

O level Pakistan Studies 2059/01

Unit 14: How successful was Pakistan in the twenty years following the 'Decade of Progress'?

Recommended Prior Knowledge

An understanding of the political reforms undertaken in the 1970s and 1980s

Context

This unit places in context the issues that dominated in these 20 years and precludes the turmoil of the final decade of the twentieth century

Outline

How successful was Pakistan in the twenty years following the 'Decade of Progress'?

AO	Learning outcomes	Suggested Teaching activities	Learning resources
1.1	How successful were the policies of Zulfikar Ali Bhutto 1971-77?	<p>Students discuss the Bhutto years, perhaps starting from the assassination of his daughter Benazir in 2007. Students may be set the task of finding out about Bhutto from family members.</p> <p>Students then construct a table and place the reforms of Bhutto under appropriate headings. They then examine each reform in turn and assess how successful each area was. This assessment can also be identified in one of the columns.</p> <p>An exercise designed to develop their understanding of the difference between description and explanation should be set whereby students write a few sentences explaining the success/failure of each set of reforms.</p>	<p>The History & Culture of Pakistan pages 174-180 Pakistan. History, Culture and Government pages 123-128 Pakistan: An Historic and Contemporary Look pages 158-163</p> <p>http://en.wikipedia.org/wiki/Zulfiqar_Ali_Bhutto http://www.storyofpakistan.com/person.asp?perid=P019</p>
1.2	Why was Bhutto executed in 1978?	<p>Students examine available evidence relating to Bhutto's arrest and eventual execution, researching newspaper clippings of the time (if available). A list of possible reasons should be identified and placed in order of importance, following discussion in groups.</p>	<p>The History & Culture of Pakistan pages 180-182 Pakistan. History, Culture and Government pages 128-129</p>

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1.3	How successful were the policies of Zia-ul-Haq 1977-88?	<p>The events leading up to his execution should be placed in chronological order following appropriate research as suggested above.</p> <p>Students should research the Zia years, using textbooks and newspaper clippings of the time. Students may be set the task of finding out about Zia from family members.</p> <p>Students then construct a table and place the reforms of Zia under appropriate headings. They then examine each reform in turn and assess how successful each area was. This assessment can also be identified in one of the columns.</p> <p>An exercise designed to develop their understanding of the difference between description and explanation should be set whereby students write a few sentences explaining the success/failure of each set of reforms.</p>	<p>Pakistan: An Historic and Contemporary Look pages 164-166</p> <p>http://news.bbc.co.uk/onthisday/hi/dates/stories/april/4/newsid_2459000/2459507.stm</p> <p>The History & Culture of Pakistan pages 182-188</p> <p>Pakistan. History, Culture and Government pages 29-136</p> <p>Pakistan: An Historic and Contemporary Look pages 166-170</p> <p>http://www.storyofpakistan.com/person.asp?perid=P020</p> <p>http://www.storyofpakistan.com/articlete xt.asp?artid=A110</p> <p>http://en.wikipedia.org/wiki/Muhammad_Zia-ul-Haq</p> <p>http://en.wikipedia.org/wiki/Zia-ul-Haq's_Islamization</p>
1.4	Why was he assassinated?	<p>Students examine available evidence relating to his death, researching possible newspaper clippings of the time. A list of possible reasons should be identified and placed in order of importance, following discussion in groups.</p> <p>Notes should be made on each of the above individuals using appropriate headings.</p> <p>Students revise the work completed at the end of this unit and complete past O level question parts (b) and (c)</p>	<p>Textbooks: as above</p> <p>Past questions papers – can be accessed by logging onto the Teacher Support website available from: http://www.cie.org.uk/profiles/teachers</p>

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