CAMBRIDGE
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PAKISTAN STUDIES **0448/01**

Paper 1 The History and Culture of Pakistan **May/June 2026**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning	Use
	Correct point or Blank page(s) in the answer booklet(s) have been seen	part (a) questions only
	Incorrect point	
	Omission mark, further detail required	
DEV	Development of a point	Levels 3 and 4 only • Section A Q1 parts (c) and (d) • Section B Q2–5 parts (b) and (c)
EVAL	Evaluation/judgement	Level 5 only • Section A Q1 part (d) • Section B Q2–5 part (c)
L1	Level 1	• Section A Q1 parts b-d • Section B Q2–5 parts (b) and (c)
L2	Level 2	
L3	Level 3	
L4	Level 4	
L5	Level 5	
NAQ	Not answered question	
REP	Repetition of material	
IRRL	Irrelevant, a significant amount of material that does not answer the question	

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Annotation	Meaning	Use
SEEN	• Point seen, but no credit given or • Blank page(s) in the answer booklet have been seen	

Generic levels of response marking grids Table 1
The table should be used to mark the part **(c)** question in **Section A** and part **(b)** questions in **Section B**.

Target: Demonstrates knowledge and understanding of the past through historical explanation (AO1, AO2)		**Marks**
Level 3	**Explanation** • one explanation [5] • two explanations **or** one *developed* explanation [6] • additional explanation(s) **and/or** *developed* explanation(s) [7] Supported by relevant and accurate contextual knowledge	**5–7**
Level 2	**Identification/ description** Identifies **and/or** describes using relevant and accurate contextual knowledge (1 mark per identification/ description)	**2–4**
Level 1	**General answer** Valid general comment lacking specific knowledge	**1**
Level 0	**No creditable response**	**0**

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Table 2
The Table should be used to mark the part **(c)** questions in **Section B.**

Target: Demonstrates knowledge and understanding of the past through historical explanation and an ability to analyse and evaluate historical events (AO1, AO2)		**Marks**
Level 5	**Explanation with evaluation/ judgement** • explanation at the top of Level 4 with an evaluation/ judgement supported by relevant and accurate contextual knowledge [13] • explanation at the top of Level 4 with a *developed* evaluation/ judgement supported by relevant and accurate contextual knowledge [14]	**13–14**
Level 4	**Explanation of both sides of the issue** • one explanation of each side of the issue [10] • two explanations **or** one *developed* explanation of one-side of the issue **and** an explanation of the other side of the issue [11] • additional explanation(s) **and/or** *developed* explanation(s) from either side of the issue [12] Supported by relevant and accurate contextual knowledge	**10–12**
Level 3	**Explanation of one-side of the issue** • one explanation [7] • two explanations **or** one *developed* explanation [8] • additional explanation(s) **and/or** *developed* explanation(s) [9] Supported by relevant and accurate contextual knowledge	**7–9**
Level 2	**Identification/ description of the issue** Identifies **and/or** describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description)	**3–6**
Level 1	**General answer** Valid general comment(s) lacking specific subject knowledge (1 mark per general comment)	**1–2**
Level 0	**No creditable response**	**0**

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Question	Answer	Marks
1(a)	**According to Source A, state three priorities identified by President Yahya Khan in his welcome speech to the US President.** Target: AO4 • 'peace at home' (1) • 'peace abroad' (1) • 'resolve differences with India' • 'reduce tensions / bring peace to both areas / the Middle East (1) and Vietnam' (1) • 'use of science and technology to bring peace / prosperity' (1) One mark for each statement correctly identified from the source. **Note:** candidates may paraphrase but content must be derived from the bullet point statements above.	**3**
1(b)	**What can we learn from Source B about the relationship between Pakistan and the USA in 1970?** Target: AO1, AO4 **Level 3 (4–5 marks) Supported valid inference(s)** • one valid inference supported by a surface feature from source B [4] • additional valid inference(s) supported by surface feature(s) from source B **or** one valid inference supported by a surface feature from source B **and** contextual knowledge [5] **Level 2 (2–3 marks) Unsupported valid inference(s)** • one unsupported valid inference [2] • additional unsupported valid inference(s) [3] **Level 1 (1 mark) Identifies a surface feature** Any correct surface feature taken from source B [1] **Level 0 (0 marks) No creditable response** **Note:** In Level 2 an unsupported valid inference can only be credited if it can be inferred directly from the source. **Note:** In Levels 1–3 a response that does not use source B cannot be credited. Indicative content **Surface feature** • both Presidents are smiling • Yahya Khan is looking at the President • the President is looking at the camera • both Presidents are wearing suits • they are meeting in the White House	**5**

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Question	Answer	Marks
1(b)	**Valid unsupported inference** • relations are good / positive / friendly / happy / peaceful • relations are formal / important / respectful • the United States and Pakistan support each other • the two countries want to work together / there is goodwill between the two countries • Pakistan is outward looking in its international relations • the relationship is equal **Contextual knowledge** • they are sitting in the White House which is the home of the President of the USA • the US President wanted Pakistan's support in his attempt to forge relations with China • President Yahya Khan wanted USA's support over Kashmir Other relevant responses should also be credited.	
1(c)	**Explain why General Yahya Khan came to power in 1969.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • the government of Ayub Khan became less popular during the 1960s • his industrial and agricultural reforms did not help everyone • taxes and prices increased and there were food shortages • the government was criticised over the building of a new capital city • most of the nation's wealth was concentrated among a few families according to a Planning Commission report • in 1966 Zulfikar Ali Bhutto (Foreign Minister) resigned • in 1968 Ayub Khan's government introduced a series of policies that were opposed by other political parties, leading to unrest • Ayub Khan resigned as president and handed control over to the military Other relevant responses should also be credited. Do not accept anything before Ayub Khan took power e.g. One Unit Scheme	**7**

Question	Answer	Marks
1(d)	**Assess the extent to which President Yahya Khan's commitment to restoring democracy in Pakistan was successful. Explain your answer.** Target: AO1, AO2 **Level 5 (10 marks) Explains with evaluation/ judgement** Explanation at the top of Level 4 with an evaluation/ judgement supported by relevant and accurate contextual knowledge **Level 4 (7–9 marks) Explanation of both sides of the issue** • one explanation of each side of the issue [7] • two explanations or one *developed* explanation of one-side of the issue and an explanation of the other side of the issue [8] • additional explanation(s) **and/or** *developed* explanation(s) from either side of the issue [9] Supported by relevant and accurate contextual knowledge **Level 3 (4–6 marks) Explanation of one-side of the issue** • one explanation [4] • two explanations **or** one *developed* explanation [5] • additional explanation(s) **and/or** *developed* explanation(s) [6] Supported by relevant and accurate contextual knowledge **Level 2 (2–3 marks) Identification/ description of the issue** Identifies **and/or** describes the issue using relevant and accurate contextual knowledge (1 mark per identification/ description) **Level 1 (1 mark) General answer** Valid general comment lacking specific subject knowledge **Level 0 (0 marks) No creditable response** Indicative content **may agree** that President Yayha Khan's commitment to restoring democracy was successful: • Yahya Khan ended the One Unit Scheme and • he announced free elections would take place in 1970 • he increased the number of seats allocated to East Pakistan in the National Assembly (to 169) • the Awami League won almost all the seats allocated to East Pakistan in the 1970 election **counter-arguments** might include: • free elections led to the need to share power between the PPP and the Awami League but no compromise could be found • Yahya Khan was unwilling to accept domination by East Pakistan with its majority population • Mujib-ur-Rahman was arrested on the orders of the President and political activity banned • protest and unrest increased in East Pakistan and the use of Pakistani troops to restore law and order was blamed on Yahya Khan • he was blamed for India's involvement and led to his resignation Other relevant responses should also be credited.	**10**

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Question	Answer	Marks
2(a)	**Describe the military campaigns of the Marathas.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • the Marathas fought against Mughal armies • Aurangzeb was unable to defeat them • they were known for their skills as guerrilla fighters • they were led by Shivaji • in 1737 (1) they defeated a Mughal army (1) outside Delhi (1) which they then occupied until 1760 (1) • the Marathas replaced the Mughals as the most powerful force on the subcontinent at that time • they were defeated by Afghans (1) led by Ahmad Shah Abdali/ Durrani (1) in 1761 (1) at Panipat (1) • in 1818 (1), the Marathas were defeated by British forces (1) and forced to accept British control (1) • Ranjit Singh (1) defeated the Marathas in 1799 (1) in Lahore (1) Other relevant responses should also be credited.	**4**
2(b)	**Explain why Shah Waliullah was an important figure for the revival of Islam in the subcontinent.** Target AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Shah Waliullah wanted to stop the decline of Islam • he gave strong leadership • he translated the Holy Quran into Persian • he was a unifying figure for the Muslim community • he wrote 51 books • he influenced the revival of Islam • he tried to unite Sunnis and Shias • he encouraged Amad Shah Abdali to fight the Marathas Other relevant responses should also be credited.	**7**

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Question	Answer	Marks
2(c)	**'Division amongst Indian communities was the main reason why the British were able to control the subcontinent between 1756 and 1857.' How far do you agree with this statement? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **may agree** that the division amongst Indian communities was the main reason why the British were able to control the subcontinent between 1756 and 1857: • the British had victories against different communities who did not come to each other's aid in battles • the British were able to make treaties with several local chiefs to secure their position • the British followed the policy of 'divide and rule' • differences between Muslims, Sikhs and Hindus over religion and culture **counter-arguments** might include: • Pitt's India Act of 1784 meant the British government could exert greater control over the East India Company's operations • The British had a strong military with more advanced weapons and military tactics • the British administrative system gave a great deal of control over the country • the Doctrine of Lapse showed how the British were prepared to adopt unpopular policies • the British had leaders such as Robert Clive who helped them remain in control • battles such as Plassey and Buxar helped to extend their control • building of the railways Other relevant responses should also be credited.	**14**

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Question	Answer	Marks
3(a)	**Describe the outcomes of the 1937 elections.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Congress won most of the seats available • Congress won absolute majorities in 5 provinces (1) and were the largest single party in 4 others (1) • Congress won 711 seats (1) out of 1585 (1) • Congress formed ministries in 8 provinces • it was a great disappointment for the Muslim community • Muslims won only 109 seats out of 482 (1) that were reserved for them (1) • Muslims won only 1 seat (1) in the Punjab (1) out of 86 (1) • the Muslim League realised it had to improve their organisation, image and planning • they identified that their support lay in areas where Muslims were in a minority • the election showed that Muslims needed to be prepared next time Other relevant responses should also be credited.	**4**
3(b)	**Explain why the Muslim community objected to Congress rule between 1937 and 1939.** Target AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • measures introduced which threatened Muslim culture and identity • Hindi was enforced as the official language • attacks were carried out on mosques • the singing of Vande Mataram, a Hindu song was made compulsory before the start of official business every day • the Wardha Scheme introduced teaching in Hindi in schools and expected all students to bow before Gandhi's picture • Congress Rule was disliked due to the oppression of the Muslim community Other relevant responses should also be credited.	**7**

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Question	Answer	Marks
3(c)	**To what extent were the challenges faced by the new state of Pakistan overcome between 1947 and 1959? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **may agree** that the challenges faced by the new state of Pakistan were overcome between 1947 and 1959: • Quaid-e-Azam Relief Fund created to help refugees through an appeal to the people for help • Quaid-e-Azam toured the provinces encouraging and motivating the people. He declared himself 'Protector-General' of religious minorities • Urdu was established as the national language • the Civil Services were re-organised • Liaquat Ali Khan met with the Indian Prime Minister, Jawaharlal Nehru and signed the Liaquat-Nehru Pact in 1950 • in July 1948 the new State Bank of Pakistan was set up • the new Pakistan Civil Service took control of the assets due to them • Pakistan took command of its own Armed Forces by the end of 1947 • in January 1951 the British Commander-in-Chief of the Pakistan army, was replaced by General Ayub Khan • Karachi was made the capital of Pakistan • Pakistan joined the United Nations and raised the issue of Kashmir • there was a temporary solution to the Canal Water Dispute in 1948 with India **counter-arguments** might include: • the Kashmir and other Princely States issues are unresolved • the Canal Water Dispute only fully resolved by the Indus Water Treaty of 1960 • nearly 20 million people were homeless • around one million people died following the events of partition • Quaid-e-Azam died in 1948 • only 200 million rupees were received at first instead of 750 million under the final settlement • there was a shortage of qualified and experienced army officers as the British had favoured Hindus • much of the military assets awarded were obsolete or out of order Other relevant responses should also be credited.	**14**

Question	Answer	Marks
4(a)	**Describe the outcomes of the Simla Agreement of 1972.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content • Zulfiqar Ali Bhutto (1) signed the Simla Agreement with Indira Gandhi (1) • she agreed to return 93000 (1) prisoners of war (1) in a return for a promise from Pakistan that Kashmir would be discussed directly with India (1) and not with others e.g. United Nations. (1) • it established the Line of Control (LOC) (1) • it increased Zulfiqar Ali Bhutto's popularity in Pakistan (1), his international reputation was enhanced (1) and he did not give up the claim that Pakistan spoke for Kashmir (1) Other relevant responses should also be credited.	**4**
4(b)	**Explain how languages have contributed to the cultural development of Pakistan since 1947.** Target AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • Pakistan's population speak many different languages • Pakistan has a rich linguistic past • there is literary excellence in the famous poets and writers in all the languages of Pakistan • Pakistan wanted to promote higher education in the native language of the students • Urdu was chosen as the national language Other relevant responses should also be credited.	**7**

Question	Answer	Marks
4(c)	**'Pakistan's foreign policy between 1977 and 1988 was effective.' How far do you agree with this statement? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **may agree** that Pakistan's foreign policy was effective between 1977 and 1988: • in 1979 gained support from the West against Russia's conflict with Afghanistan • USA gave Pakistan $3.2 billion to help refugees from Afghanistan • there were negotiations with Bangladesh including tourism, culture and trade • the 'cricket diplomacy' meeting between India and Pakistan in 1987 • the Karakoram Highway opened between Pakistan and China • in 1987 China and Pakistan signed a treaty concerning nuclear power **counter-arguments** might include: • by supplying Afghans with arms Pakistan became a target of Russia • Russia disliked Pakistan's opposition to its Afghan invasion • Zia-ul-Haq was not welcomed by Soviet leaders at Andropov's funeral in Moscow in 1984 • relations deteriorated with India e.g. the Siachen Glacier, Indian military exercises in Rajasthan Desert in 1987 • throughout the 1980s, Iran was cautious of Pakistan's historical links with the Shah and the USA Other relevant responses should also be credited.	**14**

Question	Answer	Marks
5(a)	**Describe the reaction in Pakistan to General Musharraf taking power in 1999.** Target: AO1 One mark for each relevant point. Additional mark for supporting detail. Indicative content positive reactions: some people were pleased/happy/welcomed a change of leader (1) as: • they saw General Musharraf as a strong leader (1) • they believed he would stabilise the economy (1) • they felt previous governments had been unable to solve domestic problems (1) negative reactions: some people were shocked/ disappointed/protested at the change of leader (1) as: • they were supporters of Nawaz Sharif (1) • an elected government was removed/military rule returned (1) • they were concerned over possible restrictions e.g. to the media (1) Other relevant responses should also be credited. **Note:** Candidates may include positive or negative reactions or a mix of both in their responses. Award 1 mark for a reaction with additional marks for supporting detail for this reaction.	**4**
5(b)	**Explain why the 'One Unit' Scheme was introduced in 1955.** Target AO1, AO2 Mark according to the level of response descriptors in Table 1. Indicative content • it would provide geographical unity for Pakistan • administration would become more efficient and cost effective • it would bring an end to provincial differences, prejudices, and rivalries • it would make it easier to establish a constitution • the scheme was devised to prevent East Pakistan gaining a majority in the National Assembly Other relevant responses should also be credited.	**7**

Question	Answer	Marks
5(c)	**To what extent were Nawaz Sharif 's governments able to overcome the challenges facing Pakistan in the 1990s? Explain your answer.** Target: AO1, AO2 Mark according to the level of response descriptors in Table 2. Indicative content **may agree** that the governments of Nawaz Sharif were able to overcome the challenges facing Pakistan in the 1990s: • privatisation led to such projects as the Barotha Hydro Power project • imported large numbers of taxis to help solve the unemployment problem • built the first motorway (M2) to provide fast transport links • foreign exchange restrictions were loosened, and Pakistan's stock market was opened to foreign capital • the 12th Amendment was passed to provide speedy trial courts • the Shariat Bill made the Quran and the Sunna the law of the land • the 13th Amendment was introduced to restrict the power of the President • the Anti-Defection Bill (the 14th Amendment) was introduced which prevented politicians switching parties • in 1998, Pakistan carried out a series of nuclear tests **counter-arguments** might include: • USA ended economic support when the Soviet-Afghan war ended • US aid ended due to concern over Pakistan's nuclear programme • there were issues associated with refugees from Soviet-Afghan war • the price of fuel was raised • problems with the Bank of Credit and Commerce International • newspapers came under tighter control • the Yellow Cab scheme was too expensive for people to operate • dismissal of the Chief Justice of Pakistan Other relevant responses should also be credited.	**14**

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