

Scheme of Work

Cambridge International O Level Pakistan Studies 2059

Paper 1

For examination from 2020

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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge International O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
Cultural and historical background to the Pakistan Movement	It is recommended that this unit should take about 22 hours / 33% of the course.	1
The emergence of Pakistan 1906-47	It is recommended that this unit should take about 22 hours / 33% of the course.	2
Nationhood 1947-99	It is recommended that this unit should take about 22 hours / 34% of the course.	3

Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge International, is listed at www.cambridgeinternational.org. Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge International O Level Pakistan Studies 2059 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Focus points help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Focus points	Suggested teaching activities
Key Question 1 How successful were the religious thinkers in spreading Islam in the subcontinent during the 18 th and 19 th centuries?	How important were the religious reforms of Shah Waliullah?	Establish the context of the sub-continent at the start of the 18 th Century – rulers, culture, social context, economy. Learners create a table listing the problems identified by Shah Waliullah and the solutions he suggested. They can evaluate how effectively he solved each problem by giving a mark out of 10 and justifying their scores. (F)
	What influence did Syed Ahmad Barelvi have on the revival of Islam?	Learners create a ‘living graph’ to show the actions of Syed Ahmad Barelvi and their successes. A living graph is a chronological timeline with a vertical axis to show degree of success. An explanation of this strategy is given here: www.thinkinghistory.co.uk/ActivityModel/ActModTimeline.html Learners evaluate the reasons for the limited success Syed Ahmad Barelvi had in achieving his aims. They should consider: disagreement over taxes, lack of support for his ideas, divisions amongst Muslims, confrontation by a superior military force. (I)
	How influential was Haji Shariatullah and the Faraizi Movement?	Learners identify the causes, key features and consequences of the Faraizi movement and show this as a flow diagram. Extension activity: Learners should be given one of the three religious thinkers. They should prepare a speech for a class debate to prove that their religious thinker was the most influential in spreading Islam in the 18 th and 19 th centuries. They should justify their views with evidence. (I)

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don’t forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, ‘mind maps’, or ‘concept maps’. These kinds of activities can be found in the scheme of work.

Section 1 – Cultural and historical background to the Pakistan Movement

Syllabus ref.	Focus points	Suggested teaching activities
Key Question 1 How successful were the religious thinkers in spreading Islam in the subcontinent during the 18 th and 19 th centuries?	How important were the religious reforms of Shah Waliullah?	Establish the context of the subcontinent at the start of the 18 th Century – rulers, culture, social context, economy. Learners create a table listing the problems identified by Shah Waliullah and the solutions he suggested. They can evaluate how effectively he solved each problem by giving a mark out of 10 and justifying their scores. (F)
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Key Question 2 What were the causes and consequence of the decline of the Mughal Empire?	How far was Aurangzeb responsible for the decline of the Mughal Empire?	Learners list the achievements and problems of the policies of Aurangzeb and use a map to establish the boundaries of the Mughal Empire. (I) Learners plan in pairs and then write independently an answer to the extended writing question ‘How far does Aurangzeb deserve to be called ‘a great Mughal emperor?’ (F)

Syllabus ref.	Focus points	Suggested teaching activities
	<p>How far did Mughal weaknesses from 1707 make decline inevitable?</p>	<p>Learners annotate the various rebellions against Mughal rulers on a map and give each rebellion a score out of 10 to show how much of a threat it was to the Mughals.</p> <p>Learners research the problems in leadership of the Mughals and the pressures on the Empire from invasions.</p> <p>Extension activity: Learners create a concept map showing the main reasons for the decline of the Mughals: Rebellions, Invasions, Military problems, administrative weakness, pleasure seeking, weak control and succession disputes. Learners create links between the factors to show how the factors are connected. These links should be explained.</p>
	<p>What role did the East India Company play in the decline of the Empire?</p>	<p>Learners create a timeline to show the development of British involvement in India, highlighting key moments. An understanding of the impact of the Doctrine of Lapse is also needed.</p> <p>Learners investigate the life and significance of Robert Clive. (I)</p>
	<p>How successful was British expansion in the sub-continent to 1857?</p>	<p>Learners annotate a map of India showing when and how the British established control in various parts of India 1750-1852.</p> <p>Learners use a variety of sources from the time to investigate British attitudes towards Indians.</p> <p>They should research examples of opposition to British rule e.g. Titu Mir and Tipu of Mysore, evaluating the reasons for why they did not succeed and what this tells us about British rule. (I)</p> <p>Extension activity: Learners assess the reasons for the success of the British in India and take part in a debate to establish whether Indian weakness or British strength were of most importance.</p>
<p>Key Question 3 What were the causes and consequence of the War of Independence?</p>	<p>What were the long terms causes of the war?</p>	<p>Learners research a range of long-term factors leading to the War of Independence. These include political, economic, religious, social and religious factors. Learners should then write a sentence about each factor on a small card summing up why it led to discontent. (F)</p>

Syllabus ref.	Focus points	Suggested teaching activities
	What were the immediate causes of the war?	<p>Learners should sum up in a sentence all the short term steps that led to the War. In pairs learners should then look at all their cards – long and short term and arrange them to show the significance of each factor. They should also try to create connections between the factors to show how they are linked.</p> <p>In pairs learners then write a speech outlining their argument about the main reasons for the War of Independence. (F/I)</p>
	Why was independence not achieved?	<p>Learners debate the main reasons for the failure of the War – lack of unity amongst the Indians, or British strengths.</p> <p>Extension activity:</p> <p>Learners could investigate contemporary sources to determine how the British and the Indians portrayed the war.</p>
	What were the immediate consequences of the War?	Learners produce a timeline of the main consequences of the War and give each consequence a score to assess how far each one addressed the problems that led to war.
<p>Key Question 4</p> <p>How important was the work of Sir Syed Ahmad Khan to the development of the Pakistan Movement during the 19th Century?</p>	<p>What was his contribution to education, politics and religion?</p> <p>How important was his ‘Two-Nation’ Theory?</p> <p>What was the Hindi-Urdu Controversy?</p> <p>How successful was the Aligarh movement?</p>	<p>Learners find out about the background of Sir Syed Ahmad Khan and the reasons for his work.</p> <p>Learners use a range of resources to evaluate the impact his work made to education, politics and religion. They should develop a system to evaluate the relative strengths of his actions. (F/I)</p> <p>How far does Sir Syed Ahmad Khan deserve to be described as the ‘founding father’ of Pakistan? (I)</p>

Syllabus ref.	Focus points	Suggested teaching activities
<p>Key Question 5 To what extent have Urdu and regional languages contributed to the cultural development of Pakistan since 1947?</p>	<p>Why did Urdu become the national language?</p>	<p>Learners annotate on a map the main languages spoken in different areas of Pakistan and details about them. They should then, in pairs, argue for a national language (Urdu) and against a national language using specific details. (I)</p> <p>Learners list the reasons for Urdu being adopted as the national language. These reasons could then be categorised and their level of importance determined. (F)</p>
	<p>How successful has the promotion of regional languages been since 1947?</p>	<p>Learners can return to the maps begun above to add in (in a different colour) the success of efforts to promote each of the different regional languages giving examples of the ways in which they have been promoted.</p>

Section 2 – The Emergence of Pakistan 1906-47

Syllabus ref.	Focus points	Suggested teaching activities
Key Question 6 How far did the Pakistan Movement develop during the early 20 th Century?	What were the aims and origins of the Muslim League?	Learners establish Muslim, Hindu and British views on the Partition of Bengal. Learners categorise the reactions to the Partition into examples of opposition, repression and reform. Learners produce a paragraph to explain why the Simla Deputation was seen as a very important step on the road to the formation of Pakistan. (I) Learners research the aims, leaders and organisation of the Muslim League and create a factfile. Extension activity: Was it inevitable that the Muslim community would set up their own political organisation?
	How successful was British rule and attempts at constitutional reform during the years 1909-19?	Learners create a 'living graph' showing the impact of the events / reforms 1909-19. The graph should have a horizontal axis which shows time and a vertical axis which shows attitudes – positive and negative. Learners then plot the events on the graph in terms of how Muslims would have felt, then how Hindus would have felt. (F) Extension activity: Learners debate the impact of World War I. One group should argue that it had a positive impact on India and another group that it had a negative impact on India. Learners explain which event had the greatest impact on relations between Great Britain and the Indian people. (I) .
	How and why did relationships between Muslims and Hindus change between 1916 and 1927?	Learners draw a table of events 1916-27. The table should allow them to assess how far each event made a positive / negative contribution to the relations between Muslims and Hindus.
Key Question 7 How successful was the Khilafat Movement in advancing the cause of the Pakistan Movement?	What were the origins, aims and main features of the Khilafat movement?	Learners create a mind map to show the origins, aims and main features of the Khilafat Movement. Learners establish why the Hindus joined the movement.

Syllabus ref.	Focus points	Suggested teaching activities
	Why did the Khilafat Movement fail?	<p>Learners write reasons for the failure of the movement on separate pieces of card. They then sort the cards into most to least significant and make connections between the reasons. (F)</p> <p>Extension activity: Learners debate the impact of the Khilafat movement. One group should argue that it was positive and the other that it was negative.</p>
<p>Key Question 8 How successful was the Pakistan Movement in the years 1927-1939?</p>	Why did Jinnah produce his 14 Points of 1929?	<p>Learners research Jinnah's background (I).</p> <p>Learners work in pairs to produce a concept map. On a large sheet of paper they write the following: Communalism, Simon Commission, Nehru Report, 14 Points, Allahabad Address. After researching each event learners draw lines to connect the events and explain why they have made the connections. (F)</p> <p>Learners use the concept map and the connections drawn to explain why the 14 Points were produced. (I)</p>
	How successful were the three Round Table Conferences of 1930-32?	<p>Learners draw up a table giving the positive and negative points from each of the three Round Table Conferences. They use this to determine which was most successful and explain their reasoning.</p> <p>'The Round Table Conferences were a waste of time.' How far do you agree with this view? (I)</p>
	How important was the Government of India Act, 1935?	<p>Learners investigate Rahmat Ali, his 'Now or Never' pamphlet and his idea of 'Pakistan'.</p> <p>Learners annotate the list of terms of the Government of India Act to show why Muslims and Hindus would agree or disagree with them. Learners should consider the long-term significance of the Government of India Act for the creation of Pakistan. (I)</p>

Syllabus ref.	Focus points	Suggested teaching activities
	<p>Why was Congress Rule (1937-39) unpopular with many Muslims?</p>	<p>Learners investigate the impact of the 1937 elections for Congress and the Muslim League. Learners discuss the actions of Congress during the period of Congress Rule and evaluate which would have been most damaging to the relations between Muslim and Hindu communities.</p> <p>Extension activity: ‘Congress Rule ended any hope of avoiding Partition’. How far do you agree with this view? (F)</p>
<p>Key Question 9 How successful were attempts to find solutions to the problems facing the sub-continent in the years 1940-47?</p>	<p>How successful were the meetings held during World War II to agree the future of the sub-continent?</p>	<p>Learners establish the context of India in World War II and the impact of the entry into war for the Muslim League and Congress. Learners may wish to consider the Pakistan Resolution and its importance to the eventual creation of Pakistan.</p> <p>Learners create a timeline of events during World War II giving each of the following events scores to show how far they met the needs of the Muslim League, Congress and the British. Events to be considered should include: The Pakistan Resolution, The Cripps Mission, The Gandhi-Jinah talks and the Simla Conference. (I)</p> <p>Extension activity: Learners debate the event which was most significant on the road to the creation of an independent Pakistan.</p>
	<p>How did the success of the Muslim League in the 1945-46 elections lead to changes in the British attempts to solve the problems of the sub-continent?</p>	<p>Learners examine the elections of 1945-6 and the impact of them on Congress and the Muslim League.</p> <p>They should consider the Cabinet Mission Plan, Direct Action Day, June 3 Plan, Radcliffe Award and Indian Independence Act. Many key documents and records from this period could be studied in order to explore the Partition of India in more detail. The National archives www.nationalarchives.gov.uk/education/resources/the-road-to-partition/#teachers-notes provide many useful documents and links to establish the course of events and the impact each step had.</p> <p>Learners review all the events from the Simla Deputation to the Independence Act of 1947. The events should be organised to show the significance of each in the creation of Pakistan. Learners can use this analysis as the basis for a debate on how Pakistan became an independent nation. This could be done as a paired activity with learners being allocated an event to research. This research is then used to justify the significance of the event in the context of the road to independence. (F/I)</p>

Syllabus ref.	Focus points	Suggested teaching activities
<p>Key Question 10 How important were the contributions of Jinnah, Allama Iqbal and Rahmat Ali to the Pakistan movement to 1947?</p>	<p>How important were the contributions of Jinnah, Allama Iqbal and Rahmat Ali to the Pakistan movement?</p>	<p>Learners review the contributions of Jinnah, Allama Iqbal and Rahmat Ali to the Pakistan Movement. They then work in pairs to research and create an argument to show how significant their person was to the Pakistan Movement. Learners can then use their research to take part in a balloon debate.</p> <p>Extended writing – Which individual contributed most to the Pakistan Movement. Explain your answer. (1)</p>

Section 3 – Nationhood 1947-99

Syllabus ref.	Focus points	Suggested teaching activities
Key Question 11 How successful was the establishment of an independent nation between 1947 and 1948?	What immediate problems faced Pakistan in the establishment of an independent nation?	<p>Learners could use film footage of the aftermath of independence to establish the key issues facing the new nation of Pakistan. British Pathe has some news clips which could form the basis of discussion www.britishpathe.com.</p> <p>Learners annotate on a map of the area the main problems facing the newly created nation. This could include: Radcliffe Award, geographical difficulties, the Canal Water Dispute, princely states and the movement of refugees.</p> <p>Learners investigate the social, political, geographical, economic, organisational and accommodation issues facing the newly created nation. Learners make notes on these problems in a table. They should complete each column by giving the detail of the events. They should add a further two columns, with the headings: 'Success in solving' and 'Less success in solving', but leave these blank for later. Learners should evaluate and justify the most urgent problem and the most significant problem facing Pakistan. (F)</p> <p>Extension activity: Learners list the immediate consequences of the Partition and discuss how they could have been avoided.</p> <p>Learners investigate individual stories from personal accounts of partition using the national archive www.nationalarchives.gov.uk/panjab1947/reginald.htm (I)</p>
	How successful were their attempts to solve these problems?	<p>Learners return to the table created in the above section and complete the two final columns showing success and failure of efforts to solve the issues facing Pakistan.</p> <p>'The refugee crisis was the greatest problem that Jinnah faced in governing Pakistan in the years 1947-8.' How far do you agree? Explain your answer. This question could be given as an individual piece of extended writing or as the framework for a class debate. (F/I)</p>
	How important was the role of Jinnah in solving these problems?	<p>Learners evaluate the success of Jinnah, measuring the success of his actions against the severity of the issues facing him.</p>

Syllabus ref.	Focus points	Suggested teaching activities
<p>Key Question 12 How far did Pakistan achieve stability following the death of Jinnah?</p>	<p>What were the main achievements of the various ministries in the years 1948-58?</p>	<p>Learners review the challenges facing Pakistan in 1948: social, political, geographical, economic, organisational, accommodation. Learners should write each problem in a different colour.</p> <p>Learners then create a timeline from 1948-58 marking on the main ministries of Khwaja Nazimuddin, Liaquat Ali Khan, Ghulam Muhammad, Iskander Mirza. They should annotate the achievements of each ministry in solving the problems identified above. The achievements could be colour coded to show how they link to each of the problems. (At this point only domestic issues need to be considered).</p> <p>Learners use the timeline to debate the relative success of each ministry. Learners also need to identify the reasons for success and less success of the ministries in the years 1948-58. (F)</p>
	<p>What were the achievements of the 'Decade of progress', 1958-69?</p>	<p>Learners review key problems from 1958-69 and research the rule of Ayub Khan to see how far these problems had been addressed.</p> <p>Learners use this research to argue for and against the idea of a 'decade of progress'.</p> <p>Extension activity: Extended writing task: To what extent was 1958-69 the 'Decade of Progress'? (I)</p>
	<p>What attempts were made to establish a new constitution in the years 1949-73?</p>	<p>Learners create a table to show the reasons for and the details of the successes and failures of constitutional changes in the years 1949. Learners should write about the 1949 Objectives Resolution and the constitutions of 1956, 1962 and 1973.</p> <p>Learners investigate the extent to which Islamic provisions changed in each of the constitutions. (I)</p>
<p>Key Question 13 Why did East Pakistan seek and then form the independent state of Bangladesh?</p>	<p>Why did East Pakistan seek independence from West Pakistan?</p>	<p>Learners identify and explain the long-term causes leading to the formation of Bangladesh including economic, social, cultural and political issues. Learners can create a concept map showing how these issues were linked and establish which was the most significant.</p> <p>Extension activity: The roots of the desire of East Pakistan to become an independent state began in 1947. How far do you agree? Learners can write an extended answer or debate this question.</p>

Syllabus ref.	Focus points	Suggested teaching activities
	What roles did Sheikh Mujib-ur-Rahman and the Awami League play in the independence movement?	Learners examine the results of the 1970 National Assembly Election and determine the issues created. Learners then investigate the reasons for the success of the Awami League and the pressure this put on Yahya Khan. Learners create a timeline to show the events that led up to independence. They then decide what could have been done differently at each stage to avoid East Pakistan becoming independent.
	How did Bangladesh achieve independence in 1971?	Learners research the events of Operation Searchlight and the civil war as enabling factors. They should evaluate the reasons for the success of Bangladeshi independence. (F)
Key Question 14 How successful was Pakistan in the twenty years following the 'Decade of Progress'?	How successful were the policies of Zulfikar Ali Bhutto, 1971-77?	Learners list the problems facing Bhutto in 1971. These could include: control of the army, the Simla agreement, political, economic and social problems. For each issue they should identify the key details and the attempts to solve them in previous years. Learners then describe the solutions put forward by Bhutto and the relative success of each of his policies. Extension activity: Learners debate the success of Bhutto.
	Why was Bhutto executed in 1978?	Investigation into the events that followed from the election results of 1977 up to the death of Bhutto. Learners evaluate the extent to which Bhutto caused his own downfall. This could be done as a courtroom simulation with evidence for and against Bhutto being presented and evaluated. Learners create a summary speech for the defence or prosecution. (I)
	How successful were the policies of Zia-al-Haq, 1977-88?	Learners create a table with the following columns: Policy area, Situation when Zia came to power, Actions of Zia and assessment of success. They then complete the table looking at the policies of Zia. Areas to be examined should include: democracy, Islamisation, women, minorities, law and government.
	Why was he assassinated?	Learners examine the events of Zia's death and propose support to suggest he was / was not assassinated. Extension activity: Investigate news reports of the event to evaluate how it has been presented.

Syllabus ref.	Focus points	Suggested teaching activities
Key Question 15 How effective were Pakistan's governments in the final decades of the 20 th century?	How successful were the policies of Benazir Bhutto, 1988-90, 1993-96?	Learners research the problems facing Benazir Bhutto and create a table to analyse these. The table should include columns headed Policy area, Bhutto 1988-90, Nawaz Sharif 90-93, Bhutto 1993-96, Sharif 1997-99. There should be rows in the table focusing on economic issues, social issues, religious issues, political issues. Learners complete the table to show the actions of Bhutto and Sharif. Highlight in different colours areas of success and failure. Learners explain how successful they think Bhutto was in the form of an obituary summing up her life. (I)
	How successful were the policies of Nawaz Sharif, 1990-93, 1997-99?	Learners use the table completed above to evaluate the success of Nawaz Sharif. Extension activity: In groups learners debate who was the most successful leader and who had the greatest difficulties facing them.
	Why did General Musharraf take power in 1999?	Learners categorise the reasons for Musharraf taking power into long and short-term factors. Extension activity: Learners use online news reports and the research they completed above to evaluate the inevitability of the Musharraf taking power.
Key Question 16 How important has Pakistan's role been in world affairs since 1947?	How has Pakistan developed as a nuclear power?	Learners research the reasons why Pakistan has become a nuclear power and evaluate the pros and cons of such a decision. How has this changed their place in the world – risks and positives.

Syllabus ref.	Focus points	Suggested teaching activities
	<p>How successful has Pakistan been in its relations with Bangladesh, India, Afghanistan, Iran, China, the USSR/ Russia, the USA, the UK and the Commonwealth, and the United Nations?</p>	<p>Learners create a table with columns for foreign policy area, success and failure. The rows should have the following headings: Bangladesh, India, Afghanistan, Iran, China, the USSR/ Russia, The USA and the UK and Commonwealth.</p> <p>Learners then take one of each of the countries and research the relations Pakistan has had with that country summarising the successes and failures of the relationship using the table to record the details. They then share the results with the rest of their group in order to complete the table. (F/I)</p> <p>Extension activity:</p> <p>Learners debate which country Pakistan has had most successful relations with and why, and then evaluate the reasons for success/ failure. Learners then write up their findings in a piece of extended writing with the title: How successful has Pakistan been with its relations with other nations? (I)</p>

Cambridge Assessment International Education
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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