

MARK SCHEME for the May/June 2015 series

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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SECTION A

- 1 (a) According to Source A, what reasons are suggested for the British victory at the battle of Plassey in 1757? [3]

Reward each correct statement identified from source with 1 mark, up to a maximum of 3.

Clive persuaded Mir Jafar to switch sides
Nawab's opening gunfire was ineffective
The Nawab didn't cover their cannon and muskets when it rained
English soldiers knew how to prepare for battle in the rain better
Nawab's muskets were useless due to the wet powder
Mir Jafar's men unwilling to fight against the British
Jafar had turned traitor/been corrupted by the British
Nawab had 500 casualties to Clive's 22
It was raining
The Nawab's troops retreated.

- (b) What does Source B tell us about the British East India Company in 1825?

LEVEL 1: Identify surface features from the source [1]

A British officer is riding a horse surrounded by Indians.

LEVEL 2: Unsupported inferences [2–3]

The British officer looks important, the British look powerful.

LEVEL 3: Inference(s) supported by detail from the source and/or contextual knowledge [4–5]

The painter has made the British officer the largest figure to demonstrate the importance that they held in India. Similarly the Indians are shown as small people to reflect their lowly status.

Local rulers are on horseback behind the British official. They are shown as smaller, reflecting their lower status to the British.

The horses are shown as large animals, graceful in appearance and movement, again showing superiority and power. This is reinforced by soldiers on horses who were carrying weapons.

The East India Company is shown as being a wealthy organisation as seen in the uniforms and the decorations on the horses. The Company were able to achieve this wealth through trading as can be seen by the boat shown in the picture and through the gaining of lands through conquest and agreements with local rulers. This is shown by the weapons displayed and the wealthy appearance of the Indians that the British were also able to exploit.

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(c) Why were the British able to take control of India by 1850?

LEVEL 1: Simplistic answer **[1]**

They were better.

LEVEL 2: Identifies reasons **[2–4]**

They built roads and railways and had a good army.

LEVEL 3: Explains reasons **[5–7]**

The British built a huge network of roads and later railways that meant that communication and transport links between cities became better, soldiers could travel much more easily from trouble spot to trouble spot. It also benefitted British trading links which in turn produced more wealth. The battles of Plassey and Buxar also gave the British the vast riches of Bengal and favourable trading rights with the local nawabs. This provided massive new resources which Britain could use to consolidate its control. The British also introduced governor-generals into the provinces who administered them on British lines and provided yet more control. The British army using its vast local resources and superior weapons and skills were increasingly taking control of more land.

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(d) Was the work of the Christian missionaries the most important reason why the Indians opposed British attempts to westernise them between 1750 and 1850? Explain your answer.

LEVEL 1: Simplistic statement [1–2]

They converted people.

LEVEL 2: Description/identification of reasons [3–4]

Christianity was taught in schools.

LEVEL 3: Explains the work of Christian missionaries OR other reasons [5–7]

LEVEL 4: Explains the work of Christian missionaries AND other reasons [6–9]

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.

However, there were other reasons why the Indians opposed the British attempts to westernise them. The replacement of Persian and Sanskrit by English as the official language in the 1830s deeply upset both the Muslims and Hindus. This had the potential to threaten their languages. A number of social reforms had been imposed by the British without consultation or care for local feeling which caused much unrest. Indians had to send their children to co-educational schools which was hated since it appeared to impose the British system on the Indians without due regard to their religious and cultural feelings. Thomas Macaulay believed that European ideas of education were vastly superior to anything coming out of India and, as a result, the British imposed a system of education that promoted western values on a people who resented this interference. They were also forced to abandon purdha which had been an Indian custom for centuries. In 1795 the killing of baby daughters was declared to be murder, but the British found difficulty in enforcing this as it was again a tradition practised in many parts of India. Suttee, the ritual burning of Indian women on the funeral pyres of their husbands was also banned by the British, first in Bengal and then in the rest of the country. Although the British had been reluctant to get involved in banning this practice, there was little opposition to the outlawing of it.

LEVEL 5: As Level 4 – also produces a judgement or evaluation [10]

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SECTION B

2 (a) Who was Tipu Sultan? [4]

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

Son of Haider Ali of Mysore, both of whom resisted British rule. Tipu received support from the French and the British were concerned about this. He was known as the Tiger of Mysore and ruled there from 1782 to 1799. He won important victories against the British in the Second Anglo-Mysore War, and negotiated the 1784 Treaty of Mangalore with them after his father died the previous year. His treatment of his conquered non-Muslim subjects and British prisoners of war is controversial. He remained an enemy of the British, bringing them into renewed conflict with an attack on Travancore in 1789. In the Third Anglo-Mysore War, Tipu was forced into a humiliating treaty, losing a number of previously conquered territories, including Malabar and Mangalore. In the Fourth Anglo-Mysore War, the combined forces of the British and the Nizam of Hyderabad defeated Tipu and he was killed on 4 May 1799, while defending his fort of Srirangapatna.

(b) Why was Urdu chosen as the national language in Pakistan in 1947?

LEVEL 1: Simplistic statement [1]

It was the best language.

LEVEL 2: Identifies reasons [2–4]

It's 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.

Page 6	Mark Scheme	Syllabus	Paper
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(c) Was the attempt to achieve a better understanding with the British the most important contribution that Sir Syed Ahmad Khan made to the Muslim cause during the nineteenth century? Explain your answer.

LEVEL 1: Simplistic statement [1–2]

Sir Syed helped the Muslims.

LEVEL 2: Description/identification of reasons [3–6]

He wrote a number of books and opened a school and university.

LEVEL 3: Explains the attempt to achieve a better understanding OR other contributions [7–10]

LEVEL 4: Explains the attempt to achieve a better understanding AND other contributions [9–13]

He suggested that the British should try to understand Muslims better. He gave an explanation of the word ‘Nadarath’ in an attempt to remove the misunderstanding of the British about the Muslims. He believed that relations with the British could be improved by improving the understanding of Christianity by Muslims. He tried to overcome this by writing Tabyin-ul-Kalam, in which he pointed out the similarities between Islam and Christianity. He wrote a number of books following the War of Independence in which he tried to show the British that the Muslims were only partly to blame and that there were many who were supporters of the British government. He was also aware that the British knew little about Islam and was offended by a book he read in Britain on the life of the Prophet and, as a result, he wrote his own work correcting the many errors he had read. However, he contributed many other things. Sir Syed wanted democratic rights in India but believed that this would only disadvantage Muslims since Hindus were in the majority and would win all the elections. He therefore felt that the British should treat the Muslims and Hindus differently since they lived separate and different lives from one another and so were really like separate nations. Sir Syed was the first person to express this point of view and it became known as the Two Nation Theory that gave hope to Muslims of a separate homeland. He attempted to improve the position of Muslims through education. 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. He established a Muslim college which led to the Muslim-Anglo Oriental College in 1876. This became the University of Aligarh which became important in Pakistani history as providing an education for many of its future leaders.

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

Page 7	Mark Scheme	Syllabus	Paper
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3 (a) What was the All India Khilafat Conference? [4]

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

Held in Delhi in November 1919, led by Ali brothers who hoped to try and persuade the British to keep their promises about maintaining the Turkish Empire. Maulana Abul Kalam Azad and Gandhi represented Congress. Gandhi hoped to unite Hindus and Muslims in his non-violent campaign against the British. Azad warned the Conference that David Lloyd George intended to punish Turkey for fighting against Britain in the war. The Conference passed a resolution agreeing to send a delegation to Britain, making sure they were aware of the strength of Muslim support for the Khalifa.

(b) Why did Jinnah produce his 14 Points in 1929?

LEVEL 1: Simplistic statement [1]

Jinnah set out his demands/lists 14 Points.

LEVEL 2: Identifies reasons [2–4]

They wanted a separate homeland. Muslims were different.

LEVEL 3: Explains reasons [5–7]

The 14 Points set out the demands of any future negotiations with either Congress or the British Government. The 14 Points also formed the basis of the Muslims' demands for a separate homeland. It also convinced them that the Hindus and Muslims were two separate nations.

Page 8	Mark Scheme	Syllabus	Paper
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(c) How successful were the three Round Table Conferences of 1930-1932? Explain your answer.

LEVEL 1: Simplistic statement [1–2]

They were all successful.

LEVEL 2: Describes RTCs or identifies successes/failures [3–6]

There were 3 Round Table Conferences held in London. Both Gandhi and Jinnah attended them.

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

LEVEL 4: Explains successes AND failures [9–13]

Successes

1st Federal system for India approved
Sind to be given a separate identity and a govt.

2nd Congress attended
Minorities entered into an agreement on their demands

Failures

1st Congress boycotted it
Deadlock on federal system
Minorities sub-committee couldn't reach a conclusion

2nd Gandhi took a hard line and refused to recognise the problems of the minorities
Muslims took a hard line against Congress to protect their position. The new British National government were less keen to reach a compromise in India

3rd Congress absent again
Gulf too great between two

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

Page 9	Mark Scheme	Syllabus	Paper
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4 (a) What was the ‘Afghan Miracle’? [4]

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

USSR’s invasion of Afghanistan in 1979 led to an immediate impact on Pakistan’s relationship with other countries. Zia was seen as leader of a Muslim nation on the frontline against communist forces. Economic and military support came from the West and Pakistan became an important base against the Soviets. Pakistan became a leading country in world politics and this led to huge sums of money coming into the country to pay for the care of refugees and the armed forces. Zia was able to use some of the funds to make economic progress and reform the economy.

(b) Why was Islamabad chosen as the new capital of Pakistan?

LEVEL 1: Simplistic statement [1]

It was time to change.

LEVEL 2: Identifies reasons [2–4]

Islamabad had a better climate than Karachi.

LEVEL 3: Explains reasons [5–7]

Government officials would be moved well away from the commercial districts of Karachi that might have some unwanted influences on them. It was also seen as an appropriate movement of the power base from the industrially and commercially developed south to the underdeveloped Punjab region in the north. Ayub Khan wanted to be closer to the army’s command headquarters in the north which he saw as vital in times of martial law. Karachi had a very warm and humid climate and, as a port, it wasn’t felt that it represented the needs of a capital city as the existing buildings were not adequate in number or up to the standards required by a capital. The layout and structure of the existing port city did not allow it to take on the functions of a modern capital. With its position on the coast, it was considered vulnerable to attacks from the Arabian Sea. The vast influx of refugees intensified the existing problems and created new ones.

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(c) How successful was Pakistan in its relationship with the U.S.A. between 1947 and 1999? Explain your answer.

LEVEL 1: Simplistic statement [1–2]

Pakistan has American bases.

LEVEL 2: Describes the relationship/identifies successes or failures [3–6]

Provides a narrative of events

LEVEL 3: Explains successes [7–10]

OR

Explains failures

LEVEL 4: Explains both [9–13]

Successes

1950 Liaquat Ali Khan visits United States

Willing to join US in anti-communism pack in return for military aid

Joins SEATO and CENTO

1980s sees substantial military and economic aid for Pakistan (\$4.2 billion) which sees Pakistan as third highest recipient of US aid

1989 Bhutto visits US

1993 Clinton restores sales of aircraft in return for Pakistan stopping production of weapon-grade uranium

1996 Bhutto visits US and gains \$388 million in military equipment

First Lady Hillary Clinton visits Pakistan

Failures

US provides military aid to India during its war with China in 1962 – places strain on relations

Pakistan turns to China for friendship in 1962

US places arms embargo on India and Pakistan during 1965 war which badly affects Pakistan

Bhutto leaves SEATO

American aid suspended in 1977 and again in 1979

1988 US aid falls dramatically and creates problems for Benazir Bhutto

US President George Bush blocks aid to Pakistan due to nuclear weapons in 1989

1992 US comes close to declaring Pakistan as a state sponsor of terrorism and places economic sanctions on the country

1998 US condemns Pakistan's nuclear weapons tests

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

Page 11	Mark Scheme	Syllabus	Paper
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5 (a) What has been the importance of the Siachen Glacier to both India and Pakistan? [4]

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

1977 Indian colonel Kumar first climbed the glacier. Returned in 1981. Pakistan discovered that Indians had been there and decided to defend its interests before India claimed the glacier, especially as the border in that part of Kashmir had never been drawn properly. When Pakistan soldiers moved up to the glacier they discovered 300 Indian troops there. This meant that both sets of troops had to stay there as the glacier was an important symbol to both sides. Pakistan tried several times to remove the Indian troops from there without success. In 1987 Musharraf led one of these assaults. In 1989 Bhutto visited the glacier to reinforce Pakistan's view of it. No official figures exist of the death toll on the glacier with estimates between 3000 and 5000, but many of these have probably been due to avalanches and falls. No settlement has been reached, even though several meetings have been held to discuss the situation since 1989.

(b) Explain why General Musharraf was able to gain power in 1999.

LEVEL 1: Simplistic answer [1]

He was in the army.

LEVEL 2: Identifies reasons [2–4]

Sharif had many problems so 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 of US embassy in Kenya. Pakistan also tested nuclear weapons which angered a number of countries which 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) How successful were Zulfikar Ali Bhutto's domestic policies between 1971 and 1977?
Explain your answer.

LEVEL 1: Simplistic statement [1–2]

They were all successful.

LEVEL 2: Identifies/describes the policies [3–6]

There was a new Islamic constitution drawn up in 1973.

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

LEVEL 4: Explains both [9–13]

Successes

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 equal status in the Senate. He produced the 1973 Constitution in an attempt to return to a form of parliamentary democracy and it was 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.

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.

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.

Failures

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, Bhutto was blamed.

Banning pharmaceutical companies from charging for a medical brand and making medicines cheaper did see the profits of chemists fall drastically and as a result many international drug companies closed down their operations in Pakistan.

The changes in education led to overcrowding in existing schools while new ones were 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 was also very expensive. Many families resented the reforms since it meant a loss of earnings for them.

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