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for OxfordAQA

International GCSE

Pakistan Studies

Paper 1
The History and Culture of Pakistan

Nigel Smith

Teaching Guide

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Introduction

History teachers know well the importance and pleasure of studying history. The textbook Introduction (page v) makes the case for learning about your own country's history as well as explaining the Oxford examination syllabus. Most students will have a natural interest in the history and development of their country. Their grandparents grew up in the early years of Pakistan and many families are aware of the difficulties, sacrifices and challenges following Partition.

We study the past so that we can understand the present and make progress into the future. But studying the Oxford Pakistan Studies syllabus will also develop skills that are important for further study and in many professional employments. A qualification in Pakistan Studies is evidence that a student has gained those skills.

Examination boards regularly review their syllabuses and methods of assessment. OxfordAQA state that they will write to you if there are significant changes to the specifications. Even so, it is the teacher's responsibility to make sure that they have the latest details and advice of the syllabus that their students are studying.

OxfordAQA will also assist teachers in a number of ways, including teaching resources such as sample schemes of work, training and a GCSE Pakistan Studies vocabulary with definitions. Specimen papers and after 2026, past papers, as well as sample answers will be important to familiarise your students with the examination they will be sitting. My experience is that OxfordAQA are supportive and helpful and readily available online.

The aims and learning outcomes are set out, with some explanation, in the textbook Introduction. Your students will also want to know what form the assessment will take. At this stage it might be helpful for them to have a quick look at a sample exam paper. This will be a good start to the course.

Examinations can be scary. For us, as teachers, we may not always appreciate just how scary exams are because we have passed plenty of exams in order to become teachers! The more familiar students are with exam-style questions and answers, hopefully they will become more comfortable demonstrating their knowledge and skills when they are in the exam room

OxfordAQA state that assessments are designed to differentiate across the ability range, with clear and straightforward questions that balance considerations of accessibility and challenge.

Following on from this teachers can reassure their students with this simple message:

Remember – the purpose of examinations is to find out what pupils know and not what they don't know!

The examination, as with the textbook, is in English using UK spellings. The only exceptions might occur in sources such as quotations or original documents.

Examination Questions

Multiple choice questions: these are quite straightforward and test knowledge including dates and names of individuals. The student is either right or wrong.

Short response questions: a simple statement is required to show knowledge and some understanding such as the reason or cause of an event. These questions often use the word explain and the answer must be supported by historical fact.

Extended response questions: these questions require an essay answer. The textbook provides opportunities for extended answers and teachers will come up with further essay questions. Extended answers or essays – even short ones – should be planned – as planning an answer helps the student to recall information and, very important, use it in the right part of the answer. An unplanned essay often has points tacked onto the end when they should have been used earlier! Another important point for an extended answer is to make sure you are answering the actual point of the question and not simply writing everything you know about that topic. The ability to construct essays and give extended answers is a very useful life-skill.

For further detail about the types of exam questions, specimen paper, command words, and other teacher resources for OxfordAQA Pakistan Studies, refer to the following link:

https://www.oxfordaqa.com/qualification/international-gcse-pakistan-studies-9236/

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Historical research

Research is a very important part of studying history. Historians also find research not just interesting but fun! Even though there is no assessment aimed at research skills, finding out more will add to student's knowledge and fulfilment in their history course. Inspecting and interrogating historical sources adds to both knowledge and understanding of a topic. Some of your students may go on to study history at higher levels.

The aims of the syllabus – knowledge, understanding, analysis, explanation

The syllabus sets specific aims – to acquire and demonstrate knowledge and understanding of the history and culture of Pakistan and develop skills of explanation and analysis in relation to Pakistan's history and culture.

The instruction to acquire knowledge is the priority. There is plenty of knowledge to be gained from the text and sources. But when your students have the knowledge they need to be able to use it and show they understand it. Knowledge alone in an exam should be enough for a basic grade, but it is only by demonstrating understanding and use of that knowledge that the higher grades will be achieved. Explaining knowledge clearly and concisely is important.

History is useful and enjoyable

History is all about people, how they lived in the past, together with their hopes, achievements, failures, and how the Subcontinent and Pakistan developed. By studying their lives we can learn a great deal about how and why various decisions were taken and the effect they had. Reading biographies of some of the main figures mentioned in the textbook, and some who are not, will prove useful and enjoyable. The Internet and sites such as YouTube can be very productive for research.

A good history lesson

What makes a good history lesson? It is not the textbook but the teacher who with knowledge and enthusiasm will spark the interest of the students and produce good lessons. History is not only an academic subject but also a great pleasure. A teacher who communicates that will be doing well.

The syllabus helps you. OxfordAQA make it clear that this syllabus has a focus on important contemporary themes and issues, our specification brings the study of Pakistan's history and culture right up to date. The textbook deals with issues that affect modern Pakistan. Current problems and on-going issues such as relations with India, giving reality to the constitutional rights of women, the nature of Pakistan's democracy and so on, will interest your students.

History may well be, as historian Arthur Schlesinger Jr suggested, 'an argument without end'. Certainly many of the long-running issues since Partition and Independence continue to perplex and challenge Pakistan today. We immediately think of Kashmir, making democracy work, role of faith, relations with India, westernization and relations with the USA, and so on.

Knowledge of the past is a great help in understanding how we got to where we are, including our problems. At the end of this course your students will be well-informed citizens.

Using the textbook – the basic tool

The textbook is the student's basic tool. But it is not a stand-alone book. It is intended to be used in a classroom with the guidance of a teacher who will explain and, when necessary develop, amplify and supplement the information in the text. Some useful additional information and sources are in this teacher's guide.

Extra activities, which can add to knowledge and enjoyment, are listed in the textbook, Introduction, page vi. These activities will deepen your students' understanding of the topics they are studying. The list may also help you in setting homework assignments.

The Teacher's Guide contains useful additional information and sources. It also provides additional activities and exercises. All of this should help to ensure students learn and understand the information in the textbook – **knowledge, understanding, analysis, explanation.**

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Lesson plans

Lesson plans are useful and important. A plan provides a structure for the lesson ensuring that objectives are set, content organised in a coherent form, nothing important is left out and that progress is made and measured, remember – Knowledge, understanding, analysis, explanation.

As teachers you will be well used to preparing lesson plans and will have your own tried and tested models.

You will identify what is crucial, the key knowledge.

Lesson plans should include the following headings:

- **Aim:** The learning objectives, targets, of the lesson.
- **Learning outcomes:** Ask yourself what knowledge, understanding and skills will they have by the end of the lesson?
- **Textbook:** The sections of the textbook, and any other resources that will be used.
- **Lesson steps:** The outline of the lesson; the specific subject content to be covered by the end of the lesson – many topics will require more than a single lesson; time allocated for questions and discussion to develop skills of analysis and explanation.
- **Activities:** in the classroom such as written answers to questions that arise from the text; setting of further written assignments, research and study, as homework so as to develop the skills of evaluation, argument and explanation through producing extended answers.
- **Conclusion:** Plenary session bringing together the information and skills. This will help to reinforce their knowledge and understanding.
- **After the lesson:** Evaluate the progress in knowledge and understanding your students have achieved. Do you think your students have succeeded, at least 75% of the time, in achieving the learning objectives. Did you and your students enjoy the lesson and feel satisfied and confident?

The layout of the textbook will assist your planning, in particular the sections Objectives and Getting Started. Sections of content have headings in the form of questions. When that section has been explained and studied, then the student should be able to answer in their own words, perhaps orally, the question. Those headings will be useful for revision.

Starting the Course and Using the Textbook

pages v - vi

Introduction

These pages set out the aims of the syllabus. Make certain that your students know the purpose of these aims, what they actually mean and how they can achieve them.

Discuss with your students how they can develop their knowledge and skills with additional effort through research. Explain, using the checklist on page vi, some of the activities they can do.

Discuss briefly the concept of leadership perhaps with reference to some current Pakistani leaders. Point out that Pakistan has faced difficulties in achieving a stable democratic government with some reference to recent political events.

pages vii

How to use the textbook

Go through each information box on this page and ensure that they understand them.

Remember:- In Section C - students can choose to study either Islam in the subcontinent (c. 700-1831) OR The Mughal Empire (c. 1526-1850)

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Why choose OxfordAQA International GCSEs?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

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Why choose our International GCSE Pakistan Studies?

We have worked closely with teachers to develop a relevant, engaging and up-to-date Pakistan Studies specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

Our specification provides a mixture of compulsory and optional topic areas have been carefully selected to provide a coherent and engaging course of study, while also providing choice and opportunities for specialisation. With a focus on important contemporary themes and issues, our specification brings the study of Pakistan's history and culture right up to the modern day, while also addressing important and prominent issues and debates such as sustainability, globalisation and other key areas of focus and discussion in the study of the human and physical geography of Pakistan. Our assessments are designed to differentiate across the ability range, with clear and straightforward questions that balance considerations of accessibility and challenge. In this way, we aim to allow students to demonstrate what they know and understand, and to apply their knowledge and understanding in support of reasoning, analysis, evaluation, and the construction of arguments.

You can find out about all our International GCSE Pakistan Studies qualifications at:

https://www.oxfordaqa.com/qualification/international-gcse-pakistan-studies-9236/

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Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE Pakistan Studies.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

Subject content

Paper 1 – The history and culture of Pakistan

All students will study the following two compulsory topics:

- The Pakistan movement (1857-1947)
- Pakistan in to the 21st Century: from independence to 2022

Students will then study one of the following two optional topics:

- Islam in the subcontinent (c700-c1831)
- The Mughal Empire (c1526-c1850s)

2.2 Assessments

Paper 1 – The history and culture of Pakistan

Section A

The Pakistan movement (1857-1947)

Section B

Pakistan in to the 21st Century: from independence to 2022

Section C

Either

Islam in the subcontinent (c700-c1831)

or

The Mughal Empire (c1526-c1850s)

How it's assessed

- Written exam: 1 hour 30 minutes
- 77 marks
- 50% of GCSE Questions

Section A

28 marks, comprised of multiple choice, short and extended response questions.

Section B

28 marks, comprised of multiple choice, short and extended response questions.

Section C

21 marks, comprised of short and extended response questions.

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Section A

The Pakistan movement (1857-1947)

This is a compulsory topic. It is assessed in Paper 1, Section A.

Key development	Detailed content
3.1.1.1 The War of Independence, its impact, and the development of the Pakistan movement (1857-1906)	• 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.
3.1.1.2 Controversy, crises and reaction to repression (1905-1927)	• The partition of Bengal controversy; the Morley Minto reforms (1909); the First World War and it's impact on the subcontinent.
	• British repression, including the impact of the Amritsar Massacre (1919).
	• The Khilafat movement and its importance for Muslim-Hindu relations.
	• Non-cooperation and the growth of communalism 1920-27: the increase in the influence of Congress; the Delhi proposals (1927).
3.1.1.3 Stagnation and stalemate (1927-1939)	• Muhammad Ali Jinnah رحمۃ اللہ علیہ and the Fourteen Points: aims and importance. Allama Iqbal رحمۃ اللہ علیہ, 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.
3.1.1.4 Road to independence (1939-47)	• 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.

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Chapter 1
The War of Independence, its Impact, and the Development of the Pakistan Movement (1857–1906)

1.1 | Causes and Key Events of the War of Independence, 1857

The War of Independence, 1857 – reasons for the nature of the war - British reaction – consequences for Muslims in the subcontinent.

There were a number of landmark events after 1857 which ultimately resulted in the establishment of Pakistan in 1947. At some point students should make a list of these landmark events.

Key Knowledge

- The causes of the uprising
- Why it took place in 1857
- The uprising failed

Understanding

The long-term consequences of the uprising including British reaction, reforms and attitude towards Muslims

The War of Independence is a topic that can still arouse emotions and argument. Even it's name differs according to peoples' point of view and which community or country they live in.

The long-term causes are set out on pages 2-3 and encapsulated in the diagram – students can make their own copy.

The short term or immediate triggers; causes that triggered the uprising, :

- British (East India Company) annexed Awadh leading to fears of further westernization and attempts to convert Muslims and Hindus to Christianity
- Use by Sepoys of a new type of greased cartridges
- Long prison sentences for sepoys who refused to use the cartridges

Key events during the uprising

The main places that the uprising occurred are shown on the map page 4. The hostilities were confined to this area and very few people actually took part.

At Kanpur and Meerut sepoys disobeyed orders, killed Britsh officers, freed imprisoned sepoys and some civilians were killed.

Some rebellious Muslims made Bahadur Shar, the descendant of Mughal emperors, the new emperor in Delhi.

Key Knowledge

- 1857 was a 'turning point' – a landmark event
- The events shook the confidence and complacency of the British rulers
- It was the first time the native peoples of the subcontinent seriously challenged British imperialism
- In spite of the violence the British never considered giving up India
- Relations between Muslims and the British worsened
- At this point we can see – although it was not realised at the time – the origin of the Pakistan Movement
- Why the uprising failed.
- How did the War of Independence affect the British?

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The war caused shock, anger and fear for the British. They could no longer rely on loyalty and subservience. Their illusion of the 'white mans burden' was shattered forever. Indians were seen as ungrateful and treacherous. The cruelty of the punishments of the rebels, and even passive sympathisers, continued through the nineteenth century. Additional security measures were harsh but gave the British the confidence, that with force, they could hold on to the subcontinent. A reputation for brutality was established for the British authorities. Many people now saw the British as an occupying power which is, of course, exactly what they were.

Page 6

1.2 | Consequences of the War of Independence, 1857

Key Knowledge

- What was British India like?
- What did the British do for India?
- What is westernisation?
- The Indian National Congress

After 1857 British control of India continues. The British were not going to leave.

A theme for your students to consider: Is it right for one nation, culture or religion, to try and impose its values and behaviour on another nation?

Use the Stretch Yourself page 10, as a discussion or written exercise.

Classroom Activity and Discussion

A theme for your students to consider: Is it right for one nation, culture or religion, to try and impose its values and behaviour on another nation?

Use the Classroom Activity and Discussion Yourself page 10, as a discussion or written exercise.

Page 9

1.3 | Sir Syed Ahmad Khan and the Two-Nation Theory

Key Knowledge

- The position of Muslims after 1857
- Background and views of Sir Syed Khan
- The role of the Aligarh Movement
- The concept of two nations

The British blamed Muslims far more than Hindus for the uprising. This was partly because of the restoration of a Mughal emperor. It seems that anti-Muslim opinion was strong in Britain.

Blaming Muslims most for the 1857/8 war was wrong. Historians estimate that only 3 Muslims in every 10,000 actively took part in the 1857 rebellion.

What did the British achieve for India?

Pages 6, 7 & 8 set out British 'achievements' in India. These gave them and the readers of British newspapers a sense of satisfaction and pride. But were they really 'achievements'? Was westernisation a good thing? This can provide the basis for class discussion.

The box on page 7 What was Britain like in the 1830s, provides evidence that could be used to argue that the British should have been improving the conditions of their own people rather than interfering in other peoples' countries! Of course, for all the difficulties and wrongs, imperialism did make many British individuals very wealthy.

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The whole issue of imperialism will arise. It was the belief in racial superiority that appeared to support the Empire. But pages 9-10 make it clear that objection to British rule was growing. The British reacted, as governments frequently do, by taking repressive action which further angered dissenters.

Page 11

1.4 | Sir Syed Khan and the Two-Nation Theory

Key Knowledge

- Reasons that Sir Syed is an important figure in the history of the Pakistan Movement.
- Sir Syed gave leadership and hope to Muslims that they needed after the events of 1857.
- He made a crucial role in the development of Muslim consciousness and unity.
- He was the first important figure to plant the seed of the idea of two nations. Make sure students fully understand the Two Nations theory – a landmark event.
- Sir Syed's work is evidence of the impact a single individual can make.
- Sir Syed was opposed to the setting up of the Indian National Congress.
- He established the Aligarh Movement and the Aligarh Muslim University
- Sir Syed's work has been described as creating an Indian Muslim renaissance.

The building of the Suez Canal, page 12, showed British determination to hang on to India. The declaration by Parliament of Queen Victoria as Empress of India was perhaps a largely theatrical gesture but again underlined British conviction that India was the vital part in their world-wide empire.

Classroom Activity and Discussion

understanding the significance of Aligarh

Students should visit the Aligarh Muslim University website, www.amu.ac.in. The Anglo-Oriental College in Aligarh later became the Aligarh Muslim University and a very important educational and cultural centre for Muslims in the subcontinent.

Classroom Activity and Discussion Yourself, page 14, is a concise and important summation of the developing position of Muslims.

An extra question that you may want to explore for class discussion or written answer: What is the connection between the War of Independence and the Pakistan Movement?

Page 13

1.5 | Muslim League: Formation and Way Forward

Key Knowledge

- Reasons for establishment of the All-India Muslim League
- Separate electorates giving recognition to Muslims as being a distinct community and proper political representation
- Issues of disagreement between Hindus and Muslims

The All-India Muslim League is extremely important in the rise and eventual success of the Pakistan Movement. The reasons for the League are important.

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Landmark event.

The term Pakistan, page 40, came into popular use in the late 1930s and became more frequently used with the 1940 Muslim League Lahore Resolution which is also known as the Pakistan Resolution.

Students should be certain to know the objectives of the League and what they did not include. There is no hint of any demand for independence or separation. Jinnah رحمۃ اللہ علیہ and the League were committed to a united India, pages 14-15, evidenced by the joint assembly of the League and Congress in 1916.

Key Knowledge

- Aims and Objectives of Muslim League

The three main objectives are set out here.

The first objective, loyalty to the British, is important. But it was changed in 1912-1913.

The second objectives makes them, in effect, a political party.

The third objective is important evidence of the desire for unity and respect for all Indians. However, if Muslims were to be denied their rights by a Hindu dominated government then inevitably anger and resentment among Muslims would lead to conflict with the Hindu majority.

Communalism, that is separate electorates, was an important Muslim League demand and is a syllabus specification. There are several references in the text and a definition on page 16

Extra knowledge and explanation for the Classroom

Communalism in India – Separate Electorates

As stated in Fact File, page 17, the Morley-Minto Reforms (1909) granted separate electorates to Muslims. Roughly 20 per cent of Indians were Muslim.

This gave constitutional, that is official, recognition to Muslims as being a separate and distinct community. This was clearly contrary to the ideal of Indian unity.

It was also alleged to be against the principle of democracy. But the reform, welcomed by the Muslim League, can be seen as another step towards Pakistan.

Separate Electorates allows groups, especially as in the case of Indian minorities, to choose their own representatives separately unlike joint electorates where everyone votes collectively for the same candidates. The system ensured that Muslims would have proper representation in all elected bodies. Without it, because Hindus were the overwhelming majority, Muslims would be permanently excluded from deciding or even influencing decisions, laws and government in their own country.

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2.1 | Partition of Bengal Controversy

Key Knowledge

- Curzon's mistake in the partition of Bengal
- the consequence of Curzon's action, the response of Congress and the Muslim League

When Viceroy Curzon partitioned Bengal it had very serious and some long-lasting consequences for India. Reversal of the policy in 1911 meant the British had lost the respect of both Hindus and Muslims. It was a landmark event on the path towards Pakistan.

Consequences of the Partition of Bengal

Here is a handy list:

Short-term consequences	Long-term consequences
united Hindus against the British	Muslims felt betrayed when the policy was reversed – they dropped their policy of loyalty and demanded 'a form of self-government suitable to India.'
led to violent protests and boycott of British goods	The Muslim League was now firmly established as a political movement – an important step in Muslim development that eventually resulted in Pakistan
Congress demanded Indian self-government	After 1911 both communities were upset and angry with the British
Muslims remained loyal to the British administration	Effectiveness of protest and violence, by Hindus, in forcing a change of policy seemed proved
Hindus and Muslims were divided	The demand for self-government was stronger
	For those British and Indians who supported continuing British rule of India it was a calamity.
	Eventually independence was to be achieved

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2.2 | World War 1 and the Subcontinent

Idealists and Realists

Some Muslims worked with Hindus in the belief that they could work together. They were known as idealists. Other Muslims, known as realists, were certain they could not work with the Hindu dominated Congress.

Classroom Activity and Discussion

The purpose will be to reinforce knowledge and to develop the skills of understanding and explanation.

Research project: Find out, describe and explain the position of Muslims in India during the period 1900 – 1914. You should include:-

- Differences and arguments between Muslims and Hindus
- Attitude to British policies and decisions
- The setting up and purpose of the Muslim League
- The concerns of Muslims
- The views of Mr Jinnah رحمۃ اللہ علیہ during this period

Key Knowledge

- The First World War as an important event with consequences for India and the development of the Pakistan Movement
- The emergence of Jinnah رحمۃ اللہ علیہ as a leader of the Muslim League
- The significance of the Lucknow Pact
- The response of the British to the growing demand for self-government

The world was changed considerably by the First World War, pages 19-22, or Great War as it was usually known at the time. People also called it hopefully the war to end all wars. One cause of the war was imperialism. The Germans resented Britain's large empire including India. Because of the great difficulty faced by Britian and France in opposing the Germans, the role played by Indian troops was important.

The Lucknow Pact, 1916

The Lucknow pact, agreement, was another important landmark event on the way to eventual independence and partition. It is also known as the Congress-Muslim League Pact. At the time it was expected, hoped, that it would lead to permanent unity by Hindu and Muslims of purpose and action. It did not.

Mr Jinnah رحمۃ اللہ علیہ was the driving force behind it. Work on it was started in 1915 when Congress and the Muslim League held their separate conferences at the same time In Bombay. It was signed one year later when their meetings were held in Lucknow.

The pact reflected Mr Jinnah's رحمۃ اللہ علیہ optimistic hope for Muslim-Hindu cooperation in achieving independence for a united India.

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The Muslim League's reasonable, in the circumstances, demand later on for a separate state was bitterly opposed by many Indians and their leaders, Congress. Since partition in 1947 suspicion, hostility and enmity, have been the attitude of the state of India. But the information in the textbook, especially on page 19, makes the case that Mr Jinnah رحمۃ اللہ علیہ, as Leader of the Muslim League, sought to work with Congress and through negotiation to reach peaceable agreement. The Lucknow Pact was such an agreement. If other such agreements had followed then relations between the two neighbouring countries would have been more cooperative and friendly today.

Classroom Activity and Discussion

Lucknow Pact Firsts

- The Lucknow Pact was the first time that the two political movements, Congress and the Muslim League, made a joint demand to the British.
- It was the first time that Congress recognised the Muslim League as the political party representing Indian Muslims.
- Congress agreed to separate electorates which recognized Muslim as a separate nation and so, for the first time, in effect accepted the Two-Nation Theory

Page 23

2.3 | British Repression and the Amritsar Massacre 1919

Key Knowledge

- Opposition from both Muslim League and Congress to British rule was increasing
- The British were determined to keep control of India
- The effect of the Rowlatt Act on Indian opinion and protest
- The massacre by British soldiers at Amritsar

Classroom Activity and Discussion

Indian soldiers in the First World War.

- India provided over 1.3 million soldiers; 74000 were killed and more than 70000 were wounded

Your students must know and understand the methods used by the British in their determination to hang on to India. These acts were also a reflection of the racial arrogance of the British.

Indians were disappointed and appalled that after their loyalty and support for Britain during the First world War, they were treated so badly. In fact many of the actions (repression) by the British Government, intended to strengthen their control, actually made matters worse for themselves. The Rowlatt Act and Amritsar Massacre are connected and were two very serious mistakes by the British.

Students must know the key points of the Rowlatt Act and understand the effect it had on Indian opinion, especially the anger of leaders of Congress and the Muslim League. Jinnnah's opinion, page 23, is evidence of that anger.

S.A.T. Rowlatt was a Scottish judge appointed by the British to enquire into alleged, 'Criminal conspiracies connected with revolutionary movements in India'. The British were obsessed with a fear of revolutionary violence. The Russian Revolution, 1917, terrified them. The Rowlatt Act is also referred to as Rowlatt Repression.

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The importance of Rowlatt in galvanising opinion and protest against the British cannot be over-emphaisised. It has been said to have been the first real nail in the coffin of British India. Indians of all faiths, social classes all across the sub-continent united against the the British policy of repression. The wave of protests led to the terrible events at Amritsar. These repressive actions by the British were often called the 'Punjab atrocities'.

Amritsar Massacre

Key Knowledge

- In India it is usually called the Jallianwala Massacre.
- A consequence of the Rowlatt Act, the protests it generated and the repressive and sometimes brutal reaction of the British authorities.
- The single worst action carried out by the British against the people of India.
- Most telling and shocking was the reaction of many British people who expressed support for General Dyer.
- After 1919 British control of India was doomed.

Classroom Activity and Discussion

'This damns us for all time'

To be fair to the British it should be noted that there were people in England appalled by what took place at Amritsar and aware of the consequences. One of them was Colonel Josiah Wedgewood a Labour Member of Parliament. Here are extracts of his speech reported in the official record, Hansard, on 22 December 1919:-

'There has never been anything like it (Amritsar massacre) before in English history, and not in the whole of our relations with India has there ever been anything of this magnitude before... you can imagine the feelings of these Indians for generations over this terrible business [an Hon. Member: 'What would you have done?'] I should not have committed murder. Think what all this means...By this incident you have divided for all time races, races that might otherwise have loved one another...This damns us for all time.'

Classroom Activity and Discussion

The view of a modern Indian historian

'In a fundamental sense, after Jallianwala Bagh the trust was lost. The Indian leadership could never again believe that such events would not recur, nor could they ever again accept the measured pace to freedom on offer from London passively. India would engage actively in the process of attaining its freedom rather than just accepting it. Jallianwala Bagh finished, for ever, any chance of India retaining the imperial link in any fashion. Dyer had trumped Parliament.' Megnad Desai, The Rediscovery of India, 2009

Teachers will be able to come up with a number of questions on these sources that reinforce – knowledge, understanding, analysis, explanation.

Teachers should explain Lloyd George's defiant warning,Teachers will be able to come up with a number of questions on these sources that reinforce – knowledge, understanding, analysis, explanation.

Teachers should explain Lloyd George's defiant warning,

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Page 26

2.4 | The Khilafat Movement

Key Knowledge

- The importance of the Khilafat and its importance for Muslim-Hindu relations.
- The importance of the Khilafat Movement to Muslims, how it united Muslims and strengthened their opposition to the British.

Classroom Activity and Discussion

The Treaty of Sevres 1920 was between the victorious allies in the First World War and the government of the Ottoman Empire. The treaty ended the Ottoman Empire and forced Türkiye to give up any claim to territory outside its 1922 borders as shown on the map, page 26.

Students should know why the Khilafat Movement was important to Indian Muslims. Mr Jinnah's رحمۃ اللہ علیہ comments, page 28, is evidence that this was another reason to oppose the British.

The Khilafat Movement worried the British. Congress and the League, already angry with the British after Rowlatt and Amritsar, and in spite of their differences, joined forces over Khilafat. 'This unity was an important step',

For Congress leader Gandhi and it was an opportunity, too good to miss, for all Indians, Muslim and Hindu, to work together in a non-violent campaign against the British. Religious faith united Muslims and although Hindus and Congress had no interest in protecting Muslim religious objectives, after Amritsar they could work together in the campaign to rid India of the British.

This links to Gandhi's non-violent campaign.

The British pushed ahead with the destruction of the Ottoman Empire. They took no notice of Muslim opinion or even the united Congress -Muslim League campaign. Once again the British self-inflicted damage on their own empire.

Page 27 details the non-violent methods of Gandhi which leads you onto the next syllabus content.

Page 28

2.5 | Non-Cooperation and the Growth of Communalism 1920-1927

Key Knowledge

- Gandhi's policy of non-cooperation, satyagraha, that is non-violent resistance to British rule.

Important viewpoints about non-cooperation

'the most glorious page in the living history of our national revolution' Jayapraksh Narayan, Socialist activist

'demoralised, backward and broken-up people suddenly straightened their backs and lifted their heads' Jawaharla; Nehru, important Congress politician

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'For a people who had been cowed down by a century of foreign rule and who had become timerous, this was liberation. It was their first taste of the power of mass action, and they were willing to go all the way with their leader.' Meghnad Desai, Indian historian 2009

After Chauri Chaura, Gandhi unilaterally called off the campaign of non-violent protest. He did not consult either fellow Congress leaders or the Muslim League.

Gandi's action took pressure off the British.Many Congress supporters were disappointed.

Mr Jinnah رحمۃ اللہ علیہ had given up his membership of Congress over Gandi's religious spiritual approach which he feared would lead to conflict with Muslims.

After Chauri Chaura and the ending of protest, most Muslims turned against Gandi and working with Congress. They never trusted Gandhi or Congress again. Many Muslims thought that they had been wrong to follow Gandhi in the first place. Use this information along with Classroom Activity and Discussion Yourself, page 31.

This ending of joint working of the Congress and the Muslim League was a landmark event. One consequence of this final and permanent break-up of Hindu Muslim unity was a wave of communal rioting starting in 1921 and peaking in 1923.

The Delhi Proposals

Key Knowledge

- Students must know the Delhi Proposals set on page 31. This should be studied in the context of the information in Chapter 3, page 32.

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Chapter 3
Stagnation and Stalemate (1927-1939)

Page 32

3.1 | Indian Statutory Commission and the Nehru Report

Key Knowledge

- The Indian Statutory Commission, also known as the Simon Commission, the subsequent Nehru report and the views of Muslims.

Brief details are given of the background of the Indian Statutory Commission, to illustrate that a majority of the members were part of the British Establishment or ruling class. Vernon Hartshorn was the only member to come from an ordinary working class background. However even he was criticised at home by fellow Labour members as being to supportive of British Imperialism.

The illustration on page 33 shows Clement Attlee. Membership of the Commission gave Mr Attlee first-hand experience of Indian affairs. Later, in 1947, as Prime minister his government granted India Independence with Partition.

However, it is interesting to note that, there was no Indian representative on the Indian Statutory Commission. British public opinion was still not prepared to accept any real Indian self-government.

Congress and the Muslim League played no part and boycotted the Commission. Instead they cooperated with the Nehru Committee. In the end they disagreed, the Muslims rejected the proposals and Hindu-Muslim relations worsened.

Congress accused the Muslim League of communalism for seeking guarentees that would protect the position of Muslims. Congress still tried to claim they spoke for all Indians. But that was clearly not the case.

Classroom Activity and Discussion

This comment is a good topic for a class discussion. What does it tell us about the difficulty faced by British politicians in the 1930s as they faced, what they called 'the problem of India'? How could demands by Indians over the government of their country be reconciled with British public opinion?

There was a dilemma. The Manchester Guardian, a liberal English newspaper, summed up this dilemma for the British Government, 'to devise a constitution that seems like self-government in India, and at Westminster like the British Raj'.

Page 36

3.2 | Jinnah's رحمۃ اللہ علیہ Fourteen Points, 1929

The significance of Jinnah's رحمۃ اللہ علیہ Fourteen Points cannot be overstated – they were a very important step on the road to Pakistan even though partition had not been proposed.

These Points had the mass support of Muslims and gave the Muslim League a programme to unite behind. Jinnah's رحمۃ اللہ علیہ leadership at this time was absolutely crucial. Teachers should explain and discuss these as individual points.

Key Knowledge

- The aims, content and importance of the Fourteen Points.

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Classroom Activity and Discussion

Imagine you are a journalist preparing for an interview with Mr Jinnah رحمۃ اللہ علیہ about his Fourteen Point Programme. Prepare a set of questions you would ask him.

A second exercise could be preparing answers Mr Jinnah رحمۃ اللہ علیہ might have given in support of the points.

In addition, page 36, also includes the Profile of Mr Jinnah رحمۃ اللہ علیہ – note his support for Hindu –Muslim unity.

Page 37 Understanding the importance of Mr Jinnah رحمۃ اللہ علیہ will provide opportunity for some class discussion on the role of leadership.

Page 38 Landmark Event

Key Knowledge

- Iqbal and the idea of partition and a separate Muslim state.
- The Allahabad Address
- the reasons advanced for partition
- reason for this being a landmark event on the way to Pakistan.

Origin of the name for the separate state

Page 40

3.3 | Attempts to Find a Political Solution

Explain/discuss the problem that now faced the British:

- The dilemma for the British was getting worse. How could they meet some of the demands of the Indians without upsetting
- British public opinion and when there was also a growing gulf between Muslims and Hindus?
- Whatever the British now did it was bound to disappoint and anger some people. They were, as the saying goes, between a rock and a hard place.
- Whatever action the British took in the 1930s it would seriously upset at least one important group of people.
- The Round Table Conferences described in this section failed to achieve anything.
- The British still refused to consider or discuss complete independenc

Key Knowledge

- 3 Round Table Conferences to seek a political solution
- Hindu and Muslim reaction to political developments and the growing gulf between them.

Students should understand that the Round Table Conferences were an effort by the British to make progress towards greater autonomy, that is more say in governing India, by agreement. Their failure showed the extent of the problem the British faced.

Point out in class:

- Muslims were fortunate that Mr Jinnah رحمۃ اللہ علیہ was persuaded to take the leadership of the Muslim League.
- Gandhi was released from prison, and later returned, in order to attend the first two conferences. The British believed that they could not make progress without him. In fact they could not make progress with him. He still claimed to speak for all Indians.

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- Members and supporters of the Muslim League, during the 1930s, increasingly began to raise the question of a separate state as being the only answer to the threat of Congress intransigence and domination.
- Sir Muhammad Iqbal رحمۃ اللہ علیہ was a very important Muslim leader and greatly respected by Quaid-e-Azam رحمۃ اللہ علیہ. In June 1937 he wrote to Jinnah رحمۃ اللہ علیہ:

'A separate federation of Muslim provinces is the only course by which we can secure a peaceful India and save Muslims from the domination of non-Muslims. Why should not the Muslims be considered a nation entitled to self-determination?'

This could be used for some class discussion or a short written explanation. Why is this extract from a letter useful to historians?

Page 43

3.4 | The Government of India Act 1935

Was the 1935 India Act a lost opportunity, or a brave and misguided attempt to satisfy Indians by giving them some power in their own country?

Note: The British made no concession on the principle of independence.

Result: The 1935 act fired up both Congress and the League to step up their campaigning.

The implementation of communalism, separate electorates, did not protect Muslims as representation was still not equitable – see the table page 40.

Key Knowledge

- The purpose of the Act
- The main points in the Act
- Failings of the act and consequences make it a landmark event
- Effect on Congress and the Muslim League

Was the situation for the British better or worse after the 1935 India Act?

Also, page 41, the Muslim League Manifesto – an important commitment and therefore evidence of the seriousness of the Muslim League: -

- The Muslim League was not going to go away,
- The Muslim League was not going to give up.
- Did the British really understand this?

Page 45

3.5 | Congress Rule, 1937-1939

Key Knowledge

- The consequences of the 1937 elections
- How Congress used their power
- Muslim interests were not protected and they could not trust Congress in power
- Congress rule in the provinces made a separate Muslim state more likely.

Points to mention: The Congress manifesto, Source page 43, still claimed that they spoke for all Indians. Note that some women were included in the electorate.

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Consequences of the 1937 elections and Congress rule - summing up:

- The message from the 1937 elections and the Congress rule in provinces was that there was no place for Muslims, page 46.
- More Muslims, including, very importantly, the governing Muslim party in Bengal joined the Muslim League.
- The League was greatly strengthened.
- Congress rule proved that the Muslim-Hindu unity, that Jinnah رحمۃ اللہ علیہ had once championed, was now impossible because of the actions of Congress and the failure of the British to protect Muslim interests.
- A landmark event towards Pakistan.

Classroom Activity and Discussion

This issue can be a discussion or a written exercise: Consider how, in 1937/38, the political and constitutional situation in India looked to

- The British
- The Muslim League
- Congress

Page 48 students should note the importance of the Lahore Resolution – demonstrated Muslim League commitment to a separate state. It was important as a symbolic action that united and motivated Muslims.

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Page 49

4.1 | Impacts of World War II on the Indian Subcontinent

Key Knowledge

- World War II and India, end of Congress provincial rule – 'Day of Deliverance'
- The Pakistan (Lahore) Resolution March 1940

Study of the Pakistan Movement is moving towards its successful conclusion.

War was declared on 3 September 1939, and it is reported that Mr Jinnah رحمۃ اللہ علیہ first suggested Partition to the Viceroy on 4 September. Certainly Partition was now being positively talked about by League members.

Teachers will draw attention to:-

- Indian politicians were not consulted when India joined the British war against Nazi Germany
- Congress was angry at this lack of consultation and immediately their provincial administrations resigned.
- Jinnah رحمۃ اللہ علیہ welcomed the end of Congress provincial rule – he called it ' a blessing in disguise' – the League supported Britain against Germany and later Japan – the statement from Quaid-e-Azam رحمۃ اللہ علیہ, Source page 52 is important.
- The position on the war of Congress was much more ambivalent
- Congress and the Muslim League both continued their demand for independence.
- Jinnah رحمۃ اللہ علیہ and the League began to talk about Partition as a solution to problems when independence was finally granted.

Key Knowledge

- Partition, self-government for Muslims, was now seen as realistic and the only protection against Congress discrimination.

The Pakistan or Lahore Resolution, 1940

Also known as the Pakistan Resolution. Teachers may want to cover this immediately after the Day of Deliverance, page 52. Details of the Lahore Resolution can be found on pages 50-51.

The Lahore Resolution is important because it confirmed the Muslim League's commitment to a separate independent Muslim state. Everyone, the British, the Congress, the people of India, all knew exactly the aim of Quaid-e-Azam رحمۃ اللہ علیہ and the Muslim League.

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Classroom Activity and Discussion

Was Gandhi really baffled, page 63?

Quaid-e-Azam رحمۃ اللہ علیہ had explained the two-nation position clearly. Congress did not like it, they did not accept it, but they certainly knew the intention of the Muslim League.

The British Government, represented by Viceroys Linlithgow, Wavell and Mountbatten, did not like the Muslim League position either. But they understood it and gradually recognised the inevitability of Partition.

Classroom Activity and Discussion

Why is the Lahore Resolution of 1940 also known as the Pakistan Resolution?

Chaudhry Rahmat Ali

Extra information from Chaudhry Rehmat Ali

'Pakistan is both a Persian and an Urdu word. It is composed of letters taken from the names of all our homelands – 'Indian' and 'Asian'…It means the land of the Paks – the spiritually pure and clean. It symbolizes the religious beliefs and ethical stocks of our people; and it stands for all the territorial constituents of our original fatherland.'

From Pakistan: the Fatherland of the Pak Nation, Cambridge University Press 1947.

The Quit India Movement, pages 52-53, was not a success. It was the idea of Gandhi. Quaid-e-Azam رحمۃ اللہ علیہ was against it. Of course he wanted Britain to quit India but, as he feared, the actual campaign soon led to violence and further division between Congress and the Muslim League.

The view of a Pakistani historian:

'Quit India' became a universal slogan by the 1940s. But while the Congress wanted the British out quickly, the Muslim League wanted the British to divide India first and then leave, since they knew that if the British did not give them their Pakistan they would in all probability never get it from the Congress. Their (Muslim League) slogan was 'Divide and Quit'.

Dr Akbar Ahmed, Jinnah رحمۃ اللہ علیہ, Pakistan and Islamic Identity, OUP

The different positions of Congress and the Muslim league

The position of Congress and Ghandhi: Britain should immediately give India complete independence.

The position of the Muslim League and Quaid-e-Azam رحمۃ اللہ علیہ: Britain should divide, that is partition, India and then grant independence.

Note that the two positions could not be reconciled.

- The Quit India Movement clarified and confirmed the two different positions of the Congress and the Muslim League.
- Faced with this, what action could Britain take?
- There were still plenty of people in Britain, including Winston Churchill, who wanted Britain to hang on to India.

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Page 53

4.2 | Quit India Movement and the Cripps Mission 1942

Purpose of Cripps was to sort out the post-war Constitutional position of India, and to strengthen Indian support for the war.

Points to note:

- Britain was under pressure in the war against Japan.
- Japanese forces had captured Singapore and were advancing towards the Indian Sub-continent.
- The threat of Japanese forces reaching India in 1942 seemed a realistic threat
- Britain needed to strengthen support amongst Indians especially Congress and the Muslim League
- Sir Stafford Cripps was a very senior and respected British politician.
- Cripps was a Labour Member of Parliament and the Labour Party supported Indian Independence as campaigned for by the Congress.

Reasons for the failure of the Cripps mission are outlined on page 53

We can summarise:

- Cripps would not guarantee a single national all-India government
- Congress would not accept this.
- Cripps plan did not rule out a partition and a separate Muslim state
- Congress would not accept this.
- Cripps plan was for a single Constitution-making body to create a single Indian government.
- The Muslim League could not accept this.
- Cripps plan could have led to a national Cabinet so that Muslims would be powerless against Congress.
- The Muslim League could not accept this.
- Cripps raised the possibility that provinces could decide not to join an all-India government – the non-accession clause - and might even form a separate union.

The Muslim League could not accept this as it did not guarentee the creation of Pakistan; they feared the non-accession clause was 'purely illusory' and that Pakistan was ' relegated only to the realm of remote possibility.'

The Muslim League knew the British did not want partition; they did not trust Cripps who was known to be a friend of Congress. As a result the Cripps Mission,1942, failed

The Muslim League had agreed the Lahore or Pakistan resolution in 1940.

In 1942 the British Government, with the Cripps proposals, recognised the idea of Pakistan if only by the implication of suggesting the possibility of a separate union.

Students must know and understand the reasons why the Congress and the Muslim League could not agree on a plan for the independence of India that they both were demanding of the British. They need to be able to explain the positions of Congress and the Muslim League

Classroom Activity and Discussion

In spite of failure the Cripps Mission was an important event in the history of India and Pakistan.?

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Events in India were limited to what the British Government could actually do.

Elections in Delhi 1945 and India 1946: Overall domination by Congress reinforced. Muslim League political power greatly strengthened with Muslim voters. The League demand for Partition was well-known so Muslim voters had voted in support of Pakistan. Draw attention to the 1946 election results, page 56.

The Congress and the League were clearly the sole representatives of their communities and therefore of India. There was no-one else for the British to talk to.

Fighting talk

Page 56 Source 'FIGHT FOR IT'. Quaid-e-Azam رحمۃ اللہ علیہ spoke with great authority knowing that with overwhelming Muslim support for Pakistan he was in a very strong position. He, and the Muslim League, could not be ignored.

Page 57 Source BLOODSHED AND CHAOS. Cripps, representing the British Government, was in a very difficult position. He could not ignore the democratic mandate that Muslim voters had given Quaid-e-Azam رحمۃ اللہ علیہ to establish Pakistan.

Note: Fact File page 61: Britain was now keen, after a couple of hundred years, to leave India quickly.

Page 55

4.3 | Countdown to Partition Gandhi-Jinnah Talks, 1944

Key Knowledge

- Gandhi Jinnah talks
- The elections 1945-1946
- The events of 1947
- Role of Lord Mountbatten
- Independence Act the creation of Pakistan

Classroom Activity and Discussion

- Why could Gandhi and Jinnah رحمۃ اللہ علیہ not agree 'in the interests of India'?
- Elections were important page 56.
- Britain: July 1945 election: large Labour victory;
- Churchill ousted and replaced by Clement Attlee

- The Labour Government was firmly committed to Indian Independence (unlike Winston Churchill, Conservative leader).
- Labour was generally sympathetic to Congress (and therefore unsympathetic to Muslim concerns and demand for Partition).
- Labour was opposed to Partition.
- The British would not give up trying to stop full Partition.
- Direct Action Day, page 59, showed the strength of Muslim support for Partition.

Key Knowledge

- Events of 1947
- The role of Mountbatten
- The Independence Act n

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Key Knowledge

- The Cabinet Mission Plan, pages 57-58, was Britain's 'last desperate' attempt to stop the division of India.
- The Muslim League and Congress could not agree.
- The Muslim League did not trust Congress as there would be a majority of Hindus in the new country.

Page 60

4.4 | The Events of 1947 – 3rd June Plan - Making of Pakistan

Partition and the formation of Pakistan

The British feared civil war might break out. A time limit was set even though there was still no proper plan for an independent India. Why the rush? Why did they fear civil war? Who would have been the two sides in a civil war?

Classroom Activity and Discussion

British Labour Prime Minister, Attlee, told Parliament in February 1947 that the plan was to achieve independence for India no later than June 1948. Why did he announce a deadline, a 'time limit' as it was called, for independence?

Note of interest: The British Cabinet had considered an even earlier date, 31 March 1948, but that was considered too early. They decided that a great deal of work would have to be carried out and it should be a phased withdrawal.

- A new Viceroy was appointed to take charge of the handover of power, Lord Louis Mountbatten, page 61, a senior naval officer, war hero and related to the British Royal Family.
- Mountbatten's role was crucial but has been the subject of much criticism by historians and Pakistanis.
- Considerable evidence supports the claim that Mountbatten was hostile to Quaid-e-Azam رحمۃ اللہ علیہ but admired Nehru – Source page 62, Professor Desai, depending on one's views and which country you live in!
- Textbook page 62 author's quote: It was Pakistan's bad luck that Mountbatten was appointed as the last Viceroy.
- Because Mountbatten was, indeed still is, such an important and respected figure in Britain, his version of Indian Independence has influenced western attitudes since 1947.
- Lord Mountbatten's wife Edwina accompanied him to India and knew the Congress leaders, especially Nehru, very well. Her influence over her husband was probably significant. Teachers and those who want study this further should read Jinnah رحمۃ اللہ علیہ, Pakistan and Islamic Identity, by Akbar S. Ahmed, published by OUP in 1997.
- June 3rd 1947, the British brought forward independence to 15th August with the establishment of two states , India and Pakistan. Of course this did not give enough time for a proper, peaceful and satisfactory partition of India. But to the British Labour Government, India was a problem it wished to be rid of.

It is extraordinary, and some have said shameful, that the British brought forward the date of their departure by nearly a year and only gave 14 weeks notice of the change.

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To transfer power in any circumstances in such a short time was clearly very difficult. To do it at the same time as partition of the country was nearly impossible.

Criticisms made of partition often include issues such as, the great loss of life, hardship and suffering of those forced to move, lack of resources for the new Pakistan government and the sad fate of the princely state of Kashmir.These were actually caused, not by partition itself, but by the awful and rushed way in which the British carried it through.

The stamp, page 63, is evidence of the rushed manner of Independence and Partition.

Points to emphasise:

- The British did not like Partition.
- The British feared mass violence if independence was delayed
- The British and Congress thought that Pakistan would fail.
- Congress wanted Pakistan to fail.
- Neither Britain nor Congress were concerned if Pakistan suffered during the process of Partition.

Point of interest: 1

With independence the new India, even after Partition, occupied a larger territory under a single rule than any previous emperor, Hindu or Muslim, had achieved.

Point of interest 2

In 1947, before Partition, Muslims were a quarter of the population according to the 1941 census, 94.5 million or 23.4%.

After partition the Muslim population in the state of India fell to 10% and is now around 13.5%.

Classroom Activity and Discussion

- Could Partition have been avoided?
- Should Partition have been avoided?

Additional source:

Looking forward after Partition

Quaid-e-Azam رحمۃ اللہ علیہ was under no illusion that life would be difficult and in particular that India would be hostile and actively undermine the existence of Pakistan. He made clear his concern in a handwritten note 1947-1948:

1. The Congress has accepted the present Settlements with mental reservations.
2. They now proclaim their determination to restore the unity of India as soon as possible.
3. With their determination they will naturally be regarded as avowed Enemies of Pakistan State working for its overthrow.

Quoted in C Jaffrelot, Pakistan at the Crossroads, Columbia University Press 2016

Classroom Activity and Discussion

What is the threat identified by Quaid-e-Azam رحمۃ اللہ علیہ?

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Sampler Responses for Exam Questions

[2 markers]

As per the OxfordAQA International GCSE Pakistan Studies (9236) marking scheme. 2 marker answers should:

- Be concise and focused answers (1–2 sentences),
- Have factual accuracy,
- Have direct relevance to the question,
- Avoid unnecessary elaboration or examples unless asked.

Q. Identify the short-term effects of the War of Independence. **[2 marks]**

The British government took direct control of India from the East India Company.
Many Indians, especially Muslims, lost their jobs and positions in government and the army.

Q. State two changes the British made to the Indian people. **[2 marks]**

They introduced Western-style education and English as the medium of instruction.
They changed the legal and administrative systems to follow British laws and procedures.

Q. State which of the three objectives of the League was the most important. **[2 marks]**

The most important objective was to protect the political rights of Muslims in India.
This helped ensure Muslims had a voice in decisions affecting their future.

[4 markers]

As per the OxfordAQA International GCSE Pakistan Studies (9236) marking scheme. 4 marker answers should:

- Concise and focused (typically 3–4 sentences),
- Factual and relevant,
- Structured to show explanation and reasoning, not just listing.

Q. Explain why Muslims insisted on separate electorates. **[4 marks]**

Muslims feared that in a Hindu-majority system, their political rights would be ignored. They wanted to preserve their religious and cultural identity through separate representation. Separate electorates would allow Muslims to elect their own leaders who could protect their interests. This demand became stronger after the War of Independence, as Muslims were politically and economically marginalized.

Q. Identify and explain two reasons why the Lucknow Pact was important. **[4 marks]**

First, it showed unity between Hindus and Muslims, as both the Congress and the Muslim League agreed on political reforms. This strengthened their position in demanding more rights from the British. Second, it gave Muslims the right to separate electorates, which was officially accepted by Congress. This recognition helped Muslims feel more secure about their political future.

Q. Identify and explain two of the provisions of the Government of India Act. **[4 marks]**

One provision was the introduction of provincial autonomy, which allowed Indian ministers to control local departments like education and health. This gave Indians more experience in governance. Another provision was the expansion of the electorate, allowing more Indians to vote based on property and education qualifications. This increased Indian participation in politics, though many were still excluded.

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Q. Explain what Muhammad Ali Jinnah رحمۃ اللہ علیہ did as a protest against the Rowlatt Act. **[4 marks]**

Jinnah رحمۃ اللہ علیہ strongly opposed the Rowlatt Act because it allowed imprisonment without trial. He resigned from the Imperial Legislative Council in protest, showing his disapproval of British injustice. His resignation was a symbolic act that gained respect among Indians. It marked a shift in his role from a constitutionalist to a more active political leader.

Q. Explain how the British House of Lords regarded the General who was in command at Amritsar. **[4 marks]**

The British House of Lords praised General Dyer for his actions at Amritsar, believing he had prevented a larger rebellion. Some members saw him as a hero who maintained British control. However, this view was controversial and criticized by others, including in the House of Commons. The praise highlighted divisions in British opinion about colonial rule.

Q. Explain why Russian Communism appealed to some Indians. **[4 marks]**

Russian Communism promoted equality and opposed imperialism, which appealed to Indians suffering under British rule. It offered a vision of a classless society where wealth and power were shared. Some Indian leaders admired how the Russian Revolution had overthrown a monarchy. This inspired them to seek similar change in India through socialist ideas.

[6 markers]

As per the OxfordAQA International GCSE Pakistan Studies (9236) marking scheme. 6 marker answers should:

- Provide detailed explanation and analysis,
- Include multiple relevant points,
- Be structured clearly to show understanding and reasoning.

Q. Analyse whether Curzon's action on Bengal was a mistake or not. **[6 marks]**

Lord Curzon's decision to partition Bengal in 1905 was seen by many Indians as a political mistake. Although he claimed it was for administrative efficiency, the division separated Hindus and Muslims, which led to widespread protests. The Hindu majority viewed it as an attempt to weaken their political influence, while some Muslims initially supported it, believing it would give them more autonomy. However, the backlash united Hindus and Muslims in opposition, leading to the Swadeshi Movement. The British were forced to reverse the partition in 1911, showing that the decision had failed politically. Overall, it deepened mistrust between Indians and the British.

Q. Analyse why the question of representation was so important. **[6 marks]**

Representation was crucial because it determined who would have a voice in decision-making under British rule. Muslims feared being politically dominated by the Hindu majority, especially in a united electoral system. Without separate representation, their religious, cultural, and economic interests could be ignored. The issue also affected negotiations with the British, as both Congress and the Muslim League wanted to influence reforms. Representation shaped the structure of future governments and was central to demands for autonomy. It ultimately led to the formal recognition of Muslims as a separate political entity.

Q. Explain the significance of the Lucknow Pact and why it was a success for Mr Jinnah رحمۃ اللہ علیہ. **[6 marks]**

The Lucknow Pact of 1916 was significant because it marked a rare moment of unity between the Congress and the Muslim League. Both parties agreed on political reforms and accepted the principle of separate electorates for Muslims. This was a major success for Jinnah رحمۃ اللہ علیہ, who played a key role in bringing the two sides together. It strengthened his reputation as a skilled negotiator and a national leader. The pact also showed the British that Indians could cooperate politically, increasing pressure for constitutional reforms. However, the unity was short-lived, and later events showed deep divisions between the communities.

These actions and attitudes show that racism was embedded in British colonial policy.

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Q. Describe what happened at Amritsar. **[6 marks]**

On 13 April 1919, thousands of Indians gathered at Jallianwala Bagh in Amritsar to protest against the Rowlatt Act. General Dyer ordered his troops to fire on the unarmed crowd without warning. Around 379 people were killed and over 1,000 injured, including women and children. The massacre shocked the nation and led to widespread anger and protests. It marked a turning point in the independence movement, as many Indians lost faith in British justice. The event also drew international criticism and highlighted the brutality of colonial rule.

Q. Explain whether there is any evidence in the post War of Independence (1857) era to indicate British racism towards the Indians. **[6 marks]**

Yes, there is evidence of British racism towards Indians in the post War of Independence era (1857). The Rowlatt Act allowed imprisonment without trial, showing a lack of trust and fairness towards Indian citizens. The Amritsar Massacre demonstrated racial prejudice, as General Dyer treated peaceful protesters as enemies. The praise he received from some British officials, including in the House of Lords, reflected a belief in racial superiority. Indians were often excluded from high-ranking jobs and treated as second-class citizens.

[9 markers]

As per the OxfordAQA International GCSE Pakistan Studies (9236) marking scheme. 9 marker answers should:

- Include detailed factual content,
- Show clear explanation and analysis,
- be well-structured, often with 3–4 developed points or paragraphs.

Q. Describe events between February and August 1947 **[9 marks]**

In February 1947, British Prime Minister Clement Attlee announced that Britain would leave India by June 1948, acknowledging that British control was no longer sustainable due to economic exhaustion after WWII and growing unrest in India. Lord Mountbatten was appointed as the last Viceroy and arrived in March 1947 with the task of overseeing the transfer of power.

Mountbatten quickly realized that communal tensions between Hindus and Muslims were escalating, especially after the failure of the Cabinet Mission Plan and the outbreak of violence in Punjab and Bengal. He held meetings with leaders like Jinnah رحمۃ اللہ علیہ, Nehru, and Gandhi, and concluded that partition was the only viable solution to avoid civil war.

On 3 June 1947, the Mountbatten Plan was announced, proposing the partition of British India into two independent dominions: India and Pakistan. The plan was accepted by the Congress, the Muslim League, and Sikh leaders. The Indian Independence Act was passed in July 1947, legally ending British rule.

On 14 August 1947, Pakistan was created, followed by India on 15 August. The partition triggered one of the largest mass migrations in history, with over 10 million people crossing borders and hundreds of thousands killed in communal violence. The events of these months shaped the political and human landscape of South Asia for decades to come.

Q. 'At the end of the Second World War two elections in different countries had a very significant effect on India.' Do you agree with this statement? Explain your answer with reference to both the elections. **[9 marks]**

Yes, I agree with the statement. The first election was in Britain in 1945, where the Labour Party, led by Clement Attlee, defeated Winston Churchill's Conservatives. The Labour government was more sympathetic to Indian aspirations and committed to decolonization. Attlee believed that British rule in India was no longer morally or economically justifiable, especially after Indian contributions to the war effort and the Quit India Movement.

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The second election was the 1946 provincial elections in India, which were crucial in determining the political future of the subcontinent. The Muslim League won 87% of Muslim seats, proving that it was the sole representative of Muslim interests. The Congress won the majority of general seats, reinforcing its dominance among Hindus. These results exposed the deep communal divide and made it clear that a united India would not satisfy both communities.

The outcome of both elections directly influenced British policy. The Labour government initiated serious negotiations, and the Indian election results strengthened the Muslim League's demand for Pakistan. These developments led to the Mountbatten Plan and the partition of India in 1947. Without these elections, the pace and direction of independence might have been very different.

Q. Britain was in a difficult position over the future of India in 1946. Identify and analyse the difficulties Britain faced. [9 marks]

By 1946, Britain faced several major difficulties in managing the future of India. Firstly, the Second World War had drained Britain's economy, leaving it unable to maintain its empire. The cost of administering and policing India had become unsustainable, especially with growing unrest and demands for independence.

Secondly, political divisions within India made negotiations extremely complex. The Congress Party demanded a united India with a strong central government, while the Muslim League, under Jinnah رحمۃ اللہ علیہ, insisted on the creation of a separate Muslim state—Pakistan. The failure of the Cabinet Mission Plan in mid-1946 showed that compromise between the two major parties was unlikely.

Thirdly, communal violence was escalating, particularly after the Muslim League's call for Direct Action Day in August 1946, which led to riots in Calcutta and other cities. The British feared that civil war could break out if a solution was not found quickly.

Finally, there was growing pressure from within Britain itself. The newly elected Labour government, led by Clement Attlee, was committed to decolonization and faced public opinion that no longer supported imperial rule. These combined pressures made it clear that Britain could no longer delay Indian independence, but the path forward was deeply uncertain and fraught with risk.

Q. 'By 1946 there was no other way forward than the creation of Pakistan.' Evaluate this statement in the context of the Partition and whether it could not be avoided. [9 marks]

There is strong evidence to support the view that by 1946, the creation of Pakistan had become inevitable. The Muslim League's demand for a separate homeland had gained widespread support among Indian Muslims, especially after the 1946 provincial elections, where the League won the vast majority of Muslim seats. This gave Jinnah رحمۃ اللہ علیہ a strong mandate to push for Pakistan.

The failure of the Cabinet Mission Plan, which had proposed a united India with autonomous provinces, showed that Congress and the Muslim League could not agree on a power-sharing arrangement. Congress wanted a strong central government, while the League feared Muslim interests would be dominated in such a system.

Communal tensions were also rising rapidly. The Direct Action Day called by the Muslim League in August 1946 led to violent riots in Calcutta, resulting in thousands of deaths. This violence convinced many that Hindus and Muslims could not coexist peacefully in a single state.

However, some historians argue that partition was not the only solution. Leaders like Gandhi believed that unity was still possible through mutual understanding and compromise. Others suggest that British haste in transferring power and their divide-and-rule policies contributed to the failure of negotiations.

In conclusion, while alternative solutions were proposed, the political deadlock, communal violence, and mutual distrust between Congress and the Muslim League made partition the most practical option by 1946.

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Section B

Pakistan in to the 21st Century: from independence to 2022

This is a compulsory topic. It is assessed in Paper 1, Section B.

Key development	Detailed content
3.1.2.1 Politics, culture and the political structure of Pakistan since independence.	• Challenges and opportunities facing independent Pakistan in 1947; Muhammad Ali Jinnah's رحمۃ اللہ علیہ 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 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 cultural significance of Urdu; other regional languages and their importance to society, culture, and national integration; sports and recreation as important aspects of culture.
3.1.2.2 Political developments, 1999-2022	• 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.
3.1.2.3 International relations	• 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.
3.1.1.4 Road to independence (1939-47)	• The role and contributions of women in politics, society and culture, including the significance of Benazir Bhutto.
	• Developments in education and healthcare, 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.

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Chapter 5
Politics and the Political Structure of Pakistan since Independence

5.1 | Problems Facing the New Nation

3 Fact File tables are evidence of the difficulties and unfairness to Pakistan

Consider the position of commanding officers, page 75, who had made an oath of loyalty to the British King.

Riots and Refugees

One of the most serious problem was the violence and the millions of refugees.

The three sources, page 76, are vivid descriptions of the violence. Many families will have their own memories of that tragic period. It was a terrible start to the independence of both nations.

Source is a short extract from an important speech. The source is included because it is evidence that Quaid-e-Azam رحمۃ اللہ علیہ was under enormous pressure of work and worry at this time.

Accession of Princely States and the Kashmir issue

The official narratives of both nations differ greatly. Whether or not an Accession to India document, page 78, was properly signed and dated remains a matter of conjecture. However what is clear that the people of Kashmir were not consulted over accession.

Key Knowledge

The British supported a referendum of the people of Kashmir

Even after Partition when Kashmir's ruler joined the state with India it was still the wish, expressed by Viceroy Mountbatten, that 'the question of the State's accession should be settled by a reference to the people'.

The Indus Water dispute

The rivers flowing down from the Himalayas are essential for 80% of Pakistan's irrigated farms.

For 60 years in spite of crises, wars and disagreements, the Indus Treaty of 1960 has kept the water flowing.

In 2025, during another crisis between the two countries over alleged terrorism in Kashmir, the Indian Government placed the 1960 Treaty in 'abeyance'. That means it was suspended. This weaponising of river water by India is a new, unpleasant and dangerous, tactic in the continuing hostility between the two nations.

One of the greatest setbacks to Pakistan in its early days was the death of Jinnah رحمۃ اللہ علیہ

This unhappy event is important and worthy of discussion and analysis. Quaid-e-Azam's رحمۃ اللہ علیہ death came as a great shock as most Pakistanis had no idea how ill their leader had been.

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Classroom Activity and Discussion

Reflecting on Quaid-e-Azam رحمۃ اللہ علیہ

Discuss the following excerpt with students and discuss possibilities. More importantly discuss what are the key take aways from the way Jinnah رحمۃ اللہ علیہ led the Muslims and Pakistanis.

'Had Jinnah رحمۃ اللہ علیہ lived, the growing problems facing Pakistan might have dented his reputation. Perhaps with his willpower and enormous prestige he could have changed things; perhaps not. We shall never know. Jinnah's رحمۃ اللہ علیہ death early in Pakistan's preserved him in the minds of Pakistanis. They never knew him frustrated in office or foiled by the ambitions of lesser leaders or facing the nepotism and corruption in society. To Pakistanis he remains the triumphant hero, defeating every enemy to attain a homeland for them... For Pakistanis he remains an almost mythical figure. They now look back nostalgically to a golden time when they were united and had a clear objective.'

Jinnah رحمۃ اللہ علیہ, Pakistan and Islamic Identity, Akbar S Ahmed, OUP 1997

What if?

'If there had been no Jinnah رحمۃ اللہ علیہ, it still seems probable that there would have been a Pakistan.' The Making of Pakistan, Richard Symonds, Faber, 1950

Page 84

Initial Constitutional Problems of Pakistan

Explain the purpose of a constitution. Explanation on page 89. In 1947 Pakistan, as a new nation, needed a constitution. But there was too much disagreement.

The Aims and Objectives Resolution 1949

- The first major step in making a constitution
- It defined the main principles for the new constitution:-

Pakistan would be a state 'wherein the principles of democracy, freedom, equality, tolerance and social justice, as enunciated by Islam, shall be fully observed: wherein the Muslims shall be enabled to order their lives in the individual and collective spheres in accordance with the teachings and requirements of Islam as set out in the Holy Quran and Sunna [and] wherein adequate provision shall be made for the minorities freely to progress and practice their religions and develop their cultures'.

Fact File briefly sets out the principles and the students should learn these.

Key Knowledge

- The need and purpose of a constitution
- The Objectives Resolution
- The Basic Principles Committee
- The Constitutional Crisis 1954-5 – the draft constitution
- One Unit policy
- 1956 Constitution

Problems for those devising a constitution were the issues that divided Pakistanis

- Differences over language
- East Pakistan with the majority of people was opposed to equal representation with West Pakistan in a federal system of government
- Arguments over the extent to which Pakistan should be defias an Islamic state
- The balance of power between the provinces, states, and the central government

In addition many political parties in Pakistan are regional and so a united and disciplined national point of view is difficult.

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Page 89

5.6 | Constitutions in Pakistan

The draft constitution seemed a successful document based on the 1949 Objectives, but it was never adopted

Pakistan's first constitution, nine years after Pakistan was founded. The 1956 Constitution was broadly acceptable to most politicians. It proclaimed Pakistan as an Islamic republic and contained directives for the establishment of an Islamic state. However there were different opinions and interpretations as to the meaning and make-up of an Islamic state.

The 1956 constitution lasted only until 1956 when the first period of military rule started.

The 1962 Constitution established Basic Democracies, explained on page 92. President Ayub Khan did not think that that a system of democracy, such as in Britain, was suitable for Pakistan.

The 1962 constitution was imposed under martial law and so there was no discussion or vote in the National Assembly.

Martial law was lifted and the 1962 Constitution was followed until martial law and military rule returned in 1969.

Page 93

5.10 | The 1973 Constitution

The 1973 Constitution, described and explained in these pages, established the basic rights and arrangements for a parliamentary democratic government. This constitution survives, with important amendments, to the present-day. It is the supreme law in Pakistan.

The rights given to all citizens under the Constitution are described and set out on.

The Directive Principles of State Policy are important – all government departments, agencies, civil servants and legislators must follow these principles.

Note number 10 - Riba. This Islamic banking principle stops unequal exchanges of goods and unreasonably high interest rates. It encourages charity and helping others through kindness.

Following on from the Constitution the description of the Parliamentary system of government, page 98. The system and some of its possible problems are highlighted.

The powers of the President and the Prime Minister are set out, pages 98 - 100. The relative powers of the Prime Minister and President are described.

The syllabus specifies democratic concepts.

Page 103

5.12 | Political Parties of Pakistan

This part identifies features of Pakistan democracy and the importance of political parties.

Political parties give us the candidates, the politicians, who govern the country. A brief description of the political parties is included. Quick Questions, page 109, will focus attention on these.

Honesty and commitment to public service are important for a successful democracy. The strength of political parties shows that, even with occasional lapses, democracy and the rule of law are resilient.

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Page 108

5.14 | The National Language of Pakistan

The effect of regional languages on national integration

- Pakistan's rich cultural traditions and regional diversity are reflected in its languages.
- People identify with their community by the language they speak.
- Pakistanis share the faith of Islam. But in many other ways they are diverse. People may feel greater loyalty to their tribal, regional, ethnic and language group than to the government in Islamabad.

Key Knowledge

- The constitutional role of Urdu
- The cultural significance of Urdu
- Regional languages and their importance to society and culture

Such diversity is present in many countries – even countries much smaller than Pakistan. Urdu is an official language and, importantly, the national language of Pakistan.

- Quaid-e-Azam رحمۃ اللہ علیہ himself chose Urdu to be the official language.
- Quaid-e-Azam رحمۃ اللہ علیہ spoke Gujarati as well as fluent English.
- He promoted Urdu in order to unite all Muslims throughout Pakistan.
- It is difficult/impossible to get people to give up their language and learn a new 'national' language imposed upon them.

Urdu

Urdu originated during Mughal times and seems to have developed as a 'camp language' amongst Mughal soldiers.It was influenced by Persian as well as local Indian dialects Muslims in South Asia have long seen Urdu as symbolizing their shared identity. So Urdu is regarded as a unifying influence and was promoted by the Muslim League and the Pakistan independent movement.

There are more than 70 languages and dialects spoken in Pakistan.

Sindh is the only province that has its own official language, Sindhi, as well as the nationally recognised official languages Urdu and English.

English remains important and firmly established among the so-called educated elites. This has proved a problem for those seeking to make Urdu the single official language.

Many people will speak or at least understand two or more languages.

With increased trade and business with China some people have taken up learning Chinese Mandarin.

Students could undertake this task either as a discussion or as an essay: How important is the question of language to Pakistan?

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Page 110

5.15 | Culture of Pakistan

The Source, page 112, with the UN definition of 'culture' is useful and important.

The archaeological heritage is set out pages 113-114 and various sites are mentioned in the text and, page 204, as well as the importance of archaeologists.

The UNESCO world heritage website, whc.unesco.org/en/statesparties/pk should be consulted.

UNESCO list 6 sites in Pakistan on the World Heritage List.

You and your students may be close to one of them.

- Archaeological Ruins at Moenjodaro
- Buddhist Ruins of Takht-i-Bahi and Neighbouring City Remains at Sahr-i-Bahlol
- Fort and Shalamar Gardens in Lahore
- Historical Monuments at Makli, Thatta
- Rohtas Fort
- Taxila

Of course there are many other significant monuments from the past and various ruins scattered across Pakistan which reflect the skills of Mughal and other architects . Museums, such as the archaeological display in the Peshawar Museum, display hundreds of artefacts from excavations.

Page 115 Sports in Pakistan

Specified in the syllabus as 'important aspects of culture'.

Sport, both taking part and as a spectator, is important to individuals and to the nation. Sport in Pakistan is an important part of Pakistani culture

Classroom Activity and Discussion

Ask your students: Why is sport important?

Collect ideas (brainstorm) around the class; assess and discuss the points; a written answer to the question.

- Physical health - sport can help develop and maintain a healthy body
- Mental health – sport makes people happy, helps people to get along with one another, to work as a member of a team, achievement boosts self-esteem.
- Sport can reduce anti-social behaviour and petty crime, prevents boredom for some people.
- Sport helps community cohesion, brings people together both as team members and spectators.
- Helps develop national identity and unity, regardless of political views, age, or position, everyone can support the national team.
- Migrants who have come from outside the country can develop love and loyalty for their new country by following and supporting the national team
- Success in international sporting events evokes pride, respect and status in and for the nation.
- You and your students may have other thoughts.

Imran Khan is highlighted, page 115. Words used about Imran Khan: charismatic, popular, controversial, populist, inspirational, ambitious, arrogant.

Whatever people think of him politically he will always be Pakistan's great cricketing hero.

Classroom Activity and Discussion

Discuss: Cricket as an alternative to war

Pakistanis and Indians have both inherited from the time of British rule a passion for cricket. The most eagerly watched matches have been played between the two nations. Most Indians and Pakistanis agree that any battles between them should only take place on the cricket pitch

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Chapter 6
Political Developments, 1999- 2022

This part does not cover specified content in the current, (2025) examination syllabus. But don't ignore these pages. Pick out key topics that will interest and inform your students. They will provide a useful background to the events of the 21st century and help them build context and understanding to attempt 6 and 9 marker questions.

A: Background Overview (1958-1999)

Key terms should be understood. However you need not spend too long on these topics. Your students should have basic knowledge of:

Conflicts with India; military governments (see below); secession of East Pakistan; Zulfikar Ali Bhutto; General Zia; Nuclear Weapons (pages 140-141); Benazir Bhutto

Some information and explanation will be helpful to your student's understanding of Pakistan's political history and constitutional commitment to democracy.

Key Knowledge

- Military takeover by General Musharraf
- Elections and restoration of democracy
- 18th & 19th constitutional amendments
- Key government policies
- Covid and the government response

Classroom Activity and Discussion

The Pakistan Army

The Pakistan Army has played a very prominent role in the life of the country. Pakistan needs a large and effective army. Just look at a map of the region. As well as the border with China, Pakistan borders three other countries, Afghanistan, Iran and India. On those borders there have been, at various times, threats, hostility, aggression, and frequent violence. Smuggling of guns and drugs has been a continual problem. India has been a constant and very serious threat. Pakistan's location makes it vulnerable in an unsettled, turbulent part of the world. It is sometimes called a Frontline State.

Pakistan has relied on it's army to keep it secure. The Army also plays a vital role in helping people at times of natural disasters including earthquakes and floods.

The Army, usually known as the Pak Army, has 560,000 active personnel and a defence budget of $6.27 billion which is 2.6% of Gross Domestic Product.(2023). That is a huge amount of money. India, with it's much larger population, has a defence budget of $73.8 billion, 2.4% of GDP (2023). The never-ending threat from India means Pakistan needs support from other nations. That is not always easy for politicians.

Because the Army is vital to the success of Pakistan, it is widely respected and has great influence. It is the largest organization in the country. The views of its leaders are important and are taken into account by politicians. It is not surprising that, in a relatively new state, when politicians fail the Army has taken over until it is possible to return to civilian rule and democracy. There have been several periods of direct rule by the military. The argument made is that disorder and confusion threaten national security and could help an enemy. But eventually there is always a return to civilian democratic rule.

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There are armies which guard their nation's borders, there are armies which are concerned with protecting their own position in society, and there are armies which defend a cause or an idea. The Pakistan Army does all three.

Stephen P Cohen, US Political Scientist.

Key Knowledge

- In the 1960s Pakistan faced constant hostility from India
- India aggression occurred in 1971 over East Pakistan
- Heavy fighting took place along the Kashmir cease-fire line
- Indian explosion of a nuclear device in 1974 convinced Pakistan to initiate its own nuclear programme.
- The USA opposed Pakistan having nuclear weapons

Use Source page 140. The importance of this source is that it comes from a former Indian Army Chief.

Page 141 illustration, The Ghauri Missile, also known by the military as Hatf 5, is named after Sultan Shahabuddin Ghauri who captured Delhi in 1199.

B: 21st Century (1999-2022)

Page 140

6.2 | Pakistan in the 21st Century

Political Developments 1999 – 2022

Specified in the syllabus

6.3 | General Pervez Musharraf's Tenure, 1999-2008

- The 'bloodless coup' the fourth period of military rule
- Democracy was suspended until 2008.
- A recurrent theme in Pakistan's history, the difficulty of embedding constitutional democracy continued.
- Page 78, General Musharraf's justification for suspending democracy is given.
- Musharraf's rule was quite different from previous military rulers:-
- He promised a return to civilian rules as soon as possible.
- He allowed political parties to carry on as normal.
- Newspapers were allowed to publish criticism so long as it did not harm national security.
- He, and his allies, described his rule as 'enlightened moderation'.
- At the time of his rule, the two most popular political leaders and great rivals, Benazir Bhutto and Nawaz Sharif were in exile.

Musharraf page 143 'Challenges'

'Democratic Legitimacy': Having taken power through a military coup, Musharraf kept his position as Army Chief.

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Key Military Operations in Pakistan for Counter-Terrorism (2013-2018)

Terrorism had been a serious problem before 2013 but got far worse between 2013 and 2018.

The policies opposing terrorism are set out on page 149 and students should have basic knowledge of them.

How serious was the problem of terrorism?

Classroom Activity and Discussion

Figures given by the Interior Minister in 2014:

2001 to 2013: 13721 terrorist incidents in Pakistan.

2001 to 2005: 523 terrorist incidents in Pakistan.

2007 to November 2013: 13,198 terrorist incidents in Pakistan.

According to US National Consortium for the Study of Terrorism and Responses for Terrorism (START), the number of suicide bombings between 2001 and 2007 was 15. Between 2007 and 2013 it went up to 358–the most in any country in the world.

Countries with the highest terrorist attacks 2012:

Pakistan 1404

Iraq 1271

Afghanistan 1023

Deaths resulting from terrorism:

2001 – 2013 48,994 people in Pakistan

Law-enforcement personnel killed (included in the above): 5272

By 2014 Pakistan police and other civilian law-enforcement personnel numbered 600,000 which is more than in the Pakistan army which itself is the sixth largest standing army in the country.

Page 142

6.4 | Asif Ali Zardari's Tenure, 2008–13

Following the assassination of Benazir Bhutto, widower Asif Zardari became the candidate of the PPP. Zardari becoming President, 2008, was an unforeseen event precipitated by the passing of his wife.

The important 18th and 19th amendments to the Constitution were passed during his term of office and are fully explained, pages 145-146.

Page 145

6.7 | Nawaz Sharif and the PML-N led government.

Policies are set out, page 145-147.

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Page 151

6.9 | The Covid-19 Pandemic and Impacts on Pakistan

Covid was a world-wide calamity. The Tweet from Prime Minister Khan, page 153, is evidence that from the start:-

- The Pakistan Government took Covid very seriously
- The Prime Minister himself was taking charge of the Government response
- The Government was aware that people would be worried and the Prime Minister tried to reassure them.

Key Knowledge

- How Covid affected Pakistan
- The Government response to Covid
- The results and cost of Covid

The scale of Covid is described on pages 155-157.

The scale of lockdowns was controversial and remains a matter of debate.

Responsibility for health care is with Provincial Governments and this might have weakened the national response.

Classroom Activity and Discussion

Is there enough evidence on pages 153-157 for us to understand how adequate the Government response was to Covid?

Pakistan's special circumstances, pages 155-6, are useful in understanding Covid in Pakistan.

The graph, page 91 clearly shows the five waves of Covid. This table details the number of days each wave lasted. Why are these figures helpful in any discussion about lockdowns?

Wave	Start date	End date	Duration
Wave 1	3rd April 2020	31st August 2020	150 days
Wave 2	12th October 2020	16th February 2021	128 days
Wave 3	23rd February 2021	22 June 2021	120 days
Wave 4	6th July 2021	29th November 2021	147 days
Wave 5	7th December 2021	23rd February 2022	83 days

The impact of Covid this is separate bar

Pakistan has faced many damaging problems and calamities, some natural disasters and others man-made. For a Nation already coping with serious difficulties the effect on an already weakened economy was very serious.

The graph, page 157, clearly shows the sharp increase in Pakistan's national debt.

Fact File provides useful and important statistics that help to understand the impact of Covid on Pakistan. They are grim statistics.

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Page 156

7.1 | Pakistan and India

Key Knowledge

- Relations with India
- Trade with India
- Enduring issue of Kashmir
- Why India behaves in the way it does towards Pakistan.
- Why India will not extend friendship and cooperation towards Pakistan for the benefit of both nations.

Classroom Activity and Discussion

The bilateral relations between India and Pakistan are likely to continue evolving between periods of appeasement and occasional crisis. While the chances of a major conflict are limited, the prospects for peace are almost nil.

Dr Frederic Grare

Since Independence in 1947 Pakistan has been blighted by its much richer and more powerful neighbour, India.

- India's population is huge.
- Pakistan has had to cope with repeated attempts to destabilize it.
- Pakistanis have a poor view of India and regard it as an enemy.
- Each blames the others for threats, violent conflict and bad relations.
- Militant Hinduism in India has worsened relations

Neighbours often don't get along with one another. It can be the same for countries as well. There are other examples including, North and South Korea, Cuba and the USA, Turkey and Greece and Ukraine and Russia.

The Kashmir dispute remains the major obstacle to improved relations between Pakistan and India. The rise of miltant Hinduism in India with increased hostility and violence towards Muslims has worsened tension between the two neighbours.

Classroom Activity and Discussion

Why do India and Pakistan hate each other?

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Useful statistics		
population 2024	India: 1,450,935,791	Pakistan: 251,269,164
Gross Domestic Product 2024	India: 2024 $3,937 billion	Pakistan $373 billion
Largest economies in the world	India ranks 5	Pakistan ranks 42
GDP rate of growth 2024	India 6.808%	Pakistan 2%

> For Pakistanis, the rivalry against Indians is driven by a deep sense of being 'wronged' at the time of partition, the corollary being a 'desire' to compete with and trump Indians at any cost. It's this bitterly competitive urge that drives Pakistan's leaders, army officers, and populace to defy India's obvious demographic, economic, and military supremacy, and to do so with much intensity.
>
> Dr Jawad Kadir, Lancaster University, UK 2018

Negative attitudes toward Pakistan persist in India

Many Indians, especially the overwhelming Hindu majority, have never forgiven Pakistan for being created in the first place.

> Roughly three-quarters of Indian adults hold an unfavourable view of Pakistan. This includes 57% who have a very unfavourable opinion. Indians' views of Pakistan have consistently been unfavourable since the question was first asked in 2013, with the share holding an unfavorable view of the country never dipping below 60%.
>
> Pew Research Center, Washington DC, USA 2023

Classroom topic of interest: What hope for the future relations between Pakistan and India?

Teachers will want to spend time on the issue of Kashmir.

Kashmir is the elephant in the room. It affects every dealing between Pakistan and India. Every Pakistani feels deeply the injustice and intransigence by India. The enduring suffering of Kashmiris on both sides of the LOC is felt strongly in Pakistan.

Page 162, Source Indian Census of Kashmir: these figures are from the 2011 census.

Deadlock: The Indian Government position is that Kashmir belongs to them and they refuse to negotiate so long as Pakistan disputes that.

Page 164 and The Main Points to Know are important and may require some additional explanation and give rise to classroom questions and discussion.

Relations between India and Pakistan are unlikely to become normal and cooperative without resolution of the Kashmir question. Settling the dispute over Kashmir seems very unlikely. From time to time there will be violence. Another India-Pakistan war seems unlikely.

After studying this chapter students will be able to consider the question, which country is in the right over Kashmir and should Pakistan continue to be belligerent towards India?

Students could prepare and hold a discussion or write an essay.

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Consequences of enduring hostility between India and Pakistan

- Negotiations cannot take place to resolve the Kashmir issue and the people of Kashmir are denied their rights.
- Violence in Kashmir and along the LOC continues
- UN Peacekeepers continue to patrol the LOC
- Virtually closed border India-Pakistan seriously limits trade
- Smuggling
- Very restricted travel between the two neighbours
- Relatives cannot meet up
- Allegations by both sides of sponsoring terrorism
- Arguments over water supplies, flooding and other resources
- High level military spending by both countries

Classroom Activity and Discussion

Are there any other problems caused by the permanent state of hostility between India and Pakistan? Which of the problems is the most serious?

Then there is cricket – not mentioned in the text:

cricket – a proxy for war?

'Fans from both sides of the border get really emotional about it,' said Vishal Misra, a Columbia University professor…'There are some political undertones to it; India and Pakistan have fought wars…Sometimes the cricket game acts as a proxy.'

NBC News, June 2024

What does it mean, acts as a proxy?

Classroom Activity and Discussion

Topic: Cricket matches between India and Pakistan arouse a great deal of emotion and are much more than just about sport or a good game of cricket.

Page 165

7.2 | Pakistan and China

Understanding

- Close relations with China have always been important to Pakistan.
- The constant threat from India means Pakistan needs useful and powerful allies.
- China has supplied economic, technical and military assistance to Pakistan.
- An obstacle to trade is the difficulty of constructing crossing

Key Knowledge

- Importance of relations with China
- China is a neighbour
- Trade, military links
- Chinese investment

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points at the border because of the difficult terrain and weather conditions in the mountains that separate the two nations.

- China has also given support to Pakistan in disputes with India including the wars of 1965 and 1971. In the 21st century China has continued to support Pakistan's stand on Kashmir and their criticism of the Indian Government's anti-Muslim actions.

Pakistan and China: the feeling is mutual

Pakistani public opinion supports close relations with China. In addition to the Pew research, page 102, a BBC World Service poll in 2014 found that over 75% of Pakistanis see China's influence in their country as a positive thing with only 15% giving a negative view. In March 2022, Palacky University (Czech Republic) found that 73% of Chinese citizens held favourable views of Pakistan.

Make certain your students know why good links with China are important (understanding) and the value of Chinese investment. Find out and pass on to your students the current amount and type of Chinese investment into Pakistan.

Classroom Activity and Discussion

Close relations with China can be very helpful to Pakistan and we should do all we can to develop them more.

Page 169

7.3 | Pakistan and the Muslim World

Knowledge + Understanding

- Muslim nations close to Pakistan
- The international effect of Muslim nations

The clue is in the name – Islamic Republic of Pakistan. It was the first modern state to be founded in the name of Islam.

Although Western influence, political ideas such as parliament and democracy, freedom of worship, methods of banking and business and widespread use of the English language, have been very important since the birth of the Pakistan Movement, Pakistan is firmly a Muslim nation. It's very creation was driven by the need for a safe place for the Subcontinent's Muslims to follow their religion and culture.

- Islam is a unifying force.
- Pakistanis naturally feel solidarity with Muslims all over the world.
- Pakistanis need the material and practical support of fellow-Muslims.
- The same faith does not mean identical ways of following that religion.
- Disagreements between countries, trying to follow the same religious beliefs, can be very serious and angry.

Classroom Activity and Discussion

As a Muslim nation Pakistan should make working together with other Muslim nations more important than any relationship with non-Muslim nations.

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Turkiye

The important point is made in the text that Turkiye acts as a bridge between Asian Muslims and the West, Europe and North America.

- Part of Turkiye is in West Asia and part in Southeast Europe
- Turkiye has a large Muslim majority and Islam is important
- Many people in Turkiye have a largely westernised lifestyle
- Turkiye has a big tourist industry with many tourists coming from western Europe
- Turkiye is a member of Nato and a possible one-day member of the EU

Classroom Activity and Discussion

How can good close relations with Turkiye be helpful to Pakistan?

Saudi Arabia

Pakistan has been a significant player in the Middle East in large part because of a good strong relationship with Saudi Arabia. That has not always been the case and relations were strained in the early 1990s.

Pakistan needs Saudi oil. The idea of ummah is explained on pages 173 and 174. Students must understand this important Muslim principle

Many Pakistanis work in Saudi Arabia and remit significant sums of money to family back home.

For the teacher: this Pakistan newspaper extract will be of interest:

Pakistan-Saudi relations: A brotherhood rooted in history and shared interests

Looking ahead, the Pakistani-Saudi partnership is expected to grow, particularly in economic and strategic dimensions. Saudi Crown Prince Mohammed bin Salman's Vision 2030 aims to diversify the kingdom's economy beyond oil, and Pakistan could play a key role in this transformation. Pakistan's workforce has historically contributed to Saudi Arabia's development, and in the future, more skilled labor and technical expertise from Pakistan could help the kingdom achieve its ambitious goals in areas like infrastructure, technology, and renewable energy.

Additionally, Saudi Arabia has expressed interest in investing in Pakistan' s energy and infrastructure sectors, providing much-needed foreign direct investment that could boost Pakistan's economic growth. Projects such as the construction of an oil refinery in Gwadar under the China-Pakistan Economic Corridor (CPEC) could symbolize a new phase of economic collaboration between the two nations.

The Pakistan-Saudi Arabia relationship is one of enduring brotherhood, sustained by shared religious values, strategic cooperation, and mutual economic interests. Over the decades, Saudi Arabia's economic support and diplomatic backing have been crucial for Pakistan, while Pakistan's military contributions have strengthened Saudi Arabia's security. As both nations face evolving geopolitical and economic landscapes, their relationship is likely to deepen, with new opportunities for collaboration in areas such as investment, trade, and technology. This partnership, built on mutual trust and respect, remains a cornerstone of both countries' foreign policies and futures.

Ali A. Malik, The Nation, 10th October 2024

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Classroom Activity and Discussion

How do both countries, Pakistan and Saudi Arabia, benefit from good relations?

Relations with the United Arab Emirates (UAE)

The reasons why a close relationship with the UAE are clearly set out and will be the focus of a lesson; some of your students may have visited or will visit the UAE; the map page 110 is there to emphasise the relatively short and important link.

Page 173

7.4 | Pakistan and the USA

Specified in the syllabus, the classroom focus will be: Relations with the United States of America; the impact of the US-led Afghan war on Pakistan.

Study of the USA and Pakistan is:-

- Important because the political, economic and military power of the USA
- Controversial
- Interesting

Page 176 Fact File. This gives us public opinion. Why is this information important? What is the real significance of this information?

Mention is made on page 176 of American attitudes towards Muslims. This is an on-going issue for relations with all western countries. Islamophobia is a problem, particularly in the USA and Western Europe. So, why, many Pakistanis might ask, should we be an ally of people who are hostile to our faith and values?

The map, page 177, of Pakistan in relation to its neighbours is useful and important. Students could be asked why?

The USA is a military and economic super-power. Any relationship between Pakistan and the USA will not be on the basis of equals. It is difficult for Pakistan to go against the wishes of the USA. But remember that Pakistan does have other friends, China and the Arab nations.

.

Classroom Activity and Discussion

After 9/11 the USA needed Pakistan. But did Pakistan need the USA?

Consider this view of a British journalist

'The bin Laden killing left many Pakistanis confused: most had no love for bin Laden's violent tactics, but that was often over-powered by their deep anti-Americanism and the sense that the action had demeaned the whole country.'

Owen Bennett-Jones

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Page 176

7.5 | Pakistan and the Multinational Organisations

Multinational organizations have an important role. They give smaller countries, such as Pakistan, the opportunity to have their say on the world stage.

The syllabus specifies the IMF and the UN.

Pakistan's support for UN Peacekeeping missions is impressive and has won the respect of other countries. Maleeha Lodi, Source page 182 reflects this.

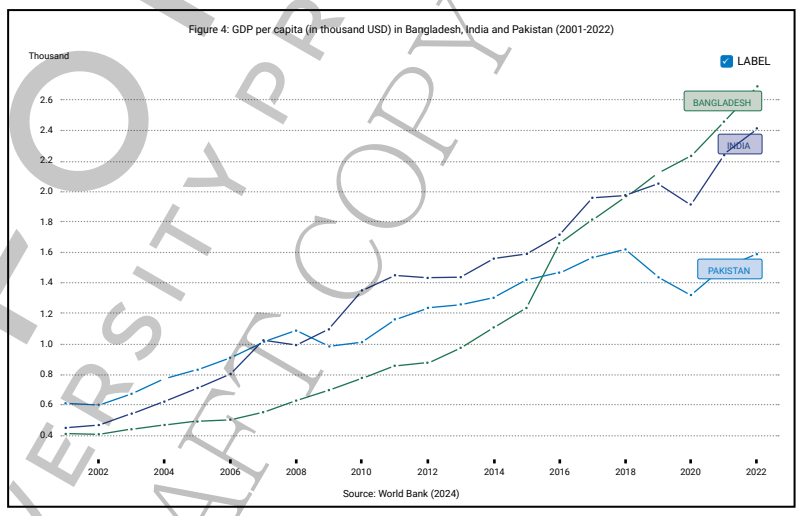
What do your students think? If any student is considering joining the army in order to serve and defend their country would they be willing to go abroad to try to protect people in another country?

The International Monetary Fund

The final sentence of this section, page 184, sums up the importance of the IMF to Pakistan: The IMF has played an essential role in keeping the Pakistan economy afloat.

This graph illustrates Pakistan's sluggish economic performance in the 21st century.

Why do many Pakistanis criticise the IMF. Did You Know, page 184, gives some clues.



The situation in October 2024

- The IMF approved Pakistan's 25th loan, worth $7 billion, for the next three years.
- The Prime Minister, Shehbaz Sharif said this loan would be the last time that Pakistan would seek a loan from the IMF.
- Amongst the conditions imposed by the IMF the federal government must transfer control of devolved services such as education, health and local government, to provincial governments.
- The IMF said Pakistan must consider 'normalising trade with all its neighbours'.

Page 183

7.8 | Pakistan and the Commonwealth

Classroom focus on the advantages to Pakistan, page 185-186

Page 186: role of the Commonwealth in providing a connection with the UK. There are 1.6 million British Pakistanis with most having relatives in Pakistan.

Some leading Pakistanis in Britain include:

Sadiq Khan – Mayor of London

Mishal Husain – leading broadcaster and news reader formerly with the BBC

Shabana Mahmood MP - Lord Chancellor and Secretary of State for Justice

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Chapter 8
Women's Empowerment in Pakistan (2000-2022)

Key Knowledge

- The role of women in Pakistan
- The importance of Mohtarma Benazir Bhutto
- Dr Sania Nishtar and how developments in education
- and healthcare impact on women
- The nature of equality in Pakistan by 2022: opportunities and challenges

Understanding

- How deeply entrenched traditions remain and prevent equality

Points to explain and discuss with your class

The traditional view of gender relations in Pakistan is based on two basic ideas:

- women are subordinate to men
- A man's honour depends on the actions of the women in his family

These ideas are totally opposite to the attitude in western countries such as in Europe and the USA. Quaid-e-Azam رحمۃ اللہ علیہ and other leaders were educated and influenced by Western ideas.

> No nation can rise to the height of glory unless your women are side by side with you. We are victims of evil customs. It is a crime against humanity that our women are shut up within the four walls of the houses as prisoners. There is no sanction anywhere for the deplorable condition in which our women have to live.
>
> -Muhammad Ali Jinnah رحمۃ اللہ علیہ-

Ever since Partition increasing numbers of women have challenged traditional attitudes to women. Anyway these traditions differ according to where people live – cities, towns, villages, across the countryside and indeed in different parts of Pakistan.

Quaid-e-Azam رحمۃ اللہ علیہ, Muslim University Union, Aligarh, 10 March 1944.

Reasons why there is opposition to changes are set out on page 194 8.10. This is my list of reasons for resistance to equal rights and opportunities being so slow.

Your students may have ideas to add to the list.

In the late 20th and early 21st centuries the women's movement has grown stronger. The political success and enduring inspiration of Mohtarma Benazir Bhutto, page 124, has greatly strengthened that movement.

> For as long as Pakistani society produces people as defiant as Benazir, liberal values will remain part of Pakistan's national debate.
>
> Owen Bennett-Jones, BBC foreign correspondent

Classroom Activity and Discussion

Benazir – a symbol of defiance and hope?

Are liberal values always Western ideas?

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Many other Pakistani women have made history and inspired people:

- Dr Sarah Qureshi, a high-achieving aerospace engineer who has led in an area of work dominated by men.
- Sana Mir from Abbottabad, a great cricketer, cricket commentator and former captain of the Pakistan women's team. She played in 226 international matches.
- Ayesha Malik, the first woman judge of the Supreme Court of Pakistan, appointed in 2022 she joined 16 male colleagues so her achievement was a significant step forward for women and the law.

You and your students will come up with other names including women in your local community. It is a pity that quite a few women have to go abroad to gain the opportunities they need.

Classroom Activity and Discussion

Choose 2-3 women who have achieved success and inspired others, and find out how and perhaps why they did it.

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Sampler Responses for Exam Questions

Short Response Question

[4 marks]

- Page 198 Women's empowerment in Pakistan, question 10,
- Identify and explain any 2 initiatives taken to empower women, by Benazir Bhutto in her second term
- Two initiatives by Benazir Bhutto as Prime minister in her second term were:
  1. The setting up of all-women police stations so that women would feel safer and more comfortable dealing with female officers when they wanted to report crimes or seek help from the police.
  2. She established a women's division in the government, headed by a very senior civil servant to promote the concerns, rights and interests of women inside the government.

Extended response question

[9 marks]

- Page 201 Question 7 'A lack of schooling is the main cause of gender gap on Pakistan.' Do you agree? Explain with reference to the above statement , and your contextual knowledge.
- I do agree with the statement and there is evidence that backs it up.
- The Constitution gives everybody, male and female, the same right to a free and compulsory education from six years old to sixteen. The Government always states that education for all (EFA) children is very important. They signed the Senegal Declaration in 2000 which is a firm promise to EFA. In spite of this commitment there is a huge difference between the schooling of girls and boys. There is still a strong tradition that girls have less schooling than boys. Girls face difficulties in going to school that boys do not have. It is this lack of schooling that causes the gender gap between male and female.
- A 2023 report from the government sponsored National Commission on the Status of Women (NCSW), reported that more than half of adult women had never attended school and that 51% of women are illiterate. Far more men have attended school, about two thirds, and so far more are literate.
- Because they are better educated men get most of the good jobs and earn far more money. Women are paid much less than men. Many women are not paid at all. The report explains that 55% of women who do work are not paid any wages. Because they have little or no education these women cannot get paid jobs. Unfortunately, in spite of the policy of the government, there doesn't seem to be any improvement. Pakistan compares badly with other countries. The Gender Gap Index, from the World Economic Forum, puts Pakistan close to the bottom. Pakistan is 145th among 146 countries.
- This gender gap badly affects women. They have far less influence in government, the making of laws, in the professions and in business. Many women are blocked from seeking to achieve in many areas because they lack schooling. The gender gap exists in every area of life.
- The only way to close the gender gap is for everyone to follow the Constitution. Traditional opposition to girls schooling needs to be overcome.
- The country suffers because of the gender gap. Women are not able to achieve their best and that holds back development and progress in Pakistan

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Section C 1

Islam in the subcontinent (c700-c1831)

This is one of two optional topics that are assessed in Paper 1, Section C 1.

Key development	Detailed content
3.1.3.1 The expansion of Islam in the subcontinent c700-c1700: key events and individuals	• 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.
3.1.3.2 Shah Waliullah's رحمۃ اللہ علیہ reforms in religion in the 18th Century	• 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 رحمۃ اللہ علیہ: Background, early life, and education.
	• The nature and aims of Shah Waliullah's رحمۃ اللہ علیہ religious reforms, including his regard for Sharia law and understanding the Qur'an.
	• The impact of Shah Waliullah's رحمۃ اللہ علیہ work and influence in bringing about political change.
3.1.3.3 Syed Ahmad Barelvi and the Islam revival in the 19th Century	• The political, social, cultural and religious context in the subcontinent by the early 19th century.
	• Syed Ahmad Barelvi: background, early life, military service, and key beliefs.
	• The Jihad movement: it's religious and political aims, opponents, and key achievements.
	• Military campaigns; Syed Ahmad Barelvi's death; his contribution to the revival of Islam in the subcontinent; his importance to the Ahl-i Hadith and Deobandi movement.

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Chapter 9
The Expansion of Islam in the Subcontinent (c. 700–c. 1700)

Key Knowledge

- Islam arrives on the Indian subcontinent
- Many people converted to Islam
- The role of key individuals:
- Muhammad bin Qasim
- Abdul Hamid al Ghazali رحمۃ اللہ علیہ
- Ahmed Sirhindi رحمۃ اللہ علیہ
- The role and importance of Sufis

Why do we have to study the history of Islam? If students ask that question then it is very easy to answer.

Islam is at the very core of Pakistan. It bound a huge part of the population of the Subcontinent together with common beliefs, values and traditions. That faith was the reason for the creation of a separate state in 1947, the Islamic Republic of Pakistan.

Important point to mention:

Islam, as explained in the text, was introduced into the Indian subcontinent from other countries, Arab nations. Hinduism developed within India. Indian nationalists often stress this as if it was important.

How do we know what happened in history? Answers to this good question occur in this chapter:

- Books: page 204 The Book of Chach; page 208 handwritten books; page 209 printed books.
- Archaeologists: page 202 ruins of buildings; page 204 tombs in Multan.

Understanding

Why did people convert from Hinduism to Islam?

Page 203 give reasons and then we come to the importance of Sufism, page 205.

Page 205 – 206 describes the Sufis; the wandering Sufis spread the message across the subcontinent. Stretch yourself, page 207, gives students the chance to consider and understand the importance of Sufism and their shrines. They could answer the question posed at the end with a short essay.

The Sufi tradition and legacy is an important part of the history of what is now Pakistan.

Classroom Activity and Discussion

How and why is Sufism important to the history of Pakistan?

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Page 205

9.4 Abdul Hamid al Ghazali رحمۃ اللہ علیہ (1058– 1111)

A very important man who we know a lot about because of his many books.

The syllabus specifies his most important publication, the Revival of Religious Sciences. Reasons why it is so important are set out on pages 208-209.

Additional information – the view of a modern Sufi:

'The Revival of the Religious Sciences by Imam al-Ghazali رحمۃ اللہ علیہ can be described as a book that will never die. This is because it contains a vital cognitive force that time cannot obliterate. In it the Imam discusses Islamic rulings, beliefs and character, in the style of an admonisher who understands the psyche and its secrets as well as spiritual; diseases. What distinguishes this book from others is its strong spiritual influence on the reader which makes him seek both soundness of heart and his Lord's pleasure through acts of worship, rather than the mere performance of acts of worship so that they are legally valid. The book is a comprehensive encyclopaedia for all of a Muslim's religious affairs, including beliefs, acts of worship, dealings and character, as well as for individual and societal welfare'.

Remember this book was written in the 12th Century CE yet has enormous relevance to Muslims in the 21st Century CE.

Page 208

9.5 Ahmad Sirhindi رحمۃ اللہ علیہ (1564–1624)

His importance is that he disagreed strongly with the Mughal Emperor Akbar and encouraged Muslims to criticise the Emperor as well.

One of the beliefs of Islam is that the purpose of the state, in this case the Emperor, is to ensure that Muslims can comfortably practice their religion.

Emperor Akbar's reign has been described as a 'rocky spiritual ride'. As set out in the text he upset many Muslims who thought he was too helpful to Hindus.

Ahmad Sirhindi رحمۃ اللہ علیہ wanted a strict observance of Muslim rules. Note the link between his ideas and the reign of Emperor Aurangzeb, Page 210

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Shah Waliullah's رحمۃ اللہ علیہ Reforms in Religion in the 18th Century

The reasons why Muslims were unhappy and demoralised are set out on page 211. It was during his lifetime that the British were expanding their influence and control.

- Shah Waliullah رحمۃ اللہ علیہ and his Reform Movement were very important to Muslims in the 18th Century.
- Many Muslims felt inspired by Shah Waliullah رحمۃ اللہ علیہ and this helped them to regain confidence and pride in their religion.
- Shah Waliullah رحمۃ اللہ علیہ gave a voice to the Muslim identity and encouraged unity which, in time, helped to inspire those who supported the Pakistan Movement.
- Shah Waliullah's رحمۃ اللہ علیہ message to Muslims did not go out of date, especially his emphasis on unity, and so was meaningful in the 20th Century and remains so for many in the 21st Century as well.

Page 213 Stretch yourself and the title of the text, identifies the legacy of Shah Waliullah رحمۃ اللہ علیہ by making the connection with the Pakistan Movement even though that did not emerge until more than 150 years after his death. This text can be used to set students thinking about his long-term legacy

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Chapter 11
Sir Syed Ahmad Barelvi in the 19th Century

Key Knowledge

- Syed Ahmad Barelvi's life and beliefs
- Jihad, it's religious and political aims, achievements
- Opposition to Jihad
- Barelvi's military campaigns; his death; his contribution to the revival of Islam; his importance to the Ahl-i Hadith and Deobandi movements.

Ensure your students know Syed Ahmad Barelvi background including his military service, albeit as a prayer leader.

They must understand the meaning of Jihad, which can have different meanings depending on time, place or purpose. In that sense it is like its English language equivalent, war. You can have war on poverty, war on waste when the meaning is essentially benign or war on an enemy when the meaning is violent. For Syed Ahmad Barelvi, Jihad did mean violent struggle against the enemy.

His aim was to establish Muslim rule in Peshawar and then in the Punjab. Syed Ahmad Barelvi became a much admired hero for both his life and the manner of his death.

Syed Ahmad Barelvi is one of those credited with the early stirrings of what was to become the Pakistan Movement. Those people in Dhaka (setting the Muslim League) in 1906 would have been well aware of the beliefs of Shah Waliullah رحمۃ اللہ علیہ and Syed Ahmad Barelvi.

- Syed Ahmad Barelvi was passionate in his faith.
- He is remembered for creating among Muslims in the 19th Century an awareness of the problems they faced.
- This was, together with Shah Waliullah's رحمۃ اللہ علیہ movements, an important stage in the development of Muslim consciousness.
- Syed Ahmad Barelvi is seen as a martyr – Shaheed – for his beliefs.

Classroom Activity and Discussion

Some people see Syed Ahmad Barelvi as a martyr and a saint. Why do you think they hold that opinion?

A martyr is someone who:

- Faces danger and death because of their beliefs.
- Sticks to their principles and acts on them in spite of threats.
- Has a strong faith that other people attack them for.
- Is willing to die if necessary for their beliefs.
- Follows their conscience however difficult that might be and suffers because of it.

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- Suffers injury or even death in the service of others.

  A saint is someone

- Who is or has been close to Allah.
- Who follows the rules of Islam very conscientiously.
- Who dedicates their life to serving Allah and the cause of Islam.
- Who suffers injury or death because of their faith and service to Allah.

Page 218 the final sentence: They certainly had no idea that progress towards a Muslim nation in the subcontinent had started.

This can be used to trigger discussion on the position of Muslims after 1857 and the connection with the later Pakistan Movement. Neither the British nor Muslims had any idea that a separate Muslim nation would one day be created – yet we can understand that progress towards it – although a long way to go - had already started.

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Section C 2

The Mughal Empire (c1526-c1850s)

This is one of two optional topics that are assessed in Paper 1, Section C 2.

Key development	Detailed content
3.1.4.1 Earlier Mughal emperors (c1526–1658)	• 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 Humayun, Akbar, Jahangir, and Shah Jahan.
	• 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.
3.1.4.2 Aurangzeb's Mughal Empire (c1658–1707)	• 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.
3.1.4.3 The decline and downfall of the Mughal Empire (1707 – c1850s)	• 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 Mughal Empire.
	• Further British colonial expansion in the Indian subcontinent from the 1750s to the 1850s.

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Chapter 12
Earlier Mughal Emperors
(c. 1526–c. 1850s)

Earlier Mughal Emperors

Key Knowledge

- The Mughal Empire was, during the years 1526-1707, a 'Golden Age' for Muslims on the subcontinent.
- The Mughal Empire was one of the largest centralised states at that or any earlier time.
- It was the precursor to the British Indian Empire.
- As well as strong political power and military achievement these Muslim rulers also encouraged great artistic achievement in buildings, art and literature. Indeed for most people it these achievements they are celebrated for. Perhaps there is some irony in that some of the most visited tourist sites in the state of India are the achievements of great Muslim emperors and leaders!
- Pakistan also has it's share of Mughal treasures, such as Lahore Fort (page 232), Sha Jahan Mosque in Thatta and Mahabat Khan Mosque in Peshawar.
- Page 221 Important Dates – these are useful and students should take note of 1639-48 and the importance of Delhi. Delhi has not always been the capital of India but it has always played an important part in India's history

Six Mughal Emperors stand out and are specified in the syllabus:

- Babur 1526-30
- Humayun 1530-40 & 1555-56
- Akbar 1556-1605
- Jahingar 1605-27
- Shah Jahan 1628-58
- Aurangzeb 1658 - 1707

These are the six Great Mughals. Historians argue over which of these was the greatest. Your students might join the argument. The contest is usually between Babur, the pioneer who created the new empire, and Shah Jahan, famously known for building the Taj Mahal, and the Moti Masjid (Pearl Mosque) in Lahore.

Page 231- 232 Akbar moved the capital to Lahore. Lahore contains many remains from the Mughal period such as the Fort, Delhi Gate, Aurangzeb's Badshahi Mosque and many others.

Fact file

The name Hindustan came from the Indus River. But the Indus actually runs the length of Pakistan so perhaps it would be more appropriate for Pakistan to be called India!

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Mughal arts and culture

Babur built up a great library in Delhi which he intended as a centre for learning and knowledge. He was a poet and writer and left us his memoirs. Books were written in Persian and copied out by hand.

Mughal architecture, that is Islamic architecture, resulted in many impressive buildings and gardens that attract huge numbers of visitors from around the world. Mughal emperors had more wealth than previous rulers and they used much of it for buildings. They used Turkish, Persian as well as local architectural styles. Red sandstone and white marble were the most common building materials.

Emperor Akbar

- Considered by many to have been the greatest emperor
- Controversial religious views
- Often described as tolerant towards different faiths
- Also described as betraying Muslims
- He had 3 capitals Agra, Fatehpur and Lahore

Using the information pages 229 – 234 students should make a list of the achievements of Emperor Akbar.

Akbar and religion

These two accounts by historians will be useful to teachers.

'Akbar declared himself the final arbiter in all disputes of law derived from the Quran and the sharia. He backed his religious authority primarily with his authority in the state. In 1580 he also initiated a syncretic court religion called the Din-i-Ilahi (Divine Faith). In theory, the new faith was compatible with any other, provided that the devotee was loyal to the emperor. In practice, however, its ritual and content profoundly offended orthodox Muslims.'

Dr Craig Baxter

'…for the ten years of his heresy from 1585 to 1595, Akbar appeared to favour the Hindus more than the Muslims and the latter felt suppressed in a land which they believed belonged to them. The encouragement of the Hindus gave a great impetus to the ideas of Indian nationalism…'

S.F. Mahmud

- So Muslims were disappointed and angry with Emperor Akbar.
- Muslims welcomed the next emperor, Aurangzeb, who followed Islamic rules strictly.

Emperor Jahangir

The role of his 'intelligent and beautiful wife' Nur Jahan was important (mentioned page 241) and she made or influenced many decisions.

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Chapter 13
Aurangzeb's Mughal Empire (1658–1707)

Emperor Aurangzeb

Key Knowledge

- The state of the Empire when Aurangzeb died

Understanding

- Why there were weaknesses in the empire
- Aurangzeb's personality and deep Muslim faith

Extra points about Aurangzeb

- During his reign the Mughal Empire reached its greatest geographical extent.
- It was actually too large to govern and control properly.
- Aurangzeb spent a lot of time praying and embroidering prayer caps and was known, unkindly, as the 'prayer-monger'.
- Aurangzeb disagreed with his sister's, Roshanara, wild and lavish lifestyle so he banished her from his court and made her live in seclusion in her garden palace just outside Delhi.
- Aurangzeb was tenacious and determined to hang on to his position. He was always worried that someone, perhaps a son, would try to seize power in the violent way that he had done.

Points from the text to emphasise:

Page 246 Jizya and Sharia

Map page 245 shows clearly that at its peak under Aurangzeb the Mughal Empire included most of modern-day India and Pakistan.

The syllabus specifies the condition of the Empire on Aurangzeb's death: strengths and weaknesses.

The list of weaknesses on page 248 are important.

What of the strengths?

- The impressive size of the Empire was seen as a strength although it was also a cause of weakness
- Aurangzeb's personal qualities – a good administrator and military general were also a sign of strength. He was very hardworking.
- The Empire had one emperor for a long period - 49 years – so there was stability in leadership and administration.

Aurangzeb's prediction for the empire after his death, page 248, was correct.

Extra activity

- Research the life and achievements of Aurangzeb.
- In their research students should see if they can find facts to support the view of this historian:

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'By the end of Aurangzeb's reign it was evident that the Mughal giant (ie the empire) was crippled in body and spirit. The empire was collapsing under its own weight, its vital energy spent, having grown too ravenous, bloated too big, for its own good.'

Abraham Eraly, The Mughal Throne, Weidenfeld and Nicolson, 2003.

Students who visit Lahore will not want to miss visiting Aurangzeb's Mosque, the Badshahi Mosque. Completed in 1673 it was, when it was built, the largest mosque in the world. Today it is the second largest in Pakistan (the largest is Shah Faisal Masjid in Islamabad, completed in 1986, which is the largest mosque in the world). It is worth noting that as Aurangzeb was building his great mosque, he ordered recently built Hindu temples to be destroyed.

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Section C 2
The Mughal Empire
(c. 1526–c. 1850s)

Chapter 14
The Decline and Downfall of the Mughal Empire (c. 1707–c. 1857)

Getting Started

- The Mughal Empire (1526 – 1858) was one of the largest centralised states the world had ever seen.
- At the height of their power in the 16th & 17th centuries Mughal emperors ruled over 150 million people.
- Mughal power and authority declined rapidly after the death of Aurangzeb (1707).
- You will study the reasons for this decline and the effect.
- Decline of the Mughal power was followed by the British Indian Empire and difficulty for Muslims.

Key Knowledge

- Problems and failures of successive emperors.
- The impact of the arrival of the East India Company.
- The impact on the Mughal Empire of the expansion of the Sikh and Maratha empires.
- British colonial expansion across India 1750s-1850s.

Why did the Mughal Empire decline and disintegrate?

What effect did this have on Muslims?

How were Europeans able to take advantage of this situation?

This chapter and section of the syllabus is about the unmaking of the Mughal Empire and the making of the subcontinent part of the British Empire.

The map of India in 1730, page 253, shows how disunited India had become. The power of the Marathas is clear.

Classroom Activity and Discussion

Students should have their own copy of this map with their notes – either hand-drawn or photocopied. They could superimpose the modern boundaries of Pakistan.

The diagram, page251, shows in graphic form the rapid and disasterous decline of Mughal power. The list of causes of Mughal decline, page 250 is important. Students should be able to write at least one sentence of brief explanation of each cause. The collapse of the Empire started after the death of Aurangzeb.The Later Mughals (as they are often called), those after Aurangzeb, did not have the ability or the power of the Great Mughals.

Europeans, particularly, the British had their eye on India. Why?

- Profitable trade in goods wanted by wealthy Britons.
- Textiles such as cotton and silk
- Spices from south India
- Tea and sugar

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The East India Company is specified in the syllabus. It was probably the most powerful business corporation in history. Throughout the 18th century and up until 1813 the East India Company had a monopoly on British trade with India.

The British in the form of the East India Company went into India to trade and make a lot of money. To protect that trade they employed soldiers to take and maintain control of the people, local rulers, that they were dealing with.

This led to the making of the British empire.

Classroom Activity and Discussion

Explain and discuss the concept of imperialism. Quite naturally the question arises as to whether or not the takeover of countries by another country can ever be justified.

The Battle of Plassey, specified in the syllabus, was an historic milestone in the British takeover of India pages 256 - 7

- Gave the British control of Bengal
- Ended French ambitions in India
- Made some British people very wealthy
- Demonstrated British power and so made further conquests easier.

By the 1850s British India was an important part of the British Empire. .

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Sampler Responses for Exam Questions

Long Response Question

[9 marks]

- Question 2: Identify and explain the causes that led to the decline of the Mughal Empire?
- Extended answer showing knowledge, understanding and explanation.
- There were a number of reasons for the decline of the Mughal Empire after the death of the last great emperor, Aurangzeb.The power of the emperors declined. The Empire had become too large to control. Local Princes and leaders ignored or opposed decisions and laws made by the emperor in Delhi. Emperors' local officals were often corrupt. Rebellions against the emperors rule became frequent. The emperors didn't know what was happening in large parts of the empire. They no longer had the power to stop the rebellions. Local leaders knew this and so more and more they simply ignored the emperors' demands. For these reasons emperors lost power.
- These Emperors were seen as weak and useless. They did not have the skills, discipline and strong character that the Great Mughals had. There was a lot of infighting and disagreement in their families. They also seemed to want more and more pleasure from sport, games, parties and large feasts. People stopped respecting them.
- People were not willing to either obey them or pay these emperors any money. Princes took control and stopped any payments to Delhi. So emperors had less money to spend on weapons and soldiers. Their once powerful armies became smaller and weaker. As Mughal power weakened, other countries took the opportunity to invade and take control of parts of India. The Persians looted Delhi and seized a great deal of Mughal wealth.
- Later Europeans, especially the British, also invaded. The Later Mughal emperors lost more and more of their power, wealth and respect. They were not in any position to stop the British from taking over India. The last Emperor was removed by the British after the War of Independence.

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