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**PAKISTAN STUDIES**

**2059/01**

Paper 1 The History and Culture of Pakistan

**October/November 2017**

MARK SCHEME

Maximum Mark: 75

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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Question	Answer	Marks
1(a)	<p><b>According to Source A, what were Jinnah’s aims in his Delhi Proposals of 1927?</b></p> <p><b>Level 1: One mark for each correct statement identified from the source, allow a second mark for a developed statement from the source</b> 1–3</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hindu-Muslim unity</li> <li>• More Muslim-majority provinces to balance the number of Hindu-majority ones represented in the central assembly</li> <li>• Sindh to be separated from the Bombay Presidency and made a full province</li> <li>• The protection of Muslim minorities as well as for other minorities in Punjab and Bengal</li> <li>• 1/3 of seats in the central legislature to be set aside for Muslims</li> <li>• To explore the possibility of reserved seats rather than separate electorates</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	<b>3</b>
1(b)	<p><b>How does Source B help us to understand Indian concerns about the Simon Commission of 1927?</b></p> <p><b>Level 3: Inference(s) supported by detail from the source and/or contextual knowledge</b> 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"> <li>• Simon was not welcome in India / Indians felt strongly about his presence in India; we know this because the banner tells him that he was an uninvited guest and should go back to Britain</li> <li>• He was very unpopular, and he and his fellow commission members were not welcome and should go back to Britain</li> <li>• Simon was not welcome because there were no Indian representatives on the committee</li> </ul> <p><b>Level 2: Unsupported valid inferences</b> 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"> <li>• Simon was not welcome in India</li> <li>• Indians felt strongly about his presence in India</li> <li>• He was unpopular</li> </ul> <p><b>Level 1: Identifies surface features from the source</b> 1</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• It says that Simon should go back</li> <li>• He was an uninvited guest</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	<b>5</b>

Question	Answer	Marks
1(c)	<b>Why was Dr Allama Muhammad Iqbal asked to chair the Muslim League at Allahabad in 1930?</b>	<b>7</b>
	<p><b>Level 3: Explains reasons</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>• He was a well-respected, authoritative figure and had the confidence of Muslims and the first important Muslim leader to advocate the partition of India and the creation of a separate Muslim state</li> <li>• He was opposed to British control of India – as the concept of conquest went against Muslim beliefs. This strengthened his view of the creation of a separate homeland, independent of the British</li> <li>• He persuaded many Muslims that the Muslim League had to build an effective mass political party to challenge the domination of the Congress. He had inspired and spoke for many in the Muslim League</li> <li>• He was suitable / educated and was the best leader as Jinnah was not yet ready to accept the Two Nation Theory</li> <li>• His poetry awakened a sense of nationhood among Muslims and he urged them to be active in making progress, so he was respected</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>• He wanted an independent homeland</li> <li>• He was opposed to British control</li> <li>• He was an inspiration to others, especially through his poetry</li> </ul>	
	<p><b>Level 1: Simple statement</b> <span style="float: right;">1</span></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• He was popular</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	<b>0</b>

Question	Answer	Marks
1(d)	<p><b>Which of the following was the most important in the development of the Pakistan Movement?</b></p> <p>(i) the Nehru Report, 1928 (ii) Jinnah's 14 Points, 1929 (iii) the Government of India Act, 193</p> <p><b>Explain your answer with reference to <u>all three</u> of the above.</b></p>	<b>10</b>
	<p><b>Level 5: Explains and makes judgement / evaluation</b></p> <p>As top of Level 4 plus judgement / evaluation</p>	10
	<p><b>Level 4: Explains at least two factors</b></p> <p>(Two explanations are worth 6 or 7 marks. Additional explanations on the same two factors cannot be awarded more than 8 marks. Explanation of the contribution of <b>all three</b> factors is worth 9 marks)</p> <p>e.g.</p> <p><u>Nehru Report</u></p> <ul style="list-style-type: none"> <li>• There were perceived to be anti-Muslim sentiments in it and even though all parties present produced it, the views of Muslims appeared to have been ignored.</li> <li>• The outlook for Hindu-Muslim relations was uncertain since there were no separate electorate proposals and Hindi the official language</li> </ul> <p><u>Jinnah's 14 Points</u></p> <ul style="list-style-type: none"> <li>• Formed the basis of future negotiations with Congress or th British Government.</li> <li>• It also furthered the awareness that Hindus and Muslims should form separate nations and shaped the basis of a desire for a homeland.</li> </ul> <p><u>The Government of India Act</u></p> <ul style="list-style-type: none"> <li>• Introduced a federal system of government, which was disappointing for the Muslim League which had expected more concessions from the British.</li> <li>• Muslims felt their views were ignored and dependent on Congress, so ideas about the Pakistan Movement began to develop.</li> </ul>	6–9
	<p><b>Level 3: Explains one factor</b></p> <p>(One explanation is worth 5 marks. Additional explanations on the same factor cannot be awarded more than 7 marks)</p> <p><b>See exemplars on Level 4</b></p>	5–7
	<p><b>Level 2: Identifies / describes one or more factor(s)</b></p> <p>(One mark for each identification / description)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The Nehru Report was perceived to be anti-Muslim</li> <li>• Hindi was to be the official language</li> <li>• Jinnah's 14 Points was in response to the Nehru Report</li> <li>• The Government of India Act was still in place at Partition</li> </ul>	3–4

Question	Answer	Marks
	<b>Level 1: Simple statement(s)</b> (One mark for each simple statement)  e.g. <ul style="list-style-type: none"><li>• Jinnah's 14 Points was the most important</li></ul>	1–2
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
2(a)	<p><b>Who were the Thuggee?</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>• They were armed robbers, involved in ritual murder, who terrified people</li> <li>• Present in central and upper India</li> <li>• Claimed they were serving a goddess, Kali</li> <li>• East India Company (EIC) used force to destroy them in 1830 and stamped out the practice</li> <li>• Indians / Hindus and Muslims</li> <li>• Meaning concealment; a secret society</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	4
2(b)	<p><b>Why did the East India Company become involved in the Indian subcontinent during the seventeenth century?</b></p> <p><b>Level 3: Explains reasons (i.e. an understanding of impact / long term benefits)</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>• Reports of immense wealth in the subcontinent led to the East India Company (EIC) establishing a trading base as they saw a profitable future</li> <li>• Availability of raw materials, silk, cotton, coal</li> <li>• The British wanted to establish their influence in the subcontinent and to oust the Dutch and Portuguese</li> <li>• The EIC also wanted to establish a strategic port in the subcontinent that would protect its trading interests in the East</li> </ul> <p><b>Level 2: Identifies reasons</b> 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• To trade</li> <li>• Extend influence in the East</li> </ul> <p><b>Level 1: Simple statement</b> 1 (One mark for a simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• They wanted to spend their time there</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	7

Question	Answer	Marks
2(c)	<b>Did Haji Shariatullah contribute more to the spread of Islam than anyone else in the subcontinent before 1850? Explain your answer.</b>	<b>14</b>
	<b>Level 5: Explains with evaluation</b>  As top of Level 4 plus judgement / evaluation	14
	<b>Level 4: Explains the contribution of Haji Shariatullah AND others</b> (Two explanations, one on the contribution of Haji Shariatullah and one on another are worth 9 marks. Additional explanations awarded up to 13 marks)  e.g. <ul style="list-style-type: none"> <li>• Haji Shariatullah established the Faraizi Movement, which insisted that Muslims should perform their faraiz (religious obligations). The impact on Muslims was significant as Faraizi restored pride and alarmed the Hindu landlords who were unhappy with Muslim practices. Centred on Bengal.</li> <li>• Shah Waliullah felt that many Muslims faced problems because of their ignorance of Islam and the Quran. He encouraged them to concentrate on Quranic teachings translated the Quran into Persian, the main language of the Muslims at that time, so that they could read it. His books aimed to spread the principles of Islam amongst Muslims and provide inspiration to lead a pure life.</li> <li>• Syed Ahmad Barelvi founded the Jihad Movement, which later became an armed struggle to liberate the Punjab and the NWFP from Sikh rule. His work was a uniting force for Muslims to achieve a life based on Islam.</li> </ul>	9–13
	<b>Level 3: Explains the contribution of Haji Shariatullah OR others</b> (One explanation is worth 7 marks. Extra marks are awarded for additional explanations to 10 marks)  <b>See exemplars on Level 4</b>	7–10
	<b>Level 2: Identifies / describes Haji Shariatullah AND / OR others</b> (One contribution identified / described is worth 3 marks. Extra marks are awarded for additional contributions identified / described up to 6 marks)  e.g. <ul style="list-style-type: none"> <li>• Haji Shariatullah established the Faraizi Movement</li> <li>• Shah Waliullah taught at the Madrassa in Delhi, spent some time in Medina and wrote a number of books</li> <li>• Syed Ahmad Barelvi was a follower of Shah Abdul Aziz and founded the Jihad Movement</li> </ul>	3–6
	<b>Level 1: Simple statement</b> (One simple statement is worth 1 mark. A Level 1 answer with two or more simple statements is worth 2 marks)  e.g. <ul style="list-style-type: none"> <li>• He was a scholar</li> </ul>	1–2
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
3(a)	<p><b>Who was Warren Hastings?</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>• 1782, first Governor General / Viceroy of India</li> <li>• British / English statesman</li> <li>• Introduced a number of reforms in administration, revenue, finance, commerce and the judiciary</li> <li>• Developed policies relating to Oudh and Rohilla</li> <li>• Involved in several wars including the Anglo-Maratha and the Anglo-Mysore</li> <li>• A patron of the arts</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	4
3(b)	<p><b>Why were the Marathas defeated after the decline of the Mughal Empire?</b></p> <p><b>Level 3: Explains reasons</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 Marathas controlled vast lands that had been part of the Mughal Empire, but they found it difficult to control and administer. This led to problems in fighting off threats from other armies confirming that the empire was now too big for them to protect or defend.</li> <li>• Maratha families began to show more loyalty to local rulers rather than the Maratha leaders in the capital city of Pune. As a result, cracks began to show in Maratha unity and control. Their grip on the empire was weakened.</li> <li>• The invading Afghans defeated the Maratha army at Panipat in 1761, thousands of soldiers and important administrators were killed, ending Maratha control.</li> </ul> <p><b>Level 2: Identifies reasons</b> 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• They found difficulty in controlling such a vast Empire</li> <li>• They were defeated by the invading Afghans</li> </ul> <p><b>Level 1: Simple statement</b> 1 (One mark for a simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Loyalty to the Marathas declined</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	7



Question	Answer	Marks
3(c)	<b>How far was Indian resistance to British expansion in the subcontinent successful before 1850?</b>	<b>14</b>
	<b>Level 5: Explains with evaluation</b> 14 As top of Level 4 plus judgement / evaluation	
	<b>Level 4: Explains early Indian AND later / eventual British success</b> 9–13 (Two explanations, one on Indian and one on British success, are worth 9 marks. Additional explanations awarded up to 13 marks)  e.g. <u>Indian success</u> <ul style="list-style-type: none"> <li>• Tipu the Sultan of Mysore held off British attempts to overthrow him towards the end of the eighteenth century, matching British weapons with rockets, cannons and muskets.</li> <li>• Titu Mir raised an army of 15 000 against the British. He built a bamboo fort at Narkelbaria in 1831 and defeated the British forces sent to destroy it.</li> <li>• The British were unwilling / unable to annex the Punjab in the lifetime of Ranjit Singh (the leader of the Sikhs who occupied the Punjab). He halted British expansion through treaties and agreements with them.</li> </ul> <u>British success</u> <ul style="list-style-type: none"> <li>• Conquests of the British against weaker opposition who were disunited with different religions and cultures and were unable to work together.</li> <li>• The strength of the British army was eventually overwhelming.</li> </ul>	
	<b>Level 3: Explains Indian OR British success</b> 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks)  <b>See exemplars on Level 4</b>	
	<b>Level 2: Identifies / describes Indian AND / OR British success</b> 3–6 (One contribution identified / described is worth 3 marks. Extra marks are awarded for additional contributions identified / described up to 6 marks)  e.g. <ul style="list-style-type: none"> <li>• Event(s) in Bengal, the Punjab, NWFP, Sindh</li> <li>• Success(es) such as Titu Mir had a big army, the British had cannons</li> </ul>	
	<b>Level 1: Simple statement(s)</b> 1–2 (One simple statement is worth 1 mark. A Level 1 answer with two or more simple statements is worth 2 marks)  e.g. <ul style="list-style-type: none"> <li>• Tipu was successful</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
4(a)	<p><b>What happened on Direct Action Day?</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>• Muslim League called for this to take place on 16th August 1946 as an attempt to stop the British giving in to Congress</li> <li>• Jinnah asked for peaceful protest to show Muslim solidarity and the strength of feeling against the British and Congress</li> <li>• Serious rioting with thousands of deaths, especially in Calcutta.</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	4
4(b)	<p><b>Explain why the Gandhi-Jinnah Talks of 1944 did not reach an agreement.</b></p> <p><b>Level 3: Explains reasons</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>• Timetable: Gandhi wanted to achieve independence first then partition discussions could follow whereas Jinnah wanted to settle the issue of partition first. He knew that his bargaining position would be weaker if he went along with Gandhi's plan.</li> <li>• Audience/support: Gandhi insisted that he spoke for all Indians and could not accept the position of Muslims as being a separate nation and so wanted independence for all Indians as a united nation. Jinnah was opposed to this.</li> <li>• Tensions: Jinnah was at odds with Gandhi and declared that he only spoke for Hindus, so would accept the idea of partition. He believed that Gandhi did not accept the two-nation idea of partition.</li> <li>• Role of government: Gandhi also wanted the central government to have control of key areas such as defence and foreign policy, whereas Jinnah wanted these issues to be dealt with locally by the provinces.</li> </ul> <p><b>Level 2: Identifies reasons</b> 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• timetable</li> <li>• audience/support</li> <li>• tensions</li> <li>• role of government</li> <li>• Gandhi wanted independence</li> <li>• Jinnah wanted partition</li> </ul> <p><b>Level 1: Simple statement</b> 1 (One mark for a simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• They did not get on with each other</li> </ul> <p><b>No evidence submitted or response does not address the question</b> 0</p>	7

Question	Answer	Marks
4(c)	<b>How effective has Pakistan been as a member of world organisations between 1947 and 1999? Explain your answer.</b>	<b>14</b>
	<p><b>Level 5: Explains with evaluation</b> 14</p> <p>As top of Level 4 with judgement / evaluation</p>	
	<p><b>Level 4: Explains effective AND less effective</b> 9–13 (Two explanations, one on an effective and one on a less effective membership worth 9 marks. Additional explanations awarded up to 13 marks)</p> <p><u>Effective:</u></p> <ul style="list-style-type: none"> <li>• It has supported the Palestinian cause</li> <li>• Contributed to a number of UN peacekeeping forces throughout the world. Pakistan became influential by raising the Kashmir question on several occasions and also became the spokesperson for many Asian states who had not gained independence during the 1950s.</li> <li>• Its membership of CENTO was treated enthusiastically because many fellow members were Muslim countries.</li> <li>• OIC provided interest free loans and grants and membership reinforced the image of Pakistan as one of the world’s leading Muslim nations.</li> <li>• As a member of the Commonwealth Pakistan supported Britain with a workforce (depleted by World War 2), this brought the benefit of remittances.</li> </ul> <p><u>Less effective:</u></p> <ul style="list-style-type: none"> <li>• The Kashmir question is on-going.</li> <li>• Membership of SEATO did not secure aid for Pakistan, support in its difficulties with India or during the East Pakistan break away. As a result, Pakistan left in 1972.</li> <li>• CENTO dissolved in 1979 after failing to develop a permanent structure.</li> <li>• Pakistan left the Commonwealth in 1971 when Britain recognised Bangladesh.</li> </ul>	
	<p><b>Level 3: Explains effectiveness OR other factors</b> 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks)</p> <p><b>See exemplars on Level 4</b></p>	
	<p><b>Level 2: Identifies / describes world organisations / Pakistan’s membership</b> 3–6 (One organisation / membership identified / described is worth 3 marks. Extra marks are awarded for additional organisations / memberships identified / described up to 6 marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Joined the United Nations in 1947</li> <li>• Joined SEATO in 1954</li> <li>• Joined CENTO in 1955</li> <li>• Left the Commonwealth in 1971</li> <li>• Re-joined the Commonwealth in 1989</li> </ul>	

Question	Answer	Marks
4(c)	<b>Level 1: Simple statement(s)</b> (One simple statement is worth 1 mark. A Level 1 answer with two or more simple statements is worth 2 marks)  e.g. • Pakistan was an effective member	1–2
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
5(a)	<b>What happened at Pucca Qila?</b>	<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>• May 1990, in Hyderabad, supporters of Muhajir Quami Movement (MQM) killed by police</li> <li>• Including women and children who held copies of the Quran over their heads as they faced the police</li> <li>• The violence led to the President (Ghulam Ishaq Khan) dismissing the government in August 1990</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	0
5(b)	<b>Explain why the subcontinent was faced with a refugee problem in 1947.</b>	<b>7</b>
	<p><b>Level 3: Explains reasons</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>• In 1947, violence between Hindus and Muslims increased dramatically. Many Muslims in India feared being killed crossing into Pakistan to seek shelter, often with few or no possessions.</li> <li>• Partition left people of different religions in the country they felt would not support their freedoms.</li> <li>• The Boundary Award increased the problems between Pakistan and India. <b>Many</b> Muslims were forced across the border making it difficult for the new Pakistan government to manage such a large number of refugees.</li> <li>• Pakistan was a new country and lack of resources meant it struggled to cope.</li> <li>• Hindus and Sikhs, perhaps fearful of reprisals and with a genuine desire to live in a Hindu nation, also contributed to the refugee problem by crossing from Pakistan to India.</li> </ul>	
	<p><b>Level 2: Identifies reasons</b> 2–4 (One mark for each identification)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• There was a lot of violence between religious groups in India</li> <li>• Partition</li> </ul>	
	<p><b>Level 1: Simple statement</b> 1 (One mark for a simple statement)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Refugees wanted to live in Pakistan</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	0

Question	Answer	Marks
5(c)	<p><b>To what extent was the relationship between Pakistan and USSR successful from 1947 to 1999? Explain your answer.</b></p> <p><b>Level 5: Explains with evaluation</b> 14</p> <p>As top of Level 4 with judgement / evaluation</p> <p><b>Level 4: Explains successful AND less successful aspects of the relationship</b> 9–13 (Two explanations, one on successful and one on less successful aspects of the relationship are worth 9 marks. Additional explanations awarded up to 13 marks)</p> <p>e.g. <u>Successful:</u></p> <ul style="list-style-type: none"> <li>• In 1961, Pakistan accepted Soviet assistance in oil and mineral exploration and as a result relations between the two countries were enhanced and cooperation between them developed.</li> <li>• Ayub Khan’s visit to USSR in 1965 improved the understanding and relationship between the two nations.</li> <li>• Close relations between Pakistan and the USSR aided the mediation of peace between India and Pakistan by the Soviet Prime Minister Alexi Kosygin at the Tashkent Conference in 1966.</li> </ul> <p><u>Less successful:</u></p> <ul style="list-style-type: none"> <li>• From 1947 onwards, the USSR increasingly began to support India over Kashmir which led to tensions between the two countries.</li> <li>• Pakistan involvement in USA-Chinese diplomatic ties in 1971 led to greater pro-Indian support by the USSR.</li> <li>• Pakistan support for Afghanistan in its war with the USSR in 1979 slowed the growth of economic and cultural ties with the USSR affecting Pakistan’s economy.</li> </ul> <p><b>Level 3: Explains successful OR less successful aspects of the relationship</b> 7–10 (One explanation is worth 7 marks. Additional explanations awarded up to 10 marks)</p> <p><b>See exemplars on Level 4</b></p>	14

Question	Answer	Marks
5(c)	<p><b>Level 2: Identifies / describes successful AND / OR less successful aspects of the relationship</b> <span style="float: right;">3–6</span></p> <p>(One contribution identified / described is worth 3 marks. Extra marks are awarded for additional contributions identified / described up to 6 marks)</p> <p>e.g.</p> <p><u>Successful:</u></p> <ul style="list-style-type: none"> <li>• Soviet oil exploration in Pakistan in 1961</li> <li>• £11 million loan to Pakistan in 1963</li> <li>• Ayub Khan visits USSR in 1965</li> <li>• Soviets hold Peace Conference between Pakistan and India 1966</li> <li>• Soviet arms supplied to Pakistan from 1968</li> <li>• Bhutto visits USSR in 1972</li> <li>• USSR support for building a steel mill</li> </ul> <p><u>Less successful:</u></p> <ul style="list-style-type: none"> <li>• Liaquat Khan visits USA rather than USSR in 1949</li> <li>• Pakistan joins USA-sponsored military pacts in 1954 and 1955</li> <li>• Pakistan refuses USSR aid in 1956</li> <li>• USA spy plane scandal 1960 – plane took off from Pakistan</li> <li>• Pakistan support for Afghanistan in war with USSR in 1979</li> <li>• Growth of economic and cultural ties slow due to Afghanistan effect</li> <li>• USSR unhappy with Pakistan's nuclear programme</li> </ul>	
	<p><b>Level 1: Simple statement(s)</b> <span style="float: right;">1–2</span></p> <p>(One simple statement is worth 1 mark. A Level 1 answer with two or more simple statements is worth 2 marks)</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• The relationship was not effective</li> </ul>	
	<b>No evidence submitted or response does not address the question</b>	0