

MARK SCHEME for the October/November 2006 question paper

2059 PAKISTAN STUDIES

2059/01 Paper 1 (History and Culture of Pakistan),
maximum raw mark 75

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	2059	01

Using the Mark Scheme

- The examples of responses given in the mark scheme are not intended to be definitive. They are merely given as an example of the type of response which may be given by candidates.
- Marking should be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- Be consistent in your marking from script to script and most importantly from batch to batch.
- Indicate that you have read all the answer and each page.
- If a candidate reaches a level then s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.

1 (a) (i) Where did Aurangzeb fight a long series of wars against the Marathas?

Deccan peninsula [1]

(ii) Who succeeded Aurangzeb in 1712 at the age of 63?

Bahadur Shah I/Muazzum [1]

(iii) When did Queen Elizabeth I grant the charter to the East India Company?

1600 [1]

(iv) In which town did the Indian troops rise up against the British in 1857?

Meerut [1]

(b) Why was Britain so successful in expanding its control of the sub-continent between 1750 and 1850?

LEVEL 1: Simplistic statement, for example: They were better fighters. [1]

LEVEL 2: Identifies reasons, for example: They captured rich lands and had a better army. [2-4]

LEVEL 3: Explains reasons, for example: The battles of Plassey and Buxar gave the British the vast riches of Bengal and favourable trading rights with the local nawabs. This provided massive new resources which the British could use to consolidate control. The British also introduced governors-general into the provinces who administered them on British lines and provided yet more control. The British army using its vast local resources and superior weapons and skills was increasingly taking control of more land. [5-7]

Page 3	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	2059	01

(c) Was the work of Shah Wali Ullah the most important factor in the revival of Islam in the sub-continent during the seventeenth and eighteenth centuries? Give reasons for your answer.

LEVEL 1: Simplistic statement, for example: SWU was a great scholar. [1-2]

LEVEL 2: Description of SWU or other factors, for example: SWU taught at the Madrassa in Delhi, spent some time in Medina and wrote a number of books. SA was a follower of Shah Abdul Aziz and founded the Jihad Movement. He attacked Sikh forces capturing Peshawar. HSU established the Faraizi Movement. [3-6]

LEVEL 3: Explains 1 factor. [7-10]

LEVEL 4: Explains 2 or more factors (SWU to be included for max marks), for example: SWU felt that the Muslims faced many problems because of their ignorance about Islam and the Holy Quran. He encouraged them to concentrate on Quranic teachings and helped them by translating the Holy Quran into Persian which was the main language of the Muslims at that time. His books were designed to spread the principles of Islam amongst the Muslims.

SASB spread Islam through the Jihad Movement, which was to become an armed struggle to liberate the Punjab and the NWF from Sikh rule largely because Muslims were banned from prayer and had to undergo many humiliations, which made it difficult to practise their religion. HSU spread Islam through the Faraizi Movement which insisted that Muslims should perform their faraiz (religious obligations). This alarmed the Hindu landlords who were unhappy with the Muslim practices. A huge group of followers grew which were called 'Faraizis'. [9-13]

LEVEL 5: As Level 4 – also produces a judgement or evaluation. [14]

2 (a) (i) With whom did Sir Syed Ahmed Khan discuss the 'Two Nation Theory' in 1867?

Governor of Benares [1]

(ii) Who succeeded Lord Minto as Viceroy of India in 1910?

Lord Hardinge [1]

(iii) Who led the Congress party at the Lucknow Pact meeting in 1916?

Ambeka Charan [1]

(iv) How many people were killed at the Jallianwala Bagh massacre in 1919?

400 [1]

(b) Why was the Simla Delegation of 1906 an important turning point for the Muslims of the sub-continent?

LEVEL 1: Simplistic statement, for example: They got on better with the British. [1]

LEVEL 2: Identifies reasons, for example: It led to a separate electorate for Muslims and the formation of the Muslim League. [2-4]

LEVEL 3: Explains reasons, for example: The Muslim demands for separate representation, election by only Muslim voters and weightage in all elected bodies were accepted by the British. This resulted in a sudden upturn in Muslim-British relations and helped to remove the previous bad feelings between the 2 sides. It also paved the way for demands for a separate homeland with the granting of a separate electorate. It also guaranteed Muslims an independent role in the political process and as a result led to the formation of the All-Indian Muslim League later in the year. [5-7]

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	2059	01

(c) **Was the abolition of the institution of the caliphate in 1924 the main reason for the failure of the Khilafat Movement? Give reasons for your answer.**

- LEVEL 1: Simplistic statement, for example: It was not very good. [1-2]
- LEVEL 2: Description of the Movement/identifies factors, for example: Gandhi withdrew his support because of the Chaura Chari incident. [3-6]
- LEVEL 3: Explains at least one factor. [7-10]
- LEVEL 4: Explains at least two factors (abolition of caliphate to be included for maximum marks), for example: Gandhi decided that the Swaraj Movement was becoming too violent following the Chaura Chari incident and so called off his support. In 1920 the Muslim migration (hijrat) to Afghanistan took place. The Muslim League opposed this as they wanted them to stay and fight for their cause. The migration was a failure. The Afghan government was hostile to the migrants who on their return found their homes and jobs occupied, which dispirited the Muslims. Finally the new Turkish government under Kemal Ataturk abolished the institution of the Caliph in 1924 so ending the Movement as the Muslims no longer had a cause for which to fight. [9-13]
- LEVEL 5: As Level 4 – also produces a judgement or evaluation. [14]

3 (a) (i) **Which Muslim member of the committee responsible for the 1928 Nehru Report officially disagreed with its findings?**

Shoaib Qureshi [1]

(ii) **In which year was the Second Round Table Conference held?**

1931 [1]

(iii) **Who wrote the pamphlet 'Now or Never' in 1933?**

Chaudhri Rehmat Ali [1]

(iv) **What did Gandhi call the Cripps Plan in 1942?**

A post-dated cheque (on a failing bank) [1]

(b) **Why was the Government of India Act of 1935 so important to the future of the sub-continent?**

LEVEL 1: Simplistic statement, for example: It governed India. [1]

LEVEL 2: Identifies reasons, for example: More people could vote and there was some provincial autonomy. [2-4]

LEVEL 3: Explains reasons, for example: Some provincial autonomy was granted which meant that every provincial government was allowed to devise and carry out their own programmes and be responsible to their own legislature. This was the first time that this had been allowed and was seen as an important step forward. Ministers in the provinces could have control over all departments except when governors chose to intervene in cases of public order or to veto a bill they disliked. This was a drawback since it meant that the real power lay with the governors. However it did provide additional rights for the local population to vote – some 5 times the previous numbers at 35 million in total. Provisions for a federal government were also established at the centre for the first time which meant that princely states could decide to participate politically in affairs which concerned the sub-continent. However key decisions relating to external relations and defence were retained by the British which was a drawback. [5-7]

Page 5	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	2059	01

(c) 'The main reason why Congress rule (1937-1939) was so hated was because of the introduction of the Wardha Scheme.' Do you agree? Explain your answer.

- LEVEL 1: Simplistic statement, for example: The Hindus were cruel. [1-2]
- LEVEL 2: Description of Congress rule, for example: The Muslims had to sing Bande Matram and observe the Wardha Scheme. [3-6]
- LEVEL 3: Explains at least one factor. [7-10]
- LEVEL 4: Explains 2 or more factors (Wardha Scheme to be included for max marks), for example: Congress Rule was hated due to the atrocities committed against the Muslims. They were abused and killed by Hindus. Hindi was enforced as the official language and organised attacks were made on Muslim worshippers in mosques. Bande Matram, a song in which degrading remarks were used against Muslims, was adopted as the national anthem and had to be sung at the beginning of each day. The Wardha Scheme was imposed on Muslims. Under this scheme, students had to bow before Gandhi's picture each day. Muslims saw this as an attempt to convert them to Hinduism. [9-13]
- LEVEL 5: As Level 4: also produces a judgement or evaluation. [14]

4 (a) (i) What was 16 August 1946 known as?

Direct Action Day [1]

(ii) Who led the Unionist Party in the Punjab in 1947?

Khizar Hyat Tiwana [1]

(iii) Who went on an official visit to the USA in 1954 during which Ghulam Muhammad declared a state of emergency in his absence?

Muhammad Ali Bogra [1]

(iv) Who opposed Ayub Khan in the 1964 presidential election?

Fatima Jinnah [1]

(b) Why was Pakistan faced with a refugee problem in 1947?

LEVEL 1: Simplistic answer, for example: Refugees wanted to live in Pakistan. [1]

LEVEL 2: Identifies reasons, for example: Muslims were being massacred by the Hindus and Sikhs. [2-4]

LEVEL 3: Explains reasons, for example: During 1947, violence between Hindus and Muslims increased dramatically. Muslims fearful of being killed were forced to leave all their possessions and cross into Pakistan to seek shelter. The Boundary Award had made the problems worse between the two. Since Pakistan had become independent so Muslims were leaving India for their homeland, often with little or no possessions. It was argued that India deliberately made difficulties for the new Pakistani government by forcing Muslims across the border. Hindus and Sikhs, perhaps fearful of reprisals and a genuine desire to live in a Hindu nation, also contributed to the refugee problem by crossing from Pakistan to India. [5-7]

Page 6	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	2059	01

(c) **How successfully did India and Pakistan handle the Kashmir issue between 1947 and 1988? Explain your answer.**

LEVEL 1: Simplistic statement, for example: They have not [1-2]

LEVEL 2: Description of events between 1947 and 1988, for example: The Kashmir issue became a problem on partition because it had a Hindu ruler of a population which was mainly Muslim. [3-6]

LEVEL 3: Explains successes OR Explains failures. [7-10]

LEVEL 4: Explains successes and failures.

Successes: A cease-fire was arranged in January 1948 leaving Kashmir divided between India and Pakistan. From 1949 an official cease-fire line was agreed between India and Pakistan and was to be patrolled by UN troops. Pakistan kept up pressure on India by appealing to the UN whenever Indian moves tried to integrate Indian-occupied Kashmir into India. In 1957 the UN reconfirmed that Kashmir was a disputed territory and that a final solution should be settled by a UN supervised plebiscite. India promised to hold a plebiscite in Kashmir to determine its future.

Failures: War has broken out on at least 2 occasions between the 2 countries. Plebiscite still not been held. Continues to be a source of conflict between the two nations. [9-13]

LEVEL 5: As Level 4 – also produces a judgement or evaluation. [14]

5 (a) (i) **Who became President of Pakistan in 1970?**

Chaudhri Fazal Elahi [1]

(ii) **Who threatened to 'break the legs' of PPP members if they attended the inaugural session of the National Assembly in 1971?**

Zulfikar Ali Bhutto [1]

(iii) **Who were exempt from the Zakat tax in 1980?**

Shia Muslims [1]

(iv) **Who was Prime Minister of Pakistan from 1985 to 1988?**

Muhammad Khan Junejo [1]

(b) **Why did General Ayub Khan declare Martial Law in 1958?**

LEVEL 1: Simplistic answer, for example: The government was corrupt. [1]

LEVEL 2: Identifies reasons, for example: There were too many Prime Ministers between 1956 and 1958. The army wanted to take control. [2-4]

LEVEL 3: Explains reasons, for example: There were a number of Prime Ministers between 1956 and 1958 and it reached a stage when Ayub Khan achieved that status that he felt the army should take control until stability had been restored and questions answered. East Pakistan's politicians wanted more say in the running of the central government which increased tension. [5-7]

Page 7	Mark Scheme	Syllabus	Paper
	GCE O LEVEL - OCT/NOV 2006	2059	01

(c) **How successful was Pakistan's relationship with the USSR between 1947 and 1988? Explain your answer.**

LEVEL 1: Simplistic statement, for example: Relations between the two nations have been very poor. [1-2]

LEVEL 2: Description of attempts, for example: Outlines the relationship. [3-6]

LEVEL 3: Explains successes OR Explains failures. [7-10]

LEVEL 4: Explains both. [9-13]

Successes: Soviet oil exploration in Pakistan in 1961
 India accept Western arms in Indo-Chinese War 1962
 £11 million loan to Pakistan in 1963
 Ayub Khan visits USSR in 1965 – improves understanding
 Soviets hold Peace Conference between Pakistan and India 1966
 Soviet arms supplied to Pakistan from 1968
 Bhutto visits USSR in 1972
 USSR support for building a steel mill

Failures: Liaquat Khan visits USA rather than USSR in 1949
 Soviet pro-Indian stance on Kashmir
 Pakistan joins USA-sponsored military pacts in 1954 and 1955
 USSR gives economic and technical assistance to India
 Pakistan refuses USSR aid in 1956
 USA spy plane scandal 1960 – plane took off from Pakistan
 Pakistan involvement in USA-Chinese diplomatic ties in 1971 leads to greater pro-Indian support by USSR
 Pakistan support for Afghanistan in war with USSR in 1979
 USSR unhappy with Pakistan's nuclear programme

LEVEL 5: As Level 4 – also produces a judgement or evaluation. [14]