
PAKISTAN STUDIES

2059/01

Paper 1 History and Culture of Pakistan

October/November 2019

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.

Question	Answer	Marks
1(a)	According to Source A how did Jinnah want the Muslim community to act on December 22 1939?	3
	<p>Level 1: Relevant statement(s) identified from the source 1–3 (One mark for each relevant statement identified from the source, two marks for a developed statement from the source)</p> <p>e.g.</p> <ul style="list-style-type: none"> • To give thanks; • To celebrate; • To observe a Day of Deliverance nationally; • To hold prayer meetings in local communities; • To hold non-violent, calm meetings; • To be respectful of other communities; • To make Congress High Command the focus of their actions. 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
1(b)	<p>What can we learn from Source B about Gandhi's ideas on education between 1937 and 1939?</p> <p>Level 3 Inference(s) supported by detail from the source and/or contextual knowledge 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"> • It looks as if education was important to Gandhi in the photograph because he is studying quietly / reading a book; • Spinning and handicrafts / were important to Gandhi because there is a spinning wheel in the photograph; • Practical / traditional education was important to Gandhi because he wanted spinning on the curriculum; • It shows that Gandhi supported the Wardha Scheme because there is a spinning wheel in the photograph and the Wardha Scheme emphasised practical handicrafts. 	5
	<p>Level 2: Unsupported inference(s) 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"> • The photograph shows that education was important to Gandhi; • Spinning and handicrafts / practical / traditional education were important to Gandhi; • The photograph shows that Gandhi supported the Wardha Scheme. 	
	<p>Level 1: Identify surface features from the source 1 (One mark for any identified surface feature)</p> <p>e.g.</p> <ul style="list-style-type: none"> • The photograph shows Gandhi sitting on the floor; • Gandhi is reading a book; • There is a spinning wheel in the photograph. 	
	<p>No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
1(c)	Explain how Jinnah transformed the Muslim League between 1937 and 1939.	7
	<p>Level 3: Explains method(s) 5–7 (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"> • Jinnah persuaded the Muslim League that it needed to build up support from the grass roots as in the elections victory had come from local branches of the party established before 1937; • Jinnah persuaded the party to be more egalitarian and began to mobilise the Muslim community and make the League more attractive to so that they would support it / take part in its activities; • Jinnah persuaded the chief ministers of Assam, Bengal and Punjab to join the party and as a result by 1938 membership of the League rapidly increased; • Jinnah repeatedly warned the Muslim community that they must organise themselves to resist Congress' idea to establish Hindustan in the subcontinent. 	
	<p>Level 2: Identifies method(s) 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> • the Muslim League needed to build up support in local areas; • Jinnah made the League more accessible to all Muslim groups; • Jinnah increased the membership of the party. 	
	<p>Level 1: Simple statement 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Jinnah made speeches and met people. 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
1(d)	<p>How successful were the 1937 elections? Explain your answer.</p> <p>Level 5: Explains and makes judgement / evaluation 10 (As top of Level 4 plus judgement / evaluation)</p> <p>Level 4: Explains reasons for success AND less success 6–9 (Two explanations, one on success and one on less success, are worth six or seven marks. Additional explanations on the same two reasons cannot be awarded more than eight marks. Explanation of all reasons is worth nine marks)</p> <p>e.g. Success <u>For Muslim community / Muslim League</u></p> <ul style="list-style-type: none"> • First major election fought which helped to unify the Muslim League; • Saw that their support laid in areas where the Muslim community was in minority rather than in majority, enabling more informed future planning; • Recognition of a need to ‘make over’ the Muslim League to progress. <p><u>For Hindu community / Congress</u></p> <ul style="list-style-type: none"> • Congress gained an overall victory by winning majorities in five provinces and being the largest single party in four others; • This victory confirmed their view that they were the sole party representing Indians; • Led to formation of cabinets in eight provinces which confirmed the victory. <p>Less success <u>For Hindu community / Congress</u></p> <ul style="list-style-type: none"> • The Muslim League distanced themselves from Congress following by their treatment by Congress post-election; • This created difficulties for Congress during negotiations for the future over the next ten years; • The attitude of Congress and Nehru strengthened Muslim views in support of a separate nation. <p><u>For Muslim community / Muslim League:</u></p> <ul style="list-style-type: none"> • 104/489 Muslim seats were secured by the Muslim League in the elections; • In the Punjab, the Muslim League won 1/ 86 Muslim seats the remainder being taken by the Punjab Unionist Party. <p>Level 3: Explains Success OR less success 5–7 (One explanation is worth five marks. Additional explanations on the same reason can be awarded up to seven marks)</p> <p>See exemplars in L4</p> <p>Level 2: Identifies aspects of / describes events 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"> • Congress won most seats in the elections; • It strengthened support for a separate nation. 	10

Question	Answer	Marks
1(d)	<p>Level 1: Simple statement(s) 1–2</p> <p>e.g.</p> <ul style="list-style-type: none"> The elections were useful for both communities. 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
2(a)	<p>Describe ‘The Loyal Mohammedans of India’.</p>	4
	<p>Level 1: One mark for each relevant point, two marks for a developed statement 1–4</p> <p>e.g.</p> <ul style="list-style-type: none"> Written by Sir Syed Ahmad Khan; Its aims were to bring about better relations between the British and the Muslim community; To enable the British to understand and respect Muslim beliefs; To encourage consultation with the Indian people. 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
2(b)	<p>Explain why the Mughal Empire declined following the death of Aurangzeb.</p>	7
<p>Level 3: Explains reason(s) 5–7 (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"> • Aurangzeb’s successors left the administration to their ministers meaning there was no direct, firm leadership of the empire; • The lack of a law of succession meant there was sometimes a struggle for succession, costly in human lives and other resources. Fighting battles was expensive and weakened the empire’s military, which they depended on for defence; • Succession often depended upon the ability of the candidates to gain support, such rulers may have been popular but they did not necessarily have the skills to run a large empire; • The successors become extravagant – large sums of money, which could have been spent on defence or government were lost; • The size of the Empire made it hard to defend and the army was already overstretched as a result of internal conflicts. Several invasions weakened it further so eventually the British were able to take control. 		
<p>Level 2: Identifies reason(s) 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Aurangzeb’s successors were extravagant; • There was no law of succession; • The army was overstretched; • The Empire was large. 		
<p>Level 1: Simple statement 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Aurangzeb’s successors found it difficult to maintain control. 		
<p>No evidence submitted or response does not address the question 0</p>		

Question	Answer	Marks
2(c)	<p>Did educational reforms have a greater effect on the Indian people than any other changes introduced by the British between 1773 and 1856? Explain your answer.</p> <p>Level 5: Explains with evaluation 14 (As top of Level 4 plus judgement / evaluation)</p> <p>Level 4: Explains the impact of education reforms AND other factors on the lives of Indians 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. <u>Education reforms</u></p> <ul style="list-style-type: none"> • Macauley introduced the teaching of western values using the English language in schools across the country believing that this would help the British to govern India more effectively; • The Indian people were made to enrol their children in co-educational schools which was disliked as it appeared to impose the British system without due regard to Indian religious and cultural feelings; • Christian missionaries came to India to convert the local population as well as set up schools. In these schools the missionaries taught Christianity and expected local religions to be given up which was not liked by the Muslim, Hindu and Sikh communities. <p><u>Other factors</u></p> <ul style="list-style-type: none"> • Although a common language was intended to unite India the replacement of Persian and Sanskrit by English as the official language in the 1830s affronted both Muslim and Hindu communities; • Women were forced to abandon purdah, which had been an Indian custom for centuries. Purdah observance was strictly adhered to and widespread on the subcontinent – consequently this action by the British was widely resented and opposed; • In 1852 the ‘Doctrine of Lapse’ was introduced without any consultation. It caused unrest because the lands of any local kingdom not having a direct male heir were taken over by the British; • The introduction of the railway in India transformed the country. For example it allowed easier transportation of food in time of famine. However the railways were often regarded as a symbol of western culture and of giving the British another means of extending their power. <p>Level 3: Explains the education reforms OR other factors 7–10 (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p>See exemplars in L4</p>	14

Question	Answer	Marks
2(c)	Level 2: Identifies / describes factor(s) 3–6 (One identification / description is worth three marks. Extra marks are awarded for additional identification / descriptions up to six marks) e.g. <ul style="list-style-type: none"> • English was taught in schools; • Purdah was banned; • The Doctrine of Lapse was introduced; • Railways were built; • Christian missionaries came to India. 	
	Level 1: Simple statement 1–2 e.g. <ul style="list-style-type: none"> • All groups of Indian people were affected by the reforms. 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
3(a)	What was Satyagraha?	4
	Level 1: One mark for each relevant point, two marks for a developed statement 1–4 e.g. <ul style="list-style-type: none"> • Hindu word meaning truth force / holding onto truth; • A form of non-violent resistance; • Gandhi's idea in 1919 and saw it as having a strong spiritual force. • It involved sit-down strikes and hunger strikes, petitions, protest marches and boycotts. • Sometimes resulted in aggression directed at the Muslim community. 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
3(b)	<p>Explain why there were three Round Table Conferences between 1930 and 1932.</p> <p>Level 3: Explains reason(s) 5–7 (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"> • To discuss and to agree the development of the subcontinent. It was realised that without the attendance of Congress little progress on the future of the subcontinent could be achieved and so another meeting was needed; • Congress did not attend the first conference, the Indian representatives attending struggled to reach agreement themselves contributing to its breakdown; • 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 issue of the minorities and also claiming that Congress spoke for the whole of India. Thus this conference made limited headway; • The second conference broke up amidst concerns that the British would impose a solution if agreement couldn't be reached. It was then agreed that a third Conference should be held. <p>Level 2: Identifies reason(s) 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Congress did not attend the first one; • Gandhi took a hard line; • There was stalemate in the second; • Britain wanted to impose a settlement. <p>Level 1: Simple statement 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> • As the sides could not agree more than one meeting was necessary. <p>No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
3(c)	<p>Was the Simla Deputation of 1906 the most important reason for the formation of the Muslim League later that same year? Explain your answer.</p> <p>Level 5: Explains with evaluation 14 (As top of Level 4 plus judgement / evaluation)</p> <p>Level 4: Explains the Simla Deputation reason(s) AND other reason(s) 9–13 (Two explanations, one on the Simla Deputation and one on other reason, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p>e.g. <u>Simla Deputation</u></p> <ul style="list-style-type: none"> • The acceptance of demands from Muslim groups proved that there was a better understanding between the British and the Muslim community as a result of the work of leaders like Sir Syed Ahmed Khan; • Many Muslims now recognised that they were a separate community who should be treated differently to Hindu groups. <p><u>Other reasons</u></p> <ul style="list-style-type: none"> • In 1905 a new Liberal government had taken office that seemed likely to make changes in political representation. Thus the Muslim community felt they needed their own political party to protect their own interests; • Congress was demanding that India should be treated as a cultural and political whole and Hindi should be declared the official language and therefore was seen by Muslim groups as an organisation which would primarily advance the views of the Hindu community leading Muslim groups to conclude that their own political party was needed; • The growth of Hindu nationalist groups demanding that Muslims be forcibly converted to Hinduism led to a number of prominent Muslim leaders founding the Muslim League as a means of promoting and safeguarding Muslim identity; • When the Hindu community started to protest against the partition of Bengal, Muslim groups saw this as a sign of Hindu influence and became concerned about their own interests – and began to consider their own survival and political representation; • The Muslim community became increasingly concerned that their political rights would not be advanced if they continued to rely on the Indian National Congress and that by organising a single Muslim political group they would be organised and united. <p>Level 3: Explains the Simla Deputation reason(s) OR other reason(s) 7–10 (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p>See exemplars in L4</p>	14

Question	Answer	Marks
3(c)	<p>Level 2: Identifies / describes reasons for the formation of the Muslim League 3–6</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"> • The Simla Deputation happened because of the British reaction to the Muslim community; • The partition of Bengal was a problem for the Hindu community; • There was a growth of Hindu nationalist groups; • The Muslim community could no longer rely on Congress. • The Muslim community recognised they should be treated in a different way from Hindu groups. 	
	<p>Level 1: Simple statement(s) 1–2</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"> • The Simla Deputation was an important step towards the formation of a political party for Muslim groups. 	
	<p>No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
4(a)	<p>What was the Cabinet Mission Plan?</p>	4
	<p>Level 1: One mark for each relevant point, two marks for a developed statement 1–4</p> <p>e.g.</p> <ul style="list-style-type: none"> • 1946 Pethick-Lawrence, Cripps and Alexander were sent to India to find a settlement acceptable to all on the constitutional future; • The plan found little common ground between Congress and the Muslim League; • The plan proposed a system for India with three tiers: the provinces, provincial groupings and the centre; • An All-India Commission to be formed; • The plan proposed an interim government whilst British withdrawal was organised; • The proposal was rejected and modifications made which Congress rejected. 	
	<p>No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
4(b)	Why was the Cripps Mission of 1942 unsuccessful?	7
	<p>Level 3: Explains reason(s) 5–7 (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"> • It was rejected by the Congress Party because they wanted immediate and full control over central government; • The Muslim League rejected the plan because it contained no reference to the establishment of an independent Pakistan; • The British were negotiating from a weak position, which the Congress Party recognised, demanding that Britain left the subcontinent immediately. 	
	<p>Level 2: Identifies reason(s) 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Congress rejected it; • The Muslim League opposed it; • Britain was concentrating on the Second World War; • There was widespread resistance to the plan. 	
	<p>Level 1: Simple statement 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> • A compromise could not be reached. 	
	<p>No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
4(c)	<p>Were Jinnah’s 14 Points the most important development in the Pakistan Movement between 1929 and 1940? Explain your answer.</p> <p>Level 5: Explains with evaluation 14 (As top of Level 4 plus judgement / evaluation)</p> <p>Level 4: Explains Jinnah’s 14 Points AND other development(s) 9–13 (Two explanations, one 14 Points and one on other developments, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p><u>14 Points</u></p> <ul style="list-style-type: none"> • Set out the demands of any future negotiations with either Congress or the British Government. It was apparent that any Hindu-Muslim cooperation had now come to an end; • Formed the basis of demands for a separate homeland. It also convinced the movement that Hindu and Muslim communities should form separate nations. Muslim groups were united in support of these demands, which became their ultimate goal. <p><u>Other developments</u></p> <ul style="list-style-type: none"> • Allama Iqbal further developed the concept of two separate nations in 1930 with the Allahabad Address in which he became the first Muslim leader to suggest partition in keeping with the Two-Nation Theory; his views became an inspiration to Muslims; • Rahmat Ali also developed the Pakistan Movement in 1933 with his ‘Now or Never’ pamphlet in which he stated that the Muslim community should have their own homeland called Pakistan; • The Government of India Act of 1935 introduced a federal system of government, but the Muslim League had expected more concessions from the British. However it was important to the development of the Pakistan Movement as it was in place at partition and became the instrument by which Pakistan was first governed; • The Pakistan Resolution (Lahore Resolution) in 1940 set out the path towards independence in the 1940s, the Muslim League became the driving force of this process by committing to the establishment of an independent Muslim state. <p>Level 3: Explains Jinnah’s 14 Points OR other development(s) 7–10 (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p>See exemplars in L4</p> <p>Level 2: Identifies / describes development(s) in the Pakistan Movement 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"> • The 14 Points were the basis of demands for a separate homeland; • Allama Iqbal spoke at the Allahabad Conference; • Rehmat Ali wrote his ‘Now or Never’ pamphlet; • The Pakistan Resolution was addressed by Jinnah. 	14

Question	Answer	Marks
4(c)	<p>Level 1: Simple statement(s) 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"> The 14 points were important because they set out the Muslim community's demands. 	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(a)	<p>What is the Karakoram Highway?</p> <p>Level 1: One mark for each relevant point, two marks for a developed statement 1–4</p> <ul style="list-style-type: none"> Built between 1966 and 1978 / took 12 years to build; The first major road built between China and Pakistan; Largely financed by Chinese money and built by Chinese engineers; Lots of construction workers lost their lives in its building due to the dangerous terrain; It follows the old Silk Road; 	4
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(b)	Why did Pakistan apply for membership of the United Nations in 1947?	7
	<p>Level 3: Explains reason(s) 5–7 (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"> • Pakistan wanted to become a spokesperson of many Asian States and movements especially Muslim nations; • To obtain assistance to solve the Canal Water Dispute. Subsequently the President of the World Bank recommended that the UN should provide financial and technical support to resolve the Canal Water Dispute. • Pakistan felt that membership of the United Nations (UN) might help their differences with India as it would draw the international community's attention to the issues; 	
	<p>Level 2: Identifies reason(s) 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> • To support other Muslim nations. • To solve the Canal Water Dispute; • To raise awareness of differences with India; 	
	<p>Level 1: Simple statement 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Pakistan would get benefits out of joining / it was good for Pakistan to join. 	
<p>No evidence submitted or response does not address the question 0</p>		

Question	Answer	Marks
5(c)	<p>To what extent did Pakistan achieve a new constitution between 1949 and 1973? Explain your answer.</p> <p>Level 5: Explains with evaluation 14 (As top of Level 4 plus a judgement or evaluation)</p> <p>Level 4: Explains ability AND inability to achieve a new constitution 9–13 (Two explanations, one on the achievements and one on another reason, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p>e.g.</p> <p><u>Able to achieve</u></p> <ul style="list-style-type: none"> • The first attempt to set up a constitution was the Objectives Resolution in 1949, which set out a plan to enshrine Islamic principles in an eventual constitution; • In 1952 a revised Basic Principles Committee made steps towards an Islamic constitution, stating that the Head of State should be Muslim and appoint a committee of Islamic specialists ensuring all legislation conformed to Islamic law; • In 1956 the constitution emerged with the declaration that Pakistan was to be an Islamic Republic and that Urdu and Bengali would be the official languages, a conciliatory move towards the people of East Pakistan; • In 1959 Basic Democracies were introduced by Ayub Khan which was a 4 tier structure of government, allowing elections at various levels. The success of these councils was such that martial law was lifted in 1962 after a new constitution was introduced; • The 1973 Constitution revived the power of the National Assembly and as a result political parties became more important. <p><u>Unable to achieve</u></p> <ul style="list-style-type: none"> • The Objectives Resolution of 1949 was criticised by East Pakistan as Urdu, not Bengali was to be the official language despite its larger population. The death of Liaquat Ali Khan meant that constitutional change had to wait until a new leader could be found and had time to settle in; • The Basic Principles Committee’s report was criticised because the official language issue was not settled and East Pakistan was determined to oppose the selection of Urdu. Political change meant that further discussions on a new constitution were put on hold until 1956; • The constitution promised a parliamentary system of government but the President held the power to intervene or even suspend the Assembly; • The 1962 constitution increased the powers of the ruling elite as the major landlords dominated the elections to the Basic Democracies. <p>Level 3: Explains ability OR inability to achieve a new constitution 7–10 (One explanation is worth seven marks. Additional explanations awarded up to 10 marks)</p> <p>See exemplars in L4</p>	14

Question	Answer	Marks
5(c)	<p>Level 2: Identifies / describes achievement of a new constitution 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"> • There were three constitutions in 1956, 1962 and 1973; • Head of State to be a Muslim; • Urdu became the national language; • Basic Democracies were introduced. 	
	<p>Level 1: Simple statement(s) 1–2</p> <p>e.g.</p> <ul style="list-style-type: none"> • It was challenging to establish a constitution during this time. 	
	<p>No evidence submitted or response does not address the question 0</p>	