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## Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE  
In Pakistan Studies (4PA1)  
Paper 01 History and Culture of Pakistan

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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: center;">AO1a (1 mark)</p> <p>A: Liaquat Ali Khan was assassinated.</p> <p>None of the other events happened in this year.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>1(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>• League won 87% of Muslim vote (1)</li> <li>• It won 446 of 495 Muslim seats (1)</li> <li>• League took control in Bengal and Sindh (1) and largest party in Punjab (1)</li> <li>• Now shown to be so important it could not be ignored (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>• The Simon Commission (1927-30) failed and Britain wanted to discuss its recommendations.</li> <li>• To consider the long-term future of the sub-continent.</li> <li>• Second conference called because the largest party, Congress, failed to attend the first conference.</li> <li>• Third conference called because of Gandhi's intransigence and less positive attitude of 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	
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><b>Indicative content</b></p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The One Unit policy was important because it was a step towards more efficient and effective government.</li> <li>• The unpopularity of the One Unit policy showed there was a need for a new constitution to be brought in.</li> <li>• The One Unit policy convinced many people in East Pakistan that those in West Pakistan were determined to hold on to power- sowing the seeds for the 1970/1 crisis.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The 1956 Constitution was an important event because it was the first constitution since partition and declared Pakistan was an Islamic Republic</li> <li>• In 1958 Iskander Mirza proclaimed martial law with himself as President. This was the first period of military rule in Pakistan. A serious problem was that lack of stability had meant the army was forced to step in to impose martial law. Democracy had failed.</li> <li>• In 1962 a new constitution was introduced which set up a presidential form of government. The President nominated the Cabinet, heads of the judiciary and provincial governors</li> <li>• In 1969 Yahya Khan took over and Pakistan's second period of martial law began. He annulled the 1962 constitution and moved Pakistan towards a system of 'one man, one vote'.</li> <li>• The 1970 election was important because it highlighted and intensified the division between East and West. The victory of the Awami League ultimately led to the division of the country.</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> <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> </ul>

		<ul style="list-style-type: none"> <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>
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Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p>B Emperor Aurangzeb died.</p> <p>None of the other events happened in this year.</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>• Arcot (1)</li> <li>• Plassey (1)</li> <li>• Buxar (1)</li> <li>• Wandiwash (1)</li> <li>• Pondicherry (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>• To exploit the wealth of India</li> <li>• Initially to win a foothold in the East Indies spice trade</li> </ul>



		<ul style="list-style-type: none"> <li>• Because private trading companies were the way the British established foreign trade. They had superior military equipment, such as siege engines and the Mongol bow.</li> <li>• To make money</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>2(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>• Sheikh Ahmad Sirhindi trained groups of disciples and sent them to all the Muslim countries and to the various cities of India to promote his ideas on the spirit of Islam</li> <li>• He wrote letters to the great men of the Muslim world which were given wide publicity. In them he discussed problems connected with Islam and its revival.</li> <li>• He brought numerous noblemen and courtiers round to his way of thinking and tried to change the attitude of the Emperor and his Court.</li> <li>• His concept of <i>wahdat ash-shuhūd</i> helped revitalize the Naqshbandīyah order, which retained its influence among Muslims in India and central Asia for several centuries after his death.</li> <li>• He was largely responsible for the reassertion and revival of orthodox Sunnite Islam as a reaction against the new religion which Akbar tried to introduce.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• Islam spread because it had the support of powerful dynasties such as were soon established and subsequent empires such as the Umayyads, Abbasids, Delhi, Deccan and Bengal sultanates and the Mughal emperors. The love of learning amongst Muslims meant they created centres of cultural and scientific excellence which help spread Islam.</li> <li>• Arab merchants and traders spread Islam wherever they went.</li> <li>• The Mughal emperors pushed Islam either as religion the ‘desired’ people to follow, or as in Aurangzeb’s case, by taxing non-Muslims.</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> <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> </ul>

		<ul style="list-style-type: none"> <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>
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Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p>C The Mohammedan Anglo-Oriental College was set up.</p> <p>None of the other events happened in this year.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>3(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>• Rani Laxmi Bai. (1)</li> <li>• Nana Sahib. (1)</li> <li>• Tantia Tope. (1)</li> <li>• Maulvi Ahmadullah (1)</li> <li>• Accept Bahadur Shah (1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question Number	Indicative content
<b>3(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>• Syed Ahmad Barelvi was concerned that the pure nature of Islam had been corrupted by incorrect practices and he wanted to correct that.</li> </ul>

		<ul style="list-style-type: none"> <li>• He believed that Muslims should be ruled by Muslims and so there was a need for armed struggle against the foreign and non-Muslim forces oppressing Muslims.</li> <li>• He was a man of action with a military background, so setting up a Jihad movement came naturally to him.</li> <li>• The Sikhs were dominant in the Punjab and prevented Muslims from carrying out their religious practices. Only military force could overcome this.</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
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><b>Indicative content</b></p> <p>Relevant Points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Pitt's India Act of 1784 set up a board of control in Britain through which the British government could fully control the EIC's civil, military and revenue affairs in India.</li> <li>• There was no such thing as a united India and the British were able to win victories against different groups, such as the Marathas and Sikhs without the various Indian groups coming to each other's aid.</li> <li>• The British were able to make treaties with a number of local chiefs, such as the Nawab of Oudh, who were happy to sign treaties with Britain in return for having their position secured.</li> <li>• The policy of 'divide and rule' followed by the British cleverly exploited local and historical rivalries, so that opposition to their rule did not become organised and powerful.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• British control of the sub-continent came primarily because of their military strength. Their technological superiority meant they had better and more advanced weapons. Their experience in battle meant they also had better military tactics.</li> <li>• The British administrative system in India meant that they exercised a great deal of control over the country and were able to extract a great deal of wealth which further reinforced their ability to source high quality weaponry.</li> <li>• The Doctrine of Lapse exemplified how the British were prepared to adopt unpopular policies if it served their purpose. It was an example of their single-mindedness.</li> <li>• The British had a number of self-driven individuals, such as Robert Clive, who were motivated by the desire to make their personal fortune which helped them ensure Britain remained in control.</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> <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> </ul>

		<ul style="list-style-type: none"> <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>
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Question Number	Answer	Mark
<b>4(a)</b>	<p>AO1a (1 mark)</p> <p>B The Delhi Proposals were published.</p> <p>None of the other events happened in this year.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>4(b)</b>	<p>AO1a (2 marks)</p> <p>Award 1 mark for each correct point.</p> <ul style="list-style-type: none"> <li>• Shaukat Ali (1)</li> <li>• Maulana Mohammad Ali Jauhar (1)</li> <li>• Hakim Ajmal Khan (1)</li> <li>• Abul Kalam Azad (1)</li> <li>• Gandhi (1)</li> </ul> <p>Accept any valid response.</p>	<b>(2)</b>

Question Number	Indicative content
<b>4(c)</b>	<p>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>• The British Government set up the committee to inquire into the events in Jallianwala Bagh. There were influential people in Britain who wanted to know what had happened.</li> </ul>



	<ul style="list-style-type: none"> <li>• There was such uproar in the region as a result of what happened that the British had to be seen to be taking action.</li> <li>• Many people in the Indian sub-continent believed that the purpose of the Committee was to calm things down in the region and possibly whitewash Dyer.</li> <li>• This was a period when there was widespread protest in India and the British were trying to calm the situation.</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
4(d)	<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>• Improved relations between Hindus and Muslims made opposition to the British more unified. For example both Congress and the League held their annual conference in Bombay in 1915.</li> <li>• In 1916 they both held their conferences in Lucknow and drew up the Lucknow Pact. The Pact was the first time that Hindus and Muslims had made joint demands to the British for political reform.</li> <li>• It was the first time that the Hindus accepted that the future government of India might involve a degree of power-sharing or partition.</li> <li>• The Pact's eventual failure and disintegration showed that from now on politics in the subcontinent would be along communal lines.</li> </ul> <p>Relevant Points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The partition of Bengal was a highly significant moment as it showed that the British were prepared to take measures to help Muslims, even if it offended the Hindus.</li> <li>• The reversal of the partition showed Muslims that the British could not be trusted if their own commercial or political interests were threatened.</li> <li>• The Morley-Minto reforms increased the number of Indians sitting on Councils and showed acceptance of separate electorates for Muslims.</li> <li>• The Montagu-Chelmsford reforms confirmed the system of separate electorates and reserved 32 seats in the Legislative Council for Muslims.</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> <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> </ul>

		<ul style="list-style-type: none"> <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>
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Question Number	Answer	Mark
<b>5(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p>A Asif Ali Zardari became President.</p> <p>None of the other events happened in this year.</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>• Crime (1)</li> <li>• Terrorism (1)</li> <li>• Kidnappings (1)</li> <li>• Political opposition to measures to counter problems (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>• Instability of Sharif's position due to rise in fuel prices and state of emergency.</li> </ul>

		<ul style="list-style-type: none"> <li>• Widespread international criticism because of nuclear testing, leading to economic sanctions.</li> <li>• Unwise attempts to take full control through introducing Fifth Amendment and forcing army chief of staff to resign.</li> <li>• The takeover of Karachi airport by the army which allowed Musharraf to return from visit to Sri Lanka. He announced army takeover.</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>5(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>• Bhutto’s reforms were important because they led to limitations on the power of the army, which had dominated politics since Mirza.</li> <li>• Bhutto’s industrial reforms helped raise productivity and the living and working standards of industrial workers. They also brought inflation down to 6% which was important because it led to widespread reforms within the country based on a policy of nationalisation and greater government control.</li> <li>• Pakistan had very poor health facilities and one of the highest infant mortality rates in the world. Bhutto improved this by setting up Rural Health Centres and Basic Health Units.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• Zia’s policy of Islamisation was important because it won him support from conservatives in Pakistan and also from the West who saw his government as pro-Islamic fighting the pagan Soviet Union.</li> <li>• Cyclone Bhola in November 1970 cyclone killed from 300,000 to 500,000 people (the world’s most deadly storm) and caused \$86.4 million worth of damage.</li> <li>• The 1973 Constitution was an important step in restoring democracy after a period of martial law. In theory it guaranteed a large number of human rights for citizens, such as freedom of speech, assembly and movement and freedom from unlawful arrest.</li> <li>• The most important event in this period was the constitutional crisis arising from the 1970 elections and the unrest in East Pakistan.</li> </ul> <p><b>Look for a judgment/conclusion</b></p>	
<p>Level</p>	<p>Mark</p>	<p>Descriptor</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> <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>
<p><b>Level 2</b></p>	<p>5-8</p>	<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>
<p><b>Level 3</b></p>	<p>9-12</p>	<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>
<p><b>Level 4</b></p>	<p>13-16</p>	<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> </ul>

	<ul style="list-style-type: none"> <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>
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Question Number	Answer	Mark
<b>6(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p>D President Bhutto visited the Soviet Union.</p> <p>None of the other events happened in this year.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>6(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>• Supported Pakistan's policy towards Afghan war v Soviet Union (1)</li> <li>• Gave £30m aid to help Pakistan cope with Afghan refugees (1).</li> <li>• Later gave £16 million to help Baluchistan and NWFP. (1)</li> <li>• Supported Pakistan return to Commonwealth in 1989 (1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question Number	Indicative content
<b>6(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>• Afghanistan objected to the division of land in 1947. They had claims on land in the northwest and wanted to form Pakhtoonistan.</li> </ul>



		<ul style="list-style-type: none"> <li>• Afghanistan was the only state to vote against Pakistan's admission to UN in 1947 and this offended Pakistan.</li> <li>• In 1955 the Afghans attacked the Pakistan embassy in Kabul and Pakistan closed its border and broke off diplomatic relations.</li> <li>• In 1956 Iskander Mirza visited Afghanistan hoping to improve relations, but the Afghans were not interested and in 1964 refused to join the RCD (Regional Cooperation for Development) because Pakistan was a member.</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>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>• The visit was important because tensions were high and there was a chance of war.</li> <li>• The visit showed that despite years of mistrust, peace could be achieved if there was sufficient will amongst the leaders.</li> <li>• The visit won significant popular support for Zia, who was seen as true statesman.</li> <li>• The visit was important because it was the occasion when Zia informed India that Pakistan now had a nuclear bomb.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The visit was not particularly important because its impact was only short-term. Tensions continued, particularly over Kashmir and both India and Pakistan continued to develop nuclear and conventional weapons.</li> <li>• 1965 and 1971 saw much more important events, as in these years the two countries went to war.</li> <li>• In 1981 there was serious tension over the Siachen Glacier. Both sides stationed troops in the area and 5000 troops have died in the area since 1981.</li> <li>• In April 1999 there was a serious incident at Kargil in which 4000-6000 Pakistani troops were killed. It played a significant part in the downfall of Nawaz Sharif.</li> </ul> <p style="text-align: center;"><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>

