



BANGLADESH STUDIES

0449/01

Paper 1 History and Culture of Bangladesh

May/June 2016

MARK SCHEME

Maximum Mark: 75

Published

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1 (a) One mark for each correct answer.

The correct answers are:

- (i) C [1]
- (ii) B [1]
- (iii) D [1]
- (iv) B [1]
- (v) A [1]

(b) (i) Describe the life and work of Rabindranath Tagore. [5]

Level 1: Answers which give a generalised account about the life and work of Rabindranath Tagore.

1 mark for simplistic statement

e.g. He travelled/wrote under a pen name. 1–2 marks

Level 2: Answers which offer accurate factual statements about his life and describe examples of his work. (Just life or just work max. 4)

e.g. His background was steeped in culture: family gatherings with journalists and writers.

He travelled Bangladesh to run his family estates.

He studied Law in London.

He set up a school in Santiniketan.

He rejected a Knighthood because of Amritsar.

He began to write poems aged 7.

He wrote in Bengali and English.

Abhilaash was a magazine he wrote poems for.

Bhanusingha was his pen name.

He wrote novels, e.g. Bonthakoranir Hato Rajarshi.

In 1913 he was awarded the Nobel Prize for literature.

He became an artist. 3–5 marks

(ii) Explain his importance to the culture of Bangladesh. [3]

There will be no marks for description even if there is factual material not in (b)(i).

Level 1: Generalised comment on importance only.

e.g. He encouraged learning; he was rewarded for his work. 1 mark

Level 2: Supported explanation.

e.g. He made Bangla an important literary language/a written language.

One of his poems became the National Anthem.

He made people believe in the beauty of their country. 2–3 marks

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(c) (i) Explain the importance of each of the following to the culture of Bangladesh:

- journalism
- music of the British period

[8]

Level 1: Answers which only describe.

Journalism:

e.g. Mir Mosharraf Hossain was a journalist; Kazi Nazrul Islam was a journalist.

Music of the British period:

e.g. Description would include after 1800 AD; modern Bangla songs developed, often setting poetry to music, e.g. of Rabindranath Tagore and Kazi Nazrul Islam. 1–4 marks

Level 2: Answers which explain importance (maximum 6 if just one element is explained).

Journalism:

e.g. Kazi Nazrul Islam used journalism to share his support for the struggle against the British and to encourage people to participate. People who did not read poems were in touch through the newspapers, e.g. Nabajug where he worked, employed by A K Fazul Haq.

Music of the British period:

e.g. Made poetry available to people who did not read; developed social awareness amongst the less educated. Exposure to European culture as the violin was introduced. 5–8 marks

(ii) Which of these do you think has made the more important contribution to our knowledge of the history of Bangladesh? Explain your answer. [4]

There is no credit for merely saying ‘The most important is...’ without explanation.

Level 1: General statements of impact.

e.g. Journalism showed what people were saying at the time. 1–2 marks

Level 2: There are 2 marks for a sound/supported reason.

e.g. Journalism adds to the story of the past, allowing us to see where there are differences between official records/reports and what people were saying and reading. 3–4 marks

Page 4	Mark Scheme	Syllabus	Paper
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2 (a) (i) At which battle was Lakshmana Sena defeated by Turkish forces? [1]

Nadia

(ii) Who led the Turkish army against him? [1]

Khalji

(iii) Which Sultan sent an army against Tughral? [1]

Balban

(iv) What was Fakhruddin Mubarak Shah's title? [1]

Armour or shield bearer/Silhadar

(v) What title did Haji Ilyas claim? [1]

King of Bengal, Shahi of Bengal

(b) (i) How was Muslim rule established in Bengal in the 13th century? [5]

One mark is awarded for each explained fact.

e.g. Khalji won at Nadia 1204, took N and NW Bengal from Kakshmana Sena, LS's two sons (Vishvarupa and Keshava Sena) were unable to stop Khalji's assault. 1–5 marks

(ii) Explain how Sufis spread Islam in Bengal. [5]

Level 1: Answers which offer very simple generalisations.

e.g. Sufis spread Islam through their contact with people. 1–2 marks

Level 2: Answers which **explain** ONE element.

e.g. Actions and words were the main ways through which they spread Islam, though they could take up arms when necessary. They loved people of all religions, teaching equality and social justice. 3 marks

Level 3: Answers which **explain** TWO OR MORE elements.

e.g. Shah Jalal arrived in Sylhet with 313 disciples. Baba Adam Shahid worked in Dhaka. AJK Ali worked in Khulna and Jessore and settled in Bagerhat where he built a large mosque.

e.g. Some, e.g. Shah Jalal, were seen to carry out miracles. 4–5 marks

Page 5	Mark Scheme	Syllabus	Paper
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(c) (i) Explain how each of the following contributed to art and culture in Bengal:

- the Ilyas Shahi dynasty
- the Hussain Shahi dynasty

[8]

Level 1: Answers which do no more than describe.
Maximum 4 if just one element is considered.

e.g. They built mosques; they supported poets; HS was interested in calligraphy.

1–4 marks

Level 2: Answers which explain the importance of the elements given. Up to two marks for each element assessed, therefore:

One explained = 5–6 marks. Two explained = 7–8 marks.

e.g. The Ilyas Shahi dynasty: used the wealth from the period of stability to build the biggest mosque in the whole of India – the Adina Mosque at Pandua. Supported Hindu poets as well as Muslim ones. Under patronage, Sagir wrote Yusuf-Zulekha, introducing romantic literature into Bengali styles of writing.

e.g. The Hussain Shahi dynasty: Bangla language began to be used by poets under HS's patronage. Buildings built to HS's requirements were more richly decorated than any before – with terracotta art on stones.

5–8 marks

(ii) Which of these had greater importance for the people of Bengal? Explain your answer.

[2]

No marks for simply identifying one or for additional description.

1 mark for an undeveloped statement.

e.g. Meant more people could understand literature. They were able to build bigger buildings.

2 marks for explaining the statement.

e.g. This could be, for example: using Bangla language meant that local people were able to understand the writings of poets and authors in HS's reign. Therefore, he was more important to them and they did not understand Persian in the main.

Page 6	Mark Scheme	Syllabus	Paper
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3 (a) (i) Name Aurangzeb's father. [1]

Shah Jahan

(ii) Which brother did Aurangzeb defeat at Khajwa (now Uttar Pradesh)? [1]

Suja

(iii) Who was made Viceroy of Bengal for his support of Aurangzeb at Khajwa? [1]

Mir Jumla

(iv) Who led the Persian army against the Mughal Empire? [1]

Ahmed Shah Abdali

(v) Name one of the areas settled in by the British as a result of the success of the 1688 blockade. [1]

Bombay, Madras or Bengal.

(b) (i) How was Bengal ruled in the early 18th century? [5]

One mark is awarded for each explained fact.

e.g. Appropriate features from Aurangzeb's later years such as the weak hold over the Empire as his sons fought for his place.

e.g. There was a Viceroy to represent the Mughal Emperor.

Local provincial rulers, or Diwan (revenue administrators), were expected to follow his Firman and to pay tribute to the Emperor.

Murshid Quli Khan was appointed both Diwan and Subahdar, this becoming hereditary after his death and took the right to a throne, or masnad.

Successors of the masnad of Bengal took the title Nawab (or successor) and became independent of the Emperor, even though they paid tribute and received sanad (vice regal patent).

(ii) Explain how religious policy weakened Aurangzeb's Empire. [5]

Level 1: Answers which offer very simple generalisations.

e.g. He was not tolerant of religions other than his own.

1–2 marks

Level 2: Answers which **explain** ONE element.

3 marks

Level 3: Answers which **explain** TWO OR MORE elements.

e.g. He was ruler of the Muslims only, fasting on Fridays and during the period of Ramadan. He ate no meat. Nor did he wear forbidden clothes. He had mosques built throughout his Empire.

e.g. He caused unrest amongst the Hindu population. He introduced tax on non-believers, Jizia. He banned sati, the Hindu tradition of sacrifice of widows. He removed Hindu temples.

4–5 marks

Page 7	Mark Scheme	Syllabus	Paper
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- (c) (i) Explain the importance of each of the following in bringing about the decline of the Mughal Empire:
- Aurangzeb’s Deccan policy
 - the condition of the Mughal army at the time of his rule
- [8]

Maximum 4 if just one element is considered.

Level 1: Answers which do no more than describe.

e.g. He attacked the Deccan; the army grew weak. 1–4 marks

Level 2: Answers which explain the importance of the elements given.
Up to two marks for each element assessed.

Therefore: One explained = 5–6 marks. Two explained = 7–8 marks.

Aurangzeb’s Deccan policy:

e.g. The Deccan supported the Marathas, and so were opposed by Aurangzeb. Instead of negotiating with Golconda in 1686 and Bijapur in 1687 and winning their support against the Marathas, he attacked them and annexed them. Failure to rule them meant that they continued to support the Marathas seeking independence. Raids by Marathas weakened the Empire militarily and made it hard for taxes to be collected.

The condition of the Mughal army at the time of his rule:

e.g. Partaking of the wealth of India and its wine and comforts caused the deterioration of the leadership of the army, the nobles. Weakening central control meant that nobles made use of the army for their own benefit. Discipline became lax, even traitors not facing punishment. There was no training/drill. Weapons had become outdated and were not replaced with more modern types. 5–8 marks

- (ii) Which of these was the more important in causing the decline of the Mughal Empire? Explain your answer. [2]

No marks for simply identifying one or for additional description.

1 mark for an undeveloped statement.

e.g. A weak army meant they could be defeated.

2 marks for explaining the statement.

e.g. The probable answer will be short-term/long-term. In the short term, weakness of the military prevented the defeat of enemies without the support of Deccan armies. However, longer term, the tax loss caused by the attacks from the Marathas caused weakness to continue as there was no funding for weapons, training or leadership.

Page 8	Mark Scheme	Syllabus	Paper
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4 (a) (i) Who chaired the meeting at which the All-India Muslim League was established? [1]

Nawab Viqar-ul-Mulk

(ii) Why did Indians expect Britain to listen to them in 1916? [1]

Indians had supported Britain during WW1

(iii) What was the Muslim League demanding from Congress by 1916? [1]

Separate electorates

(iv) Where was the 1916 meeting between Congress and the Muslim League held? [1]

Lucknow

(v) Why is this meeting known as the 'high watermark' of Hindu-Muslim relations? [1]

It was the only occasion where joint requests were made to Britain.

(b) (i) What were the aims of the All-India Muslim League? [5]

e.g. To protect and advance the political rights and interests of Muslims in India.

To represent Muslim needs and aspirations to the government of India.

To promote feelings of loyalty to the British.

To remove misunderstandings amongst Muslims as to the intentions of any government measure.

To prevent the rise of hostility in Muslims towards other communities in India.

(ii) Describe the system of dyarchy as established in the Montagu-Chelmsford reforms of 1919. [5]

Level 1: Answers which offer very simple generalisations. 1–2 marks

e.g. Powers were divided.

Level 2: Answers which **explain** ONE element. 3 marks

Level 3: Answers which **explain** TWO OR MORE elements.

e.g. Legislative Councils of Muslims and Sikhs were given power over Transferred subjects: local government, education, public health, public works and forests.

e.g. The provincial Governor and his executive were given powers over Reserved subjects: justice, police, revenue, power resources and press and publication.

4–5 marks

Page 9	Mark Scheme	Syllabus	Paper
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- (c) (i) Explain what each of the following demonstrates about the development of Hindu-Muslim relations:
- The Khilafat movement
 - The Round Table Conferences 1930–32
- [8]

Level 1: Answers which do no more than describe.

e.g. Muslims and Hindu began a non-co-operation movement.

e.g. These were conferences called by Britain to talk about the future. 1–4 marks

Level 2: Answers which explain the importance of the elements given.

Up to two marks for each element assessed. Therefore:

One explained = 5–6 marks. Two explained = 7–8.

Khilafat movement:

e.g. Jinnah was not involved in this, but other Muslim leaders, both political and religious, were. Gandhi agreed that Hindu would join with Muslims in a non-co-operational movement to force Britain to alter plans to divide Turkey after WW1 and change the way the country was governed. Gandhi did not believe in violent action. Two incidents distressed him. The first was Chauri Chaura where 22 policemen were shot during a demonstration. Gandhi called off the non-co-operation movement. It no longer fitted with what he had planned and was going against his beliefs, whatever the Muslims needed. The relative numbers of Hindu/Muslims meant that the Muslims were never going to be strong enough without Hindu support.

The Moplah Uprising saw Muslim peasants kill large numbers of Hindu landlords. It was done under the name of a Khilafat uprising, but was a direct attack on Hindu, showing that they were not working together at all, except where it suited them.

The Round Table Conferences:

e.g. They were meant to discuss the Simon Commission's report in the light of the Nehru Report and Jinnah's 14 points. Gandhi did not turn up to the first one – he was not talking unless promised self-rule, i.e. rule of all of India by Congress.

At the second conference, he insisted that he spoke for all of India and stood by the Nehru Report, denying minority rights.

At the third one, Gandhi rejected the Communal Award as it promised separate electorates for Muslims. 5–8 marks

- (ii) Which do you think had the greater importance for Muslims? Explain your answer. [2]

No marks for simply identifying one or for additional description.

1 mark for an undeveloped statement.

e.g. The conferences showed disagreements.

2 marks for explaining the statement.

e.g. The Conferences because it showed that Hindu/Congress wanted to control all of India and all minorities.