



## Cambridge IGCSE™

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**PAKISTAN STUDIES**

**0448/01**

Paper 1 History and Culture of Pakistan

**May/June 2020**

MARK SCHEME

Maximum Mark: 75

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**Published**

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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This document consists of **18** 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)	<b>According to Source A what were the personal characteristics of Robert Clive?</b>	<b>3</b>
	<p><b>Level 1: Relevant statement(s) identified from the source</b> 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"> <li>• A brave/courageous soldier;</li> <li>• A man of initiative [1], leadership [1], determined [1];</li> <li>• Reckless [1], unprincipled [1];</li> <li>• Badly behaved;</li> <li>• Gambled/took risks in battle;</li> <li>• Put his men's life in danger;</li> <li>• Devious [1], sly in battle [1];</li> <li>• Cruel;</li> <li>• Immoral;</li> <li>• Greedy.</li> </ul>	
	<b>No evidence submitted or response does not address the question</b> 0	

Question	Answer	Marks
1(b)	<p><b>What can we learn from Source B about the treatment of Indian hostages during the Mysore Wars?</b></p> <p><b>Level 3 Inference(s) supported by detail from the source and/or contextual knowledge</b> <span style="float: right;">4–5</span> (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>• This looks like a ceremony with well-dressed people who are stood in their places welcoming the hostages, indicating respect to them and deference and care of them;</li> <li>• The painting shows Lord Cornwallis who is shaking/holding the hand of one of the hostages he is greeting;</li> <li>• This looks like a formal/public event of great importance or significance;</li> <li>• The painting shows Lord Cornwallis receiving Tipu Sultan’s sons as hostages to ensure that Tipu Sultan pays according to the terms of the Treaty;</li> <li>• This painting is intended to portray Cornwallis as gentle/humane/benevolent by the way he is treating the hostages so it could be used as propaganda. We do not know if all hostages were treated with such respect, nor whether this scene shows exactly what took place. Presumably the young princes would have been frightened.</li> </ul> <p><b>Level 2: Unsupported inference(s)</b> <span style="float: right;">2–3</span> (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>• The hostages were being treated with dignity/respect;</li> <li>• It was an important event;</li> <li>• A ceremony was taking place;</li> <li>• It was a public event.</li> </ul> <p><b>Level 1: Identify surface features from the source</b> <span style="float: right;">1</span> (One mark for any identified surface feature)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• People are shaking hands;</li> <li>• There are soldiers in uniform;</li> <li>• There are elephants.</li> </ul> <p><b>No evidence submitted or response does not address the question</b> <span style="float: right;">0</span></p>	<b>5</b>

Question	Answer	Marks
1(c)	<b>Explain why the East India Company was interested in the subcontinent in the years before 1750.</b>	<b>7</b>
	<p><b>Level 3: Explains reason(s)</b> <span style="float: right;">5–7</span> (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 British wanted to establish their influence in the subcontinent and to oust the Dutch and Portuguese;</li> <li>• The British wanted to establish a strategic port in the subcontinent that would protect its trading interests there and in the Far East;</li> <li>• Reports of immense wealth in the subcontinent meant the British wanted to establish a trading base there as they saw a profitable future.</li> </ul>	
	<p><b>Level 2: Identifies reason(s)</b> <span style="float: right;">2–4</span> (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Because of the raw materials they could develop wealth from;</li> <li>• Because other European countries were there;</li> <li>• The British already had some trading interests in the region.</li> </ul>	
	<p><b>Level 1: Simple statement</b> <span style="float: right;">1</span> (One mark for any simple statement)</p> <p>e.g.</p> <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 0</b>	

Question	Answer	Marks
1(d)	<p><b>To what extent were economic reforms the main cause of the War of Independence in 1857? 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 economic reforms AND other causes were important leading to the War</b> 6–9 (Two explanations, one economic reforms and one on other causes, 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.</p> <p><u>Economic reforms</u></p> <ul style="list-style-type: none"> <li>• The British imposed high taxation to exploit India’s wealth. Peasants and small landowners could not afford this, so many fell into poverty. Resentment grew because of the resulting starvation and suffering;</li> <li>• The Sepoys were discontented because they did not get a fair deal. Their salaries were very low in comparison with those of the British soldiers and they had little chance of promotion. They were also angry over the lack of payment of extra allowances for service in newly conquered territories like Sindh;</li> <li>• The East India Company banned the export of cotton from India in 1800. This had a negative impact on many Indian communities who relied on making and selling cotton increasing poverty and also opposition towards the British.</li> </ul> <p><u>Other causes</u></p> <ul style="list-style-type: none"> <li>• The replacement of Persian and Sanskrit by English as the official language in the 1830s deeply upset both Muslim and Hindu groups as it was a threat to their culture;</li> <li>• English became the official language making it more difficult for some of the Muslim community to get higher paying jobs;</li> <li>• All women were forced to abandon purdah, which had been a custom for centuries and was widespread amongst, and strictly observed by Muslim women. This action by the British was unpopular amongst the Muslim community and opposed;</li> <li>• In 1852 the ‘Doctrine of Lapse’ was introduced without consultation. This policy caused great unrest because it meant that the British could take over any local kingdom that did not have a direct male heir;</li> <li>• The British introduced a new rifle with a paper cartridge that was coated in both cow and pig fat. The sepoys had to bite the end of the cartridge off before loading. The troops were angered and refused to use these cartridges because the Muslim faith forbade pig fat and the cow was a sacred animal in the Hindu religion.</li> </ul>	10

Question	Answer	Marks
1(d)	<p><b>Level 3: Explains WHY economic reforms OR other causes were important leading to the War.</b> 5–7</p> <p>(One explanation is worth five marks. Additional explanations on the same reason can be awarded up to seven marks)</p> <p><b>See exemplars in L4</b></p>	
	<p><b>Level 2: Identifies cause(s) leading to the War</b> 3–4</p> <p>(One identification / description is worth three marks. An answer with an additional identification / description is worth four marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• High taxation;</li> <li>• Sepoy salaries were low;</li> <li>• The Doctrine of Lapse was unpopular;</li> <li>• Purdah was abandoned.</li> </ul>	
	<p><b>Level 1: Simple statement(s)</b> 1–2</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The British were unpopular amongst Indian groups.</li> </ul>	
	<p><b>No evidence submitted or response does not address the question</b> 0</p>	

Question	Answer	Marks
2(a)	<p><b>Who was Mir Qasim?</b></p> <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>• Nawab of Bengal [1] in 1760 [1], succeeding Mir Jafar [1];</li> <li>• With the support of EIC, he confiscated lands and wealth of people in Bengal to give to the British;</li> <li>• Eventually he tried to stop British influence in Bengal;</li> <li>• 1764 Mir Qasim fought Clive at Buxar [1], but was defeated [1].</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	<b>4</b>
2(b)	<p><b>Explain why Britain was able to expand into the subcontinent between 1750 and 1850.</b></p> <p><b>Level 3: Explains reason(s)</b> 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"> <li>• The building of railways meant that soldiers could be transported more easily around the country to establish control. Trade also benefitted from good communications;</li> <li>• The battles of Plassey and Buxar gave the British Bengal and favourable trading rights with the local nawabs. This provided new resources, which the British used to consolidate control;</li> <li>• The British also introduced Governor-Generals into the provinces who administered their province on British lines, providing more control. This enabled further expansion.</li> </ul> <p><b>Level 2: Identifies reason(s)</b> 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Railway construction allowed expansion;</li> <li>• The battles of Plassey and Buxar extended British influence.</li> </ul> <p><b>Level 1: Simple statement</b> 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The British had control.</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	<b>7</b>



Question	Answer	Marks
2(c)	<p><b>Were the policies of Aurangzeb the main reason for the decline of the Mughal Empire? Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14 (As top of Level 4 plus judgement / evaluation)</p> <p><b>Level 4: Explains <u>WHY</u> the policies of Aurangzeb AND other reasons led to the decline of the Mughal Empire</b> 9–13 (Two explanations, one Aurangzeb’s policies and one on other reasons, are worth nine marks. Additional explanations awarded up to 13 marks)</p> <p>e.g. <u>Aurangzeb</u></p> <ul style="list-style-type: none"> <li>• Aurangzeb introduced a tax on non-Muslims called the Jizya. He destroyed Hindu temples and tried to ban Hindu practices reducing his popularity and causing some insurgencies during his reign;</li> <li>• Higher taxation was needed to pay for the cost of military campaigns such as the Deccan Wars increasing Aurangzeb’s unpopularity, which enabled opposition to his rule and the Mughal Empire to grow.</li> </ul> <p><u>Other reasons</u></p> <ul style="list-style-type: none"> <li>• After his death Mughal Emperors were renowned for living an extravagant lifestyle and spending money without regard to the effect on the economy of the Empire;</li> <li>• The absence of a definite line of succession led to in-fighting amongst his successors which contributed to instability and the downfall of the Empire;</li> <li>• The Marathas were skilful Hindu fighters who defeated a Mughal army in 1737. The Marathas took control of Delhi and the land eastwards towards Bengal. By 1760 the Mughals could do nothing to stop them;</li> <li>• The Mughal forces and their equipment struggled to respond to the rapid expansion of the British into the sub-continent.</li> </ul> <p><b>Level 3: Explains <u>WHY</u> the policies of Aurangzeb OR other reasons led to the decline of the Mughal Empire</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 reason(s)</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>• Aurangzeb introduced the Jizya tax;</li> <li>• The lack of a definite line of succession caused problems.</li> </ul>	14

Question	Answer	Marks
2(c)	<p><b>Level 1: Simple statement(s)</b> 1–2</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• He was a strict ruler.</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
3(a)	<p><b>Who was General Dyer?</b></p>	<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>• A British commander;</li> <li>• Following demonstrations in Amritsar [1], in early 1919 [1], he moved troops there to restore order following riots [1];</li> <li>• On April 13th [1] he ordered the troops to confront a peaceful gathering of thousands of people [1] in the Jallianwala Bagh/public park [1]</li> <li>• The troops opened fire killing many people;</li> <li>• Dyer was later removed from command because of his cruel actions.</li> </ul>	
	<b>No evidence submitted or response does not address the question.</b>	

Question	Answer	Marks
3(b)	<b>Explain why the Khilafat Movement ended in 1924.</b>	<b>7</b>
	<p><b>Level 3: Explains reason(s)</b> <span style="float: right;">5–7</span>            (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>• Gandhi called off his support for The Khilafat Movement following the Chauri Chaura incident causing Muslim and Hindu groups to stop working together to further the Movement, weakening it;</li> <li>• In 1920 many Muslim people set off on a hijrat to Afghanistan, but the Afghan government did not welcome them as they had expected. The migrants returned home to find their property and jobs occupied which reduced their interest in supporting the Movement as it was more important for them to get their lives back to normal;</li> <li>• The new Turkish leader, Kemal Ataturk exiled the Khalifa, and abolished the institution of the Caliph in 1924 which ended the Movement.</li> </ul>	
	<p><b>Level 2: Identifies reasons</b> <span style="float: right;">2–4</span>            (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Gandhi withdrew his support for the Khilafat Movement;</li> <li>• Kemal Ataturk abolished the Caliph;</li> <li>• The hijrat to Afghanistan weakened its support.</li> </ul>	
	<p><b>Level 1: Simple statement</b> <span style="float: right;">1</span>            (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The movement created strong anti-British feeling.</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(c)	<p><b>How successful was the 1905 Partition of Bengal? Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14 (As top of Level 4 plus judgement / evaluation)</p> <p><b>Level 4: Explains the success AND lack of success of Partition in 1905</b> 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. <u>Success</u></p> <ul style="list-style-type: none"> <li>• Bengal was the largest province in India. 54 million people were Hindu, out of a population of 84 million. The province had become too large and complex for the British to govern;</li> <li>• Two smaller provinces were more efficient for the British to administer;</li> <li>• The Muslim community were pleased. After partition they were fully recognised in East Bengal province where they were the majority;</li> <li>• The separation of Bengal along religious lines ended the oppression of Muslims under Hindu rule.</li> </ul> <p><u>Lack of success</u></p> <ul style="list-style-type: none"> <li>• Bengali Hindu groups objected. They believed that the partition was a deliberate British policy to ‘divide and rule’. Hindus believed that partition would weaken Hindu unity and influence in East Bengal;</li> <li>• Many Hindus protested. The Hindu’s demands put pressure on the British government to reverse their decision.</li> <li>• There was also an attempted assassination of Lord Minto.</li> <li>• British goods were boycotted under the ‘Swadeshi Movement’ which ultimately succeeded.</li> </ul> <p><b>Level 3: Explains success OR lack of success of Partition in 1905</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 success OR lack of success of Partition in 1905.</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>• Partition did not succeed because it was reversed in 1911 after sustained objections by Hindu groups.</li> </ul> <p><b>Level 1: Simple statement(s)</b> 1–2</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The Muslim community in Bengal wanted Partition.</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	14

Question	Answer	Marks
4(a)	<p><b>What was the ‘Day of Deliverance’?</b></p> <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>• On 22 December 1939 [1] Jinnah called on the Muslim community to celebrate the end of Congress rule [1]</li> <li>• Jinnah appealed to all local and provincial district Muslim Leagues [1] to hold public meetings to support this declaration [1] and appealed for these gatherings to be held calmly and with humility [1];</li> <li>• Congress objected to this celebration [1].</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	<b>4</b>
4(b)	<p><b>Explain why there was opposition to the Government of India Act of 1935.</b></p> <p><b>Level 3: Explains reason(s)</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>• As only 25% of the population were eligible to vote because of the property qualification, the Act was considered exclusive/elitist;</li> <li>• Although ministers in the provinces appeared to have control over all departments the real power lay with the Provincial Governors who could chose to intervene in cases of public order or to veto a bill they disliked;</li> <li>• The British retained key decisions in external relations and defence. This was a drawback for Indian groups who wished to gain more control over their own affairs.</li> </ul> <p><b>Level 2: Identifies reason(s)</b> 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The Governor General remained in total control</li> <li>• Relatively few of the Indian community could vote</li> <li>• The Princes resented their loss of power</li> </ul> <p><b>Level 1: Simple statement</b> 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The Act was opposed on all sides in India.</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	<b>7</b>

Question	Answer	Marks
4(c)	<p><b>Assess the significance of the contributions of Allama Iqbal and Rahmat Ali to the Pakistan Movement. Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14 (As top Level 4 plus a judgement or evaluation)</p> <p><b>Level 4: Explains Allama Iqbal AND Rahmat Ali’s contributions to the Pakistan Movement</b> 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><u>Allama Iqbal</u></p> <ul style="list-style-type: none"> <li>• His poetry awakened a sense of nationhood among the Muslim community urging them to be active in making progress along a distinctive Islamic path and not capitalist in nature. This approach was popular with many Muslim people who adopted this vision;</li> <li>• He was opposed to the British control of India – believing the conquest of others was wrong. He was the first Muslim politician to advocate the creation of a separate Muslim state; after his Allahabad address in 1930, many Muslim people seriously considered separatism for the first time;</li> <li>• He persuaded many that the Muslim League had to build an effective mass political party to challenge the domination of the Congress.</li> <li>• Jinnah adopted many of his ideas, later leading the Muslim League.</li> </ul> <p><u>Rahmat Ali</u></p> <ul style="list-style-type: none"> <li>• In 1933, Rahmat Ali and other students produced a very popular pamphlet called ‘Now or Never’. The pamphlet argued that the subcontinent should be partitioned to provide a Muslim homeland and was an important step forward;</li> <li>• He also founded the Pakistan National Movement and campaigned for the idea of Pakistan, the name given to this separate homeland by Rahmat Ali and his followers;</li> <li>• By 1940 the Muslim League supported Rahmat Ali’s view that a separate Muslim homeland was needed;</li> <li>• Rahmat Ali was unpopular as he criticised other Muslim leaders including Jinnah over what he saw as the abandonment of Muslim communities in places such as Delhi as well as accepting a divided Bengal under the terms of partition in 1947.</li> </ul> <p><b>Level 3: Explains Allama Iqbal OR Rahmat Ali’s contributions to the Pakistan Movement</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
4(c)	<b>Level 2: Identifies/describes contributions</b> (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"> <li>Allama Iqbal was the ‘architect of Pakistan’;</li> <li>Rahmat Ali provided the name of the new homeland ‘Pakistan’.</li> </ul>	3–6
	<b>Level 1: Simple statement(s)</b>  e.g. <ul style="list-style-type: none"> <li>Allama Iqbal was a poet;</li> <li>Rahmat Ali was a lawyer.</li> </ul>	1–2
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
5(a)	<b>Who was Fatima Jinnah?</b>	<b>4</b>
	<b>Level 1: One mark for each relevant point, two marks for a developed statement</b>  e.g. <ul style="list-style-type: none"> <li>The sister of Muhammad Ali Jinnah [1], a dentist [1] who gave up <i>her</i> career to support him especially after the death of his wife [1];</li> <li>In 1965 [1], aged 71 [1] she stood in the presidential election (against Ayub Khan) [1];</li> <li>She was very popular [1] and so is known as Khatoon-i-Pakistan (First Lady of Pakistan) [1], and Madar-i-Millat (Mother of the Nation) [1].</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
5(b)	<b>Explain why Benazir Bhutto’s government ended in 1996.</b>	<b>7</b>
	<p><b>Level 3: Explains reason(s)</b> <span style="float: right;">5–7</span>            (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 opposition (PML) undermined her government with some success by organising strikes, marches and critical speeches, which reducing the government’s efficiency. The PPP responded by arresting senior PML leaders which increased opposition to the government;</li> <li>• Benazir Bhutto was criticised for not improving the social services or bringing in measures for women. The PPP had campaigned on in their ‘Agenda for Change’ in the 1993 elections. Not fulfilling their election promises made the government less popular;</li> <li>• Her government was unable to overcome multiple economic problems despite the sale of nationalised industry. This contributed to the government losing credibility;</li> <li>• The government lacked unity as there were well publicised family disputes over control of the PPP.</li> </ul>	
	<p><b>Level 2: Identifies reason(s)</b> <span style="float: right;">2–4</span>            (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The government’s economic policies failed.</li> </ul>	
	<p><b>Level 1: Simple statement</b> <span style="float: right;">1</span>            (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• She could not govern effectively.</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(c)	<p><b>Was the collapse of the Bank of Credit and Commerce International (BCCI) the main reason for the government ending in 1993? Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14 (As top Level 4 plus a judgement or evaluation)</p> <p><b>Level 4: Explains WHY the BCCI collapse AND other reasons were the main reason for the government ending in 1993.</b> 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. <u>BCCI</u></p> <ul style="list-style-type: none"> <li>The collapse of BCCI bank in 1991 led to investors losing huge sums of money harming Pakistan's finances. This caused the government to lose a lot of political support.</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>US had provided support during the Soviet-Afghan war, which was reduced when the war ended causing economic problems;</li> <li>US aid was restricted when the USA tried to pressurise Pakistan into ending the nuclear programme causing further economic problems;</li> <li>Support for Afghan warlords had led to guns becoming freely available increasing crime, kidnappings and murder. There were also drug problems associated with refugees from the Soviet-Afghan war flooding into towns and cities. Both increased pressure on the government;</li> <li>The government lost support over the 'Cooperative Societies scandal'. In Punjab alone 700 000 people lost their savings when the state cooperative society went bankrupt.;</li> <li>The Shariat Bill was unpopular with groups in the alliance who wanted Islam to play an even greater role in government and others in opposition who wanted it decreased.</li> </ul> <p><b>Level 3: Explains WHY the BCCI collapse OR other reasons were responsible for ending the government in 1993.</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 reason</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>There were many economic and social problems;</li> <li>The government's relations with the President deteriorated.</li> </ul>	14

Question	Answer	Marks
5(c)	<b>Level 1: Simple statement(s)</b>  e.g. • The government was unpopular.	1–2
	<b>No evidence submitted or response does not address the question</b>	0