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Paper 1 The History and Culture of Pakistan

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MARK SCHEME

Maximum Mark: 75

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Generic Marking Principles

These generic 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 the 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 (use of the full mark range, however, may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	According to Source A, what were the effects of the High Court judgement regarding Zulfiqar Ali Bhutto on the people of Pakistan?	3
	Level 1: One mark for each correct statement identified from the source; allow a second mark for a developed statement from the source 1–3 e.g. <ul style="list-style-type: none"> • People were stunned • There were arrests • Some people died in clashes • There was strong opposition • There were strikes • There were peaceful protests • There were demonstrations 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
1(b)	<p>How does Source B help us to understand the way Zia-ul-Haq governed Pakistan?</p> <p>Level 3: Inference(s) supported by detail from the source and/or contextual knowledge 4–5 (Four marks for one supported valid inference, five marks for two or more supported valid inferences)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Zia-ul-Haq is firmly in charge of Pakistan. This can be seen by him wearing a military uniform. • He is a figure of power / authority / determination / vision / decisiveness / commitment. This can be seen by him raising his arm / pointing his finger. • He wants to display his power. This can be seen by the decorative surroundings which emphasise the power and majesty of the office of the President. • He wants his message to be heard / he believes what he is saying is very important / communication is very important. This can be seen by the many microphones in front of him. • He used martial law to demonstrate control, which was enhanced by the passing of the Eighth Amendment in 1985. <p>Level 2: Unsupported valid inferences 2–3 (Two marks for one unsupported inference, three marks for two or more unsupported inferences)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Zia-ul-Haq looks a powerful leader • He looks like a soldier • He gave formal / organised / ceremonial speeches • He is pointing the way forward • He looks decisive / firm <p>Level 1: Identifies surface features from the source 1</p> <p>e.g.</p> <ul style="list-style-type: none"> • It shows Zia-ul-Haq making a speech • He is wearing a uniform • There are microphones <p>No evidence submitted or response does not address the question 0</p>	5

Question	Answer	Marks
1(c)	Why did Zia-ul-Haq introduce his Islamisation reforms?	7
	Level 3: Explains reason(s) 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. <ul style="list-style-type: none"> To produce a strong and stable government managed by people committed to Islamic values. He wanted to provide a counter to Zulfikar Ali Bhutto's socialist government which he saw as liberal / westernised. He made the Islamic laws strict in order to produce a strong government by imposing a strict legal code. He wanted to implement laws which punished people for showing disrespect towards the Prophet and ensured that Islamic education was implemented in schools to raise Islamic awareness. He wanted to distribute some wealth to the poor and needy by introducing Islamic taxes following Islamic principles. 	
	Level 2: Identifies reason(s) 2–4 (One mark for each identification) e.g. <ul style="list-style-type: none"> To strengthen the government To raise Islamic awareness To punish people showing disrespect towards the Prophet To redistribute wealth to the poor 	
	Level 1: Simple statement(s) 1 (One mark for any simple statement) e.g. <ul style="list-style-type: none"> Zia-ul-Haq felt that it was necessary after coming to power 	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(d)	<p>How successful was Zia-ul-Haq's foreign policy between 1978 and 1988? Explain your answer.</p> <p>Level 5: Explains and makes judgement / evaluation 10 (As top of Level 4 plus judgement / evaluation)</p> <p>Level 4: Explains success AND less success 6–9 (Two explanations, one on success and one on less success, are worth 6 or 7 marks. Additional explanations on the same two factors cannot be awarded more than 8 marks. Explanation of all success and less success is worth 9 marks)</p> <p>e.g. <u>Success</u></p> <ul style="list-style-type: none"> • Pakistan's relationship with China was strengthened in 1978 with the opening of the Karakoram Highway between the two countries, opening up huge areas of both countries to trade and tourism. • Pakistan received support from the West to assist Afghan fighters in their conflict with Russia in 1979. The USA gave Pakistan \$3.2 billion over six years to help cope with the influx of refugees from Afghanistan (the Afghan Miracle). • Negotiations between Pakistan and Bangladesh on tourism, culture and trade, brought an extra \$40 billion a year into Pakistan by 1986. <p><u>Less success</u></p> <ul style="list-style-type: none"> • Pakistan became a target of Russia as a result of supplying Afghans with arms. Border villages were bombed and a series of explosions happened across the country. • Threats to law and order as a consequence of the Afghan Miracle. <p>Level 3: Explains success OR less success 5–7 (One explanation is worth 5 marks. Additional explanations on the same factor awarded up to 7 marks)</p> <p>See exemplars in L4</p> <p>Level 2: Identifies / describes aspects of foreign policy 3–4 (One identification / description is worth 3 marks. An answer with additional identification / descriptions is worth 4 marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Gained financial support from the USA • Good relations with China • Became a Russian target <p>Level 1: Simple statement(s) 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Zia-ul-Haq's policy was very successful <p>No evidence submitted or response does not address the question 0</p>	10

Question	Answer	Marks
2(a)	Who was Titu Mir?	4
	Level 1: One mark for each relevant point, two marks for a developed statement <div>1–4</div> <p>e.g.</p> <ul style="list-style-type: none"> • Syed Mir Nisar was a Bengali • He reinforced traditional Muslim values • He was determined to free Bengal from British rule • He organised a stand against zamindars • He set up his own rule near Calcutta with a small army • He built a bamboo fort at Narkelbaria in 1831 and defeated the British troops sent to destroy it • He was killed in battle in 1831. 	
	No evidence submitted or response does not address the question	
		0

Question	Answer	Marks
2(b)	Explain why Sir Syed Ahmad Khan tried to improve relations between the Muslim community and the British.	7
	Level 3: Explains reasons (i.e. an understanding of impact / long term benefits) 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. <ul style="list-style-type: none"> • Sir Syed Ahmad Khan wanted to improve their social and economic conditions by taking up posts in the civil service and the army. In order to do this, the Muslim community needed to embrace the British-styled education system, which would open the door to these roles. • If the Muslim community did not do these things and foster good relations with the British, then they may see the Hindu community prosper at their expense. • He wrote The Loyal Mohammadens of India to prove to the British that the Muslim community could be trusted after the War of Independence. 	
	Level 2: Identifies reason(s) 2–4 (One mark for each identification) e.g. <ul style="list-style-type: none"> • Sir Syed Ahmad Khan wanted to improve the social and economic conditions of the Muslim community • He did not wish other communities to prosper at the expense of the Muslim community • He wrote The Loyal Mohammadens of India 	
	Level 1: Simple statement(s) 1 (One mark for any simple statement) e.g. <ul style="list-style-type: none"> • It was beneficial to have good relations 	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	<p>Was religion the most important reason for the War of Independence in 1857? Give reasons for your answer.</p> <p>Level 5: Explains with evaluation 14 (As top of Level 4 plus judgement or evaluation)</p> <p>Level 4: Explains religious AND other reasons 9–13 (Two explanations, one on religious and one on other reasons, are worth 9 marks. Additional explanations awarded up to 13 marks)</p> <p>e.g. <u>Religious reasons</u></p> <ul style="list-style-type: none"> • Christian missionaries came to India to convert the local population and set up schools. In these schools, the missionaries taught Christianity and expected local religions to be given up which was resented by the Muslim, Hindu and Sikh communities. • The British introduced a new gun that used cartridges coated in grease made from cow and pig fat. The soldiers had to rip open the cartridges with their teeth before loading. This caused great resentment as it was contrary to religious beliefs for both Muslim and Hindu communities and united them against the British. <p><u>Other reasons</u></p> <ul style="list-style-type: none"> • The replacement of Persian and Sanskrit by English as the official language in the 1830s deeply upset both the Muslims and Hindus as they felt that their culture was being threatened. • The British imposed reforms on the Indian population such as abandoning purdah / suttee without consultation. This caused much unrest as it appeared that the British were trying to impose their culture on centuries of Indian customs, which was resented. (Purdah / suttee may also be seen as religious reasons.) • In 1852 the ‘Doctrine of Lapse’ was introduced and caused great unrest because any local kingdom not having a direct male heir had their lands taken over by the British. <p>Level 3: Explains the religious OR other reasons 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks)</p> <p>See exemplars in L4</p>	14

Question	Answer	Marks
2(c)	Level 2: Identifies / describes reasons 3–6 (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks) e.g. <ul style="list-style-type: none"> • Christianity was taught in missionary schools • Missionaries came to convert people to Christianity and give up local religions • English replaced Sanskrit and Persian as the official language in the 1830s • The ‘greased cartridge’ incident • Suttee / purdah was abolished • Indian children educated in co-educational schools • Introduction of the ‘Doctrine of Lapse’ 	
	Level 1: Simple statement 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks) e.g. <ul style="list-style-type: none"> • The resentment of the British 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
3(a)	What was the Swadeshi Movement?	4
	Level 1: One mark for each relevant point, two marks for a developed statement <div style="text-align: right;">1–4</div> <p>e.g.</p> <ul style="list-style-type: none"> • A boycott of British goods by Hindus during / because of the Partition of Bengal, 1905–11 • British cloth was thrown onto bonfires • The Hindu community wore locally produced clothes • There were a series of strikes by Indian workers, e.g. in Calcutta 	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	<p>Explain why the Muslim community felt it necessary to form their own political party in 1906.</p> <p>Level 3: Explains reasons 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"> • They felt that Muslim rights would not be advanced if they continued to rely on the Indian National Congress (Congress) which was seen as an organisation that promoted views of the Hindu community. • Congress was demanding that India should be treated as a cultural whole and Hindi should be declared the official language. • Congress opposed the Partition of Bengal and the Muslim community realised that Hindus would achieve its reversal, so wanted their own political party to safeguard their interests as Congress was not doing this. • The growth of Hindu nationalist groups demanding that Muslims be forcibly converted to Hinduism. • The Simla Agreement showed that Muslims were a separate community and needed their own political party. <p>Level 2: Identifies reasons 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> • The Muslim community wanted a political organisation to promote their views • To advance Muslim rights • The growth of Hindu nationalist groups • Increasing violence against the Muslim community • The Simla Agreement <p>Level 1: Simple statement(s) 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> • The Hindu community had a political party <p>No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
3(c)	Was the First Round Table Conference of 1930 more successful than the two that followed in 1931 and 1932? Explain your answer.	14
	Level 5: Explains with evaluation As top of Level 4 plus judgement or evaluation	
	Level 4: Explains success AND less success (Two explanations, one on success and one on less success, are worth 9 marks. Additional explanations awarded up to 13 marks)	
	e.g. <u>Success</u> 1st <ul style="list-style-type: none"> Federal system for India approved as the Princes declared they would join a future federation as long as their rights were recognised. 2nd <ul style="list-style-type: none"> Congress attended which was a step forward, although this had been made possible only through talks between Gandhi and the Viceroy Lord Irwin. <u>Less success</u> 1st <ul style="list-style-type: none"> Congress boycotted the talks and without them representing the majority of Indians, progress could not be made. 2nd <ul style="list-style-type: none"> Gandhi was seen as being stubborn, taking a hard line in the talks, and refusing to recognise the problems of the minorities. He advanced the argument that he spoke for all Indians with which Jinnah disagreed. 3rd <ul style="list-style-type: none"> Congress was absent again as Gandhi and Nehru had been imprisoned due to the renewal of the non-cooperation movement, so Congress boycotted the talks. 	
	Level 3: Explains success OR less success (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks)	
	See exemplars in L4	

Question	Answer	Marks
3(c)	<p>Level 2: Identifies / describes Round Table Conferences 3–6 (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> • There were three Round Table Conferences (RTC) held in London • Both Gandhi and Jinnah attended some of the RTC's but not necessarily at the same time • Congress did not attend the first RTC and began non-cooperation programme • The Muslim community felt the first RTC was a success • At the first RTC the Princely States declared they would join a future federal system for India • The British agreed at the first RTC that representative government should be introduced at provincial level • Congress attended the second RTC • Agreement that the NWFP and Sindh should be made provinces was made at the second RTC • Gandhi was seen as refusing to recognise the problems of the minorities. • Congress boycotted the third RTC • The Princes also boycotted the third RTC • Jinnah went into voluntary exile • Nothing of importance was agreed at the third RTC 	
	<p>Level 1: Simple statement(s) 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> • They were all successful • They made little progress 	
	No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(a)	What was the Radcliffe Award?	4
	Level 1: One mark for each relevant point, two marks for a developed statement 1–4 e.g. <ul style="list-style-type: none"> • Sir Cyril Radcliffe chaired the Radcliffe Award and gave his name to it • It established the new borders of India and Pakistan in 1947, particularly in Bengal and the Punjab • He had four assistants, two nominated by the Muslim League and two by Congress • The results were announced on 16 August 1947 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
4(b)	Explain why Pakistan has given continued support to the Palestinian cause.	7
	Level 3: Explains reasons 5–7 (Five marks for one explanation, six marks for two explanations, seven marks for three explanations) e.g. <ul style="list-style-type: none"> • Pakistan is a member of the Organisation of Islamic Cooperation (OIC) which aims to promote harmony and co-operation between Muslim nations and supports the agreement that the Palestinian issue is a matter for all Islamic countries. Thus Pakistan supported the Palestinian cause. • The incident of the Al-Aqsa Mosque was discussed at the first meeting of the OIC and support was immediately offered to the Palestinians. At the summit in Lahore in 1974, more specific support was given. 	
	Level 2: Identifies reasons 2–4 (One mark for each identification) e.g. <ul style="list-style-type: none"> • Pakistan is a member of the OIC • The people of Pakistan identify themselves with the Palestinians 	
	Level 1: Simple statement(s) 1 (One mark for any simple statement) e.g. <ul style="list-style-type: none"> • It was important to Pakistan 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
4(c)	<p>Were the Gandhi–Jinnah talks the most important factor during the 1940s that led to the partition of the subcontinent in 1947? Give reasons for your answer.</p> <p>Level 5: Explains with evaluation 14 As top of Level 4 plus judgement or evaluation</p> <p>Level 4: Explains the Gandhi–Jinnah talks AND other factors 9–13 (Two explanations, one on the talks and one on another factor, are worth 9 marks. Additional explanations awarded up to 13 marks) e.g. <u>Gandhi–Jinnah talks</u></p> <ul style="list-style-type: none"> • It was an important meeting as Gandhi had been forced to negotiate with the Muslim League on an equal footing for the first time regarding the future of India. • Gandhi wanted to achieve independence first – partition discussions could follow later – whereas Jinnah wanted to settle the issue of partition first and before the British left. He knew that his bargaining position would be much weaker if he went along with Gandhi's plan. <p><u>Other factors</u></p> <ul style="list-style-type: none"> • The Lahore Resolution, 1940 drafted by the 25-man All-India Muslim League asked for greater Muslim autonomy within India; this was seen as a demand for a separate Muslim state. From then on, the aims of the Muslim League were clear: an independent nation state. • The results of the 1945–46 elections demonstrated that Congress had control of the non-Muslim votes but that the League had gained control of the Muslim vote. The Muslim League was now an equal player to Congress so the demand for Partition could no longer be ignored by Congress or the British government. • In March 1946, members of the British Cabinet Mission arrived in India to work out a plan for achieving independence for India as a federation which the Muslim League accepted but Congress refused to accept the province groupings and stated that they would not be bound by any British plan. The British government decided to form an interim government headed by Nehru joined by members of the Muslim League. • As the Muslim League were concerned that the British would leave India without organising a settlement and that Congress would be left to organise a new country, they organised a Direct Action Day in the summer of 1946 with the aim of stopping the British government giving in to Congress. The disruption worried the British, so gradually they shifted their position on Partition. <p>Level 3: Explains the Gandhi–Jinnah talks OR other factors 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks)</p> <p>See exemplars in L4</p>	14

Question	Answer	Marks
4(c)	Level 2: Identifies / describes negotiations 3–6 (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks) e.g. <ul style="list-style-type: none"> • Gandhi and Jinnah held talks about the future of India but could not agree • The Lahore Resolution 1940 • The Cripps Mission led to the Quit India Movement • The Simla Conference 1945 • The emergence of the Muslim league as an equal player to Congress following the 1945-46 elections • The British Cabinet Commission and the federal plan for an independent India • Congress rejects the plan • Direct Action Day in 1946 organised by the Muslim League • 3 June Plan of 1947 following unrest in the Punjab 	
	Level 1: Simple statement(s) 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks) e.g. <ul style="list-style-type: none"> • There were lots of negotiations that were held during these years 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
5(a)	What was CENTO?	4
	Level 1: One mark for each relevant point, two marks for a developed statement 1–4 e.g. <ul style="list-style-type: none"> • Originally the Baghdad Pact formed in 1955 with Turkey and Iraq. Later that year Pakistan, Iran and Britain joined to establish an anti-Communist alliance against the Soviet Union • All except Britain were Muslim countries • Pact renamed CENTO (Central Treaty Organisation) after Iraq left in 1959 • Never developed a permanent structure or system for raising troops for mutual defence and was dissolved in 1979 • USA supported the organisation but did not become a member 	
	No evidence submitted or response does not address the question 0	

Question	Answer	Marks
5(b)	<p>Explain why there was a constitutional crisis in 1958.</p> <p>Level 3: Explains reasons 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"> • There were a number of Prime Ministers between 1956 and 1958 and it reached a stage where Ayub Khan felt the army should take control until stability had been restored. • Previous governments endured a number of problems that hampered development such as food shortages and a drought, which led to demonstrations of discontent. As successive governments found difficulty in dealing with these matters, there were many personnel changes to try to find a solution. As a result, little constitutional development could take place. • Iskander Mirza lost the support of many of the leading politicians and was alarmed at a plan by Prime Minister Suhrawardy to unite the political leadership of Bengal and Punjab against him. <p>Level 2: Identifies reason(s) 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> • There were many Prime Ministers between 1956 and 1958 / the government was unstable • Drought and food shortages presented a challenge to development • Iskander Mirza lost support <p>Level 1: Simple statement(s) 1 (One mark for any simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> • The politicians could not agree <p>No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
5(c)	<p>Were the challenges facing Benazir Bhutto in Sindh the main reason why she left office in 1990? Explain your answer.</p> <p>Level 5: Explains with evaluation 14 As top of Level 4 plus judgement or evaluation</p> <p>Level 4: Explains challenges in Sindh AND other reasons 9–13 (Two explanations, one on the challenges in Sindh and one on another reason are worth 9 marks. Additional explanations awarded up to 13 marks)</p> <p>e.g. <u>Sindh</u></p> <ul style="list-style-type: none"> Well educated muhajirs opposed the special rights for Sindhis introduced by Benazir Bhutto and increasingly supported the Muhajir Quami Movement (MQM). Sindh was an area of growing opposition to the Pakistan People's Party (PPP) and growing support for the MQM. Benazir Bhutto tried in vain to gain the support of the MQM to form a coalition government by promising to protect the interests of all the people of Sindh. <p><u>Other challenges</u></p> <ul style="list-style-type: none"> Her government was damaged by an unsuccessful no-confidence motion tabled by opposition parties including Islami Jamhuri Ittehad (IJI) led by Nawaz Sharif. President Ghulam Ishaq Khan refused to appoint the judges and military personnel she wished, making it difficult for her to govern Pakistan effectively. Promised economic development programmes and social and health reforms did not produce the effects hoped for. The government lost support as unemployment, inflation and population grew rapidly making progress difficult. Accusations from political opponents regarding mismanagement leading to the arrest and jailing of her husband Asif Ali Zardari. Further rumours weakened the government enabling President Ghulam Ishaq Khan to use the Eighth Amendment to dismiss the government in 1990. <p>Level 3: Explains challenges in Sindh OR other challenges 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks)</p> <p>See exemplars in L4</p> <p>Level 2: Identifies / describes challenge(s) 3–6 (One identification / description is worth 3 marks. Extra marks are awarded for additional identification / descriptions up to 6 marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> Support for the MQM was growing in Sindh growing opposition to the PPP in Sindh Benazir Bhutto did not win MQM support for a coalition government It was difficult for Benazir Bhutto to deliver economic reforms 	14

Question	Answer	Marks
5(c)	Level 1: Simple statement(s) 1–2 (One simple statement is worth 1 mark. An answer with additional simple statements is worth 2 marks) e.g. • There were many difficult challenges for Benazir Bhutto	
	No evidence submitted or response does not address the question 0	