

OxfordAQA

International GCSE

Pakistan Studies (9236)

Scheme of work – Paper 1

For teaching from September 2024 onwards
For International GCSE exams in June 2026 onwards

Introduction

Pakistan studies

These outline schemes of work are intended to help teachers plan and implement the teaching of the Oxford AQA International AS/A-level/GCSE Pakistan Studies (9236) specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. Each scheme has been produced by a practicing subject expert. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

Assumed coverage

This scheme assumes that the GCSE Pakistan Studies (9236) content is a two year GCSE course with approximately 65 taught hours per year each. Some lessons have been identified as being more suited to cover a two-hour period of learning, and this is made explicit. Work would also need to be completed outside of lessons, although this would ultimately depend on the amount of contact time available and the extent to which assessment activities take place within lesson time.

The scheme of work included here focuses on Paper 1 The history and culture of Pakistan. The guided learning hours are 120-140 for whole qualification so 60-70 for Paper 2.

Contents

You can use the title links to jump directly to the different sections of this scheme of work
(Use Ctrl and click to follow the link)

Section title	Page
Introduction	2
The Pakistan Movement (1857-1947)	4
Lesson 1	4
Lesson 2	6
Lesson 3	9
Lesson 4	11
Pakistan into the 21st Century: from independence to 2022	13
Lesson 1	13
Lesson 2	15
Lesson 3	17
Lesson 4	19
Islam in the subcontinent (c700-c1831)	21
Lesson 1	21
Lesson 2	23
Lesson 3	25
The Mughal Empire (c1526-c1850s)	27
Lesson 1	27
Lesson 2	29
Lesson 3	31

The Pakistan Movement (1857-1947)

Lesson 1

Specification reference

- 3.1.1.1 The War of Independence, its impact, and the development of the Pakistan movement (1857-1906)

Specification content

- The reasons for the outbreak of War of Independence (1857), key events in the conflict, and the reasons for failure.
- The long-term consequences of the War of Independence, including: British reforms; changing British attitudes towards Muslims; the development of nationalism on the subcontinent; the formation of the Indian National Congress.
- The importance of Syed Ahmad Khan and the impact of the two-nation theory.
- The formation of the Muslim League; origins, aims, and early relations with Congress.

Learning outcomes

Students will be able to understand:

- the reasons for the outbreak of the War of Independence in 185, how it developed and why Indian forces were defeated.
- the key features of British reforms in India following the War of Independence, and the consequences of these reforms.
- the concept of nationalism, the reasons for the formation of the Indian National Congress and its aims
- the impact of Sir Syed Ahmad Khan's, with particular reference to the two-nation theory.
- the origins and aims of the Muslim League and the relationship between the Muslim League and the Indian National Congress.

Suggested timing

7-8 hours

Possible teaching and learning activities

- Provide students with an overview of the situation on the Indian subcontinent by 1857 with particular reference to the region's different cultures, religions and centres of power.
- Complete a card sort of different reasons for the outbreak of the War of Independence, which they could categorise according to long and short term causes. Students could then complete a chart of the causes of the War of Independence.
- Annotate a map of the sub-continent highlighting centres of uprising and revolt.
- After reading about the reasons for failure, students could participate in a debate about the most important reason for the failure of the War of Independence, either lack of unity on the part of the Indian forces or military superiority on the part of the British.

- Students could then answer the following question from the specimen examination paper:

‘Analyse two reasons for the failure of the War of Independence in 1857.’

- Research the British reforms post 1857. Make notes on each reform, categorised under the headings ‘military reforms’ ‘political reforms’ and ‘other reforms’. Encourage students to include detail about the aim and consequences for each key reform.
- Prepare a presentation showing relations before 1857 and relations after 1857, in order to understand how the War of Independence changed the relationship between Muslims on the subcontinent and the British. As an extension, consider the extent to which the subcontinent was united in the decades that followed the War of Independence.
- Introduce students to the term nationalism, exploring in the context of the politics of the subcontinent. They could then research the birth of nationalist ideas as a response to British rule in this period, focusing initially on the Indian National Congress. Students might then create their own “charter” for the Indian National Congress, stating its aims.
- Introduce students to the life of Sir Syed Ahmad Khan. Students could create a social media profile detailing his background, key beliefs, actions.
- In pairs, students could write and perform a speech, outlining the key features of the two nation theory and why it was an important development.
- Students could then produce their own All-India Muslim League charter itemising its aims.
- As a revision activity, or to explore the first section of this topic as an overview, students could then draw a timeline on an A3 piece of paper listing the key events and developments of the period.

Resources

- [War of Independence | By 1845, the British Empire had expanded from Bengal to Sindh, and all that remained free was Punjab. \(storyofpakistan.com\)](http://storyofpakistan.com)
- [Sepoy Mutiny of 1857 – Postcolonial Studies \(emory.edu\)](http://emory.edu)
- [Why did the Indian Mutiny happen? | National Army Museum \(nam.ac.uk\)](http://nam.ac.uk)
- [Decisive events of the Indian Mutiny | National Army Museum \(nam.ac.uk\)](http://nam.ac.uk)
- [British India: The War of 1857 and its consequences to 1876 - SOAS HISTORY RESOURCES](#)
- [BBC - History - British History in depth: From Empire to Independence: The British Raj in India 1858-1947](#)
- [War of Independence | By 1845, the British Empire had expanded from Bengal to Sindh, and all that remained free was Punjab. \(storyofpakistan.com\)](http://storyofpakistan.com)
- [Sayyid Ahmad Khan \(1817-1898/1232-1316\) \(cis-ca.org\)](http://cis-ca.org)
- [The Ideology of Pakistan: Two-Nation Theory | Stems from the instinct of the Muslim community of South Asia \(storyofpakistan.com\)](http://storyofpakistan.com)
- [1906-1940 Muslims in Active Politics pph Archives - History Pak](#)
- [Establishment of All India Muslim League \(storyofpakistan.com\)](http://storyofpakistan.com)

Lesson 2

Specification reference

3.1.1.2 Controversy, crises and reaction to repression (1905-1927)

Specification content

- The partition of Bengal controversy; the Morley-Minto reforms (1909); First World War and its impact on the subcontinent.
- British repression, including the impact of the Amritsar Massacre (1919).
- The Khilafat Movement and its importance in Muslim-Hindu relations
- Non-cooperation and the growth of communalism 1920-27: the increase in the influence of Congress; the Delhi proposals (1927).

Learning outcomes

Students will be able to understand:

- the causes and consequences of the partition of Bengal
- the aims and impacts of the Morley-Minto reforms
- the role played by soldiers from the Indian subcontinent in the First World War, and the impact of this in the subcontinent.
- the reasons for the events at Amritsar in 1919, and the impact of the massacre on relations between the British and the different groups in the Indian Subcontinent.
- the reasons for and impact of the Khilafat Movement
- the aims and impact of the Non-Cooperation Movement, and the reasons for the growing divisions in the Congress Party
- Jinnah and the Delhi Proposals of 1927.

Suggested timing

6 hours

Possible teaching and learning activities

- Research location, population, size and importance of Bengal in the early part of the 20th. Students could then consider the 'for' and 'against' factors in the Partition of Bengal. This could be considered as a card sort, and then consolidated by filling in a table. Students might 'weight' the different factors on a 1-10 scale, adding these up at the conclusion of the exercise and so illuminating whether or not they would have partitioned Bengal.
- Students should consider both Muslim and Hindu views on partition and the British reaction to protests, including the reversal of partition in 1911.
- Research and make notes on the aims and impacts of the Morley-Minto reforms of 1909 (also known as the Indian Council's act), drawing particular attention to the problems with these reforms and how they were perceived by different groups.
- In considering the role played by soldiers from the Indian subcontinent in the First World War, students could use both web and textbook resources to research and prepare a presentation detailing:
 - What motivated soldiers from the subcontinent to fight in the First World War
 - The size of the Indian Expeditionary force

- The locations/ battles where the Indian Expeditionary force contributed.
 - The impact of the First World War on the Indian subcontinent.
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- Students could then debate the stance to take during the First World War. Some students should argue that Indians should demonstrate loyalty to the British and that this ought to be rewarded after the conclusion of the war. Others might argue the British are not to be trusted as recent events have demonstrated; others might argue the moral case for self-determination, since the British said they were fighting for this principle in the First World War.
 - Introduce students to the Rowlett Committee and its subsequent act, 1919. Students should examine Indian reactions and responses to the Rowlatt Act. These might be summarized on a mind map.
 - Watch [this video](#) which provides a short overview of the Amritsar Massacre.
 - After further reading on the massacre, students could make notes around the following questions:
 - (i) 'What led to the events at Amritsar in 1919?'
 - (ii) 'What happened at Amritsar?'
 - (iii) 'What were the consequences of the massacre?'
 - Research and record the reasons for the formation of the Khilafat Movement. Students might then produce a Venn diagram illustrating how the aims of the Khilafat Movement appealed to both Muslims and Hindus. It is important that students recognize the initial enthusiasm with which both Muslims and Hindus supported non-cooperation as a vehicle for anti-British protest and a means of protecting and fostering Islam through Hijrat.
 - There is opportunity to consider the long-term implications of the Khilafat Movement as a step on the road towards independence and as a movement which convinced many Muslims of their political power.
 - Introduce students to the 'Before and After 1922 Watershed' identifying why Non-Cooperation defined the years 1920-22 and Communalism defined the years after 1922. A discussion could then follow, focusing on the question 'why did opposition to the British fragment in the 1920s?'.
 - After researching the Delhi Proposals, students could complete a 'True or False' card sort on the demands put forward in the Delhi Proposals. Students could write a speech in the manner of Jinnah putting forward his demands for a separate electorate.

Resources

- [Bengal Partition: On this day, 118 years ago, Bengal was partitioned for the first time | India News - Times of India \(indiatimes.com\)](#)
- [Partition of Bengal, 1905 - Banglapedia](#)
- [Making Sense of the War \(India\) | International Encyclopedia of the First World War \(WW1\) \(1914-1918-online.net\)](#)
- [How was India involved in the First World War? | British Council](#)
- [Loyalty and dissent - The National Archives](#)
- [Search – British Pathé \(britishpathe.com\)](#)
- [The Amritsar Massacre | History Today](#)
- [The Massacre of Jallianwala Bagh | After the Lucknow Pact of 1916 both Hindus and Muslims started their struggle for the self-rule for India. \(storyofpakistan.com\)](#)

- [Khilafat Movement \(1914-1918-online.net\)](http://1914-1918-online.net)
- [The Khilafat Movement in Kew - The National Archives blog](#)
- [Khilafat Movement | Hindu-Muslim constitutional and political problems. \(storyofpakistan.com\)](http://storyofpakistan.com)
- [Delhi Proposals \(1927\) - History Pak](#)
- [Delhi Muslim Proposals | Considering separate electorates to be the main hindrance in improving Hindu-Muslim relations. \(storyofpakistan.com\)](http://storyofpakistan.com)

Lesson 3

Specification reference

3.1.1.3 Stagnation and stalemate (1927-1939)

Specification content

- Attempts at political solutions, including the Indian Statutory Commission and the Nehru report.
- Muhammad Ali Jinnah and the Fourteen Points: aims and importance. Allama Iqbal, Chaudry Rahmat Ali and their contributions to the Pakistan movement.
- Further attempts to find a political solution, and the reasons for failure: the Simon Report; the three Round Table Conferences (1930-32); The Government of India Act(1935).
- Congress Rule 1937–1939: the reasons for Congress' electoral victory in 1937 and the importance of the Congress Rule.

Learning outcomes

Students will be able to understand:

- the aims and impact of the Indian Statutory Commission and Nehru report.
- Jinnah, his background and character, and the aims, features and importance of his Fourteen Points.
- Consider the relative importance of Allama Iqbal and Chaudry Rahmat Ali to the development of the Pakistan movement.
- the aims and impact of the three Round Table Conferences and the Government of India Act
- the reasons for Congress' electoral victory in 1937 and its impact on politics in India in general and the Muslim League in particular
- the key features and impact of Congress Rule 1937-1939.

Suggested timing

6 hours

Possible teaching and learning activities

- Produce a Concept Map. On an A3 sheet of paper they should make the following headings: Indian Statutory Commission (Simon Commission), Nehru Report, Jinnah's Fourteen Points. After researching and making notes on the aims, features and impact of each the Indian Statutory Commission and the Nehru report, learners draw lines to connect the events and explain why they have made the connections.
- Create a profile of Muhammad Jinnah, focusing on his background, education, professional experience, and key beliefs.
- Research the key aims, features and impact of Jinnah's Fourteen Points. In doing so, they can return to the Concept Map they've completed earlier, adding the connections they have made to explain why the Fourteen Points were produced.
- Students could explore the contributions of Allama Iqbal and Chaudry Rahmat Ali by engaging a range of sources describing their ideas and impact on the Pakistan movement. As an extension, students could debate who had the greatest impact.

- Students could then go on to research the aims, key features and reasons for the failure of each of the three Round Conferences, adding their notes to the Concept Map.
- Answer the four-mark question from the specimen examination paper:

‘Identify and explain two reasons why the Round Table Conferences failed to find a political solution in the years 1930-32.’

- Annotate a printout of the terms of the Government of India Act and use this to explain why Muslims and Hindus would accept or disagree with them. Students should then consider the significance of the Government of India Act for the future of the subcontinent and the creation of Pakistan.
- Research the outcome of the 1937 elections and the key features and impact of Congress Rule. Students should pay close attention to the impact of the election and ensuing Congress Rule on the Muslim interests in India and the relationship between Congress and the Muslim League.
- Additionally, through teacher led instruction, introduce students one by one to each of the issues that caused conflict between Muslims and Hindus during the period of Congress Rule. Students could take notes on an A3 sheet documenting the causes, features, and consequences of each conflict. As a class, discuss whether there were common causes, and outcomes.
- There will be an opportunity to look some specific examples including (i) Bande Matram, (ii) the Wardha Scheme and (iii) the ‘Congress Tyranny’.
- As an extension exercise, students could discuss the notion that ‘Congress Rule abolished any hope of avoiding partition’.

Resources

- [Simon Commission | The British government appointed a commission under Sir John Simon in November 1927. \(storyofpakistan.com\)](https://www.storyofpakistan.com/simon-commission)
- [Protesting Against the Simon Commission - Untold lives blog](https://www.untoldlives.org/blog/protesting-against-the-simon-commission)
- [Nehru Report \(1928\) - History Pak](https://www.history-pak.com/nehru-report-1928)
- [Nehru Report | The Government of India Act 1919 was essentially transitional in character. \(storyofpakistan.com\)](https://www.storyofpakistan.com/nehru-report)
- [Fourteen Points of Quaid-i-Azam - History Pak](https://www.history-pak.com/fourteen-points-quaid-i-azam)
- [Fourteen Points of M. A. Jinnah | All India Muslim League on March 28, 1929, members of both the Shafi League and Jinnah League participated. \(storyofpakistan.com\)](https://www.storyofpakistan.com/fourteen-points-m-a-jinnah)
- [Round Table Conferences | The first session of the conference opened in London on November 12, 1930 \(storyofpakistan.com\)](https://www.storyofpakistan.com/round-table-conferences)
- [Government of India Act 1935 | After the failure of the Third Round Table Conference, the British government gave the Joint Select Committee. \(storyofpakistan.com\)](https://www.storyofpakistan.com/government-of-india-act-1935)
- [Congress Ministries \(1937-1939\) - History Pak](https://www.history-pak.com/congress-ministries)

Lesson 4

Specification reference

3.1.1.4 Road to independence (1939-47)

Specification content

- The Second World War and its effects on the Indian subcontinent, including the ‘Day of Deliverance’; the Lahore resolution (1940) and its importance.
- The Quit India movement – aims and impact; the 1942 Cripps mission.
- The 1944 Gandhi-Jinnah talks; the elections 1945-1946; ‘Direct Action Day’ and its impact.
- The events of 1947: the role of the Lord Mountbatten; the Independence Act, and the formation of an independent Pakistan.

Learning outcomes

Students will be able understand:

- the contribution of soldiers from the Indian subcontinent in the First World War and its impact.
- the aims and key features of the Lahore resolution and its importance
- the impact of key named events, movements and developments up to 1947, including their relative importance in the formation of an independent Pakistan
- the roles played by Gandhi, Jinnah and Lord Montbatten in the formation of an independent Pakistan.

Suggested timing

6-7 hours

Possible teaching and learning activities

- In considering the role played by soldiers from the Indian subcontinent in the Second World War, students could use both web and textbook resources to research and prepare a presentation detailing:
 - What motivated soldiers from the subcontinent to fight in the Second World War
 - The size of the Indian Expeditionary force
 - The locations/ battles where the Indian Expeditionary force contributed.
 - The impact of the Second World War on the Indian subcontinent.
- Use web and textbook resources to make notes on the Lahore Resolution. Encourage students to place it in its historical context by making links between the relevant events and developments previously studied that created the conditions for resolution’s aims.
- After making notes on the aims, key features and impact of each named event from the Quit India movement to Direct Action Day Students could then create their own living timeline of events, indicating which events helped to raise tensions and which served to lower tensions. These can be recorded on a chart, using different colours.
- After researching the roles played by Gandhi, Jinnah and Lord Montbatten in the process towards an independent Pakistan in the 1940s, organise a debate about which individual was most important for creation of Pakistan in 1947.

- Research the events of 1947 add them to the living timeline described above.
- Use a card sort of key events from Section 4 of this topic, encourage students to discuss the relative importance of different factors in the creation of an independent Pakistan in 1947. As an extension, students can begin to group different events together under broader categories to see how they link together.
- Answer the 9 mark question from the specimen examination paper:

‘The main reason why Pakistan gained its independence in 1947 was the power of the Muslim League.’

How far do you agree with this statement?’

Resources

- [Has India's contribution to WW2 been ignored? - BBC News](#)
- [India's Involvement in World War II - Pacific Atrocities Education](#)
- [Impact of the Second World War | When the Britain declared war against Germany the Viceroy announced that India was also at war. \(storyofpakistan.com\)](#)
- [Lahore Resolution - Banglapedia](#)
- [Lahore Resolution | The Lahore Resolution 23rd March 1940 by All India Muslim League. \(storyofpakistan.com\)](#)
- [Story of Pakistan Videos | 1940 - 1947](#)
- [Indians campaign for full independence \(Quit India Campaign\), 1942-1943 | Global Nonviolent Action Database \(swarthmore.edu\)](#)
- [Civil Disobedience Movement | On October 13, 1940 Gandhi declared his line of action in the Working Committee of Congress. \(storyofpakistan.com\)](#)
- [Cripps, Nehru and Gandhi - The National Archives](#)
- [Cripps Mission | On March 22, 1942, Britain sent Sir Stafford Cripps with constitutional proposals. \(storyofpakistan.com\)](#)
- [Jinnah-Gandhi Talks And The Causes For Their Failure - History Pak](#)
- [Gandhi-Jinnah Talks | Bombay on September 19, 1944, and lasted till the 24th of the month. \(storyofpakistan.com\)](#)
- [June 3rd Plan | The Plan was finalized in the Governor's Conference in April 1947 \(storyofpakistan.com\)](#)
- [The Birth of Pakistan | The British Parliament passed the Indian Independence Act on July 18, 1947. \(storyofpakistan.com\)](#)
- [Why was British India Partitioned in 1947? Considering the role of Muhammad Ali Jinnah | Faculty of History \(ox.ac.uk\)](#)
- [Partition Voices - ANDREW WHITEHEAD](#)
- [Independence and Partition, 1947 | National Army Museum \(nam.ac.uk\)](#)

Pakistan into the 21st Century: from independence to 2022

Lesson 1

Specification reference

3.1.2.1 Politics, culture and the political structure of Pakistan since independence.

Specification content

- Challenges and opportunities facing independent Pakistan in 1947; Muhammad Ali Jinnah's role as Governor General; the development of Pakistan's constitution over time; the development of Pakistan's constitution over time, including the Objectives resolution (1949), and the constitutions of 1956, 1962, and 1973. Key constitutional features such as the roles and importance of the President and Prime Minister and federalism.
- Key democratic concepts in Pakistan, including transparency, the rule of law and accountability. Pakistan's political parties and their formation, role and importance.
- The constitutional role and significance of Urdu; other regional languages and their importance to society, culture and national integration; sports and recreation as important aspects of culture.

Learning outcomes

Students will be able to understand:

- The challenges and opportunities facing Pakistan in 1947, and how these were addressed in the years immediately post-independence.
- The key features of Pakistan's constitution, and the key concepts, roles and functions defined in the constitution.
- The ways in which Pakistan's constitution has changed over time
- The concepts of transparency, the rule of law and accountability how they apply to Pakistan.
- The aims and objectives of key political parties, when and why they were formed, and their role and importance within Pakistan's politics.
- The importance of language, sport and culture in Pakistan

Suggested timing

6 hours

Possible teaching and learning activities

- Research and make notes on the key challenges and opportunities facing Pakistan at the point of independence in 1947. Record these in a table, and give each challenge and opportunity a rating from 1-5 depending on its importance.
- Research the powers of Jinnah as Governor General of Pakistan in 1947. Detail the actions taken by Muhammad Ali Jinnah before his death in 1948 against each

opportunity and challenge recorded. As an extension, write an obituary to Jinnah detailing his background and the key achievements of his life.

- Introduce students to term 'constitution', with particular reference to its role, function and importance.
- Research and summarise the rights and principles described in Pakistan's constitution, highlighting concepts such as federalism.
- As an extension, students could examine the way that Pakistan's constitution has changed since independence, exploring the key features and changes of the Objectives Resolution (1949) and the constitutions of 1956, 1962 and 1973.
- Define the concept of federalism, summarise the key features of the federal structure in Pakistan. As an extension, students could annotate a map of Pakistan to describe geography of Pakistan's federal structure.
- Research and describe the roles and powers granted to the President and Prime Minister. You could present the information to students in a card sort, with students matching the information/term and definition cards to identify correct terminology. This activity can be extended to "Who Am I?" with cards for Prime Ministers and Presidents, itemizing functions, achievements, political party belonged to and type of government led. Results should then be recorded in a double spread in their exercise books or work files.
- Research and define the key democratic concepts of transparency, the rule of law and accountability. As an extension, record examples of the ways in which these concepts are applied in Pakistan. Students could then debate the question as to which of these concepts is most important to the health of a democratic society.
- Summarise the structure of Pakistan's parliament, before moving on to introduce political parties in Pakistan. Students should note their the role and importance in a functioning democracy, before researching the key formation dates, features and politics of the major political parties in Pakistan.
- Assign students a political party to research in more depth, and have them create a campaign speech which describes what they want to achieve and why you should vote for them.
- Prepare a presentation on the constitutional role and importance of Urdu in Pakistan.
- Use online resources to identify the 10 most commonly spoken languages in Pakistan, making note of the proportion of the population that speaks each language. As an extension, map out where each language is spoken in Pakistan.
- Make notes on the importance of languages to society, culture and national integration.
- Make notes on the importance of sports and recreation to Pakistan, paying particular attention to the most popular sports the country.

Resources

- [National Assembly of Pakistan](#) (overview of history of Pakistan Constitution)
- [The Constitution of Pakistan \(pakistani.org\)](#)
- [Pakistan - Constitution, Federalism, Democracy | Britannica](#)
- [The Fascinating History and Global Significance of the Urdu Language | Dynamic Language](#)
- [Urdu language | History, Origin, Script, Words, & Facts | Britannica](#)
- [Language data for Pakistan - Translators without Borders](#)
- [The Importance of Developing Sports Culture in Pakistan - Republic Policy](#)
- [Pakistan Sports Board, Islamabad](#)

Lesson 2

Specification reference

3.1.2.2 Political developments, 1999 – 2022

Specification content

- Pervez Musharraf: key achievements and challenges faced by his government.
- Changes under Asif Ali Zardari, including the 18th and 19th Amendments; the 2013 elections, and the policies of the Pakistan Muslim League (PML) led government.
- Key features and outcomes of the 2018 elections; government policies between 2018-2022.
- The Covid-19 pandemic: government responses, and the impact of the pandemic on Pakistan.

Learning outcomes

Students will be able to understand:

- the challenges facing Pakistan's leaders between 1999-2022, and the policies that were developed by each leader and their political party to address these challenges.
- the extent to which each leader of Pakistan was successful in achieving their aims between 1999-2022
- the key issues and outcomes in the 2013 and 2018 elections.
- the impact of the Covid-19 pandemic on Pakistan, and the ways in which Pakistan's government responded to the pandemic.

Suggested timing

6 hours

Possible teaching and learning activities

- Create a profile of Pervez Musharraf, with particular reference to his background, character and political beliefs.
- Create a table entitled Musharraf's government, with one column labelled challenges, and the other labelled achievements. Record examples under each heading using textbook and web-based resources.
- Answer the four-mark question from the specimen paper:

'Identify and explain two impacts of Pervez Musharraf's policies on Pakistan.'

- Create a similar table as described above to record notes on Asif Ali Zardari's government, with particular reference to the 18th and 19th Amendments and their impact. Once completed, students can discuss which of Musharraf or Zardari could claim to have been the more successful President.
- Create a news report on the key features and outcomes of the 2013 election, making note of the key aims, messages and level of support for the victorious PML party.

- After researching the policies pursued by PML between 2013-2018, create a similar table to one created for Zardari and Musharraf's government, noting the achievements and challenges of this period.
- In groups, write and perform a campaign speech describing your solutions to the problems faced by Pakistan around the time of the 2018 elections. Compare your proposals to the ones put forward by the victorious party (PTI). Students might then create a timeline of government policies, 2018-2022.
- Students should research the symptoms of and prognosis for Covid-19, and using a map trace its progress across the world in 2020. Having identified what Covid-19 was/is, research the responses of different governments to what became a life-threatening pandemic. Students can then take the role of scientists, medical advisers, politicians and members of the public to debate in role play an appropriate course of action.
- Students could complete an annotated timeline of events and statistics as Covid-19 spread across the world; this can be micro-analysed as a Covid-19 in Pakistan timeline.
- Finally, students should note the response of the Pakistan government and evaluate its success, comparing Pakistan with other countries such as, but not exclusively, China, India, the United Kingdom, the United States.
- As an overview activity for Section 2, students can use their notes and research materials to detail the challenges facing Pakistan in the period 1999-2022. These can be grouped under the headings 'Economic', 'Political' and 'Social'. Under each challenge, students could detail how it was addressed, and give a rating for how successful the action was in addressing the challenge. Students might go on to discuss and evaluate the significance of the challenges and whether solutions attempted were appropriate.

Resources

- [Pervez Musharraf Becomes President | Former Army Chief & President of Pakistan. Head of APML \(storyofpakistan.com\)](https://storyofpakistan.com/p/Pervez-Musharraf-Becomes-President-Footer)
- [Critical Analysis of Musharraf Era - Modern Diplomacy](#)
- [Asif Ali Zardari \(president.gov.pk\)](https://www.president.gov.pk/asif-ali-zardari)
- [The Zardari Legacy | Wilson Center](#)
- [The 18th Amendment: Historical Developments and Debates in Pakistan – NUS Institute of South Asian Studies \(ISAS\)](#)
- [19th Amendment becomes part of constitution as Zardari signs bill - News | Khaleej Times](#)
- [COVID-19 in Pakistan: WHO fighting tirelessly against the odds](#)
- [Pakistan's Response to COVID—An Aerial View | Think Global Health](#)
- [COVID-19 spurs big changes in Pakistan's education \(worldbank.org\)](https://www.worldbank.org/en/news/feature/2020/05/20/covid-19-spurs-big-changes-in-pakistan-s-education)
- [Women and girls must be at the center of Pakistan's COVID-19 recovery \(worldbank.org\)](https://www.worldbank.org/en/news/feature/2020/05/20/covid-19-spurs-big-changes-in-pakistan-s-education)

Lesson 3

Specification reference

3.1.2.3 International relations

Specification content

- Relations with India; conflict, tension and diplomacy over Kashmir
- Bilateral relations with the People's Republic of China including military ties, investments in agriculture, and infrastructure development.
- Relations with the Muslim world, including Pakistan's relationships with Turkey, the Kingdom of Saudi Arabia and the United Arab Emirates.
- Relations with the United States of America; the impact of the US-led Afghan war on Pakistan.
- Pakistan and multinational organisations: the impact of the World Economic Crisis and the role of the International Monetary Fund (IMF) in supporting Pakistan; Pakistan's role in supporting United Nations missions.

Learning outcomes

Students will be able to understand:

- the key features of the relationship between Pakistan and each of the countries specified in the specification, including the areas of agreement and (where applicable) tension with each country.
- the extent to which relations with each named country have changed in this period, and the reasons for any change in the relationship.
- the world economic crisis and its impact on Pakistan, including the role of the International Monetary Fund (IMF) and its efforts to support Pakistan in that crisis.
- Pakistan's role in United Nations missions, evaluating Pakistan's contributions and derived benefits from such support.

Suggested timing

6-7 hours

Possible teaching and learning activities

- In researching Pakistan's relationship with each country named in the specification students should consider the following:
 - Key historical context and events
 - Pakistan's desired outcomes in the relationship with each country
 - the positives of the relationship for Pakistan
 - the negatives of the relationship for Pakistan
- Students should then consider whether Pakistan has, on balance, enjoyed a positive or negative relationship with each country, and summarise their judgement for each one in a short paragraph.
- Answer the 6-mark question from the specimen paper:

‘Analyse two reasons why Pakistan had positive relations with other Muslim majority countries between 1999-2022.’

- In order to facilitate and understanding of how each relationship has changed over time, students could record the key events and developments in each relationship, where students will graph/ map on a living timeline the ups and downs of each relationship.
- Introduce students to the various international organisations such as the International Monetary Fund (IMF) and the work of the United Nations using web and textbook-based resources. Students could create a graphic organizer to consolidate their understanding of the work of the IMF and the United Nations (UN). Students could then make notes on Pakistan’s contribution to the UN.
- Students might then be directed towards a consideration of whether Pakistan has benefited or not from its relationships on the international stage. The particular reference world economic crisis and its aftermath is an excellent case study that could be used to evaluate this question.

Resources

- [Timeline: India-Pakistan relations | News | Al Jazeera](#)
- [General Pervez Musharraf and Pakistan’s India Relationship – NUS Institute of South Asian Studies \(ISAS\)](#)
- [Kashmir: Why India and Pakistan fight over it - BBC News](#)
- [China \(mofa.gov.pk\)](#)
- [Middle East \(mofa.gov.pk\)](#)
- [United States of America \(mofa.gov.pk\)](#)
- [West Asia \(mofa.gov.pk\)](#)
- [Ministry of Foreign Affairs \(mofa.gov.ae\)](#) (Relations with UAE)
- [OIC \(mofa.gov.pk\)](#)
- [United Nations \(mofa.gov.pk\)](#)
- [Pakistan and the IMF: Debts, Deficits and Dependency – NUS Institute of South Asian Studies \(ISAS\)](#)

Lessons 4

Specification reference

3.1.2.4 Women's empowerment in Pakistan

Specification content

- The role and contributions of women in politics, society and culture, including the significance of Benazir Bhutto
- Developments in healthcare and education, including the impact of the work of Dr Sania Nishtar
- Developments in women's rights and welfare, including the importance of recent legislation
- The nature of equality in Pakistan by 2022: opportunities and challenges

Learning outcomes

Students will be able to understand:

- the role and importance of Benazir Bhutto and Dr. Sania Nishtar, assessing their contributions to Pakistan in this period.
- the key events and developments in Pakistan's politics, society and culture, with a particular focus on women's rights and welfare
- the key areas and extent of progress for women in modern-day Pakistan.

Suggested timing

6 hours

Possible teaching and learning activities

- Create a table with three headings:
 - politics, society and culture
 - education and healthcare
 - rights and welfare

Using textbook and web-based resources, make notes on the challenges and achievements of women between 1999-2022 under each of these headings.

- Students create a storyboard of the significant events in the lives of, and contributions made by Benazir Bhutto and Dr Sania Nishtar.
- Students could then go on to research the lives of other important female role models using the web resources below, exploring their contributions to such as politics, education, healthcare, culture, media, the arts and sport. They could then present their findings back to the class.
- Present students with the statement: 'Women in modern-day Pakistan face more challenges than opportunities.' Direct half of the class to argue in favour of the statement, and half against. Using their notes and textbooks, students prepare their arguments, making notes on evidence in favour and against the given statement.

- Answer the 9-mark question from the specimen paper:

The main change for women in Pakistan between 1999-2022 was improved access to education.'

How far do you agree with this statement?

Resources

- [Women's Day: 10 Pakistani women inspiring the country | Pakistan – Gulf News](#)
- [16 amazing Pakistani women who have made us proud \(tribune.com.pk\)](#)
- [Women Rights | Women Development Department \(punjab.gov.pk\)](#)
- [Pro Women Legislation \(pakovoter.org\)](#)

Islam in the subcontinent (c700-c1831)

Lesson 1

Specification reference

3.1.3.1 The expansion of Islam in the subcontinent c700-c1700: key events and individuals

Specification content

- Sufism: origins and key features.
- Muhammad bin Qasim, the expansion of the Umayyad Caliphate in the subcontinent, and its religious impact.
- The importance of Abdul Hamid al Ghazali, including the impact of the publication of 'Revival of Religious Sciences.'
- Ahmad Sirhindi: background, key beliefs, and the importance of his reforms and the revival of Sufism in the subcontinent; later key religious developments under Emperor Aurengzeb.

Learning outcomes

Students will be able to understand:

- the origins, key features and importance of Sufism in the subcontinent
- the chronology of key individuals, events and developments in the period c700-c1700.
- the role and importance of key individuals, events and developments in the period c700-c1700, with a particular focus on the Muhammad bin Qasim, Abdul Hamid al Ghazali and Ahmad Sirhindi.

Suggested timing

6 hours

Possible teaching and learning activities

- Research the background and key features of Sufism.
- Research and create notes on the importance of the Umayyad Caliphate, its territories, the extent of its power and its eventual withdrawal.
- Explain the role of Muhammad bin Qasim in bringing Islam to the subcontinent, including his motivations, religious beliefs and his impact in the long term.
- Create a profile of Abdul Hamid al Ghazali, recording his ideas and contributions to the development of religious thought in the subcontinent. Again, students could organise their notes according to 'short term' and 'long term' contributions.
- Make notes on the 'Revival of Religious Sciences'. Students could discuss the three most important impacts of this book. As an extension, students could read selected extracts of the 'Revival of Religious Sciences' and discuss their meaning and importance.

- Answer the 4-mark question from the specimen paper:

‘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.’

- Create a profile of Ahmad Sirhindi, recording his ideas and contributions to the development of religious thought in the subcontinent. Particular attention should be placed on his political influence, with reference to the religious policies of Emperor Akbar, Emperor Jehangir and his long term legacy as an inspiration to Emperor Aurangzeb
- Research and summarise the key religious policies of Emperor Aurangzeb.
- In order to draw together their learning of Section 1, students could create a timeline illustrating key moments in the development of religious thought and practice from c700-c1700.

Resources

- [Sufis and the Spread of Islam | The spread of Islam in the Sub-continent is the story of untiring efforts of numerous saints and Sufis. \(storyofpakistan.com\)](http://storyofpakistan.com)
- [Establishment of Muslim Rule | Though Muslims entered South Asia with the conquest of Sindh by Muhammad bin Qasim. \(storyofpakistan.com\)](http://storyofpakistan.com)
- [Religion | Muslim dynasties rose and fell but Islam as a unifying force sustained the Muslims throughout these centuries \(storyofpakistan.com\)](http://storyofpakistan.com)
- [Imam al-Ghazali: A Biography and Introduction — Imam Ghazali Institute](http://www.imamghazaliinstitute.org)
- [Ahmad Sirhindi: A Spiritual Revivalist of Islamic Thought - Islamonweb](http://www.islamonweb.com)
- [Aurangzeb: Religious Policies | MANAS \(ucla.edu\)](http://www.manas.ucla.edu)

Lesson 2

Specification reference

3.1.3.2 Shah Waliullah's reforms in religion in the 18th Century

Specification content

- Reasons for weaknesses and divisions in Muslim community in the subcontinent by the early 18th Century, including the decline of the Mughal Empire.
- Shah Waliullah: Background, early life, and education.
- The nature and aims of Shah Waliullah's religious reforms, including his regard for Sharia law and understanding the Qur'an.
- The impact of Shah Waliullah's work and influence in bringing about political change.

Learning outcomes

Students will be able to understand:

- the problems faced by the Muslim community in the subcontinent in the early 18th century, and the reasons for these problems.
- the key features of Shah Waliullah's background, beliefs and key teachings
- the impact of Shah Waliullah in the religious and political life of the subcontinent, in both the short term and long term.

Suggested timing

6 hours

Possible teaching and learning activities

- Research the reasons why the Muslim community was weakened and divided in the early 18th century, using both textbook and web resources. Categorise the evidence and examples under two headings: political and religious weaknesses.
- Answer the 6-mark question from the specimen paper:

‘Analyse two reasons why there was weakness and division in the Muslim community in the subcontinent by the early 18th Century.’

- Create a profile of Shah Waliullah, focusing on his background, early life and education.
- Research Shah Waliullah's key ideas, focusing on his key religious teachings, political messages, and the methods he used to spread his ideas.
- As an extension, students could read selected extracts from Shah Waliullah's writings and discuss their meaning and importance.
- Create a table listing the problems identified by Shah Waliullah and the solutions he suggested. They can go on to evaluate how effectively he solved each problem by giving a mark out of 10 and justifying their scores. As an extension, students could read selected extracts of the ‘Revival of Religious Sciences’ and discuss their meaning and importance.
- As an extension activity, students could write a Shah Waliullah's obituary, summarising his biography and evaluating his life's achievements.

oxfordaqa.com

Resources

- [Shah Waliullah's Reform Movement | In the 18th century, Islam in the Sub-continent was faced with menacing problems. \(storyofpakistan.com\)](https://storyofpakistan.com/shah-waliullahs-reform-movement)
- [Shah Waliullah \(Qutb al-Din Ahmad al-Rahim\) \(1703-62\) \(muslimphilosophy.com\)](https://muslimphilosophy.com/shah-waliullah-qutb-al-din-ahmad-al-rahim-1703-62)

Lesson 3

Specification reference

3.1.3.3 Syed Ahmad Barelvi and the Islam revival in the 19th Century

Specification content

- The political, social, cultural and religious context in the subcontinent by the early 19th century.
- Syed Ahmed Barelvi: background, early life, military service and key beliefs.
- The Jihad Movement: its religious and political aims, opponents and key achievements.
- Military campaigns: Syed Ahmed Barelvi's death; his contribution to the revival of Islam in the subcontinent; his importance to the Ahl-i-Hadith and Deobandi movement.

Learning outcomes

Students will be able to understand:

- the political, social, cultural and religious context in the subcontinent by the early 19th century.
- the key features of Syed Ahmed Barelvi's background, religious beliefs and political ideals
- the impact of Syed Ahmed Barelvi in the religious and political life of the subcontinent, in both the short term and long term.

Suggested timing

6 hours

Possible teaching and learning activities

- Research the key features of the subcontinent by the early 19th century, categorising evidence under the headings political, social, cultural and religious. Students can then discuss what they consider to be the most serious problem faced by those living in the subcontinent at this time.
- Create a profile of Syed Ahmed Barelvi, focusing on his background, early life, military service.
- Research Syed Ahmed Barelvi's key religious beliefs, with a particular focus on ways in which Shah Waliullah's teachings influenced his own beliefs.
- Research the Jihad movement under Barelvi, with a particular focus on its aims, achievements, and failures.
- Focus student reading on the long term influence that Barelvi had on later movements, such as the Ahl-i-Hadith and Deobandi movement.
- Using the skills and techniques demonstrated in the previous lesson, students could create another table, now listing the problems identified by Syed Ahmad Barelvi and the solutions he suggested. As before, students can go on to evaluate how effectively he solved each problem by giving a mark out of 10 and justifying their scores. The completion of these activities would enable direct comparisons and contrasts between the work of Shah Waliullah and Syed Ahmad Barelvi.

- As an extension activity, students could produce a television-style news report on the death of Syed Ahmad Barelvi summarising his life, his work and evaluating his short and long term impact.
- Complete the 9 mark question from the specimen paper:

‘Which of the following was the most significant aspect of Syed Ahmad Barelvi’s work to revive Islam in the subcontinent in the 19th Century?’

- The Jihad movement
- His military campaigns

Explain your answer with reference to both bullet points.’

- As an overview activity, students could create a timeline of the entire course. They could be given a card sort of key events from the course to put in order, or they could plot the named individuals in the course on a living graph and debate which one was most successful (A living graph is a chronological timeline with a vertical axis to show degree of success).

Students should be encouraged to see these individuals not as being in some competition for influence, but as distinct and unique contributors and collaborators in producing a cohesive development. Any question as to ‘who contributed most?’ or ‘whose contribution was most significant?’ should be regarded as purely academic exercises, designed to encourage thought and evaluation, and as such, have no definitive or ‘right’ answers.

Resources

- [Sayyid Ahmad Brelvi | Impressive preacher and Jihad leader \(storyofpakistan.com\)](https://storyofpakistan.com)
- An explanation of the living graph strategy is given here:
www.thinkinghistory.co.uk/ActivityModel/ActModTimeline.html

The Mughal Empire (c1526-c1850s)

Lesson 1

Specification reference

- 3.1.4.1 Early Mughal emperors (c1526–1658)

Specification content

- The political, social, cultural and religious context of India and Central Asia in the early 16th century.
- Babur: background and character; his establishment of the Mughal empire; later expansion under Humayan, Akbar, Jehangir and Shah Jehan.
- Political, military and economic developments up to 1658, including the expansion of trade and commerce.
- Social and cultural developments up to 1658, including religion, literature, education, music and architecture.

Learning outcomes

Students will be able to understand:

- the context in which the Mughal Empire was established
- the chronology of key individuals, events and developments in the early Mughal empire (c1526-1658).
- the role and importance of key individuals, events and developments in the early Mughal empire (c1526-1658), with a particular focus on Emperor Babur.

Suggested timing

6 hours

Possible teaching and learning activities

- Outline the political, social, cultural and religious context of India and Central Asia in the early 16th century, with a particular focus on the key features, strengths and weaknesses of the Delhi Sultanate. Students could research this use textbook and web resources and record their notes under each broad category.
- Research and compile a profile of Emperor Babur, with a particular focus on his early life/ background, his character, and his claim to power.
- Record the key details of Babur's rise to power, with a particular focus on the battles in which he was victorious and the territories he conquered.
- Students could then complete the 4 mark question from the specimen paper:

‘Identify and explain two ways in which Emperor Babur was important for the Mughal Empire.’

- Create a timeline of key events in the expansion of the Mughal Empire from Emperor Babur to Emperor Shah Jehan.

- Chart the expansion of the Mughal empire using a map. A colour code indicating territory controlled under Babur, Humayan, Akbar, Jehangir and Shah Jehan ought to provide clarity.
- Students could then create their own living timeline of events, indicating political, military, economic, social and cultural developments up to 1658. These can be recorded on a chart, again using different colours, or simply headings for political, military, economic, social and cultural developments.
- Debate which developments were most important for the Mughal Empire in between 1526-1659. One half of the class could be directed to argue that political, military and economic developments were most important, while the other could argue that social and cultural developments were most important.

Resources

- [Episode 5 | The Story of India – Timeline | PBS](#)
- [India in the World; the World in India 1450-1770 – Association for Asian Studies](#)
- [How the Mughal Empire began – Mughal India – KS3 History – BBC Bitesize](#)
- [Babur – The First Mughal Emperor | India after defeating Ibrahim Lodhi in the Battle of Panipat in 1526. \(storyofpakistan.com\)](#)
- [How the Mughal Empire began – Mughal India – KS3 History – BBC Bitesize](#)
- [Babur – The First Mughal Emperor | India after defeating Ibrahim Lodhi in the Battle of Panipat in 1526. \(storyofpakistan.com\)](#)
- [The arts of the Mughal Empire · V&A \(vam.ac.uk\)](#)
- [BBC – Religions – Islam: Mughal Empire \(1500s, 1600s\)](#)
- [The majestic Mughal Empire: The rise and fall of India's most powerful dynasty – History Skills](#)

Lesson 2

Specification reference

3.1.4.2 Aurangzeb's Mughal Empire (c1658–1707)

Specification content

- Aurangzeb: background, character and rise to power.
- Aurangzeb's administration, and his social, cultural and religious reforms; the establishment of Sharia and Islamic economics throughout the Indian subcontinent.
- The expansion of the Mughal Empire into the Indian subcontinent under Aurangzeb.
- The condition of the Empire upon Aurangzeb's death: strengths and weaknesses.

Learning outcomes

Students will be able to understand:

- the key features of Aurangzeb's background and character, and the reasons for his rise to power
- the impact of Aurangzeb reforms along key themes
- the extent of expansion of the Mughal Empire under Aurangzeb
- the strengths and weaknesses of the Mughal Empire by 1707

Suggested timing

6 hours

Possible teaching and learning activities

- Some time discussing the reign of Shah Jehan as a precursor to that of Aurangzeb would be well spent, as this will facilitate an understanding of their contrasting styles and change over time. The use of visual sources, including portraits, maps and architecture to support this ought to be powerful and engaging.
- Research and compile a profile of Aurangzeb, focussing on his early life/ background and character. Particular attention should be paid to his religious beliefs. Alternative, students could create a storyboard illustrating Aurangzeb's early life and rise to power. A role play exercise with students assuming the roles of journalists and Aurangzeb himself, would also make for a memorable learning experience.
- Research and briefly explain the ways in which Aurangzeb overcame obstacles to gain power and become Emperor.
- Compile notes on Aurangzeb's key actions and reforms under the following headings:
 - Administration/ how he governed
 - Social, cultural and religious reforms
 - Economic reforms
 - Territorial expansion

Under each heading, students could note successes and problems/ weaknesses

- Students could then complete the 6-mark question from the specimen paper:

‘Analyse two consequences of Emperor Aurangzeb’s religious reforms for the Mughal Empire.’
- Create a simple table of strengths and weakness of the Mughal Empire by 1707 using textbook and web-resources. Students could then discuss the question, ‘Did Aurangzeb leave the Mughal Empire weaker than he found it?’

Resources

- [Aurangzeb Alamgir’s Reign | Thus Aurangzeb ruled for 50 years, matching Akbar’s reign in longevity. \(storyofpakistan.com\)](https://www.storyofpakistan.com/en/aurangzeb-alamgir-reign)
- [The rule of Aurangzeb - Mughal India - KS3 History - BBC Bitesize](https://www.bbc.com/history/asia/16_01_17_mughal_01)
- [The Fall of One of The Biggest Empires In History | Mughal Empire \(youtube.com\)](https://www.youtube.com/watch?v=16_01_17_mughal_01)
- [Mughal Dynasty | Decline | Britannica](https://www.britannica.com/history/160117-mughal-01)
- [Aurangzeb, as he was according to Mughal Records \(more in depth\)](#)

Lesson 3

Specification reference

3.1.4.3 The decline and downfall of the Mughal Empire (1707 – c1850s)

Specification content

- The problems faced by Aurangzeb's successors including: weak leadership; the invasion of Nadir Shah; the Battle of Karnal; the Sack of Delhi (1739).
- The East India Company's involvement in the subcontinent; importance of the Battle of Plassey (1757) for the Indian subcontinent.
- The expansion of the Sikh and Maratha empires and their impact on the Muslim empire.
- Further British colonial expansion in the Indian subcontinent from the 1750s to the 1850s.

Learning outcomes

Students will be able to understand:

- The reasons for weakness in the Mughal Empire by the early 18th Century.
- The role and importance of different factors in further weakening the Mughal Empire from 1707-1850s.
- The methods used by Britain to increase their control of the Indian subcontinent by in the 18th and 19th centuries, and the extent of their control.

Suggested timing

6 hours

Possible teaching and learning activities

- Record on a wallchart the reasons for weakness in the by the 18th Century Mughal empire. Using textbook or web-based resources, students could record examples under the following headings:
 - Aurangzeb's Rule
 - Foreign Attacks and Invasions
 - Inherent weaknesses in the Empire
 - The Arrival of the British

This wallchart can then be summarised as a simpler mind map or spider diagram. Time permitting, or as an extension exercise, students might like to rank the causes of the decline of the Mughal empire, justifying their choices to the group in plenary reports.

- Research the origins of the East India Company and its entry into the Indian subcontinent.
- Create a own timeline, illustrated with maps, indicating the growth of influence of the East India Company.
- Create a newspaper account of the Battle of Plassey (1757) recording reasons for the British victory and its likely impact on the subcontinent. As an extension activity students might write and present one of two speeches, one defending and promoting the actions

of the East India Company, the other deploring those actions, in the style of a parliamentary debate.

- Research the Sikh and Maratha Empires, with a focus on their background, territories under their control, and how they weakened the Mughal Empire.
- Research British actions in India following the Battle of Plassey all the way up to the 1857 War of Independence, creating a timeline of key events that expanded British power on the subcontinent.
- Organise a class debate focusing on the most important reason why the British were able to conquer and control India. Possible factors include the military strength of the British, the diplomatic and political expertise of the British, the fragmentation or lack of unity in the Indian empire, the geographical size of the empire, and weaknesses in leadership in the empire. Having listened to the various arguments, the class could take a vote on what they believe to be the most important reason for the British being able to take control of India.
- Students could then complete the 9 mark question from the specimen paper:

Which of the following was the most important problem faced by Emperor Aurangzeb's successors in the 18th Century?

- Weak leadership
- Invasions by foreign forces

Explain your answer with reference to both bullet points.

Resources

- [Fall of Mughals - INSIGHTS IAS - Simplifying UPSC IAS Exam Preparation \(insightsonindia.com\)](https://insightsonindia.com/fall-of-mughals/)
- [Battle of Plassey | National Army Museum \(nam.ac.uk\)](https://nam.ac.uk/battle-of-plassey/)
- [British colonialism in India - The British Empire - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.com/history/india/1998/09/9809_01.shtml)
- [India, Empire and the Army: A Timeline | National Army Museum \(nam.ac.uk\)](https://nam.ac.uk/india-empire-and-the-army-a-timeline/)