

**OXFORD AQA**

INTERNATIONAL QUALIFICATIONS

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**INTERNATIONAL GCSE**  
**PAKISTAN STUDIES**

**9236/1**

Paper 1 The history and culture of Pakistan

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Mark scheme

Specimen

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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A The Pakistan Movement (1857-1947)**

Question	Answer	Total marks
1.1	C: 1919	1 AO1 = 1

Question	Answer	Total marks
1.2	C: To establish an independent Muslim state	1 AO1 = 1

Question	Answer	Total marks
1.3	<p><b>State two aims of the Khilafat movement.</b></p> <p>Award one mark for identifying any of the following. Apply this criterion twice.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• To protest against the dismantling of the Ottoman Empire after the First World War.</li> <li>• To promote Muslim-Hindu unity through protest against the British.</li> <li>• To protect the holy cities of Mecca and Madina by keeping them under Muslim control.</li> <li>• To promote pan-Islamic unity and protect the rights and freedoms of all Muslims worldwide.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	2 AO1 = 2

Question	Answer	Total marks
1.4	D: Sir John Simon	1 AO1 = 1

Question	Answer	Total marks
1.5	<p><b>Identify any two of Muhammad Ali Jinnah’s Fourteen Points.</b></p> <p>Award one mark for identifying any of the following. Apply this criterion twice:</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• The future constitution should be federal, with powers given to the provinces.</li> <li>• A consistent measure of independence should be guaranteed to all provinces.</li> <li>• All elected bodies should ensure that minority groups are properly represented in every province.</li> <li>• Muslim representation should not be less than one third in the Central Legislature.</li> <li>• Separate electorates to determine representation of communal groups: though any community, at any time, can choose to abandon its separate electorate in favour of joint electorate.</li> <li>• If territories need to be redrawn, it cannot affect the Muslim majority in provinces like Punjab, Bengal and North-West Frontier Province (NWFP).</li> <li>• Full religious liberty shall be guaranteed to all communities.</li> <li>• No bill or resolution should be passed in any legislature if three quarters of the members of any community in that body oppose the bill.</li> <li>• Sindh should be separated from the Bombay Presidency.</li> <li>• Reforms should be introduced in the NWFP and Balochistan on the same grounds as in the other provinces.</li> <li>• Muslims should be given an adequate share in all services.</li> <li>• The Constitution should safeguard the protection of Muslim culture, education, language, religion, and personal laws, as well as Muslim charitable institutions.</li> <li>• One-third representation shall be given to Muslims in both central and provincial cabinets.</li> <li>• No change should be made to the constitution without the consent of the provinces.</li> </ul>	2 AO1 = 2

Question	Answer	Total marks
1.6	<p><b>State two aims of the Muslim League in 1906.</b></p> <p>Award one mark for identifying any of the following, Apply this criterion twice.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• To counter the growing influence of Congress.</li> <li>• To provide a means for representing Muslim views to the British.</li> <li>• To protect the political rights of Muslims in India.</li> <li>• To prevent the rise of prejudice among Muslims against other communities in India.</li> <li>• To promote a feeling of loyalty to the British among Muslims.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Answer	Total marks
1.7	<p><b>Identify and explain two reasons why the Round Table Conferences failed to find a political solution in the years 1930-32.</b></p> <p>One mark for the identification of a relevant reason, and one additional mark for a suitable explanation. Maximum of 2 marks for each reason identified.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Congress was not present at the 1<sup>st</sup> Round Table Conference in 1930 (1). Due to its size and political power at this time, the absence of Congress meant that no meaningful progress could be made (1).</li> <li>• Prior to the 2<sup>nd</sup> roundtable conference in 1931, the Labour government in Britain was replaced by a new coalition government (1). The new government was dominated by the Conservative party who were less willing to compromise in India than the Labour government had been (1).</li> <li>• At the 2<sup>nd</sup> roundtable conference, Gandhi claimed that the Congress alone represented the politics of India (1). These claims caused tension with other groups from India present at the 2<sup>nd</sup> round table conference (1)</li> <li>• Important delegates (for example Congress, Jinnah, the British Labour Party) refused to attend the third round-table conference (1). With only 46 delegates present and so many major individuals and groups absent, nothing could be achieved or decided (1)</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>4</b></p> <p><b>AO1 = 2</b> <b>AO2 = 2</b></p>

Question	Answer	Total marks															
<p>1.8</p>	<p><b>Analyse two reasons for the failure of the War of Independence in 1857.</b></p> <table border="1" data-bbox="405 416 1270 1173"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.</td> </tr> <tr> <td></td> <td>0</td> <td>Nothing written worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• There was a lack of unity among the Indian forces, which contributed to their defeat. The history of infighting in the subcontinent between different rulers and regions like Punjab, Sindh, and Bengal meant they found it difficult to reconcile their differences and focus energy on fighting the British.</li> <li>• Some Indian princes like the Prince of Kashmir benefited from British rule and so were very reluctant to fight against them. In fact, the Prince of Kashmir sent 2000 troops to fight for the British.</li> <li>• The British had significant military strengths. For example, they were used to fighting co-ordinated and strategic battles, and were skilled in military tactics such as 'retreat and regroup'. These were used to important effect throughout the War of Independence.</li> <li>• The use of wireless by the British played a key role in their success, as they were able to convey the news about the outbreak of rebellion to their field commanders in all the areas under their control. Once informed, governors took measures to stop the spread of the uprising.</li> <li>• The British were also equipped with the latest weaponry and war machinery such as Enfield long-distance rifles and heavy artillery which gave them a superiority in the battlefield. By contrast, Indian forces struggled to gain modern weaponry.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Mark	Description	3	5-6	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.	2	3-4	Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.	1	1-2	Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.		0	Nothing written worthy of credit.	<p style="text-align: center;"><b>6</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b></p>
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Question	Answer	Total marks															
1.9	<p><b>‘The main reason why Pakistan gained its independence in 1947 was the power of the Muslim League.’</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>Explain your answer using the statement above and your contextual knowledge.</b></p> <table border="1" data-bbox="335 604 1260 1657"> <thead> <tr> <th>Levels</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7-9</td> <td>                     Detailed and accurate knowledge and understanding of the topic.                       Developed explanations and analysis, supported by examples which are mostly or all relevant.                       Reasoned evaluation leading to a substantiated judgement.                 </td> </tr> <tr> <td>2</td> <td>4-6</td> <td>                     Mostly accurate knowledge and understanding of the topic.                       Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.                       Some evaluation leading to a partially substantiated judgement.                 </td> </tr> <tr> <td>1</td> <td>1–3</td> <td>                     Limited knowledge and understanding of the topic.                       Basic idea(s) identified with little or no further support or development.                       The judgement, where present, is limited.                 </td> </tr> <tr> <td></td> <td>0</td> <td>Nothing written worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>The size of the Muslim League grew from the late 1930s onwards. For example, under Jinnah’s leadership, membership grew to over 2 million, meaning that the League was able to influence a far larger audience and popularise the idea of an independent Pakistan.</li> <li>In Lahore in 1940, the League committed to creating an independent Muslim state which would include Sindh, Punjab, Balochistan, the North West Frontier Province (NWFP) and Bengal, and which would be "wholly autonomous and sovereign". The leaders from these regions supported this goal.</li> </ul>	Levels	Marks	Description	3	7-9	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.  Reasoned evaluation leading to a substantiated judgement.	2	4-6	Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.  Some evaluation leading to a partially substantiated judgement.	1	1–3	Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.  The judgement, where present, is limited.		0	Nothing written worthy of credit.	<p><b>9</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b> <b>AO3 = 3</b></p>
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	<ul style="list-style-type: none"> <li>• The popularity of the League’s aims and messages among Muslims was demonstrated by its success in the 1945 elections, where the Muslim League won 425 out of 476 reserved for Muslims and c89% of the Muslim vote. This level of political support gave more power to the movement and its demands.</li> <li>• The Muslim League organised a “Direct Action Day” for 16 August 1946 as a demonstration of the strength of Muslim feeling and as a call for independence. Mass protests were held, though in Calcutta peaceful demonstrations became violent and upwards of 4000 people died. This created more pressure on the British to leave the subcontinent, leading to the creation of an independent Pakistan in 1947.</li> <li>• The Quit India movement led by Gandhi and Nehru also created pressure on Britain to leave. The movement focused on using civil disobedience, strikes economic boycotts and other tactics. Britain responded with repressive tactics, which further damaged its reputation and support, making its departure from the subcontinent more likely.</li> <li>• Britain emerged from the Second World War in severe economic difficulty which created challenges in maintaining their imperial possessions like India. There were also other priorities to deal with in Britain such as the creation a National Health Service or implementing the Beveridge Report for example, which made India less of a priority than before.</li> <li>• The new Labour Government led by Clement Atlee was concerned about the violence and instability in India and was determined to leave India sooner rather than later. This led to a very short timeline for British withdrawal and the partition of India. British rule was to end in 1947.</li> <li>• Students could seek to compare or relate the different reasons for independence together to evaluate their relative importance, for example by showing British decision making was influenced by the actions of the Muslim League or other political groups/ movements. Alternatively, they could argue that failures/ mistakes by British politicians in the 1930s and 1940s made the growth of the Muslim League possible.</li> <li>• They could also compare the impact of the Muslim League with other political groups/ movements at the time or evaluate how wider factors such as the Second World War created the conditions for independence.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
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**Section B****Pakistan into the 21<sup>st</sup> century (1999-2022)**

<b>Question</b>	<b>Answer</b>	<b>Total marks</b>
<b>2.1</b>	<b>D: Pervez Musharraf</b>	<b>1</b> <b>AO1 = 1</b>

<b>Question</b>	<b>Marking guidance</b>	<b>Total marks</b>
<b>2.2</b>	<p><b>Identify one outcome of the 2013 elections in Pakistan.</b></p> <p>Award one mark for any of the following:</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The Pakistan Muslim League (PML) won the most votes.</li> <li>• The PML won the most seats.</li> <li>• The PML fell 6 seats short of a majority.</li> <li>• 19 independent MPs agreed to work with PML to form a government.</li> <li>• Nawaz Sharif became Prime Minister.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<b>1</b> <b>AO1 = 1</b>

Question	Marking guidance	Total marks
2.3	<p><b>State two reasons for tension between Pakistan and India in the years 1999-2022.</b></p> <p>Award one mark for identifying any of the following. Apply this criterion twice.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Continuing tension over Kashmir has led to border skirmishes, for example in 2019.</li> <li>• India has refused to engage in peace talks with Pakistan over Kashmir.</li> <li>• Tensions arising over Pakistan’s growing influence on the world stage.</li> <li>• Pakistan’s positive relationship with China has led to tension.</li> <li>• Both Pakistan and India possess nuclear capability.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Marking guidance	Total marks
2.4	<p><b>C: March</b></p>	<p style="text-align: center;"><b>1</b></p> <p><b>AO1 = 1</b></p>

Question	Marking guidance	Total marks
2.5	<p><b>Identify two achievements of Asif Ali Zardari’s government.</b></p> <p>Award one mark for identifying any of the following. Apply this criterion twice.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Secured financial support from China for the building of two nuclear plants.</li> <li>• Secured a \$1.3 billion multi-year loan agreement from the International Monetary Fund and World Bank.</li> <li>• Cut government spending and reduced the number of people in his cabinet from 60 to 22.</li> <li>• Met with the Indian prime minister in 2012 to improve relations between Pakistan and India.</li> <li>• Secured \$7.5 bn in US aid in 2009.</li> <li>• Presided over the Chinese Economic Corridor ensuring co-operation between the two countries on industry and infrastructure.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Marking guidance	Total marks
2.6	<p><b>Identify two features of Pakistan’s constitution.</b></p> <p>Award one mark for identifying any of the following. Apply this criterion twice.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• A bicameral parliament consisting of the Senate as upper house, and National Assembly as lower house.</li> <li>• A federal structure for Pakistan.</li> <li>• Islam as the state religion of Pakistan.</li> <li>• The Prime Minister must be at least forty-five years old.</li> <li>• Urdu is the national language of Pakistan.</li> <li>• It established Fundamental Rights such as prohibition of slavery and forced labour, freedom of movement, freedom of association, freedom of speech, freedom to profess religion and safeguards to religious institutions.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Marking guidance	Total marks
2.7	<p><b>Identify and explain two impacts of Pervez Musharraf’s policies on Pakistan.</b></p> <p>One mark for each impact identified, and one further mark for a suitable explanation. Maximum of two marks per impact.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Negotiated a cease fire with India over Kashmir in 2004 (1) which helped to improve Pakistan’s relations with India following a period of tension (1).</li> <li>• His government introduced the Women’s’ Protection Bill in 2006 (1) which helped to improve women’s rights in cases of physical violence, domestic abuse and adultery (1).</li> <li>• He oversaw policies against terrorism (1) becoming a key player in the American-led War on Terror (1).</li> <li>• He introduced new media and cultural policies (1) which contributed to the creation of new television stations, film, music, and literature in Pakistan (1).</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>4</b></p> <p><b>AO1 = 2</b> <b>AO2 = 2</b></p>

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<p>2.8</p>	<p><b>Analyse two reasons why Pakistan had positive relations with other Muslim majority countries between 1999-2022.</b></p> <table border="1" data-bbox="405 416 1270 1173"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.</td> </tr> <tr> <td></td> <td>0</td> <td>Nothing written worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Pakistan and Saudi Arabia enjoy close economic and cultural ties. For example, Saudi Arabia is Pakistan’s main supplier of petroleum, while many Pakistani workers live in Saudi Arabia. The closeness of the countries was shown in 2006 when King Abdullah of Saudi Arabia visited Pakistan for the first time as King and was given the highest civilian honour in Pakistan (<i>Nishan-e-Pakistan</i>).</li> <li>• Pakistan has close military ties with Turkey. For example, Turkey has sold military equipment and provided training to Pakistani military personnel, and in 2019 Turkish and Pakistani forces held joint counter-terror exercises.</li> <li>• Turkey and Pakistan have provided aid to each-other following natural disasters. For example, after the 2022 floods in Pakistan, Turkey's government sent humanitarian relief packages to Pakistan for civilians affected by the flood. Similarly, Pakistan sent humanitarian supplies after the 2023 earthquake in Turkey.</li> <li>• Pakistan and the United Arab Emirates (UAE) enjoy close political and economic ties. The two countries are major trading partners, and in 2019 the UAE agreed to invest billions of dollars in Pakistan to build an oil refinery. There is also a large Pakistani community in the UAE.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Mark	Description	3	5-6	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.	2	3-4	Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.	1	1-2	Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.		0	Nothing written worthy of credit.	<p style="text-align: center;"><b>6</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b></p>
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<b>2.9</b>	<p><b>‘The main change for women in Pakistan between 1999-2022 was improved access to education.’</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>Explain your answer using the statement above and your contextual knowledge.</b></p> <table border="1" data-bbox="335 622 1259 1677"> <thead> <tr> <th>Levels</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7-9</td> <td>                     Detailed and accurate knowledge and understanding of the topic.                       Developed explanations and analysis, supported by examples which are mostly or all relevant.                       Reasoned evaluation leading to a substantiated judgement.                 </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4-6</td> <td>                     Mostly accurate knowledge and understanding of the topic.                       Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.                       Some evaluation leading to a partially substantiated judgement.                 </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-3</td> <td>                     Limited knowledge and understanding of the topic.                       Basic idea(s) identified with little or no further support or development.                       The judgement, where present, is limited.                 </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Nothing written worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Article 37 of Pakistan’s constitution enshrines education as a fundamental right of women in Pakistan. The government is committed to women’s education with more than 2000 all-female Islamic religious schools in Pakistan. Higher levels of participation in education among girls’ is most evident in primary level education.</li> <li>• Increased access to education for girls is most evident in urban areas, which tend to be more prosperous and can provide greater accessibility to</li> </ul>	Levels	Marks	Description	3	7-9	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.  Reasoned evaluation leading to a substantiated judgement.	2	4-6	Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.  Some evaluation leading to a partially substantiated judgement.	1	1-3	Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.  The judgement, where present, is limited.		0	Nothing written worthy of credit.	<p><b>9</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b> <b>AO3 = 3</b></p>
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	<p>schools. For example, literacy rates among girls in urban areas are higher than girls in rural areas.</p> <ul style="list-style-type: none"> <li>• There are notable examples of women in influential positions in Pakistan who are a product of increased access to education. For example, Dr Sania Nishtar was a prominent voice in public health throughout the Covid-19 pandemic, and helped to educate the public in Pakistan.</li> <li>• Significant changes have taken place for women in the media and culturally, which could be considered more important than increased access to education. For example, the Pakistan Women’s cricket team have taken part in numerous tours and the women’s cricket world cup, and cricket participation has increased among women in this period. Similarly, women like Shiffa Yousafzai have prominent roles in news media as journalists.</li> <li>• Women have also seen some improvements in legal protections. For example, new laws to protect women from domestic violence and harassment in the workplace have been introduced, adding greater protections to the rights and safety of women.</li> <li>• In evaluating the statement, students could seek to compare/ relate changes in education for women to other changes, for example by showing how changes in education have made possible other developments for women possible. Alternatively, students could argue that that prominent role models in culture/ media/ law/ politics have led to an increased appetite for education.</li> <li>• Students could also argue against the suggestion that access to education has improved for women in Pakistan. For example, the UN reported in 2011 that there were twice as many boys than girls in secondary education, and many regional inequalities result in more girls dropping out of schools.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
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**Section C Islam in the subcontinent (c700-c1831)**

Question	Marking guidance	Total marks
3.1	<p><b>Identify two achievements of Shah Waliullah.</b></p> <p>Award one mark for identifying any of the following. Apply this criterion twice.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• He helped to revive Islam in the subcontinent after a period of divisions in the Muslim community.</li> <li>• He translated the Qur'an into Persian, making it easier for many to read/understand.</li> <li>• He became a role model for Muslims with his extensive knowledge of the Qur'an.</li> <li>• He organised opposition to the Marathan forces.</li> <li>• His work was continued by others, including his sons who translated the Qur'an into Urdu.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Marking guidance	Total marks
3.2	<p><b>Identify and explain two ways in which the publication of 'The Revival of Religious Sciences' by Abdul Hamid al Ghazali was important in the history of Islam.</b></p> <p>One mark for each way identified, and an additional one mark for a suitable explanation. Maximum of two marks per way.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• It set out the principles for Muslims to follow to live a pious life (1), which encouraged reflection, manners, prayer, fasting, pilgrimage, abstinence in the Muslim community (1).</li> <li>• It became the one of the most widely read Muslim texts after the Qur'an and Hadith (1) providing religious guidelines for hundreds of millions of Muslims (1).</li> <li>• It comprises 40 books, with each book focusing on a different theme or concept (1) meaning that it forms a comprehensive account of Islamic thought (1).</li> <li>• Its influence continued after the death of its author Abu Hamid al-Ghazali (1) meaning it played an important role in educating Muslims over time (1).</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>4</b></p> <p><b>AO1 = 2</b> <b>AO2 = 2</b></p>

Question	Marking guidance	Total marks															
<p>3.3</p>	<p><b>Analyse two reasons why there was weakness and division in the Muslim community in the subcontinent by the early 18<sup>th</sup> Century.</b></p> <table border="1" data-bbox="405 427 1270 1182"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5-6</td> <td>Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.</td> </tr> <tr> <td>2</td> <td>3-4</td> <td>Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.</td> </tr> <tr> <td>1</td> <td>1-2</td> <td>Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.</td> </tr> <tr> <td></td> <td>0</td> <td>Nothing written worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Weaknesses were caused by the way Islam was taught and studied on the subcontinent at the time. Some argued that the study of the key foundational sources of Islam such as the Qur'an and Hadith was not given enough priority by Islamic scholars, who focused more on the study of theology and jurisprudence. This weakened the understanding of Islam among the general population.</li> <li>• The death of Emperor Aurangzeb in 1707 was a cause for weakness. Aurangzeb was the last powerful Muslim Emperor of the Mughal Empire, and he put forward religious policies aimed to strengthen Islam in the Empire. However, he was succeeded by a series of weak leaders, who were blamed by some Islamic scholars for weakening of Islam and moral decline.</li> <li>• Divisions were caused by the decline of the Mughal Empire by the early 18<sup>th</sup> Century. After significantly expanding under Aurangzeb, the Empire began to lose territory and influence. As a result, many Muslims found themselves under the rule of non-Muslims, which led to division in the community.</li> <li>• Some have argued that the Mughal Empire's tradition of accepting of religious differences lead to a decline in the observance of Islam among the population, which led to disinterest in Islamic rituals and principles among the general population.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Mark	Description	3	5-6	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.	2	3-4	Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.	1	1-2	Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.		0	Nothing written worthy of credit.	<p><b>6</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b></p>
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Question	Marking guidance	Total marks															
<b>3.4</b>	<p><b>Which of the following was the most significant aspect of Syed Ahmad Barelvi’s work to revive Islam in the subcontinent in the 19<sup>th</sup> Century?</b></p> <ul style="list-style-type: none"> <li>• <b>The Jihad movement</b></li> <li>• <b>His military campaigns</b></li> </ul> <p><b>Explain your answer with reference to both bullet points.</b></p> <table border="1" data-bbox="335 622 1262 1751"> <thead> <tr> <th data-bbox="335 622 459 689">Levels</th> <th data-bbox="459 622 603 689">Marks</th> <th data-bbox="603 622 1262 689">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="335 689 459 1021">3</td> <td data-bbox="459 689 603 1021">7-9</td> <td data-bbox="603 689 1262 1021">                     Detailed and accurate knowledge and understanding of the topic.                       Developed explanations and analysis of both bullet points, supported by examples which are mostly or all relevant.                       Reasoned evaluation leading to a substantiated judgement.                 </td> </tr> <tr> <td data-bbox="335 1021 459 1391">2</td> <td data-bbox="459 1021 603 1391">4-6</td> <td data-bbox="603 1021 1262 1391">                     Mostly accurate knowledge and understanding of the topic.                       Clear explanation and analysis showing partial substantiation of one or both bullet points, often supported by examples which are generally relevant.                       Some evaluation leading to a partially substantiated judgement.                 </td> </tr> <tr> <td data-bbox="335 1391 459 1720">1</td> <td data-bbox="459 1391 603 1720">1–3</td> <td data-bbox="603 1391 1262 1720">                     Limited knowledge and understanding of the topic.                       Basic idea(s) identified relating to one or both bullet points with little or no further support or development.                       The judgement, where present, is limited.                 </td> </tr> <tr> <td data-bbox="335 1720 459 1751"></td> <td data-bbox="459 1720 603 1751">0</td> <td data-bbox="603 1720 1262 1751">Nothing written worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Syed Ahmad Barelvi travelled widely, holding meetings to promote the Jihad movement in order to restore Muslim power in the Punjab. Through this, he recruited many followers which helped to spread his message about the need for Jihad to a wide audience.</li> <li>• Syed Ahmad Barelvi saw that under the rule of the Sikh Empire, Muslims in the Punjab were unable to observe their religious duties. For example, the</li> </ul>	Levels	Marks	Description	3	7-9	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis of both bullet points, supported by examples which are mostly or all relevant.  Reasoned evaluation leading to a substantiated judgement.	2	4-6	Mostly accurate knowledge and understanding of the topic.  Clear explanation and analysis showing partial substantiation of one or both bullet points, often supported by examples which are generally relevant.  Some evaluation leading to a partially substantiated judgement.	1	1–3	Limited knowledge and understanding of the topic.  Basic idea(s) identified relating to one or both bullet points with little or no further support or development.  The judgement, where present, is limited.		0	Nothing written worthy of credit.	<p><b>9</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b> <b>AO3 = 3</b></p>
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	<p>call to prayer was banned in some areas. The Jihad movement aimed to restore Islamic belief and authority, ridding it of what he saw as unhealthy customs and practices.</p> <ul style="list-style-type: none"> <li>• The Jihad movement helped to inspire other movements that aimed to restore Islam in the 19<sup>th</sup> Century such as the Ahl-i Hadith and Deobandi movement, showing the long-term impact of his movement.</li> <li>• In 1826, Syed Ahmad Barelvi fought and defeated the forces of Ranjit Singh at Akora Khattak. This victory established him as a credible, successful leader. As a result, the size of his army swelled to 80 000, providing him and his movement with greater military and political power.</li> <li>• Syed Ahmad Barelvi’s military forces included spiritual leaders and teachers in their ranks. As well as engaging in armed conflict, they inspired Muslims to take up arms against religious oppressors and, if necessary, give up their lives in a fight for religious freedom.</li> <li>• Students may seek to compare or relate the two aspects together in order to evaluate their relative importance for reviving Islam, for example by placing his military campaigns in the wider context of the Jihad movement, or by arguing for the long term influence of his Jihad movement.</li> <li>• Students may also argue against the importance of his military campaigns by focusing on his eventual defeat. After the brother of Yar Muhammad Khan mounted his own campaign and forced Barelvi to relocate to Balakot, Barelvi was betrayed as some of his men told the Sikhs how to cross the mountains undetected. The resulting Battle of Balakot resulted in Barelvi’s death.</li> <li>• Students may also argue against the importance of the Jihad movement in reviving Islam, for example by focusing on the problems that it encountered. For example, there were factions within Barelvi’s followers who were less convinced of the need for a Jihad which led to disunity within the movement.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
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**Section C The Mughal Empire (c1526-c1850s)**

Question	Marking guidance	Total marks
4.1	<p><b>State two achievements of Emperor Akbar.</b></p> <p>Award one mark for identifying any of the following, apply this criteria twice.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• He expanded the territory of the Mughal empire geographically to include Kashmir, Bengal and Sindh.</li> <li>• He introduced new religious ideas (<i>Din-e-Ilahi</i>) containing elements of both Islam and Hinduism.</li> <li>• He ruled as Emperor for almost 50 years, establishing a stable empire for his successors to build on.</li> <li>• He improved the administration of the empire by centralising it.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>AO1 = 2</b></p>

Question	Marking guidance	Total marks
4.2	<p><b>Identify and explain two ways in which Emperor Babur was important for the Mughal Empire.</b></p> <p>One mark for each reason identified, and one further mark for a suitable explanation. Maximum of two marks for each way.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• He established the Mughal Empire (1) after defeating the Sultan of Delhi, at the Battle of Panipat (1)</li> <li>• Babur's military used cannons and muskets (1) meaning that he introduced new military tactics and technology to the region (1).</li> <li>• He defeated Rana Sangar at the Battle of Khanwa (1), and established himself as supreme/unchallenged ruler of Northern India (1)</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>4</b></p> <p><b>AO1 = 2</b> <b>AO2 = 2</b></p>

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4.3	<p data-bbox="260 322 1294 383"><b>Analyse two consequences of Emperor Aurangzeb’s religious reforms for the Mughal Empire.</b></p> <table border="1" data-bbox="405 416 1272 1173"> <thead> <tr> <th data-bbox="405 416 520 479">Level</th> <th data-bbox="520 416 635 479">Mark</th> <th data-bbox="635 416 1272 479">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 479 520 712">3</td> <td data-bbox="520 479 635 712">5-6</td> <td data-bbox="635 479 1272 712">                     Detailed and accurate knowledge and understanding of the topic.                       Developed explanations and analysis, supported by examples which are mostly or all relevant.                 </td> </tr> <tr> <td data-bbox="405 712 520 945">2</td> <td data-bbox="520 712 635 945">3-4</td> <td data-bbox="635 712 1272 945">                     Mostly accurate knowledge and understanding of the topic.                       Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.                 </td> </tr> <tr> <td data-bbox="405 945 520 1137">1</td> <td data-bbox="520 945 635 1137">1-2</td> <td data-bbox="635 945 1272 1137">                     Limited knowledge and understanding of the topic.                       Basic idea(s) identified with little or no further support or development.                 </td> </tr> <tr> <td data-bbox="405 1137 520 1173"></td> <td data-bbox="520 1137 635 1173">0</td> <td data-bbox="635 1137 1272 1173">Nothing written worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="260 1207 512 1236"><b>Indicative content</b></p> <ul data-bbox="308 1279 1337 1854" style="list-style-type: none"> <li>• Aurangzeb wanted everyone to follow Islamic law. For example, he made strict laws which aimed to control how people behaved in society. He also sought to control religious practices by making non-Muslims pay a special tax. As result, the Mughal Empire enforced a stricter form of Islamic rules and values among the population during his reign.</li> <li>• Aurangzeb declared <i>Fatawa-e-Alamgiri</i>, which combined ethics, laws, and rules completely based on Islam. He sought to establish Sharia law and Islamic economics throughout the Empire.</li> <li>• He introduced cultural changes that emphasised Islamic thinking and traditions. For example, he built many mosques and encouraged Islamic education, art and architecture. The Mughal style of buildings changed to simpler designs, moving away from the elaborate designs that went before, while mosques and tombs were built with simplicity in mind.</li> <li>• Religious tolerance decreased during Aurangzeb's rule. He made rules that affected non-Muslims, especially Hindus. Temples were destroyed, and a special tax called the <i>Jaziya</i> was imposed on Hindus. These actions led to tension between different religious groups within the Empire.</li> </ul> <p data-bbox="260 1895 1257 1955"><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Mark	Description	3	5-6	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis, supported by examples which are mostly or all relevant.	2	3-4	Mostly accurate knowledge and understanding of the topic.  Clear explanation(s) and analysis showing partial substantiation, often supported by examples which are generally relevant.	1	1-2	Limited knowledge and understanding of the topic.  Basic idea(s) identified with little or no further support or development.		0	Nothing written worthy of credit.	<p data-bbox="1409 1072 1426 1102">6</p> <p data-bbox="1362 1144 1471 1205">AO1 = 3 AO2 = 3</p>
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Question	Marking guidance	Total marks															
4.4	<p><b>Which of the following was the most important problem faced by Emperor Aurangzeb’s successors in the 18<sup>th</sup> Century?</b></p> <ul style="list-style-type: none"> <li>• <b>Weak leadership</b></li> <li>• <b>Invasions by foreign forces</b></li> </ul> <p><b>Explain your answer with reference to both bullet points.</b></p> <table border="1" data-bbox="333 622 1262 1749"> <thead> <tr> <th data-bbox="336 622 459 689">Levels</th> <th data-bbox="459 622 603 689">Marks</th> <th data-bbox="603 622 1259 689">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 689 459 1021">3</td> <td data-bbox="459 689 603 1021">7-9</td> <td data-bbox="603 689 1259 1021">                     Detailed and accurate knowledge and understanding of the topic.                       Developed explanations and analysis of both bullet points, supported by examples which are mostly or all relevant.                       Reasoned evaluation leading to a substantiated judgement.                 </td> </tr> <tr> <td data-bbox="336 1021 459 1386">2</td> <td data-bbox="459 1021 603 1386">4-6</td> <td data-bbox="603 1021 1259 1386">                     Mostly accurate knowledge and understanding of the topic.                       Clear explanation and analysis showing partial substantiation of one or both bullet points, often supported by examples which are generally relevant.                       Some evaluation leading to a partially substantiated judgement.                 </td> </tr> <tr> <td data-bbox="336 1386 459 1718">1</td> <td data-bbox="459 1386 603 1718">1-3</td> <td data-bbox="603 1386 1259 1718">                     Limited knowledge and understanding of the topic.                       Basic idea(s) identified relating to one or both bullet points with little or no further support or development.                       The judgement, where present, is limited.                 </td> </tr> <tr> <td data-bbox="336 1718 459 1749"></td> <td data-bbox="459 1718 603 1749">0</td> <td data-bbox="603 1718 1259 1749">Nothing written worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Aurangzeb’s successors were less interested in defending the empire and more interested in leading relaxed lives of pleasure. For example, rather than spend money on defence, some emperors chose to spend on lavish banquets and fine buildings which symbolised their wealth.</li> <li>• The nobility within the empire had become very rich, powerful and self-interested. Many of them were only interested in self-preservation and not fighting to uphold the empire. Many began to work with the Mughal Empire’s</li> </ul>	Levels	Marks	Description	3	7-9	Detailed and accurate knowledge and understanding of the topic.  Developed explanations and analysis of both bullet points, supported by examples which are mostly or all relevant.  Reasoned evaluation leading to a substantiated judgement.	2	4-6	Mostly accurate knowledge and understanding of the topic.  Clear explanation and analysis showing partial substantiation of one or both bullet points, often supported by examples which are generally relevant.  Some evaluation leading to a partially substantiated judgement.	1	1-3	Limited knowledge and understanding of the topic.  Basic idea(s) identified relating to one or both bullet points with little or no further support or development.  The judgement, where present, is limited.		0	Nothing written worthy of credit.	<p><b>9</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b> <b>AO3 = 3</b></p>
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	<p>regional and foreign rivals which only served to undermine the empire further.</p> <ul style="list-style-type: none"> <li>• There was a lot of costly in-fighting among Aurangzeb’s successors. For example, a war of succession took place following Aurangzeb’s death between three military factions in the Mughal Empire. While the war eventually ended with Bahadur Shah I triumphant, these internal conflicts were expensive in terms of human life and weaponry and were a distraction from the real threats to the empire’s power.</li> <li>• An invasion by the Persian leader Nadir Shah saw the Mughal forces of Muhammad Shah beaten at Karnal in 1739 and Delhi captured soon afterwards. As well as overrunning land Nadir Shah took gold and jewellery to take back to Persia. This economically weakened the Mughal Empire and was a blow to its pride. Other forces could see how easily the empire could be attacked.</li> <li>• The Marathas had been a thorn in Aurangzeb’s side for more than 25 years and after his death they continued to pose a threat. In 1737 the Marathas raided Delhi and defeated the Mughal army stationed there. By 1750, the Marathas were regarded as the most powerful fighting force in the region.</li> <li>• In 1747 the Afghans led by Ahmad Shah Durrani attacked Kabul, Peshawar and Lahore. By 1749, the Afghan forces had taken control of key regions such as Punjab and by 1756 they were also in control of Kashmir and Multan.</li> <li>• A further threat to the Mughal empire came from the British who had taken an economic interest in India from 1600 when Elizabeth I approved the East India Company’s trading charter. The Company’s influence grew as they established trading bases in Bombay, Calcutta and Madras. They were protected by the British army who used diplomacy, coercion and military might to defeat Mughal power, for example at Plassey in 1757.</li> <li>• Students may seek to relate or compare the two given issues in order to evaluate their relative importance, for example by showing how weak leadership following Aurangzeb’s death encouraged rival powers and foreign forces to challenge Mughal power and invade.</li> <li>• Alternatively, students could argue that the political weakness of the rulers who came after Aurangzeb was a consequence of invasions by foreign powers rather than a cause of it.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	
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