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PAKISTAN STUDIES

2059/01

Paper 1 History and Culture of Pakistan

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MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, 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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Generic levels of response marking grids**Table 1**

The table should be used to mark the part **(c)** question in **Section A** and part **(b)** questions in **Section B**.

Target: Demonstrates knowledge and understanding of the past through historical explanation (AO1, AO2)		Marks
Level 3	Explanation <ul style="list-style-type: none"> • one explanation [5] • two explanations or one <i>developed</i> explanation [6] • additional explanation(s) and/or <i>developed</i> explanation(s) [7] Supported by relevant and accurate contextual knowledge	5–7
Level 2	Identification/description Identifies and/or describes using relevant and accurate contextual knowledge (1 mark per identification/description)	2–4
Level 1	General answer Valid general comment lacking specific knowledge	1
Level 0	No creditable response	0

Table 2

The table should be used to mark the part (c) questions in **Section B**.

Target: Demonstrates knowledge and understanding of the past through historical explanation and an ability to analyse and evaluate historical events (AO1, AO2)		Marks
Level 5	Explanation with evaluation/judgement <ul style="list-style-type: none"> • explanation at the top of Level 4 with an evaluation/judgement supported by relevant and accurate contextual knowledge [13] • explanation at the top of Level 4 with a <i>developed</i> evaluation/judgement Supported by relevant and accurate contextual knowledge [14] 	13–14
Level 4	Explanation of both sides of the issue <ul style="list-style-type: none"> • one explanation of each side of the issue [10] • two explanations or one <i>developed</i> explanation of one side of the issue and an explanation of the other side of the issue [11] • additional explanation(s) and/or <i>developed</i> explanation(s) from either side of the issue [12] Supported by relevant and accurate contextual knowledge	10–12
Level 3	Explanation of one side of the issue <ul style="list-style-type: none"> • one explanation [7] • two explanations or one <i>developed</i> explanation [8] • additional explanation(s) and/or <i>developed</i> explanation(s) [9] Supported by relevant and accurate contextual knowledge	7–9
Level 2	Identification/description of the issue Identifies and/or describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description)	3–6
Level 1	General answer Valid general comment(s) lacking specific subject knowledge (1 mark per general comment)	1–2
Level 0	No creditable response	0

Section A

Question	Answer	Marks
1(a)	<p>According to Source A, which policies do some historians claim contributed to the increasing instability of the Mughal Empire by the time of Aurangzeb’s death?</p> <p>Target: AO4</p> <ul style="list-style-type: none"> • Aurangzeb introduced ‘restrictions on personal behaviour’ [1] • he banned ‘outdoor singing’ [1], ‘dancing’ [1] • he ‘made a declaration on the length of beards’ [1] • he ‘increased taxes’ [1] ‘to pay for many expensive wars’ [1] • he ‘used large amounts of money’ [1] ‘to pay for luxurious buildings’ [1] <p>One mark for each relevant statement correctly identified from the source.</p> <p>Note: candidates may paraphrase but content must be derived from the bullet point statements above.</p>	3
1(b)	<p>What can we learn from Source B about Mughal rule in India?</p> <p>Target: AO1, AO4</p> <p>Level 3 (4–5 marks) Supported valid inference(s)</p> <ul style="list-style-type: none"> • one valid inference supported by a surface feature from source B [4] • additional valid inference(s) supported by surface feature(s) from source B or one valid inference supported by a surface feature from source B and contextual knowledge [5] <p>Level 2 (2–3 marks) Unsupported valid inference(s)</p> <ul style="list-style-type: none"> • one unsupported valid inference [2] • additional unsupported valid inference(s) [3] <p>Level 1 (1 mark) Identifies a surface feature Any correct surface feature taken from source B [1]</p> <p>Level 0 (0 marks) No creditable response</p> <p>Note: an unsupported valid inference can only be credited if it can be inferred directly from the source.</p> <p>Note: In Levels 1–3 a response that does not refer to source B cannot be credited.</p> <p>Note: Only credit responses in Levels 2 and 3 that are relevant to the period of Mughal rule in India.</p> <p>Indicative content</p> <p>Surface feature</p> <ul style="list-style-type: none"> • there are soldiers and elephants in the painting • there are some people being carried by the elephants • there are soldiers on horseback 	5

Question	Answer	Marks
	<ul style="list-style-type: none"> • the soldiers are wearing armour • the soldiers have weapons • some people are bowing • some people are begging • the procession is passing a large building/mosque <p>Valid inference</p> <ul style="list-style-type: none"> • the Mughals had a strong army • the Emperor is being protected • the Mughals openly displayed their power/control/status • many people were in awe of the Emperor/loyal to him <p>Contextual knowledge</p> <ul style="list-style-type: none"> • Mughal rule was closely linked with Islam • the Mughal army was large and loyal to the Emperor • there were attempts to attack the Mughal Empire from people from within and outside it <p>Other relevant responses should also be credited.</p>	
1(c)	<p>Explain why the Hindu community objected to the Jizya tax.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • the charge was levied on able-bodied non-Muslim adult men • only non-Muslim men who chose to join the Mughal army were exempted from the charge • it created an incentive amongst non-Muslims to convert to Islam to avoid the charge • the jizya charge was sometimes more than the zakat charge paid by Muslim men • some of the charge was used for the Deccan Wars • some of the charge was used to support Islamic religious activities • some of the charge was used for funding the royal court <p>Other relevant responses should also be credited.</p>	7
1(d)	<p>‘The Marathan rebellions were the main reason for the decline of the Mughal Empire after the death of Aurangzeb.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Level 5 (10 marks) Explains with evaluation/judgement Explanation at the top of Level 4 with an evaluation/judgement supported by relevant and accurate contextual knowledge</p>	10

Question	Answer	Marks
	<p>Level 4 (7–9 marks) Explanation of both sides of the issue</p> <ul style="list-style-type: none"> • one explanation of each side of the issue [7] • two explanations or one <i>developed</i> explanation of one-side of the issue and an explanation of the other side of the issue [8] • additional explanation(s) and/or <i>developed</i> explanation(s) from either side of the issue [9] <p>Supported by relevant and accurate contextual knowledge</p> <p>Level 3 (4–6 marks) Explanation of one-side of the issue</p> <ul style="list-style-type: none"> • one explanation [4] • two explanations or one <i>developed</i> explanation [5] • additional explanation(s) and/or <i>developed</i> explanation(s) [6] <p>Supported by relevant and accurate contextual knowledge</p> <p>Level 2 (2–3 marks) Identification/description of the issue Identifies and/or describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description)</p> <p>Level 1 (1 mark) General answer Valid general comment lacking specific subject knowledge</p> <p>Level 0 (0 marks) No creditable response</p> <p>Indicative content</p> <p>May agree that the Marathan rebellions were the main reason for the decline of the Mughal Empire after the death of Aurangzeb:</p> <ul style="list-style-type: none"> • the Marathans were guerrilla fighters • they defeated a Mughal army in 1737 • they occupied Delhi in 1760 <p>counterarguments may include:</p> <ul style="list-style-type: none"> • the Empire was very large (making it difficult to manage) • the Persian and Afghan armies invaded • there was no line of succession • the British had a powerful army <p>Other relevant responses should also be credited.</p>	
2(a)	<p>Describe what happened at the battle of Buxar.</p> <p>Target: AO1 One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • in 1764 [1] British forces/Hector Munro [1] fought the Indian army at Buxar/Baksar [1] • the Nawab of Bengal/Mir Qasim [1] Shah Alam II [1] Nawab of Oudh [1] were on the Indian side • there were (1000) British casualties [1] and (6000) Indian casualties [1] • the battle confirmed British authority over Bengal 	4

Question	Answer	Marks
	<ul style="list-style-type: none"> • the war was ended by the Treaty of Allahabad [1] in 1768 [1] • the East India Company took control of Bengal/Bihar/Oudh/Orissa (1) • Robert Clive was reappointed as Governor of Bengal <p>Other relevant responses should also be credited.</p>	
2(b)	<p>Explain why Sir Syed Ahmad Khan wanted to improve relations between the Muslim community and the British after the War of Independence.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Sir Syed Ahmad Khan foresaw the potential power of the Hindu community in India • he believed that the Muslim community was not responsible for the War • he wanted to prevent any future suffering of the Muslim community • he wanted to improve the social and economic conditions of the Muslim community/the Muslim community to prosper • he wanted the Muslim community to have improved educational opportunities <p>Other relevant responses should also be credited.</p>	7
2(c)	<p>‘The imprisonment of its leaders was the main reason for the Khilafat Movement ending.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content</p> <p>May agree that the imprisonment of its leaders was the main reason for the Khilafat Movement ending:</p> <ul style="list-style-type: none"> • Mohammed Ali and Shaukat Ali-Maulana Azad were the leaders • the Ali brothers and other leaders were imprisoned in 1921 • the Khilafat Movement lost direction as a result of their imprisonment <p>counterarguments may include:</p> <ul style="list-style-type: none"> • Muslim groups migrated to Afghanistan in 1920 • the Moplah uprising took place in 1921 • Gandhi withdrew his support in 1922 • Kemal Ataturk abolished the Caliph in 1924 • the strength of the British response to events • Muhammad Ali Jinnah did not actively support the Movement <p>Other relevant responses should also be credited.</p>	14

Question	Answer	Marks
3(a)	<p>Describe the events that took place at Jallianwalla Bagh in 1919.</p> <p>Target: AO1 One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • a peaceful demonstration [1] was being held by Indian people [1] • Jallianwalla Bagh/the park [1] was reached by a narrow entrance with high walls [1] • British troops fired on a crowd [1] of (20000) Indian people [1] • General Dyer commanded the British troops • many (400) people were killed [1] and many (1200) people wounded [1] • the crowd panicked [1] and tried to escape out of the park [1] through the narrow entrances [1] leading to a crush [1] <p>Other relevant responses should also be credited.</p>	4
3(b)	<p>Explain why the Congress Party opposed the Morley-Minto reforms of 1909.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • the British would not give more political responsibility to India • Congress opposed the principle of separate electorates • self-rule was not given or promised • Congress raised objection to Muslim representation in the Councils <p>Other relevant responses should also be credited.</p>	7
3(c)	<p>‘By 1948 Pakistan had solved the challenges created by Partition.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content</p> <p>May agree that by 1948 Pakistan had solved the challenges created by Partition:</p> <ul style="list-style-type: none"> • refugees were accommodated • Quaid-e-Azam toured the provinces to promote unity • in July 1948, the new State Bank of Pakistan was set up • in 1948 the new Pakistan Civil Service was founded • Canal Water dispute was partially solved in 1948 <p>Counterarguments may include:</p> <ul style="list-style-type: none"> • the Princely States of Hyderabad and Junagadh took longer to choose between India and Pakistan • the Kashmir issue remained • British officers were still running the armed forces 	14

Question	Answer	Marks
	<ul style="list-style-type: none"> • East and West Pakistan remained physically distanced • the Canal Water dispute was ongoing <p>Other relevant responses should also be credited.</p>	
4(a)	<p>Describe the Quit India Resolution.</p> <p>Target: AO1 One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • the decision by Congress [1] that Gandhi should lead a non-violent mass movement [1] demanding the immediate withdrawal of the British from India [1] was passed as the Quit India Resolution in 1942 [1] • Gandhi argued if Britain left India, Japan would no longer be a threat • that night Gandhi and other Congress members were arrested [1] and Congress was banned [1] • there were riots [1] and a loss of British control in some areas, [1] after violent crackdowns on rioters by the British restored power [1] • the Muslim League opposed the campaign [1] but sheltered activists [1] and gave financial support [1] • it gave momentum to independence <p>Other relevant responses should also be credited.</p>	4
4(b)	<p>Explain why martial law was implemented in 1958.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • There were multiple Prime Ministers from 1956 to 1958 which had caused uncertainty • the country lost confidence in its leaders • many of the politicians at the time were inexperienced • the army wanted to stabilise the country • to manage the aftermath of the floods and famine in East Pakistan <p>Other relevant responses should also be credited.</p>	7

Question	Answer	Marks
4(c)	<p>To what extent has Pakistan been an effective member of world organisations since 1947? Explain your answer.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content May agree that Pakistan has been an effective member of world organisations since 1947:</p> <ul style="list-style-type: none"> • joined the United Nations (UN) in 1947 becoming a large contributor of troops to the UN peacekeeping forces • joined SEATO in 1954 showing solidarity with a USA sponsored defence agreement for Southeast Asia against the USSR • joined CENTO in 1955 becoming a key member looking towards allying with western democracies against the USSR in the Middle East 	14
	<ul style="list-style-type: none"> • joined the OIC in 1969 to show solidarity and co-operation with other member states from Muslim countries • re-joined the Commonwealth community in 1989 <p>Counterarguments may include:</p> <ul style="list-style-type: none"> • left the Commonwealth in 1971 when British recognised Bangladesh • left SEATO in 1972 as it was not providing Pakistan with adequate support • left CENTO in 1979 because Pakistan felt that CENTO was no longer meeting its security requirements • the Kashmir issue <p>Other relevant responses should also be credited.</p>	
5(a)	<p>Describe the ‘cricket diplomacy’ of 1987.</p> <p>Target: AO1 One mark for each relevant point. Additional mark for supporting detail.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Zia-ul-Haq [1] attended a test match between Pakistan and India [1] in Jaipur, [1] where he met with Rajiv Gandhi [1] • to discuss Indian army exercises in the Rajasthan desert, [1] which were of concern to Pakistan [1] • the meeting helped to lessen frictions between Pakistan and India at the time [1] <p>Other relevant responses should also be credited.</p>	4

Question	Answer	Marks
5(b)	<p>Explain why Zulfikar Ali Bhutto reformed education between 1971 and 1977.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 1.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • to increase literacy levels in Pakistan • to increase the numbers of children in school (approximately half of all children attended school in 1970) • to provide education for all, including women • to redress historic underinvestment in education and on schools • to raise aspirations through education • to create a ‘Pakistani’ culture and identity • to develop a common school curriculum that was ‘fit for purpose’ <p>Other relevant responses should also be credited.</p>	7
5(c)	<p>To what extent was the Islamisation programme the most significant domestic policy introduced by the government of Zia-ul-Haq between 1977 and 1988? Explain your answer.</p> <p>Target: AO1, AO2 Mark according to the level of response descriptors in Table 2.</p> <p>Indicative content</p> <p>May agree that the Islamisation policy was the most significant domestic policy introduced by the government of Zia-ul-Haq between 1977 and 1988:</p> <ul style="list-style-type: none"> • Zia introduced Islamic laws to commit people to Islamic values • the introduction of Hudood, Zina, and Zakat Ordinances was intended to embed Islamic principles in the everyday running of Pakistan • this policy would enable Zia-ul-Haq to win support from religious groups such as <i>Jamaat-i-Islami</i> • the Islamisation programme would help to establish a strong and stable government <p>counterarguments may include:</p> <ul style="list-style-type: none"> • Zia-ul-Haq passed the Eighth Amendment which gave him greater power • private sector investment in denationalised industries was encouraged • economic policies increased GDP and the economic growth rate • changes to the governance of the civil service • he increased the visibility of women in society by increasing their representation in the National Assembly in 1985 <p>Other relevant responses should also be credited.</p>	14