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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
<b>1(a)</b>	<p style="text-align: right;">AO1a (1 mark)</p> <p>D      1946</p> <p>Others too early.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>1(b)</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"> <li>• Congress was outlawed (1)</li> <li>• Newspapers were censored (1)</li> <li>• Widespread arrests (1)</li> <li>• Gandhi and Nehru arrested (1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question Number	Indicative content	
<b>1(c)</b>	AO1b (3 marks)/AO2 (3 marks)	
	<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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Membership of commission was entirely British which caused resentment and lack of co-operation amongst Indians</li> <li>• In 1927 Congress voted to boycott the commission and called for mass demonstrations when it arrived in India</li> <li>• By 1927 many Indians were beginning to campaign for complete independence, but the commission was interested only in granting dominion status, so it did not gain support</li> <li>• An element of the Muslim League, led by Jinnah, refused to co-operate with the commission.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b)</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)</li> </ul>

Question Number	Indicative content	
<b>1(d)</b>	<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><b>Indicative content</b></p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Kashmir was a serious issue for Pakistan as the territory borders Tibet, China, Afghanistan and the USSR. It is of great strategic importance and Pakistan did not want India controlling it</li> <li>• Kashmir was important to Pakistan because the majority of its inhabitants were Muslims. Pakistan was set up as a homeland for Muslims and wanted to protect the Kashmiri Muslims</li> <li>• Kashmir was symbolically significant. Pakistan was a new nation which needed to show that it could support itself and stand up to its larger neighbour. Letting India do as it liked with the princely states would not do that.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The refugee crisis was extremely important. Over 10 million Muslims moved from India to Pakistan by January 1948 and the government needed to find accommodation for them</li> <li>• The establishment of Pakistan was followed by serious outbreaks of communal violence in late 1947. There was a need for the Pakistan government to find a way to heal the social and religious divisions created by partition</li> <li>• Pakistan was not a united country. In addition to the various peoples within Pakistan having different traditions, cultures and lifestyles, there was a major geographical split, with East Pakistan being a thousand miles from West Pakistan</li> <li>• The new country had no government buildings, no civil service and no capital. There was an urgent need to establish the machinery of government</li> <li>• It was quite possible that Pakistan could go to war with India over Kashmir, but it lacked officers and up to date equipment. It had no ordnance factory capable of making military materials.</li> </ul> <p><b>Look for a judgment/conclusion</b></p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2)</li> </ul>

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

Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p>A 1757</p> <p>Others too late.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2(b)</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"> <li>• He started the movement of purifying Islam and restored its traditional orthodoxy. (1)</li> <li>• He opposed anti-Islamic practices and brought a religious renaissance in India. (1)</li> <li>• He trained groups of disciples and sent them to all the Muslim countries and to the various cities of India. (1)</li> <li>• He opposed Akbar's newly-made religion and encouraged Akbar's son to return to the correct religion. (1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question Number	Indicative content
<b>2(c)</b>	<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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• He had superior military equipment, such as siege engines and the Mongol bow</li> <li>• His troops were encouraged by a belief that they were fighting a holy war and this raised morale</li> <li>• The opposition was divided with many of the local tribes dissatisfied with their Hindu rulers</li> </ul>



		<ul style="list-style-type: none"> <li>There were a large number of defections to his side by local chiefs and nobles.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b)</li> <li>Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b)</li> <li>Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b)</li> <li>Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)</li> </ul>

Question Number	Indicative content	
<p><b>2(d)</b></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><b>Indicative content</b></p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The constant warfare under Aurangzeb, particularly against the Marathas, emptied the Mughal treasury and meant that there were not the resources to modernise the army</li> <li>• Constant warfare and succession disputes meant that a significant amount of military resource was wasted on internecine fighting, so the military strength was weakened</li> <li>• The success of the Mughals in the 16<sup>th</sup> and 17<sup>th</sup> century may well have created a situation where the military was neglected as Mughal emperors focused attention on arts, culture, building and a rich lifestyle.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• A major cause of decline was the arrival of the British with their more advanced technology and more advanced military tactics and materiel. This was seen at the Battles of Buxar and Plassey</li> <li>• The empire came under almost constant attack from foreign leaders. In particular, the wars against the Persians, Marathas and Afghans weakened the empire</li> <li>• The size of the empire made it difficult to administer. Decisions often had to be relayed over thousands of miles and so government was slow</li> <li>• The mansabadari system was not sufficiently supervised and administrative efficiency declined</li> <li>• The wealth and influence of the nobility grew in the empire and some of the emperors found it very difficult to control their nobility. Alamgir II was assassinated by powerful courtiers.</li> </ul> <p><b>Look for a judgment/conclusion</b></p>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>

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

Question Number	Answer	Mark
<b>3(a)</b>	AO1a (1 mark) B 1799 Others too early or too late	<b>(1)</b>

Question Number	Answer	Mark
<b>3(b)</b>	AO1a (2 marks) Award 1 mark for each correct point up to a maximum of 2 marks. <ul style="list-style-type: none"><li>• Wrote a number of books showing Muslims not to blame for WoI (1)</li><li>• Explained meaning of <i>Nadarath</i> (1)</li><li>• Showed Muslims similarities between Islam and Christianity (1)</li><li>• Encouraged Western education (1)</li></ul> Accept any other appropriate response.	<b>(2)</b>

Question Number	Indicative content	
<b>3(c)</b>	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. <b>Indicative content</b> <ul style="list-style-type: none"><li>• To pull together the range of regional, provincial and sub-national organisations into an all India organisation</li><li>• To promote the nation-building process in India. It was to create a national identity and to promote national unity. Colonial administrators did not consider India as a nation, but just a geographical area</li><li>• To provide for an all India political platform: It was to allow political workers from all over the country to educate and mobilize masses under a common all India political organization</li><li>• To prepare and put forward the views of all Indians to the British government.</li></ul>	
Level	Mark	Descriptor
	0	No rewardable material

<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)</li> </ul>

Question Number	Indicative content	
<b>3(d)</b>	<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><b>Indicative content</b></p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The Jihad Movement started by Syed Ahmad Barelvi was very important as it was the first example in Indian history of a movement formed to free Muslims from non-Muslim rule</li> <li>• Sir Ahmad Barelvi's work was responsible for producing a significant number of spiritual leaders and teachers. This was an inspiration to many Muslims and increased their religious devotion</li> <li>• Sir Ahmad Barelvi's skill on the battlefield led to Sikhs being defeated and forced to allow freedom of worship for Muslims.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• Syed Ahmad Barelvi was ultimately defeated and killed by the Sikhs at Balakot and the Jihad Movement was seriously weakened</li> <li>• Shah Wali Ullah was one of the first Muslim thinkers to state that the decline of the Mughals was due to them neglecting their Islamic principles and following an inappropriate life</li> <li>• The translation by Shah Wali Ullah of the Quran into Persian, made it acceptable to a much wider group of Muslims, as many of them did not speak Arabic</li> <li>• It was Shah Wali Ullah who persuaded Ahmad Shah Abdali to join forces with Muslim leaders and defeat the Marathas at Panipat</li> <li>• Haji Shariat ullah started the Faraizi Movement to restore Muslim pride and remove Hindu practices which had crept into their worship.</li> </ul> <p><b>Look for a judgment/conclusion</b></p>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is inaccurate with no analysis of issues. (AO3)</li> </ul>

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

Question Number	Answer	Mark
<b>4(a)</b>	A01a (1 mark)  A 1909  Others too late.	<b>(1)</b>

Question Number	Answer	Mark
<b>4(b)</b>	A01a (2 marks)  Award 1 mark for each correct point. <ul style="list-style-type: none"> <li>• Muslims should have 1/3 seats in Central Legislature (1)</li> <li>• Sindh to have full provincial status (1)</li> <li>• British reforms should be extended to NWFP and Balochistan (1)</li> <li>• Seats given to Muslims in Punjab and Bengal should be proportional to Muslim population there. (1)</li> </ul> Accept any valid response.	<b>(2)</b>

Question Number	Indicative content	
<b>4(c)</b>	A01b (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.  <b>Indicative content</b> <ul style="list-style-type: none"> <li>• Many members of the movement believed that fostering Islam was an important part of its aims, but the Hijrat caused disillusionment and reduced enthusiasm</li> <li>• After the physical difficulties faced in travelling to Afghanistan and back, many supporters were no longer able to give active support</li> <li>• Before travelling to Afghanistan, most supporters had sold their possessions. They had little property or work and their immediate priority was to look after their families</li> <li>• The Hijrat led to disillusionment with the movement's leaders, as they had promised that the supporters would be welcomed in Afghanistan, but they had actually been turned back at the border.</li> </ul>	
Level	Mark	Descriptor



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

Question number	Indicative content
<b>4(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p><b>Marking Instructions</b></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><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• British support was important because the British ruled the sub-continent, so Lord Minto's acceptance of separate representation for Muslims was vital if it were to succeed</li> <li>• British acceptance of the proposals put forward in the Simla Deputation showed that the work of Sir Syed and others had been successful and encouraged Muslims to awaken politically</li> <li>• British support enabled the Muslims to join together in forming the All-India Muslim League and to convince leading Muslim figures that concessions could be won from the British.</li> </ul> <p>Relevant Points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• A major reason for the formation of the League was that by 1906 Congress had demonstrated that, in reality, it was working for Hindu rights, not the rights of all Indians</li> <li>• The partition of Bengal in 1905 was a significant move for the Muslims, but the Hindus immediately began campaigning for its reversal. One of the aims of the League was to stop the British reversing the partition</li> </ul>

	<ul style="list-style-type: none"> <li>• The early 20<sup>th</sup> century saw an outbreak of radical Hindu groups which frightened many Muslims and made them think that there was a need to have their own voice</li> <li>• A reason for the formation of the League was the impact of the work of Sir Syed in persuading Muslims that they could work with the British instead of boycotting them</li> <li>• The League acted as a means of communicating British policies and measures to the Muslim community in a way which prevented misunderstandings and unnecessary opposition.</li> </ul> <p><b>Look for a judgment/conclusion</b></p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is inaccurate with no analysis of issues. (AO3)</li> <li>• An unbalanced argument and judgements are missing or not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2)</li> <li>• Demonstrates implicit links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially-balanced argument and judgements are insecure and supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding but development and organisation of material is still lacking in some areas. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is mostly accurate with some analysis of issues. (AO3)</li> </ul>

		<ul style="list-style-type: none"> <li>A mostly balanced argument and judgements are partially supported by evidence but some justification is left implicit or some evidence not validly applied. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Question Number	Answer	Mark
<b>5(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p>C      2008</p> <p>Others too early or too late.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>5(b)</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"> <li>Made official language in 1947 (1)</li> <li>Opposition to the use of Urdu in Bengal was stamped out in 1948 (1)</li> <li>From 1947 became medium of instruction in most educational institutions. (1)</li> <li>Dictionary, plays, films, radio, television etc, were published/performed in Urdu. (1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question Number	Indicative content
<b>5(c)</b>	<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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>Bhutto's reforms offended different parts of society, especially the traditional, conservative religious element</li> <li>Bhutto faced serious opposition from other political parties and caused offence by banning the National Awami Party, which had significant support</li> </ul>

		<ul style="list-style-type: none"> <li>• A Pakistan National Alliance was formed against Bhutto and it accused him of rigging the 1977 elections. Riots in towns and cities forced him to make concessions</li> <li>• The army considered that Bhutto's concessions showed that he was weak and launched Operation Fairplay against him.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)</li> </ul>

Question Number	Indicative content	
<b>5(d)</b>	<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><b>Indicative content</b></p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Zia’s policy of Islamisation countered the socialist measures introduced by Bhutto and restored faith in the government amongst many traditional Pakistanis</li> <li>• The introduction of Islamic measures won the support of religious elements within political parties and the general Pakistani populace. This was important following the instability in the later years of Bhutto’s government</li> <li>• Establishing a Federal Shariat Court ensured that laws and legal judgements were based on Islamic principles. This was important in a country which had been established as an Islamic state</li> <li>• Zia’s Islamic measures placed a new emphasis on leading a life in keeping with the principles of Islam. His banning of gambling and drinking, steps against blasphemy and study of the Quran brought about a better lifestyle amongst Muslims.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The Eight Amendment brought about the end of martial law, though it left the President firmly in control</li> <li>• The decision to oppose the Soviet invasion of Afghanistan brought significant economic benefits, as a result loans and grants from the USA</li> <li>• Zia made the government more accountable by disbanding the FSF and carrying out investigations into corruption</li> <li>• Zia introduced a number of measures which reduced tension in Balochistan. He declared an amnesty for all those who were prepared to give up arms and began a number of projects in the region to improve living standards.</li> </ul> <p><b>Look for a judgment/conclusion</b></p>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2)</li> </ul>

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

Question Number	Answer	Mark
<b>6(a)</b>	<p style="text-align: right;">AO1a (1 mark)</p> <p>C      1974</p> <p>Others too early or too late.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>6(b)</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"> <li>• Began exploring for oil in Pakistan in 1961 (1)</li> <li>• 1963 loaned £11 million (1)</li> <li>• 1963 switched to a neutral stance on Kashmir (1)</li> <li>• 1965 trade agreements after visit by Ayub Khan (1)</li> <li>• 1968 supplied arms to Pakistan (1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question Number	Indicative content	
<b>6(c)</b>	<ul style="list-style-type: none"> <li>• In the early 1980s there were Sikh uprisings in India. The Indian government accused Pakistan of providing arms and training for the Sikhs</li> <li>• In 1981 Pakistan sent troops to the Siachen Glacier and discovered that 300 Indian troops were already there. Relations were soured further by this conflict</li> <li>• In 1987 the Indian army began exercises in the Rajasthan Desert to intimidate Pakistan. War was avoided only by General Zia flying to India to meet Prime Minister Rajeev Gandhi</li> <li>• India objected to Pakistan receiving significant sums in aid from the USA in the 1980s. There was long-standing rivalry between Pakistan and India, and this aid meant Pakistan's armed forces were strengthened.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b)</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)</li> </ul>



Question Number	Indicative content	
<p><b>6(d)</b></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><b>Indicative content</b></p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Relations were initially poor, as the USA took several years to send an ambassador to Pakistan and seemed reluctant to form an alliance</li> <li>• In 1965 the USA joined with the UK in establishing an arms embargo. This was very damaging to Pakistan as it relied on the USA for most of its military supplies. So, relations were poor</li> <li>• Relations were poor from 1977 when Zia came to power because the USA did not approve of military regimes. In 1979 the US embassy was burned down and all aid programmes were cancelled</li> <li>• Relations deteriorated as a result of Pakistan’s nuclear programme. President Bush blocked aid to the country and refused to sell F-16 jets to Pakistan. The USA declared Pakistan as a state sponsor of terrorism and placed economic sanctions on it.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• Relations were good from 1950 after Liaquat Ali Khan visited the USA and Pakistan joined SEATO and CENTO</li> <li>• Ayub allowed the USA to build air bases in Pakistan and remained loyal to the USA during the U2 crisis. This meant relations were good</li> <li>• As a result of the Soviet invasion of Afghanistan relations between Pakistan and the USA improved as the USA gave Pakistan huge loans and grants to build up its armed forces to oppose the Soviet Union</li> <li>• Relations were good under President Clinton. He provided \$388 million in military equipment and his wife and daughter visited Pakistan in 1995.</li> </ul> <p><b>Look for a judgment/conclusion</b></p>	
<p><b>Level</b></p>	<p><b>Mark</b></p>	<p><b>Descriptor</b></p>
	<p>0</p>	<p>No rewardable material</p>
<p><b>Level 1</b></p>	<p>1-4</p>	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>

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

