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Question	Answer	Marks
1(a)	According to Source A, what difficulties did the Indian cotton industry face during the nineteenth century?	3
	e.g. <ul style="list-style-type: none"> Indian production of cotton goods was discouraged – in favour of British industry. Only allowed to grow raw cotton to supply British looms. Skilled workers had to work in East India Company (EIC) factories. EIC controlled Indian weaving production. Very high tariffs prevented Indian silk and cotton from entering Britain. No duty on British goods reaching India. Note: Allow a second mark for a developed statement from the source.	1–3
	No evidence submitted or response does not address the question	0
1(b)	How does Source B help us to understand Indian concerns about the building of railways in India during the nineteenth century?	5
	Level 3: Valid inference(s) supported by detail from the source and/or contextual knowledge e.g. <ul style="list-style-type: none"> It looks dangerous / unsafe to travel by rail due to the risk of derailment or accident, which might cause injury and death. Since railways were not built safely at first, accidents like these were frequent in India. Accidents like the one shown in the source made some people fear that railways were dangerous. Some people also worried that the British were trying to change their way of life. 	4–5
	Level 2: Unsupported valid inference(s) e.g. <ul style="list-style-type: none"> People thought it was unsafe / dangerous. People did not have confidence in travelling by train. 	2–3
	Level 1: Identifies surface feature(s) from the source e.g. <ul style="list-style-type: none"> A train has been derailed. 	1
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(c)	Why did the British build railways in India during the nineteenth century?	7
	<p>Level 3: Explains reasons Explains one reason for 5 marks and two (+) reasons up to a maximum of 7 marks.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Railways transported raw materials easily/cheaply to the ports for export/ manufactured goods to be sold throughout India, increasing British profits. • Railways carried troops swiftly around India (helping the British to maintain law and order and extend power). <p>Note: not for First War of Independence.</p> <ul style="list-style-type: none"> • British could travel the country and spread their ideas / culture, gaining support / to govern effectively. • In times of famine food could be transported quickly to affected areas. • To win support of Indians who found them useful for travel as families were able to travel to visit relatives in other parts of India. 	
	<p>Level 2: Identifies reason(s) Identifies one reason for 2 marks and two (+) reasons up to a maximum of 4 marks.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Trains transported raw materials. • Trains carried troops. • To modernise India. • Railways were a symbol of power / demonstrated dominance. • To spread ideas / culture. • To gain support / govern effectively. • To westernise / make India more like Britain. 	2–4
	<p>Level 1: Simple statement(s) A general answer lacking specific knowledge.</p> <p>e.g.</p> <ul style="list-style-type: none"> • The British needed railways. 	1
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(d)	Was an absence of leadership the main reason why the War of Independence in 1857 failed? Explain your answer.	10
	Level 5: Explains with evaluation As top of Level 4 – also produces a judgement or evaluation.	10
	Level 4: Explains absence of leadership AND other reasons Explains one reason for absence of leadership AND one other reason for 6 marks. Additional explanation(s) up to a maximum of 9 marks.	6–9
	Level 3: Explains absence of leadership OR other reasons Explains one reason for absence of leadership OR other reason for 5 marks. Additional explanation(s) for the same line of reasoning up to a maximum of 7 marks. e.g. <u>Absence of leadership</u> <ul style="list-style-type: none"> No single leader e.g. Bhadur Shah was not accepted by most Hindus. Many people at the time thought Bhadur Shah did not have strong leadership skills and that he was more of a figurehead. Bhadur Shah and the Rani of Jhansi worked alone, and neither would support the other. <u>Other reasons</u> <ul style="list-style-type: none"> Lack of unity and common cause amongst the Indian population. The Punjab was uninterested in helping the rebellion, sending men and supplies to help the British. Some of the Indian princes were more interested in restoring their own powers and this often depended upon the support of the British. Muslims were more likely to oppose the British in the war but there was not a sense of unity with Sikhs and Hindus who were less likely to support them in their cause. A series of uprisings against the British, the Indians were not as coordinated or strong so the British overcame them. The British had modern methods of fighting. The British army was well disciplined and supplied by some of the local rulers. The British used diplomatic as well as military mechanisms to limit the extent of the conflict. 	5–7
	Level 2: Identifies/describes absence of leadership AND/OR other reason(s) Identifies/describes one reason for absence of leadership AND/OR other reason for 3 marks. Additional identification/description(s) up to a maximum of 4 marks. e.g. <ul style="list-style-type: none"> No one wanted to take charge of the rebels. 	3–4
	Level 1: Simple statement(s) A general answer lacking specific knowledge. e.g. <ul style="list-style-type: none"> There were no leaders. 	1–2
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(a)	Who were zamindars?	4
	e.g. <ul style="list-style-type: none"> Landlords/tax collectors. Wealthy and influential, some had private armies. After death of Aurangzeb they were increasingly unwilling to accept rule of any new emperor or to make payments to government in Delhi. Beard tax imposed which annoyed Muslims. Muslims were oppressed by zamindars from the 1800's onwards, especially in East Bengal. Note: Allow a second mark for a developed statement.	1–4
	No evidence submitted or response does not address the question	0
2(b)	Why was Robert Clive appointed the first Governor of Bengal?	7
	Level 3: Explains reasons Explains one reason for 5 marks and two (+) reasons to up to a maximum of 7 marks. e.g. <ul style="list-style-type: none"> Clive commanded the British army to victory at the battle of Plassey in 1757 and established relations with Mir Jafar. The battle increased Clive's reputation and his importance to the East India Company (EIC) because he became the foremost commander of British forces in India. The battle was also a success for the EIC because they now controlled the profitable trade in Bengal. As a reward for being considered responsible for the EIC amassing immense fortunes, especially in Bengal Clive's reputation and importance was further enhanced by his success at the battle of Buxar in 1764 which increased British control of eastern India. 	5–7
	Level 2: Identifies reasons Identifies one reason for 2 marks and two (+) reasons up to a maximum of 4 marks. e.g. <ul style="list-style-type: none"> He won two battles. The battle was also a success for the EIC. 	2–4
	Level 1: Simple statement(s) A general answer lacking specific knowledge. e.g. <ul style="list-style-type: none"> Clive commanded the British army. He was a good leader. 	1
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	Was the in-fighting between Aurangzeb's successors the most important reason for the break-up of the Mughal Empire? Explain your answer.	14
	Level 5: Explains with evaluation As top of Level 4 – also produces a judgement or evaluation.	14
	Level 4: Explains the in-fighting AND other reasons Explains one reason for in-fighting AND one other reason for 9 marks. Additional explanation(s) up to a maximum of 13 marks.	9–13
	Level 3: Explains the in-fighting OR other reasons Explains one reason for in-fighting OR one other reason for 7 marks. Additional explanation(s) for the same line of reasoning up to a maximum of 10 marks. e.g. <u>In-fighting</u> <ul style="list-style-type: none"> The absence of a definite line of succession led to in-fighting, instability and the downfall of the Mughal Empire. Led to inefficiencies and a lack of interest in the running of the Mughal Empire. <u>Other reasons</u> <ul style="list-style-type: none"> As the Mughal Empire started to decline it became at risk from invasion. After Aurangzeb's death, Mughal emperors were renowned for living an extravagant lifestyle and spending money without considering the effect on the economy of the Empire. The Afghans under the leadership of Ahmad Shah Abdali defeated the Marathas at Panipat. The Afghans had been in control of much of the Empire for some time but were unable to make the most of their victory and returned to Kabul. However they did invade the Empire a number of times during the 18th Century. The Persians under Nadir Shah captured much of the Empire's wealth and returned home with gold, jewels and the Peacock throne from Delhi. Aurangzeb often showed intolerance to non-Muslims. He introduced a tax on non-Muslims called the Jizya. During Aurangzeb's reign, some Hindu temples were destroyed and some limits were placed on Hindu practices. Taxation was high as because of the costs of military campaigns such as the Deccan Wars and building luxurious palaces. Because of these he became an unpopular ruler. Maratha guerrilla fighters defeated a Mughal army in 1737 and took control of Delhi and eastwards towards Bengal. By 1760 they were the most powerful group in India and the Mughals were unable to limit their expansion. The British expansion into the subcontinent was rapid, overwhelming the Mughal forces and equipment. 	7–10

Question	Answer	Marks
2(c)	Level 2: Identifies/describes the in-fighting AND/OR other reasons Identifies/describes one reason for in-fighting AND/OR other reason for 3 marks. Additional identification/description(s) up to a maximum of 6 marks. e.g. <ul style="list-style-type: none"> Self-interest and disunity. Risk of invasion. 	3–6
	Level 1: Simple statement(s) A general answer lacking specific knowledge. e.g. <ul style="list-style-type: none"> They were always fighting each other. 	1–2
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(a)	How did the name ‘Pakistan’ originate?	4
	e.g. <ul style="list-style-type: none"> Chaudhry Rehmat Ali devised the name. Stated in pamphlet ‘Now or Never’ in 1933. By end of the year most Muslims within India knew the name and its importance. Punjab, Afghanistan (NWFP), Kashmir, Sindh and Balochistan. Muslim League thought his ideas were impractical and ignored by Jinnah. Note: Allow a second mark for a developed statement.	1–4
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	Why was the Second Round Table Conference of 1931 unsuccessful?	7
	Level 3: Explains reasons Explains one reason for 5 marks and two (+) reasons up to a maximum of 7 marks. e.g. <ul style="list-style-type: none"> Gandhi did not accept that the 14 Points of the Quaid-e-Azam should be included in future discussions. Gandhi did not accept the demands about the rights of minorities. The Conference was unsuccessful because Gandhi refused to recognise the rights of the Muslim. 	5–7
	Level 2: Identifies reasons Identifies one reason for 2 marks and two (+) reasons up to a maximum of 4 marks. e.g. <ul style="list-style-type: none"> The difficulties negotiating with Gandhi. The ideas that Gandhi expressed were not accepted by all. 	2–4
	Level 1: Simple statement(s) A general answer lacking specific knowledge. e.g. <ul style="list-style-type: none"> They did not agree with each other. 	1
	No evidence submitted or response does not address the question	0
3(c)	Was the withdrawal of Gandhi's support the most important reason for the decline of the Khilafat Movement? Explain your answer.	14
	Level 5: Explains with evaluation As top of Level 4 – also produces a judgement or evaluation.	14
	Level 4: Explains the withdrawal of Gandhi's support AND other reasons Explains one reason for the withdrawal of Gandhi's support AND one other reason for 9 marks. Additional explanation(s) up to a maximum of 13 marks.	9–13

Question	Answer	Marks
3(c)	<p>Level 3: Explains the withdrawal of Gandhi's support OR other reasons Explains one reason for the withdrawal of Gandhi's support OR one other reason for 7 marks. Additional explanation(s) for the same line of reasoning up to a maximum of 10 marks.</p> <p>e.g. <u>Withdrawal of Gandhi's support</u></p> <ul style="list-style-type: none"> • Gandhi saw an opportunity for self-rule by joining the Movement, the involvement of a Hindu-majority grouping was welcomed by many Muslims. • By joining with a Hindu-majority grouping the objectives of the Movement were made less clear. Some perceived that Gandhi and some Hindus and used it for their own political reasons. • Chauri Chaura was a village in the United Province where trouble started between the police and a mob. Gandhi decided that the Swaraj Movement was becoming too violent following the Chauri Chaura incident and so withdrew his support. <p><u>Other reasons</u></p> <ul style="list-style-type: none"> • Thousands of Muslims migrated to Afghanistan in a religious protest against the British government. The Afghan government was hostile to the migrants and refused to allow all the refugees to settle. • Many of the refugees who returned to India died on the journey back or found themselves homeless and their jobs occupied which dispirited them. • Some of the leaders including Maulana and Muhammad Ali were imprisoned in 1921 which made the organisation less effective. • The refusal of Britain to accept the demands of the Movement. • The decision of the Mustafa Kamal Atatürk to form a nationalist government in Turkey ended most of the impetus for the Khalifat movement, which had previously served as a unifying force for Muslims. • Mopla violence divided Muslims. 	7–10
	<p>Level 2: Identifies/describes the withdrawal of Gandhi's support AND/OR other reasons Identifies/describes the withdrawal of Gandhi's support AND/OR other reason for 3 marks. Additional identification/description(s) up to a maximum of 6 marks.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Chauri Chaura caused the Movement to decline. • Atatürk caused the Movement to decline. 	3–6
	<p>Level 1: Simple statement(s) A general answer lacking specific knowledge.</p> <p>e.g.</p> <ul style="list-style-type: none"> • They were always fighting each other. 	1–2
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(a)	What were the Basic Democracies?	4
	<p>e.g.</p> <ul style="list-style-type: none"> In 1959 local committees were named Basic Democrats (BD). 80 000 BD's. No political parties to take place in the elections held December 1959 to January 1960. Newly elected BD's able to vote in referendum on Ayub Khan remaining President, 95% voted yes. <p>Note: Allow a second mark for a developed statement.</p>	1–4
	No evidence submitted or response does not address the question	0
4(b)	Explain why Zulfikar Ali Bhutto's rule ended in 1977.	7
	<p>Level 3: Explains reasons Explains one reason for 5 marks and two (+) reasons up to a maximum of 7 marks.</p> <p>e.g.</p> <ul style="list-style-type: none"> The focal point of political power lay with the party leadership and with Bhutto in particular, so when things went wrong he was blamed. The changes in education were criticised as they led to overcrowding in existing schools whilst new ones were built/the building of new schools/ the recruitment of new teachers could not be achieved quickly/was very expensive. Many families resented the educational reforms because it meant a loss of earnings for them. Opponents alleged that Bhutto and his party manipulated the election in March 1977, which led to protests that were put down by the police. Martial law was imposed in Karachi, Lahore and Hyderabad and strikes by bus and truck drivers in Karachi (Operation Wheel Jam), caused further problems for Bhutto. During Bhutto's time in office the economy declined which contributed to unrest and reduced support for his government. 	5–7
	<p>Level 2: Identifies reasons Identifies one reason for 2 marks and two (+) reasons up to a maximum of 4 marks.</p> <p>e.g.</p> <ul style="list-style-type: none"> His education reforms were criticised. A military coup by Zia-ul-Haq ended Bhutto's time in office. 	2–4
	<p>Level 1: Simple statement(s) A general answer lacking specific knowledge.</p> <p>e.g.</p> <ul style="list-style-type: none"> He was powerful. 	1
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	<p>Which of the following contributed the most to Pakistan's domestic policies between 1948 and 1958?</p> <p>(i) Khwaja Nazimuddin (ii) Malik Ghulam Muhammad (iii) Iskander Mirza</p> <p>Explain your answer with reference to <u>all three</u> of the above.</p>	14
	<p>Level 5: Explains with evaluation As top of Level 4 – also produces a judgement or evaluation.</p>	14
	<p>Level 4: Explains two or more contributions Explains one contribution made by Nazimuddin/Muhammad/Mirza AND another individual for 9 marks. Additional explanation(s) of the contributions made by the same individuals up to a maximum of 12 marks. Explains one or more contribution(s) of ALL three individuals for 13 marks.</p>	9–13

Question	Answer	Marks
4(c)	<p>Level 3: Explains one of the above individuals' contributions Explains one contribution made by Nazimuddin/Muhammad/Mirza for 7 marks. Additional explanation(s) of contributions made by the same individual up to a maximum of 10 marks.</p> <p>e.g. <u>Khwaja Nazimuddin</u></p> <ul style="list-style-type: none"> • 1948 made 2nd Governor General, appointed Liaquat Ali Khan Prime Minister. • Made Objectives Resolution in 1949. It focussed on the principles of Islam and human rights. Designed to deflect criticism from religious leaders who wanted the new state to be more Islamic. • Drafted a constitution, which attracted much criticism as it was seen by many as being insufficiently Islamic. • Kept the economy going and produced surplus budgets for the new state. <p><u>Malik Ghulam Muhammad</u></p> <ul style="list-style-type: none"> • As 3rd Governor General responsible for the Six Year Plan for agriculture, power, industry and transport. It was important to the economic development of Pakistan. • Severe problems hampered development such as food shortages and drought. Rioting followed and the government found it challenging to overcome these issues, leading to many personnel changes. Little constitutional development could take place because of these challenges. • He resigned in 1955 due to ill health. <p><u>Iskander Mirza</u></p> <ul style="list-style-type: none"> • Became acting Governor General in 1955. • Introduced the One Unit policy in 1955, which he claimed would bring about greater efficiency and development in West Pakistan. The policy meant that East Pakistan could not gain a majority in the Assembly. • Introduced the new Constitution in 1956, under which he was able to become President. • He suspended the Constitution in 1958 and declared Martial Law. • His rule became unpopular and lost the support of many leading politicians. • He declared Martial Law but was forced to resign by Ayub Khan in 1958. 	7–10
	<p>Level 2: Identifies contributions/describes their work Identifies/describes one contribution made by Nazimuddin/Muhammad/Mirza for 3 marks. Additional identification/description(s) of contributions made by the same individual up to a maximum of 6 marks.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Khwaja Nazimuddin was Governor General in 1948. • Malik Ghulam Muhammad introduced the One Unit policy. • Iskander Mirza was responsible for the 1956 Constitution. 	3–6
	<p>Level 1: Simple statement(s) A general answer lacking specific knowledge.</p> <p>e.g.</p> <ul style="list-style-type: none"> • They were always fighting each other. 	1–2
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(a)	What was SEATO?	4
	e.g. <ul style="list-style-type: none"> • 1955 South East Asia Treaty Organisation. • Also included USA and Britain. • Sometimes called Manila Pact in Pakistan. • Joined in 1955. Withdrew in 1972. • Aimed to resist Communist expansion. • Pakistan surprised other Muslim countries by being so closely allied with USA. Note: Allow a second mark for a developed statement.	1–4
	No evidence submitted or response does not address the question	0
5(b)	Why did being a nuclear power create difficulties for Pakistan in the 1980s and 1990s?	7
	Level 3: Explains reasons Explains one reason for 5 marks and two (+) reasons up to a maximum of 7 marks. e.g. <ul style="list-style-type: none"> • US diplomats expressed concern that Pakistan may have nuclear weapons, and would not give aid to Pakistan, stating Pakistan was in contravention of the 1985 Pressler Amendment. The USA had promised \$4 million in an economic package to help Pakistan to refurbish their military forces. • The reduction in aid seriously affected Pakistan. In particular, the delivery of 28 F-16 fighter jets in which weakened Pakistan's relationship with USA. • The Pakistan government expressed concerns about the status of India as a nuclear power. 	5–7
	Level 2: Identifies reason(s) Identifies one reason for 2 marks and two (+) reasons up to a maximum of 4 marks. e.g. <ul style="list-style-type: none"> • USA would not give financial aid to Pakistan. 	2–4
	Level 1: Simple statement(s) A general answer lacking specific knowledge. e.g. <ul style="list-style-type: none"> • Pakistan had nuclear weapons. 	1
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	To what extent was the relationship between Pakistan and its neighbour Afghanistan successful from 1947 to 1999?	14
	Level 5: Explains with evaluation As top of Level 4 – also produces a judgement or evaluation.	14
	Level 4: Explains successful AND less successful aspects of the relationship Explains one successful AND one less successful aspect of the relationship for 9 marks. Additional explanation(s) up to a maximum of 13 marks.	9–13
	Level 3: Explains successful OR less successful aspects of the relationship Explains one successful OR one less successful aspect of the relationship for 7 marks. Additional explanation(s) for the same line of reasoning up to a maximum of 10 marks. e.g. <u>Successful</u> <ul style="list-style-type: none"> During Zahir Shah's time in office relations between Afghanistan and Pakistan were friendly and during the 1965 War remained neutral despite pressure from other powers. There were good relations when an Islamic foreign policy was introduced, leading to visits between both countries by Bhutto and later Zia-ul-Haq and Daud in 1970's. There was humane treatment in Pakistan of Afghan refugees following outbreak of Afghan–Russian War. <u>Less successful</u> <ul style="list-style-type: none"> Afghanistan had territorial claims to part of the North West Frontier Province (NWFP) following establishment of Pakistan in 1947. Afghanistan voted against Pakistan joining UN in 1947. Afghanistan did not always adhere to a trade agreement with Pakistan; Diplomatic relations between the two countries were withdrawn in 1955 but later renewed. During the Afghan–Russian War, planes entered Pakistani airspace and some of the Pakistani frontier areas were bombed. After the war, law and order was hard to restore in Afghanistan; problems spread into the border region relating to drugs, armed robberies, kidnappings and gun battles between rival gangs. There was an increase in Islamic militancy following support given to the Taliban in Afghanistan. 	7–10
	Level 2: Identifies/describes successful AND/OR less successful aspects of the relationship Identifies/describes one successful OR one less successful aspect of the relationship for 3 marks. Additional identification/description(s) up to a maximum of 6 marks. e.g. <ul style="list-style-type: none"> Pakistan instigated talks with Afghanistan in Karachi in 1947. Diplomatic relations started in 1948. 	3–6

Question	Answer	Marks
5(c)	Level 1: Simple statement(s) A general answer lacking specific knowledge. e.g. • Relationships have been good	1–2
	No evidence submitted or response does not address the question	0