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Mark Scheme (Results)

Summer 2024

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	<p style="text-align: center;">AO1a (1 mark)</p> <p>Identify the year in which the Cabinet Mission arrived in India.</p> <p>D. 1946</p> <p>The other dates are incorrect.</p>	(1)

Question Number	Answer	Mark
1(b)	<p style="text-align: center;">AO1a (2 marks)</p> <p>State two ways in which the Objectives Resolution of March 1949 set out the principles on which a new Pakistan constitution should be based.</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • The constitution should observe the principles of democracy, freedom, equality, tolerance and social justice as laid down by Islam. (1) • There should be religious freedom. (1) • The legal system should be independent of the government. (1) • Fundamental human rights should be guaranteed.(1) <p>Accept any other appropriate response.</p>	(2)

Question Number	Indicative content
1(c)	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>Explain why, by 1968, there was opposition to the government of Ayub Khan.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • The East Pakistanis resented the 1962 constitution and what they saw as government by West Pakistan.

		<ul style="list-style-type: none"> • There were suspicions of intimidation and vote-rigging in elections. • Few people were benefitting from industrial and agricultural reform as prices rose. • In 1968 Ayub's government introduced a series of repressive measures and widespread arrests.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)

Question Number	Indicative content
1(d)	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>'In the years 1927-35, the most important event in Pakistan's domestic history was Allama Iqbal's Allahabad Address.' 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"> • the work of Allama Iqbal • the Government of India Act (1935). <p>You must also use information of your own.</p> </div> <p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, provided after the indicative content.</p>

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:

- Allama Iqbal called for Muslims to work towards achieving an independent homeland.
- Allama Iqbal acted as an inspiration to Muslims, providing a clear cut objective.
- Allama Iqbal was an inspiration to other leaders. E.g. Chaudri Rehmat Ali's Pakistan ideas were based on the views expressed in the address.
- Allama Iqbal's Allabad Address was the first time a Muslim leader had suggested partition in keeping with the Two-Nation Theory.

Relevant Points to counter the argument may include:

- The 1935 Government of India Act was very important because it provided the basis for government of Pakistan after partition.
- The Simon Commission was important because it united all parties in India in opposition to it.
- Jinnah's Fourteen Points were important because they emphasised that the League and Congress could not work together.
- The Round Tables were important because they emphasised that Britain was not prepared to make the kind of concessions Congress and the League required.

Look for a judgment/conclusion

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3)

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

Question Number	Answer	Mark
2(a)	<p style="text-align: center;">AO1a (1 mark)</p> <p>Identify the year in which the Emperor Aurangzeb allowed the East India Company to set up a trading post in Calcutta.</p> <p>B 1690</p> <p>The other dates are incorrect.</p>	(1)

Question Number	Answer	Mark
2(b)	<p style="text-align: center;">AO1a (2 marks)</p> <p>State <i>two</i> areas conquered by Muhammad bin Qasim.</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Multan (1) • Fars (1) • Sindh (1) • Punjab (1) <p>Accept any other appropriate response.</p>	(2)

Question Number	Indicative content
2(c)	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>Explain why Mahmud of Ghazni was an important figure in the history of the region.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • He was important because he established an Islamic empire. He attacked Hindu temples and weakened Hinduism.

		<ul style="list-style-type: none"> • He was important because he seized so much wealth. He took jewels, gold, and silver worth more 3 billion dinars, in addition to hundreds of thousands of slaves. • He was a patron of the arts, attracting poets from all parts of Asia. • The administrative system that he established was used in Muslim India for several centuries.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)

Question Number	Indicative content
2(d)	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>'The main reason for the decline of the Mughal empire was that it was too large to govern efficiently.' 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"> • communications • the strength of the Marathas. <p>You must also use information of your own.</p> </div> <p>Marking Instructions 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>

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:

- The size of the empire made it difficult to administer. Decision had to be relayed over thousands of miles and took months to arrive.
- The huge empire required an expensive military force to control the large variety of peoples within it.
- The size of the empire led to expensive wars to consolidate its borders or prevent outside invasions e.g. against the Marathas.
- The size of the empire led to inefficient administration. The mansabdari system was not adequately supervised and tax revenue declined.

Relevant Points to counter the argument may include:

- The arrival of the British with their more advanced technology and weapons were important in the decline of the Mughals.
- The Mughals neglected their armies and did not adapt their fighting to modern techniques and weaponry.
- Some of the Mughal leaders devoted too much time to pleasure seeking and ignored the principles of Islam.
- Significant sums were spent on impressive buildings to show the importance of the empire, instead of being used to increase efficiency or improve the army.

Look for a judgment/conclusion

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3)

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

Question Number	Answer	Mark
3(a)	<p style="text-align: center;">AO1a (1 mark)</p> <p>Identify the year in which Syed Ahmad Barelvi was killed in the Battle of Bala kot.</p> <p>B 1831</p> <p>The other dates are incorrect.</p>	(1)

Question Number	Answer	Mark
3(b)	<p style="text-align: center;">AO1a (2 marks)</p> <p>State <i>two</i> aims of Sir Syed Ahmad Khan's Aligarh Movement.</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Improve relations with the British. (1) • Improve the social and economic position of the Muslims (1) • Encourage Muslims to accept western education. (1) • Make Muslims more politically aware. (1) <p>Accept any other appropriate response.</p>	(2)

Question Number	Indicative content
3(c)	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>Explain why the British introduced the Doctrine of Lapse.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • To encourage efficient government and prevent succession disputes. • To increase British political control. • To increase British revenue through acquiring land.

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

Question Number	Indicative content
3(d)	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>‘The most important consequence of the War of Independence (1857) was worsening conditions for the Muslim community.’ Discuss how far do 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"> education the abolition of the East India Company. <p>You must also use information of your own.</p> </div> <p>Marking Instructions</p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the Generic Level Descriptors, provided after the indicative content.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant Points which support the statement may include:</p>

	<ul style="list-style-type: none"> • The British carried out brutal reprisals against those involved in the war. Since the British believed the Muslims were to blame, they received the harshest punishments. • Opportunities in the armed forces for Muslims were restricted as recruitment came mostly from Sikhs, Pathans and Gurkhas. • Muslims refused to accept English education and suffered as the British withdrew funding from Muslim schools. • Hindus accepted British education and so took the small number of posts that were available for locals in the civil service- at the expense of Muslims. <p>Relevant Points to counter the argument may include:</p> <ul style="list-style-type: none"> • After the war, the East India Company was abolished and direct government of the sub-continent from London meant increased British control. • In the sub-continent government was by the Viceroy and, although 'loyal' princes were allowed to remain on their thrones, they were obliged to follow British policy. • The war marked the formal end of the Mughal empire. Bahadur Shah was exiled to Burma. • The subcontinent officially became part of the British empire with Queen Victoria appointed as Empress of India, replacing the Mughal monarchs. <p>Look for a judgment/conclusion</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument, and judgements are missing or not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5-8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with limited development and organisation of material. (AO2)

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

Question Number	Answer	Mark
4(a)	<p style="text-align: center;">AO1a (1 mark)</p> <p>Identify the year in which the Delhi Proposals were issued.</p> <p>D 1927</p> <p>The other dates are incorrect.</p>	(1)

Question Number	Answer	Mark
4(b)	<p style="text-align: center;">AO1a (2 marks)</p> <p>State <i>two</i> consequences of the Khilafat Movement.</p> <p>Award 1 mark for each correct point.</p> <ul style="list-style-type: none"> • A sense of nationalism was awakened in the sub-continent (1) • The Muslims realised they had to organise politically (1) • A wedge was driven between the Muslims and Hindus (1) • Some Muslims suffered economically, e.g. those involved in the Hijrat. (1) <p>Accept any valid response.</p>	(2)

Question Number	Indicative content
4(c)	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>Explain why Gandhi called off his campaign of non-co-operation with the British in 1922.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Gandhi believed in peace and saw that his campaign was being used by others for violence. • Gandhi was horrified by the murder of policemen at Chauri-Chauri in February 1922.

		<ul style="list-style-type: none"> • After the Moplah uprising in 1921 some Indian leaders criticised Gandhi's support of the Khilafat Movement as one of the causes of the violence seen during the uprising. Gandhi did not want to be associated with violence • The events of 1921/22 convinced Gandhi that India was not yet ready for a mass campaign of civil disobedience.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)

Question number	Indicative content
4(d)	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>'In the years 1905-17 the most important event in increasing tension between the British and the people of the sub-continent was the introduction of the Morley-Minto reforms.'</p> <p>Discuss how far do 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"> • British attempts to win support • the partition of Bengal (1905). <p>You must also use information of your own.</p> </div> <p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, provided after the indicative content.</p>

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.

Indicative content

Relevant points which support the statement may include:

- The British tried to win support by increasing local representation on the central and local councils.
- British reforms accepted a separate electorate for Muslims.
- The reforms increased opposition to the British as, in reality, they granted very little more influence to the locals.
- The reforms increased ill-feeling between Hindus and Muslims as the Hindus objected to the acceptance of separate elections and campaigned against them for many years.

Relevant Points which counter the statement may include:

- 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.
- The reversal of the partition showed Muslims that the British could not be trusted if their own commercial or political interests were threatened.
- The Lucknow Pact was the first time that Hindus and Muslims co-operated in making joint demands for political reform to the British.
- The Montagu-Chelmsford reforms confirmed the system of separate electorates and reserved 32 seats in the Legislative Council for Muslims.

Look for a judgment/conclusion

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3) • An unbalanced argument, and judgements are missing or not supported by evidence. (AO3)

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

Question Number	Answer	Mark
5(a)	<p style="text-align: center;">AO1a (1 mark)</p> <p>Identify the year in which Yahya Khan resigned as President.</p> <p>A 1971</p> <p>The other dates are incorrect.</p>	(1)

Question Number	Answer	Mark
5(b)	<p style="text-align: center;">AO1a (2 marks)</p> <p>State two changes brought about by the Eighth Amendment (2010).</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • NWFP was renamed Khyber Pakhtunkhwa.(1) • Suspending the constitution was to be considered as high treason. (1) • The state will provide free and compulsory education to all girls and boys up to age 16. (1) • The power to dissolve parliament was withdrawn from the President. (1) <p>Accept any other appropriate response.</p>	(2)

Question Number	Indicative content
5(c)	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>Explain why Nawaz Sharif faced opposition from President Ishaq Khan in 1993.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • There was a dispute over the appointment of the army chief of staff with Ishaq Khan not appointing Sharif's preferred candidate.

	<ul style="list-style-type: none"> • There was a dispute over the Eighth Amendment which Ishaq Khan tried to use to overthrow Sharif. • Sharif's policies were failing and there was opposition to him in the country because of increased violence and unrest in the country. • Sharif had lost personal status as a result of financial corruption such as the co-operative societies scandal.
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)

Question Number	Indicative content
5(d)	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>'The most important reason for the downfall of Zulfiqar Ali Bhutto was the failure of his economic policies.</p> <p>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"> • nationalisation • the 1977 election. <p>You must also use information of your own.</p> </div> <p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, provided after the indicative content.</p>

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:

- Bhutto’s industrialisation reforms failed because they lacked the skilled personnel to run the nationalised industries.
- Bhutto’s agricultural reforms were undermined by big landowners transferring ownership to family members.
- The measures to increase security of tenure failed because landowners opposed them and tenants lacked funds to fight legal cases.
- A world-wide recession undermined Bhutto’s reforms as there was a declining demand for goods throughout the world.

Relevant Points to counter the argument may include:

- One of the reasons for Bhutto’s overthrow was the decision by nine opposition parties to unite in the Pakistan National Alliance to overthrow him
- Bhutto also caused resentment by interfering in the vote in the 1977 election where the PPP allegedly won a landslide victory.
- Bhutto was also highly unpopular because of the way he used the Federal Security Force to deal with opposition to his government.
- On 19 April Bhutto declared a state of emergency, putting Pakistan under martial law. In July, the army staged a coup.

Look for a judgment/conclusion

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is inaccurate with no analysis of issues. (AO3)

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

Question Number	Answer	Mark
6(a)	<p style="text-align: center;">AO1a (1 mark)</p> <p>Identify the year in which China and Pakistan signed a nuclear co-operation treaty.</p> <p>C 1986</p> <p>The other dates are incorrect.</p>	(1)

Question Number	Answer	Mark
6(b)	<p style="text-align: center;">AO1a (2 marks)</p> <p>State two events which damaged relations between Pakistan and Afghanistan in the years 1947-55.</p> <p>Award 1 mark for each correct point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • The dispute over the border with the NWFP in 1947. (1) • Afghanistan voted against Pakistan being allowed into the UN in 1947.(1) • Pakistan demanded the establishment of Pakhtoonistan in 1947. (1) • In March 1955 Afghans ransacked the Pakistan embassy in Kabul. (1) <p>Accept any other appropriate response.</p>	(2)

Question Number	Indicative content
6(c)	<p style="text-align: center;">AO1b (3 marks)/AO2 (3 marks)</p> <p>Explain why the Soviet invasion of Afghanistan (1979) had an impact on relations between Pakistan and Britain.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Before the Soviet Union invaded Afghanistan, relations between the two countries were very poor and Pakistan had left the Commonwealth. The invasion provided the opportunity to restore relations.

		<ul style="list-style-type: none"> • Britain was an ally of the USA which gave substantial economic aid to Pakistan. This encouraged the British to behave in a similar way. • Mrs Thatcher was the first Western leader to visit Pakistan after the Soviet invasion. • Britain gave Pakistan nearly £50m in aid to help Afghan refugees. And increased trade between the two countries.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, which may be partially accurate or relevant. (AO1b) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1b) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1b) • Demonstrates sustained links to the conceptual focus of the question, which are fully developed. (AO2)

Question Number	Indicative content
6(d)	<p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>'The most important event in Pakistan's relations with India in the years 1947-71 was the signing of the Indus Water Treaty in 1960'</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"> • the division of assets • Kashmir. <p>You must also use information of your own.</p> </div> <p>Marking Instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the Generic Level Descriptors, provided after the indicative content.</p>

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:

- The division of the assets of the old India between Pakistan and India was important because it proved to be controversial and difficult to resolve.
- The Indus Water Treaty improved relations because it secured use of the Indus, Chenab and Jhelum rivers which are the lifelines. of Pakistan.
- The treaty improved relations because it provided for the funding and building of dams, link canals, barrages, and tube well, which helped provide water to Pakistan in the amounts that it had previously received.
- Numerous disputes were peacefully settled over the years through the Permanent Indus Commission which was set up by the UN as part of the treaty.
- The treaty has been successful in solving the issue of water. Since 1960 India and Pakistan have peacefully shared the water of the Indus and its tributaries.

Relevant Points to counter the argument may include:

- Kashmir was a very important issue affecting relations between the two countries. Throughout the period disagreements over who should control Kashmir have soured relations.
- 1965 and 1971 were important as in both of those years the two countries went to war.
- The issue of East Pakistan also affected relations between the two countries. Pakistan was offended by the support India gave to East Pakistan in 1971.

Look for a judgment/conclusion

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation of material. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)

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

		No access to Level 4 answers that do not go beyond aspects prompted by the stimulus points.
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