



**Pearson**  
**Edexcel**

**Mark Scheme (Results)**

**Summer 2023**

**Pearson Edexcel International GCSE  
In Pakistan Studies (4PA1)  
Paper 1: 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><b>Identify the leader who called the Simla Conference in June 1945.</b></p> <p>D: Wavell</p> <p>He was the only one who was Viceroy 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><b>State two demands made in the Nehru Report of 1928.</b></p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Immediate Dominion status (1)</li> <li>• India to be a federation (1) with a two house parliament (1)</li> <li>• There should be reserved seats for minorities in parliament.(1)</li> <li>• All adult men and women should be allowed to vote (1)</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question Number	Indicative content
<b>1(c)</b>	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p><b>Explain why the Cripps Mission (1942) was unpopular with the people of the sub-continent.</b></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 Cripps Mission was unpopular because its membership did not contain locals, only British politicians.</li> <li>• It was unpopular with Muslims because it made proposals which did not include the establishment of Pakistan.</li> </ul>

		<ul style="list-style-type: none"> <li>It was unpopular with Hindus as they demanded immediate control of India's affairs, which was not given.</li> <li>The Hindu Mahasabha and the Liberals were against the right of states to secede.</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>1(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p><b>'The main reason for the formation of Pakistan in 1947 was the contribution of Jinnah.'</b></p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>the Fourteen Points</li> <li>Mountbatten.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div>

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**

Relevant Points which support the statement may include:

- Jinnah played a significant role in the formation of Pakistan by issuing his Fourteen Points in 1929.
- From 1939 Jinnah was the undisputed leader of the Muslim community and represented them in talks with the British and Hindus.
- From 1940 Jinnah gave his support to the concept of Pakistan and lead League to success in elections in 1945 based on the carrying out of partition.
- Jinnah's contribution gave Mountbatten confidence that if partition occurred, there would be a competent leader of Pakistan.

Relevant Points to counter the argument may include:

- Partition came about because of irreconcilable differences between the Hindus and Muslims. For over 20 years they had failed to establish a common position against the British.
- Partition came about as a result of the divide and rule policy of the British which had strengthened the mistrust between the two communities so that a common agreement could not be reached.
- Pakistan came about because the Labour Government in post-war Britain favoured a stepping back from previous pro-colonial policies.
- Pakistan came about because attempts by the British to reach consensus in the Simla Conference, Cabinet Mission and 3 June Plan failed, convincing Mountbatten there was only one solution.

**Look for a judgment/conclusion**

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> </ul>

		<ul style="list-style-type: none"> <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>
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Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p><b>Identify the century in which Sahl al-Tustari lived.</b></p> <p>B      9<sup>th</sup> century.</p> <p>He was not alive in the other centuries.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;">AO1a (2 marks)</p> <p><b>State <i>two</i> ways in which the writings of Abdul Hamid al Ghazali were important in the spread of Islam.</b></p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• His <i>The Incoherence of the Philosophers</i> played a significant role in promoting the idea that events are the will of God. (1)</li> <li>• <i>The Revival of Religious Sciences</i> brought together the orthodox Sunni theology and Sufi mysticism in a comprehensive guide to every aspect of Muslim life and death (1)</li> <li>• Al-Ghazali played a major part in spreading Sufism and Sharia. He was the first to consolidate the ideas of Sufism into Sharia laws and the first to give a formal depiction of Sufism in his works.</li> <li>• His writing laid the path of Islamic Education from the 12th to the 19th centuries. Al-Ghazali's works</li> </ul>	



	<p>were heavily relied upon by Islamic mathematicians.</p> <p>Accept any other appropriate response.</p>	(2)
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Question Number	Indicative content	
<b>2(c)</b>	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p><b>Explain why the British passed the 1784 India Act.</b></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 were concerned about the exploitative nature of EIC government and the criticisms of the treatment of Bengal.</li> <li>• To give the British government ultimate control over the affairs of the EIC and its administration in India.</li> <li>• To establish a system of double government of India by the EIC and the British Government.</li> <li>• The 1773 Regulating Act had proved to have deficiencies and needed correcting.</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
2(d)	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p><b>'The greatest achievement of the Mughal emperors up to 1658 was in creating magnificent buildings'</b></p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Taj Mahal</li> <li>• the mansabdari system.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <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>• Akbar began the great age of Mughal building with Agra Fort and five-storey mausoleum.</li> <li>• Shah Jehan built a large number of mosques, with perhaps the most famous being the Pearl Mosque.</li> <li>• The Taj Mahal was such a massive building that it took 20 000 workers more than 20 years to build</li> <li>• The city of Lahore became famous for its beauty as a result of the Mughal building, especially the Hiran Minar Tower, the Shish Mahal and the Badshahi Mosque (at the time the biggest in the world).</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The Mughals created, and ruled over, a huge empire which comprises most of modern day Pakistan and India.</li> <li>• The Mughals were also builders of beautiful gardens, often revolving around flowing water, as seen in the Shalimar Garden</li> <li>• The Mughals were patrons of the Arts and skilled painters, poets and writers received their patronage. They also were printers and collectors of books.</li> <li>• Akbar introduced a the mansabdari system of administration. It was so effective that it continued to be used for hundreds of years bringing, stability and prosperity.</li> </ul>

	<b>Look for a judgment/conclusion</b>	
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> </ul>

		<ul style="list-style-type: none"> <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>	<p style="text-align: center;">AO1a (1 mark)</p> <p><b>Identify the British general who took over Sindh in 1843.</b></p> <p>D      Napier</p> <p>Other names were not in power at the time.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;">AO1a (2 marks)</p> <p><b>State <i>two</i> ways in which the government of the sub-continent changed after the War of Independence.</b></p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• British rule tightened (1).</li> <li>• EIC abolished. (1)</li> <li>• Control now by Sec of State for India. (1)</li> <li>• Governor-General now Viceroy. (1)</li> <li>• Bahadur Shah sent into exile. End of Mughals. (1)</li> <li>• 1877 Queen Victoria named Empress.</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><b>Explain why there was a lack of unity in the Indian forces in the War of Independence.</b></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>• There was no real common leader. The Mughal Emperor was a symbol to just the Muslims.</li> <li>• There was no single cause to fight for; different people wanted different things.</li> <li>• Some areas were already tightly under British control and so were not able/willing to offer support.</li> <li>• It suited some Indian princes to support the British for personal gain e.g. the ruler of Kashmir.</li> </ul>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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>3(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p><b>'The most important religious thinker in Pakistan in the eighteenth and nineteenth centuries was Shah Wali Ullah.'</b> Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Quran.</li> <li>• Haji Shariat Ullah</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <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>• SWU believed in the importance of the Quran in Islam. He translated it into Persian which made it more accessible.</li> <li>• SWU's sons later translated the Quran into Urdu, making it even more accessible.</li> <li>• He helped reduced the divide between Sunnis and Shias by writing an account of the lives of the first four caliphs in a way which was acceptable to both.</li> <li>• He organised opposition to the Marathas and persuaded Ahmed Shah Abdali to intervene and defeated them at Panipat.</li> </ul> <p>Relevant Points to counter the argument may include:</p>

		<ul style="list-style-type: none"> <li>• Syed Ahmad Shaheed Barelvi raised troops and set up the Jihad movement against non-Muslim leaders.</li> <li>• SAB is considered by some historians to be the fore-runner of the Pakistan Movement uniting Muslims in defence of their religion and culture.</li> <li>• Haji Shariat Ullah set up the Faraizi Movement which brought about a spiritual revival at a time when Muslims were suffering oppression.</li> <li>• HSU's work also had a political and economic impact helping Muslims to stand up for their rights and perhaps sowing the seeds of the later Pakistan Movement.</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> <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>	<p style="text-align: center;">AO1a (1 mark)</p> <p><b>Identify the law passed in 1908 by the British to counter Hindu protest about the partition of Bengal.</b></p> <p>C The Press Act</p> <p>The other laws were all passed in later years.</p>	<b>(1)</b>



Question Number	Answer	Mark
<b>4(b)</b>	<p style="text-align: center;">AO1a (2 marks)</p> <p><b>State <i>two</i> ways in which the role of Indians in the central administration was restricted by the 1919 Montagu-Chelmsford Reforms (Government of India Act).</b></p> <p>Award 1 mark for each correct point.</p> <ul style="list-style-type: none"> <li>• The Council of Princes had no power and was just a talking shop.(1)</li> <li>• The British Viceroy had ultimate authority (1)</li> <li>• The Executive Committee had just three Indians on it (1)</li> <li>• Only 2% of Indians could vote in elections. (1)</li> </ul> <p>Accept any valid response.</p>	<b>(2)</b>

Question Number	Indicative content	
<b>4(c)</b>	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p><b>Explain why the partition of Bengal was reversed in 1911.</b></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 original partition had been an attempt to increase efficiency but Hindu opposition meant more repressive measures had to be taken to maintain order.</li> <li>• The Hindus were fiercely opposed to the partition and some radicals even attempted to assassinate Lord Minto.</li> <li>• The Hindus set up the Swadeshi Movement which harmed British trade in cloth.</li> <li>• There was less need to win the support of the Muslim community as the acceptance of the Simla Deputation had brought about very good relations.</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>4(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p><b>'The main reason for the failure of the Khilafat Movement was the outbreak of violence'</b> Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Chauri-Chaura (1922).</li> <li>• Kemal Attaturk</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Marking Instructions</b> 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. 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> Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The British were concerned that the Movement was a threat to law and order. So when there were outbreaks of violence this allowed the British to take harsh measures against the Movement.</li> <li>• The Chauri-Chaura incident led to policemen being killed, which disturbed many moderates.</li> <li>• The Chauri-Chaura incident and the fact that Gandhi's disobedience campaign had resulted in disturbances in many cities lead him to call off his support for the movement. Thus the support of the majority Hindu Movement was lost.</li> </ul>

	<p>Relevant Points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Movement lacked leadership as early leaders, such as the Ali brothers and later Gandhi were arrested and imprisoned by the British.</li> <li>• The Movement failed because some of its own supporters lost heart. For example, those Muslims who had been part of the Hijrat returned to their home disillusioned and too poor to contribute to the Movement.</li> <li>• The Movement failed because it was unrealistic. The Western powers had decided what was going to happen in Turkey and were not prepared to change their minds because of protests in India.</li> <li>• The Movement failed because there was no real unity in their aims. The Hindu aim was self-rule which was not something the Muslims supported.</li> <li>• The Movement failed because the Turks themselves were not prepared to protect the Caliph. Kemal Ataturk abolished the Caliphate and exiled the Caliph in 1924.</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> </ul>

		<ul style="list-style-type: none"> <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>5(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p><b>Identify the President of Pakistan during the war with India in 1971.</b></p> <p>C      Yahya Khan</p> <p>None of the others was president in 1971.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>5(b)</b>	<p style="text-align: center;">AO1a (2 marks)</p> <p><b>State <i>two</i> ways in which Pakistan showed its support for the War on Terror from 2001.</b></p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Hosted millions of Afghan refugees who fled the war in Afghanistan (1)</li> <li>• Allowed the U.S.A to airbases for Operation Enduring Freedom.(1)</li> <li>• President Musharraf gave a speech, condemning all acts of terrorism and pledging to combat Islamic extremism and lawlessness. (1)</li> <li>• The government arrested a number of leaders of jihad organisations and banned such groups.(1)</li> </ul>	
	Accept any other appropriate response.	<b>(2)</b>

Question Number	Indicative content
<b>5(c)</b>	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p><b>Explain why the government of Pakistan has promoted regional languages.</b></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>• Pakistan is a country made up from people who speak many different languages and it is important to celebrate individuality.</li> <li>• The government did not want to lose support by appearing to promote Urdu and neglect Pakistan’s linguistic past.</li> <li>• There is considerable literary excellence in the famous poets and writers in regional languages.</li> <li>• If Pakistan was to prosper it needed a well-educated population. This could not be achieved without promoting higher education in the native language of the students.</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>5(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p><b>'The most important domestic problem faced by Pakistan in the years 1988-99 was the need to improve the economy'</b> Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the role of the President</li> <li>• Sindh.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <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 four decades before the 1990s had seen an annual growth rate of 5%. In the 1990s it was only 1%. By 1999 almost one-third of Pakistan's population lived below the poverty line of \$1 a day.</li> <li>• The impact of the Pressler Amendment created severe economic problems in Pakistan.</li> </ul>

	<ul style="list-style-type: none"> <li>• In 1998 the Pakistan economy was close to collapse and Sharif had to introduce a state of emergency.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• Benazir Bhutto faced strong political opposition from the IJI and Nawaz Shariff and clashed with President Ghulam Ishaq Khan over appointments in the military and the judiciary and later with President Leghari.</li> <li>• Following violence in Sindh by Sindhi nationalists, the MQM ended its alliance with Bhutto's PPP, making her government weaker.</li> <li>• Nawaz Sharif faced problems with accusations of corruption in e.g. the Co-operative Scandal.</li> <li>• The Kalashnikov culture threatened law and order in Pakistan under Sharif.</li> <li>• Nawaz Sharif faced opposition from the army which , particularly after the failure in the Kargil Conflict. He was overthrown by General Musharraf.</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>6(a)</b>	<p style="text-align: center;">AO1a (1 mark)</p> <p><b>Identify the British Prime Minister who visited Pakistan in 1981.</b></p> <p>B      Margaret Thatcher</p> <p>None of the other leaders were in power in 1981.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>6(b)</b>	<p style="text-align: center;">AO1a (2 marks)</p> <p><b>State <i>two</i> international organisations which Pakistan joined between 1947 and 1955.</b></p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• United Nations (1)</li> <li>• SEATO (1).</li> <li>• Baghdad Pact/CENTO (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><b>Explain why the issue of Kashmir prevented good relations between Pakistan and India in the years 1947-65.</b></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>• In 1947 the ruler of Kashmir was a Hindu but the majority of his people were Muslim. He accepted help from India in return for acceding to India. Pakistan objected.</li> <li>• Pakistan objected to the division of Kashmir in 1948 and to the failure to carry out the agreed referendum.</li> </ul>

		<ul style="list-style-type: none"> <li>• Kashmir is strategically important as it has a border with China and India. This has made it difficult for the UN to bring about a resolution.</li> <li>• India has several times tried to integrate Indian occupied Kashmir into India and there have been further disputes, such as the 1965 war.</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>6(d)</b>	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p><b>'The most important event in Pakistan's relations with the USA in the years 1947-99 was the Soviet invasion of Afghanistan.'</b></p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• US fears of communism</li> <li>• Pakistan's nuclear programme.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <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 invasion led to an immediate change in relations. In 1979 relations were at rock bottom but the USA wanted Pakistan’s support to stop the spread of communism.</li> <li>• The invasion led to an influx of American aid. Almost \$8 billion aid was given to Pakistan. This was used to buy American weapons and made Pakistan a leading military force in the region.</li> <li>• The aid led to an economic miracle in Pakistan. Its growth rate in the early 1980s was 6.2%, the highest in the world. Such prosperity cemented good relations.</li> </ul> <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> <li>• The early 1950s were an important time because the saw Liaquat Ali Khan visit the USA and agreement which saw American aid pour into Pakistan.</li> <li>• Relations cooled in the 1960s when Ayub Khan visited China and the Soviet Union.</li> <li>• Under Zia relations were very poor as the USA did not approve of military regimes. In 1979 the US embassy in Islamabad was burned down.</li> <li>• Relationships were poor as a result of Pakistan’s nuclear programme. Following the Pressler Amendment, the USA withdrew aid.</li> <li>• Under President Clinton that was an improvement in relations and aid was restored. Hilary and Chelsea Clinton visited Pakistan.</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>

