

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

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 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.

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1 As the morale and commitment of Muslims increased it was inevitable that with the leadership of some Muslims would take part in more agitation against the British. It was inevitable that the Muslim identity in India would continue to gain strength. One such man was Titu Mir.

(a) Who was Titu Mir? [4]

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

A disciple of Syed Ahmed, horrified by sufferings of Muslim farmers in West Bengal during 1830s, organised a stand against zamindars, set up his own rule near Calcutta with small army, provoked British and killed in battle 1831.

(b) Explain the choice of Urdu in 1947 as the national language of Pakistan. [7]

LEVEL 1: Simplistic statement. [1]
It was felt to be the best language.

LEVEL 2: Identifies reasons. [2–4]
It is understood by all Pakistanis.

LEVEL 3: Explains reasons. [5–7]
It carries immense importance for all Pakistanis since it has been considered to be the language of all Muslims for 300 years. It was the language associated with the Pakistani Movement throughout its struggle with the British and the Hindus. After Independence, it was felt that the language was the uniting force behind the nation and the government is committed to using it at all levels in society.

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- (c) Did educational reforms have a more important effect on the Indians than the religious and economic ones introduced by the British during the years 1773 to 1857? Explain your answer.

LEVEL 1: Simplistic statement. [1–2]
They affected all Indians.

LEVEL 2: Description of reforms. [3–6]
English was taught in schools and suttee was banned.

LEVEL 3: Explains one factor. [7–10]

LEVEL 4: Explains more than one factor, including educational reforms. [9–13]
Macauley introduced schools across the country to teach Western ideas using the English language. He believed that British ideas were far better than anything that came from India and that it would impose Western values and help the British to govern India more effectively. Although a common language would help to unite India, imposing a European culture on the Indians would alienate many of them. Indians had to send their children to co-educational schools, which was unpopular, since it appeared to impose the British system on the Indians without due regard to their religious and cultural feelings. Christian missionaries came to India to convert the local population as well as to set up schools. In these schools the missionaries taught Christianity and expected local religions to be given up, which was resented by Muslims, Hindus and Sikhs alike. The replacement of Persian and Sanskrit by English as the official language in the 1830s deeply upset both the Muslims and Hindus. A number of social reforms had been imposed by the British without consultation or care for local feeling, which caused much unrest. The banning of female infanticide and suttee, whilst seen by the British as inappropriate, did go against many traditional feelings Hindus especially held. They were also forced to abandon purdha, which had been an Indian custom for centuries. In 1852, the 'Doctrine of Lapse' was introduced and this caused great unrest because any local kingdom not having a direct male heir was taken over by the British. The introduction of the railway in India revolutionised communication and transformed the country. For Britain, it meant that there was another means of extending their power and helped industry to profit by transporting raw materials to the ports. For the Indians, there were many advantages, especially in times of famine when food could be transported more easily.

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

- 2 Sir Syed Ahmed Khan admired many British ways of doing things. At the same time he had a great faith in the Muslim religion. He was convinced that if the British ever left India the Muslims would be dominated by the overwhelming Hindu majority. He decided to do something about this. He published a pamphlet called 'The Loyal Mohammedans of India.'

- (a) What was 'The Loyal Mohammedans of India?' [4]

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

To bring about better relations between British and Muslims, told British that Muslims were not opposed to them, British shouldn't discriminate against them as Muslims were wrongly blamed for violence, try to understand and respect Muslim beliefs, should consult with Indians.

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(b) Why did the Indians not achieve independence in 1857?

LEVEL 1: Simplistic statement.

They were unsuccessful in the War.

LEVEL 2: Identifies reasons.

[2–4]

The opposition to the British was too weak.

LEVEL 3: Explains reasons.

[5–7]

There was a lack of unity and common cause amongst the Indian population. The Punjab was uninterested in helping the rebellion and actually sent men and supplies to help the British. This also happened in Kashmir. The British had more modern methods of fighting and the army was better disciplined as well as being supplied by some of the local rulers.

(c) Did Hajji Shariat Ullah contribute more to the spread of Islam than anyone else in the sub-continent before 1850? Explain your answer. [14]

LEVEL 1: Simplistic statement.

[1]

HSU was a great scholar.

LEVEL 2: Description of SWU or other factors.

[3–6]

HSU established the Faraizi Movement. 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.

LEVEL 3: Explains at least one factor.

[7–10]

LEVEL 4: Explains 2 or more factors including HSU.

[9–13]

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, who were called 'Faraizis'. 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.

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

[14]

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3 A number of events that happened during the years of the Khilafat Movement led to its failure. During the years when the Movement was at its strongest, western dress and styles became less popular and the idea grew that disregard of the law of Islam by the British made India a *dar-ul-harb* (enemy territory). Thus thousands of Muslims set off on their hijrat.

(a) Describe the hijrat. [4]

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

1920 to Afghanistan, reminiscent of journey of Holy Prophet from Makkah to Madina, told to leave a foreign run state and move to an Islamic one, refused entry to Afghanistan, returned to villages penniless, unable to buy back their homes and land sold, difficult to get jobs.

(b) Why were the three Round Table Conferences held between 1930 and 1932? [7]

LEVEL 1: Simplistic statement. [1]
Three meetings were necessary.

LEVEL 2: Identifies reasons. [2–4]
The British didn't know what to do about India.

LEVEL 3: Explains reasons. [5–7]
There was a lack of unity amongst the Hindus and Muslims about the future of India; the British didn't know what to do next and so decided upon holding conference to discuss it with all parties. The rejection of the Simon Commission's findings by the Indians also persuaded the British to go ahead with the conference. The new Labour government, which had consistently supported Indian nationalism in the past, gave fresh hope for a solution. However, there were problems in the First Conference. It was realised that without the attendance of the Congress little progress on the future of the sub-Continent could be achieved. Lord Irwin met Gandhi and made progress so that another Round Table Conference could be held. In this, Gandhi took a hard line, refusing to recognise the problem of the minorities, and also claiming to represent the Congress alone, which he said spoke for the whole of India. The Conference broke up amidst threats that the British would impose a solution if agreement couldn't be reached. It was then agreed that a third Conference would be held.

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(c) 'The Montague-Chelmsford reforms were more important than any other developments between 1909 and 1919.' Do you agree or disagree? Give reasons for your answer.

LEVEL 1: Simplistic statement. [1–2]
They were necessary.

LEVEL 2: Description of reforms. [3–6]
MC Reforms were proposed in 1919 and wanted a national parliament with two Houses and a Legislative Assembly.

LEVEL 3: Explains at least one set of reforms. [7–10]

LEVEL 4: Explains at least two factors including MC reforms. [9–13]
The Morley-Minto Reforms became law in 1909 as the Indian Councils Act. The importance of the Councils (which were enlarged) was to ensure that Indian legislators were given a chance to express their opinions. The British also accepted the right of Muslims to have a separate electorate. However, there were other attempts to solve the problems in the sub-continent during these years. The Lucknow Pact of 1916 was an agreement between the Muslims and Hindus which placed a number of political demands to the British government, in an attempt to show a united front and produce common aims. Little was done by the British government about the sub-continent during the First World War, but shortly afterwards in 1919 came the Montague-Chelmsford Reforms. These Reforms disappointed the Muslims and Hindus as they had hoped for greater concessions. Central government reserved sweeping powers for itself, with only minor concessions for the locals. The Reforms did hold out concessions to political parties, provided that they accepted the right of the British to remain in control. The Rowlatt Act of the same year increased the resentment of the political parties by including the right of arrest without a warrant and detention without bail.

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

4 **Ayub Khan seized power because he had no faith in the democratic parliamentary process, but he wanted to show that he had the support of the people. He felt it important that all national decisions were made by the president but believed in controlled democracy. On the first anniversary of his takeover he introduced the Basic Democracies.**

(a) **What were the Basic Democracies?** [4]

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

1959, local committees named Basic Democrats, 80000, no political parties to take place in the elections held Dec 59 to Jan 60, newly elected BDs able to vote in referendum as to whether he should remain President, 95% voted yes.

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(b) Why was it so difficult to agree on a new Constitution in 1950?

LEVEL 1: Simplistic answer.
They didn't know what to do.

LEVEL 2: Identifies reasons. [2–4]
East Pakistan objected, as did religious groups.

LEVEL 3: Explains reasons. [5–7]
*East Pakistan disagreed with the draft proposals in 1950 because it felt that its people were under-represented, especially given its large population, and it wanted representation equal to each of West Pakistan's provinces. It also objected to Urdu being the main language, given its use of Bengali.
There was opposition from local and provincial politicians, as they had no input under the proposals of approving of the power of the head of state and central government. Religious groups also objected, as the new constitution wouldn't put enough emphasis on Islam, and they argued that Pakistan should be governed on Islamic principles.*

(c) How successfully did India and Pakistan handle the Kashmir issue between 1947 and 1999? Explain your answer. [14]

LEVEL 1: Simplistic statement. [1–2]
They did not handle it successfully.

LEVEL 2: Description of events between 1947 and 1999. [3–6]
The Kashmir issue became a problem on partition, because it had a Hindu ruler of a population which was mainly Muslim.

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

LEVEL 4: Explains successes and failures. [9–13]

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. In 1987, elections were rigged by India in an attempt to show popular support for its occupation. In 1999, Kargil crisis brought threat of nuclear war between the two sides. Kashmir continues to be a source of conflict between the two nations.

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

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5 During the 1950s, the Cold War intensified as the Americans feared the spread of communist advance in Third World countries. The USA desperately needed allies. Pakistan needed economic and military aid. During the late 1950s, Pakistan became a close ally of the USA. In 1960, the U2 crisis occurred.

(a) Describe Pakistan's involvement in the U2 crisis. [4]

Reward each correct statement with 1 mark. 2 marks can be awarded for a developed statement. Candidates might refer to:

1960, spy flights over USSR, Gary Powers shot down, flown from a US base in Pakistan, USSR angry with Pakistan threatening military action, told USA could no longer use airbase unless destination known of aircraft, showed how close the two countries had become.

(b) Why did General Musharraf come to power in 1999? [7]

LEVEL 1: Simplistic answer. [1]
He was in the army.

LEVEL 2: Identifies reasons. [2–4]
Sharif was so beset with problems that the army decided to take over.

LEVEL 3: Explains reasons. [5–7]
Sharif was giving support for the Taliban in Afghanistan and this damaged relations with USA, as they refused to hand over Osama bin Laden, suspected of bombing the US embassy in Kenya. Pakistan also tested nuclear weapons, which angered a number of countries who then halted aid to Pakistan and brought Sharif much criticism. He also blamed Musharraf for the embarrassing retreat from the fighting in Kashmir. The army refused to accept this criticism. Sharif tried to sack Musharraf whilst he was visiting Sri Lanka and, as a result, the army decided to intervene in the government and overthrew Sharif.

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- (c) 'Constitutional reforms were the most important of Zulfikar Ali Bhutto's policies between 1971 and 1977.' Do you agree or disagree? Give reasons for your answer.

LEVEL 1: Simplistic statement. [1–2]
They were badly needed.

LEVEL 2: Description of reforms. [3–6]
There was a new constitution drawn up in 1973 which established an Upper House called the Senate and made the country an Islamic Republic.

LEVEL 3: Explains one factor. [7–10]

LEVEL 4: Explains at least two including constitutional reforms. [11–13]
A new constitution drawn up in 1973 established a Senate which offered the opportunity for professionals, academics and specialists to work together. It also safeguarded the interests of minority provinces which now had an equal status in the Senate. He produced the 1973 Constitution in an attempt to return to a form of parliamentary democracy, and this is important since it is the basis upon which Pakistan has been governed to the end of the 20th Century, apart from when it was suspended due to martial law. One of the main weaknesses of the new constitution was that the focal point of political power lay with the party leadership and Bhutto in particular. When things went wrong, the blame was clearly laid at his feet. However, other aspects of his domestic policies were also important. He also tried to improve the infant mortality and age expectancy rates by introducing Rural Health Centres and Basic Health Units. Pharmaceutical companies were banned from charging for a particular medical brand name and so medicines became cheaper. However, this did see the profits of chemists fall drastically and many international drug companies closed down their operations in Pakistan. Amongst Bhutto's education reforms, free primary education was introduced. New schools were to be built and all private sector schools were nationalised. The aim was to increase the literacy rate and raise academic standards. The changes in education led to overcrowding in existing schools until new ones could be built. The reforms were not very successful, since the building of new schools and the recruitment of new teachers could not be achieved quickly and it was also very expensive. Many families resented the educational reforms since it meant a loss of earnings to them.

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