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**PAKISTAN STUDIES**

**2059/01**

Paper 1 The history and culture of Pakistan

**May/June 2019**

MARK SCHEME

Maximum Mark: 75

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**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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This document consists of **19** printed pages.

**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.

Question	Answer	Marks
1(a)	<p><b>According to Source A, why did many people die at Fort William in 1756?</b></p> <p><b>Level 1: One mark for each relevant statement identified from the source, two marks for a developed statement from the source</b> 1–3</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Several were already wounded</li> <li>• Conditions in the cell were dirty, would have infected soldiers' wounds</li> <li>• Lack of fresh air / suffocation</li> <li>• Lack of water / dehydration</li> <li>• Trampled to death trying to reach water / fresh air</li> <li>• Crushed to death in overcrowded cell</li> <li>• Guards showed no interest in prisoners' welfare</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	<b>3</b>
1(b)	<p><b>What can we learn from Source B about famine in the subcontinent during British control?</b></p> <p><b>Level 3: Inference(s) supported by detail from the source and / or contextual knowledge</b> 4–5 (Four marks for one supported valid inference, five marks for two or more supported valid inferences)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Food was being given to a man who looks very weak suggesting that the famine has been going on for a long time.</li> <li>• The problem of hunger was widespread because many people of different ages, men, women and children, were affected and were waiting for relief.</li> <li>• Famine must have been a serious problem because relief has been organised.</li> <li>• People are looking underfed / malnourished and are waiting for the distribution of food which is being given out to these people in the source.</li> <li>• The man in the bowler hat is an official observing / involved in or supervising the process, which shows that the British were involved with the distribution of relief.</li> </ul> <p><b>Level 2: Unsupported valid inferences</b> 2–3 (Two marks for one unsupported inference, three marks for two or more unsupported inferences)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• People looked miserable / very weak</li> <li>• It appears a calm / organised operation</li> <li>• The famine is causing great suffering / misery / ill health</li> </ul>	<b>5</b>

Question	Answer	Marks
1(b)	<b>Level 1: Identifies surface features from the source</b> e.g. • There are thin people • A man is being given food	1
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
1(c)	<b>Explain why Robert Clive was successful in the Battle of Plassey in 1757.</b>	<b>7</b>
	<b>Level 3: Explains reasons</b> (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. • Clive persuaded one of the Nawab's key men, Mir Jafar, to side with the British. Jafar's defection weakened the Nawab's army, which Clive was able to use to his advantage. • Clive ordered his men to cover their cannon when it rained. So, the dry cannons of Clive's army outfired the Nawab's cannons. • Clive was an experienced soldier as he had fought the French in southern India. He was used to the tactics of warfare, this helped to defeat the Nawab.	5–7
	<b>Level 2: Identifies reasons</b> (One mark for each identification) e.g. • Mir Jafar defected. • Clive kept his cannons dry • Clive was an experienced soldier	2–4
	<b>Level 1: Simple statement</b> (One mark for any simple statement) e.g. • Clive was a leader	1
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
1(d)	<p><b>Was the India Act of 1784 the main reason why the British were able to expand beyond Bengal between 1784 and 1850? Explain your answer.</b></p> <p><b>Level 5: Explains and makes judgement / evaluation</b> 10 (As top of Level 4 plus judgement / evaluation)</p> <p><b>Level 4: Explains WHY the India Act AND other factors were important in the British expanding beyond Bengal between 1784 and 1850</b> 6–9 (Two explanations, one on the India Act and one on other factors, are worth six or seven marks. Additional explanations on the same two factors cannot be awarded more than eight marks. Explanation of all factors is worth nine marks)</p> <p>e.g. <u>India Act of 1784</u></p> <ul style="list-style-type: none"> <li>• This made the position of Governor General a royal appointment. Lord Cornwallis was appointed to this position in 1786.</li> <li>• A Board of Control replaced the East India Company's Board of Directors, changing it from a trading concern to a sovereign body in which the Crown had direct control of Bengal.</li> <li>• A police system was developed to help in the administering of justice and maintaining law and order.</li> </ul> <p><u>Other reasons</u></p> <ul style="list-style-type: none"> <li>• Lord Cornwallis introduced the Permanent Settlement in 1793 making zamindars of Bengal landowners, subject to their payment of a fixed sum to the British. In 1793 this amounted to some 10% of the total sum collected by the zamindars. The Permanent Settlement secured the financial interest of the East India Company and helped Bengal to become the wealthiest province in India, allowing the British to extend their control.</li> <li>• Local rulers were persuaded to sign subsidiary alliances by Lord Wellesley who became Governor General in 1798. The local ruler continued to run their affairs while British soldiers offered protection. In return for this protection the ruler paid towards the cost of the soldiers and accepted a British resident adviser. This consolidated Britain's power in India at little cost and extended British control.</li> <li>• The annexation of land. Hyderabad and Oudh accepted British protection with a subsidiary alliance. Mysore, Oudh, Delhi and the Marathas came under British control by the early nineteenth century, followed shortly afterwards by Sindh and the Punjab.</li> </ul> <p><b>Level 3: Explains ONE event</b> 5–7 (One explanation is worth five marks. Additional explanations on the same factor can be awarded up to seven marks)</p> <p><b>See exemplars in L4</b></p>	10

Question	Answer	Marks
1(d)	<p><b>Level 2: Identifies aspects of / describes events</b> 3–4            (One identification / description is worth three marks. An answer with additional identification / descriptions is worth four marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Pitt introduced the India Act</li> <li>• The British had more weapons</li> </ul>	
	<p><b>Level 1: Simple statement(s)</b> 1–2            (One simple statement is worth one mark. An answer with additional simple statements is worth two marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• It was an Act of Parliament</li> </ul>	
	<p><b>No evidence submitted or response does not address the question</b> 0</p>	

Question	Answer	Marks
2(a)	<b>Who was Ahmad Shah Durrani?</b>	<b>4</b>
	<b>Level 1: One mark for each relevant point, two marks for a developed statement</b> <span style="float: right;">1–4</span> e.g. <ul style="list-style-type: none"> <li>• Known also as Ahmad Shah Abdali, an Afghan leader, a military genius who had excellent tactical skills.</li> <li>• He beat the Marathas at the battle of Panipat in 1761, which ended the ambitions of the Marathas.</li> <li>• Durrani was unable to make the most of his victory; as his followers mutinied he gave up his idea of an Indian empire and returned to Kabul.</li> </ul>	
	<b>No evidence submitted or response does not address the question</b> 0	

Question	Answer	Marks
2(b)	<b>Explain why the British wanted to trade in India from 1600.</b>	<b>7</b>
	<b>Level 3: Explains reasons</b> <span style="float: right;">5–7</span> (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. <ul style="list-style-type: none"> <li>• Reports of immense wealth in the subcontinent led to the British establishing a trading base there as they saw a profitable future.</li> <li>• The British wanted to establish their influence in the subcontinent and to oust the Dutch and Portuguese.</li> <li>• The British also wanted to establish a strategic port in the subcontinent that would protect its trading interests there and in the Far East.</li> </ul>	
	<b>Level 2: Identifies reasons</b> <span style="float: right;">2–4</span> (One mark for each identification) e.g. <ul style="list-style-type: none"> <li>• Because of the wealth in the subcontinent</li> <li>• Because other European countries were there</li> <li>• The British wanted a strategic port / base there</li> </ul>	
	<b>Level 1: Simple statement</b> <span style="float: right;">1</span> (One mark for any simple statement) e.g. <ul style="list-style-type: none"> <li>• The British wanted to trade there</li> </ul>	
	<b>No evidence submitted or response does not address the question</b> 0	

Question	Answer	Marks
2(c)	<p><b>Did Syed Ahmad Barelvi contribute more to the spread of Islam than anyone else in the subcontinent before 1840? Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14 (As top of Level 4 plus judgement or evaluation)</p> <p><b>Level 4: Explains the contribution of Syed Ahmad Barelvi AND others</b> 9–13 (Two explanations, one on success and one on less success, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p>e.g.</p> <p><u>Syed Ahmad Barelvi</u></p> <ul style="list-style-type: none"> <li>• Spread Islam through the Jihad Movement, which became an armed struggle to liberate the Punjab and the NWF from non-Muslim oppression and was the first example of a movement to restore Muslim power.</li> <li>• As at this time the Muslim community were not allowed freedom of worship, the mujahideen fought campaigns to achieve religious and spiritual freedoms.</li> <li>• His work was a uniting force for Muslim groups and an inspiration.</li> </ul> <p><u>Haji Shariatullah</u></p> <ul style="list-style-type: none"> <li>• Spread Islam through the Faraizi Movement, which removed Hindu practices from worship and called on Muslim groups to perform their proper observation of Islamic duties (faraiz).</li> <li>• Aimed to restore the pride of the Muslim community. A huge group of followers grew called ‘Faraizis’.</li> <li>• The movement alarmed the Hindu landlords of East Bengal, as the Faraizis in Bengal united against the treatment they had received.</li> </ul> <p><u>Shah Waliullah</u></p> <ul style="list-style-type: none"> <li>• Believed the Muslims faced problems because of their incomplete knowledge of Islam and the Holy Quran. To reverse the decline in Muslim power he taught that there needed to be spiritual and moral regeneration based upon the principles of Islam.</li> <li>• He encouraged the Muslim community to concentrate on Quranic teachings and translated the Holy Quran into Persian, which was the main language of Muslim groups at that time.</li> <li>• He wrote many books, which were designed to spread the principles of Islam amongst the Muslim community in order to unite them. He aimed to provide the inspiration for Muslims to lead a pure life.</li> </ul> <p><b>Level 3: Explains the contribution of Syed Ahmad Barelvi OR others</b> 7–10 (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p><b>See exemplars in L4</b></p>	14

Question	Answer	Marks
2(c)	<p><b>Level 2: Identifies / describes the contribution of Syed Ahmad Barelvi AND / OR others</b> <span style="float: right;">3–6</span></p> <p>(One identification / description is worth three marks. Extra marks are awarded for additional identification / descriptions up to six marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Syed Ahmad Barelvi founded the Jihad Movement</li> <li>• Haji Shariatullah established the Faraizi Movement</li> <li>• Shah Waliullah’s writings in Persian made Islamic teaching available to non-Arabic speakers</li> </ul>	
	<p><b>Level 1: Simple statement</b> <span style="float: right;">1–2</span></p> <p>(One simple statement is worth one mark. An answer with additional simple statements is worth two marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Syed Ahmad Barelvi had soldiers</li> <li>• Shah Waliullah wrote books</li> </ul>	
	<p><b>No evidence submitted or response does not address the question</b> <span style="float: right;">0</span></p>	

Question	Answer	Marks
3(a)	<b>Who was Lord Wellesley?</b>	<b>4</b>
	<b>Level 1: One mark for each relevant point, two marks for a developed statement</b> 1–4  e.g. <ul style="list-style-type: none"> <li>• Governor General of India in 1798.</li> <li>• Wellesley persuaded local princes / rulers to sign subsidiary alliances.</li> <li>• Local rulers were also forbidden to make any other alliances.</li> <li>• In 1799 Wellesley invaded Mysore killing Tipu Sultan and gaining control of his lands.</li> <li>• Wellesley also defeated the Nawabs of Oudh and took control of their territory.</li> </ul>	
	<b>No evidence submitted or response does not address the question</b> 0	

Question	Answer	Marks
3(b)	<b>Why did the War of Independence of 1857 not succeed?</b>	<b>7</b>
	<b>Level 3: Explains reasons</b> 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations)  e.g. <ul style="list-style-type: none"> <li>• The Indian population were not united in a common cause.</li> <li>• The Punjab was uninterested in helping the rebellion and actually sent men and supplies to help the British as they did not want imperial power restored.</li> <li>• This also happened in Kashmir where the ruler sent 2000 troops to help the British as this benefitted his own feudal powers.</li> <li>• The British had modern methods of fighting and the army was well organised as well as being supplied by some of the local rulers.</li> </ul>	
	<b>Level 2: Identifies reasons</b> 2–4 (One mark for each identification)  e.g. <ul style="list-style-type: none"> <li>• There was no plan</li> <li>• There was a lack of unity</li> <li>• The British had more firepower</li> </ul>	
	<b>Level 1: Simple statement</b> 1 (One mark for any simple statement)  e.g. <ul style="list-style-type: none"> <li>• The uprisings were unsuccessful</li> </ul>	
	<b>No evidence submitted or response does not address the question</b> 0	

Question	Answer	Marks
3(c)	<p><b>Were Sir Syed Ahmad Khan’s religious views his most important contribution to the Muslim cause after 1857? Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14 (As top of Level 4 plus judgement or evaluation)</p> <p><b>Level 4: Explains his religious views AND other contributions</b> 9–13 (Two explanations, one on success and one on less success, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p>e.g.</p> <p><u>Religious views</u></p> <ul style="list-style-type: none"> <li>• He believed relations with the British could be improved by improving the understanding of Christianity by Muslim groups. He tried to overcome this by writing Tabyin-ul-Kalam, in which he pointed out the similarities between Islam and Christianity.</li> <li>• He was also aware that the British knew little about Islam. After reading a book in Britain on the life of the Prophet, he wrote his own work correcting the many errors he had read.</li> </ul> <p><u>Education</u></p> <ul style="list-style-type: none"> <li>• In 1863 he founded the Scientific Society at Ghazipore. He wanted to make scientific writings available to Muslims by translating them from English into Urdu.</li> <li>• He established a Muslim college, which led to the Muslim-Anglo Oriental College in 1876. This became the University of Aligarh, which became important as it educated many future leaders.</li> <li>• Improving the position of the Muslim community in society through encouraging a Western education.</li> </ul> <p><u>Politics</u></p> <ul style="list-style-type: none"> <li>• He recognised that the Muslim community could not win any election because of the Hindu majority population, so he advocated separate seats and a separate electorate, which was the forerunner of the future demand for a separate homeland.</li> <li>• His books following the War of Independence attempted to restore British understanding about the Muslim community. He showed that there were Muslim supporters of the British government. He gave explanation of the word ‘Nadarath’ and suggested that the British should try to understand Muslim groups better.</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>• Sir Syed was concerned that the Hindu community demanded that Hindi should be made the official language in 1867 in place of Urdu. He became opposed to the way that Congress was working for the interests of Hindus in a way that was detrimental to the Muslim community. This led to the formation of the United Patriotic Alliance.</li> <li>• Sir Syed emphasised this threat to the Muslim community and developed his Two Nation Theory, as a result many Muslim groups called him the ‘Father of the Pakistan Movement’.</li> </ul>	14

Question	Answer	Marks
3(c)	<p><b>Level 3: Explains his religious views OR other contributions</b> 7–10 (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p><b>See exemplars in L4</b></p>	
	<p><b>Level 2: Identifies / describes his contributions</b> 3–6 (One identification / description is worth three marks. Extra marks are awarded for additional identification / descriptions up to six marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• He wrote a number of books</li> <li>• He opened a school and a university</li> <li>• He was interested in science writings</li> <li>• He believed in the Two Nation Theory</li> <li>• He was opposed to the Hindi language taking over from Urdu</li> </ul>	
	<p><b>Level 1: Simple statement(s)</b> 1–2 (One simple statement is worth one mark. An answer with additional simple statements is worth two marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• His religious views were important</li> </ul>	
	<p><b>No evidence submitted or response does not address the question</b> 0</p>	

Question	Answer	Marks
4(a)	<b>Who was Rahmat Ali?</b>	<b>4</b>
	<p><b>Level 1: One mark for each relevant point, two marks for a developed statement</b> 1–4</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• In 1930 he left India to study law at Cambridge.</li> <li>• Attended conferences in London on the position of the Hindu and Muslim communities in India.</li> <li>• Believed in a separate Muslim homeland.</li> <li>• In 1933 he produced a pamphlet, ‘Now or Never’, which argued in favour of partition.</li> <li>• Became popular amongst most Muslim groups during the 1930s.</li> <li>• Formed the Pakistan National Movement.</li> <li>• Developed the name of Pakistan.</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	<b>0</b>

Question	Answer	Marks
4(b)	<b>Explain why the Muslim community objected to the rule of the Congress party between 1937 and 1939.</b>	<b>7</b>
	<p><b>Level 3: Explains reasons</b> 5–7</p> <p>(Five marks for one explanation, six marks for two explanations, seven marks for three explanations)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The erosion of Muslim identity and culture. Muslims were forbidden to eat beef and received harsh punishments if they slaughtered cows.</li> <li>• Hindi was enforced as the official language and organised attacks were made on mosques. This made the Muslim community feel that their language and religion were being made worthless.</li> <li>• Bande Matram, a nationalistic Hindu song, was adopted. It encouraged Hindus to expel Muslims from ‘Hindustan’. Singing of the song was made compulsory before the start of business every day in the provincial assemblies.</li> <li>• Another scheme, the Widdia Mandar scheme, indirectly aimed to convert all non-Hindus to Hinduism. It was introduced in all schools and colleges. It promoted Hindu myths and heroes, adopting them as national icons. Muslim groups felt it was an attempt to subvert their faith.</li> <li>• The Wardha scheme was a new educational policy that required students to bow before Gandhi’s picture each day. Spinning cotton by hand was introduced into the school curriculum. Teaching was in Hindi with no religious education, which meant that Muslim students were at a disadvantage and again they felt this was a covert attempt at conversion by Congress.</li> </ul>	

Question	Answer	Marks
	<p><b>Level 2: Identifies reasons</b> (One mark for each identification)</p> <ul style="list-style-type: none"> <li>• The Widdia Mandar scheme was introduced</li> <li>• The Bande Matram was adopted</li> <li>• Hindi enforced as the official language.</li> </ul>	2–4
	<p><b>Level 1: Simple statement</b> (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The Muslim community were worried by the measures introduced during Congress rule.</li> </ul>	1
	<p><b>No evidence submitted or response does not address the question</b></p>	0

Question	Answer	Marks
4(c)	<b>Was the Moplah uprising in 1921 the main reason for the end of the Khilafat Movement? Explain your answer.</b>	<b>14</b>
	<b>Level 5: Explains with evaluation</b> (As top of Level 4 plus judgement or evaluation)	14
	<p><b>Level 4: Explains the Moplah uprising of 1921 AND other reasons 9–13</b> (Two explanations, one Moplah and one on other reasons, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p><u>Uprising</u></p> <ul style="list-style-type: none"> <li>Moplahs were deeply religious Muslims who rose up against their Hindu landlords and the British in South India. Their activities destroyed a police station and Hindu property. This action divided Hindus and Muslims and put in doubt Hindu cooperation in the Khilafat Movement.</li> </ul> <p><u>Other reasons</u></p> <ul style="list-style-type: none"> <li>18 000 Muslim people migrated to Afghanistan (hijrat) to protect and foster Islam after a promise of homes and land. However the Afghan government did not welcome the hijrats and refused many of them entry. Many of those returning to India died on the journey back or they found themselves homeless and their jobs occupied. This was dispiriting for the Muslim community and support for the Khilafat Movement was lost.</li> <li>Some of the leaders including Maulana and Muhammad Ali were imprisoned in 1921, which made the organisation less effective.</li> <li>Gandhi had seen an opportunity for self-rule by joining the Movement and the involvement of the Hindu community was initially welcomed by many Muslims. However, this made the objectives of the Movement less clear since it was felt that Hindu groups and Gandhi were using it to advance their own interests, not those of the Muslim community.</li> <li>The Chauri Chaura incident of violence between protesters and the police led Gandhi to withdraw his support from the Khilafat Movement. This left Muslim groups to continue the work of the Movement alone which, combined with the imprisonment of their leaders and the Hijrat, was challenging.</li> <li>The end of the Movement was also brought about by the decision of the Muslim Mustafa Kamal Ataturk to form a nationalist government in Turkey. Muslim groups now had no cause to follow.</li> </ul>	
	<p><b>Level 3: Explains the Moplah uprising of 1921 OR other reasons 7–10</b> (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p><b>See exemplars in L4</b></p>	

Question	Answer	Marks
4(c)	<p><b>Level 2: Identifies / describes reasons</b> <span style="float: right;">3–6</span>            (One identification / description is worth three marks. Extra marks are awarded for additional identification / descriptions up to six marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Kamal Ataturk’s new government in Turkey abolished it</li> <li>• The impact of the Hijrat</li> <li>• Gandhi called off his support</li> <li>• Leaders were put in prison</li> </ul>	
	<p><b>Level 1: Simple statement(s)</b> <span style="float: right;">1–2</span>            (One simple statement is worth one mark. An answer with additional simple statements is worth two marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The uprising took place in South India</li> </ul>	
	<p><b>No evidence submitted or response does not address the question</b> <span style="float: right;">0</span></p>	

Question	Answer	Marks
5(a)	<b>Describe the Zakat Ordinance.</b>	<b>4</b>
	<b>Level 1: One mark for each relevant point, two marks for a developed statement</b> 1–4  e.g. <ul style="list-style-type: none"> <li>In 1980, Zia-ul-Haq imposed a 2.5% wealth tax on savings over a certain amount.</li> <li>Money raised was given to Zakat committees in villages and towns for the poor.</li> <li>Some Muslim groups protested against this since their view of Islamic law was that giving should be voluntary.</li> <li>In 1984, these groups held demonstrations in Islamabad forcing Zia-ul-Haq to accept their objections and exempt them from paying the tax.</li> </ul>	
	<b>No evidence submitted or response does not address the question</b> 0	

Question	Answer	Marks
5(b)	<b>Explain why there were many governments between 1951 and 1958.</b>	<b>7</b>
	<b>Level 3: Explains reasons</b> 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations)  e.g. <ul style="list-style-type: none"> <li>Jinnah died in 1948 and Liaquat Ali Khan was assassinated in 1951 without these experienced figures it was more difficult to establish a stable government.</li> <li>The problems of running a new country were very difficult to overcome, especially as some of the joint assets were withheld after partition.</li> <li>Relations with India were strained with no agreement on Kashmir.</li> <li>Food shortages followed a drought 1951–53. This, combined with an economic slump, led to rioting which forced changes in the cabinet.</li> <li>Resistance to the One Unit Policy from East Pakistan contributed to a loss of support for Iskander Mirza’s government.</li> </ul>	
	<b>Level 2: Identifies reasons</b> 2–4 (One mark for each identification)  e.g. <ul style="list-style-type: none"> <li>Jinnah died in 1948</li> <li>Governments that followed after Jinnah were inexperienced</li> </ul>	
	<b>Level 1: Simple statement</b> 1 (One mark for any simple statement)  e.g. <ul style="list-style-type: none"> <li>It was a challenge to build a new country.</li> </ul>	
	<b>No evidence submitted or response does not address the question</b> 0	

Question	Answer	Marks
5(c)	<p><b>Were the economic reforms of Ayub Khan the most important of his domestic policies in the ‘Decade of Progress’ between 1958 and 1969? Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14 (As top of Level 4 plus a judgement or evaluation)</p> <p><b>Level 4: Explains the economic reforms AND other reforms</b> 9–13 (Two explanations, one on the challenges in Sindh and one on another reason, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p>e.g. <u>Economic</u></p> <ul style="list-style-type: none"> <li>• The land of smaller farmers was redistributed to farmers with medium sized farms and agriculture was revitalised to such an extent that crop outputs were at record levels.</li> <li>• In 1962, an oil refinery was established in Karachi and a Mineral Development Corporation was set up for the exploration of mineral deposits which contributed significantly to the economy.</li> <li>• An Export Bonus Scheme was set up offering incentives to industrialists who increased exports.</li> <li>• The national economic annual growth rate was 7% and the economy grew three times faster than that of other South Asian countries.</li> <li>• However, the new wealth was concentrated in the hands of a few and did not bring widespread benefits.</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>• The government set about improving housing for refugees. A massive new housing development provided new homes for refugees in Karachi, which had a beneficial effect on the lives of these people.</li> <li>• Family Planning Programme used the media to persuade people to limit family size to slow population growth rates.</li> <li>• In 1959, Basic Democracies were introduced. This was a four tier structure of government, allowing elections at various levels. The success of these councils was such that martial law was lifted.</li> <li>• People were prevented from hoarding goods and selling them on at inflated prices. Profiteers had their goods confiscated and many were arrested. As a result, this action brought prices of many goods down and that benefitted people.</li> <li>• The price of milk and other goods were fixed to stop profiteering which helped families to manage their weekly budget better.</li> </ul>	14

Question	Answer	Marks
5(c)	<p><b>Level 3: Explains the economic reforms OR other reforms</b> 7–10 (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p><b>See exemplars on L4</b></p>	
	<p><b>Level 2: Identifies / describes aspects of his reforms</b> 3–6 (One identification / description is worth three marks. Extra marks are awarded for additional identification / descriptions up to six marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• An oil refinery was established in Karachi</li> <li>• A Mineral Development Corporation was set up</li> <li>• Family Planning Programme was set up</li> <li>• Basic Democracies were introduced</li> <li>• Profiteers and hoarders were prosecuted</li> </ul>	
	<p><b>Level 1: Simple statement(s)</b> 1–2 (One simple statement is worth one mark. An answer with additional simple statements is worth two marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Reforms that affected the economy were very important</li> </ul>	
	<p><b>No evidence submitted or response does not address the question</b> 0</p>	