

# Mark Scheme (Results)

June 2011

International GCSE

Bangladesh Studies 4BN0 01  
History & Culture

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number		
<b>1</b>	<p>Explain the influence of Hindu and Buddhist rulers of Bengal during the Shashanka Empire and the Pala Dynasty.</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• Shashanka</li> <li>• Dharmapala</li> <li>• Devapala.</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-6	Simple statements giving examples e.g. S was a Hindu ruler in Guada, Dh ruled Pala Dynasty of Bengal as a Buddhist, De was a Buddhist and son of Dh
<b>Level 2</b>	7-12	Developed statements describing examples e.g. details of the above
<b>Level 3</b>	13-17	Explanation of importance e.g. S was seen by some as a persecutor of Buddhists but he did build monasteries in his kingdom, Dh extended his kingdom from Bengal to Bihar, De friendly with other Buddhist rulers in SE Asia and was patron of Viradeva
<b>Level 4</b>	18-20	Sustained argument assessing importance

Question Number		
<b>2</b>	<p>Explain the importance of <b>two</b> of the following in the development of Bengal in the seventeenth century.</p> <ul style="list-style-type: none"> <li>• Islam Khan</li> <li>• Murshid Quli Khan</li> <li>• Shaista Khan</li> </ul> <p><b>This mark scheme is to be used for both parts of the question.</b></p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-4	Simple statements giving e.g. IK conquered East Bengal, Shaista Khan ruled for twenty years, MQK broke away from Mughals,
<b>Level 2</b>	5-8	Developed statements describing e.g. IK overcame resistance of Bara-Bhuiyans, Shaista Khan reformed admin and expanded frontiers, cooperated with Europeans, MQK
<b>Level 3</b>	9-10	Explanation e.g. IK conquest and development of Dhaka led to better infrastructure, which in turn encouraged trade, Shaista Khan the last really effective subahdar, re-established Mughal control and expanded borders, MQK built up independent Nawabate which was lost because of S's conniving etc.

Question Number		
<b>3</b>	<p>Why were the British able to take control of Bengal in the years 1750 to 1800?</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• the Regulating Act, 1773</li> <li>• the India Act, 1784</li> <li>• the Permanent Settlement, 1793.</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-6	Simple statements giving examples of reasons, e.g. EIC made accountable to Parliament, Act gave British government overall political power, Permanent Settlement gave zamindars ownership of land
<b>Level 2</b>	7-12	Developed statements describing reasons, e.g. details of the above
<b>Level 3</b>	13-17	Explanation of reasons, e.g. Act intended to reform and enforced by Hastings but criticised in Britain etc, India Act attempted to set up balanced and regulated government, PS created a system that was very unpopular, in-built corruption and impossibility of change etc.
<b>Level 4</b>	18-20	Sustained argument assessing the above

Question Number		
<b>4</b>	<p>Explain the importance of <b>two</b> of the following in the attempts by the British to reform the government of India:</p> <ul style="list-style-type: none"> <li>• the Morley-Minto Reforms, 1909</li> <li>• the Montague-Chelmsford Reforms, 1919</li> <li>• the Government of India Act, 1935.</li> </ul> <p><b>This mark scheme is to be used for both parts of the question.</b></p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-4	Simple statements giving examples of reasons, e.g. MMR did little for Indians, MCR offered possibility of self-rule, GI Act not accepted by Congress
<b>Level 2</b>	5-8	Developed statements describing reasons, e.g. details of above
<b>Level 3</b>	9-10	Explanation of reasons, e.g. MMR designed to counter anger at partition failed because they offered very little in terms of Indian participation, MCR were popular but proved disappointing when published, GI resulted in significant split between INC and AIML which led to the development of PM

Question Number		
<b>5</b>	<p>Explain the political developments in Bengal in the years from 1947 to 1962.</p> <p>In addition to your knowledge, you may also use the following information to help in your answer:</p> <ul style="list-style-type: none"> <li>• the formation of the Awami League, 1949</li> <li>• the United Front, 1954</li> <li>• Basic Democracy, 1958</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-6	Simple statements e.g. it was a union of parties opposed to West Pakistan, it was formed in support of Language Movt, BD introduced by AK
<b>Level 2</b>	7-12	Developed statements describing developments e.g. details of above
<b>Level 3</b>	13-17	Explanation of developments e.g. AL protested against the undemocratic and possibly biased attitude of Pakistan government, UF helped to win 1954 elections but soon broke up, BD included members of Union Councils who were given rights to elect members of Provincial and national Assemblies and also gave AK vote of confidence as president of Pakistan
<b>Level 4</b>	18-20	Sustained argument assessing developments.



Question Number		
<b>6</b>	<p>Why did the victory of the Awami League in the elections of 1970 lead to a constitutional crisis in the years 1970 to 1971?</p> <p>In addition to your knowledge, you may also use the following information to help in your answer:</p> <ul style="list-style-type: none"> <li>• problems created by the election victory</li> <li>• the Non-Cooperation Movement</li> <li>• the outbreak of civil war.</li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-6	Simple statements giving reasons e.g. AL had a majority in National Assembly, NCM was a mass civil disobedience, civil war supported by India
<b>Level 2</b>	7-12	Developed statements describing reasons e.g. e.g. details of above
<b>Level 3</b>	13-17	Explanation of reasons e.g. YK and West Pakistani politicians not prepared to allow 6 Points to be put into action, strikes and programme of non-cooperation led to YK to announcing meeting of National Assembly session, civil war soon led to India helping and training Bengali army and relations between Pakistan and India deteriorated.
<b>Level 4</b>	18-20	Sustained argument assessing reasons

Question Number		
<b>7</b>	Explain the importance of <b>two</b> of the following in the development of Bangladesh since 1975: <ul style="list-style-type: none"> <li>• Sheikh Hasina</li> <li>• Ziaur Rahman</li> <li>• Khaleda Zia</li> </ul> <p><b>This mark scheme is to be used for both parts of the question.</b></p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material.
<b>Level 1</b>	1-4	Simple statements giving examples of importance e.g. SH/KZ - free education, development of agriculture, encouragement of girls etc. ZR - took over from Sheikh Mujibur Rahman, seized power in 1981, supplied many troops etc.
<b>Level 2</b>	5-8	Developed statements describing these e.g. details of above
<b>Level 3</b>	9-10	Explanation of importance e.g. SH/KZ - attempts to restore democracy, observation of Caretaker government, 1996 general election, comparison of party aims, AL and BNP. ZR - developed economy, Islam

Question Number		
<b>8</b>	<p>Explain the importance of <b>two</b> of the following in the development of the heritage and culture of Bangladesh:</p> <ul style="list-style-type: none"> <li>• tribal customs</li> <li>• the Language Movement</li> <li>• Kazi Nazrul Islam</li> </ul> <p><b>This mark scheme is to be used for both parts of the question.</b></p>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material.
<b>Level 1</b>	1-4	Simple statements giving examples of importance e.g. any examples of tribal customs (Garo), hill tracts, LM wanted Bangla, KNI national poet etc.
<b>Level 2</b>	5-8	Developed statements describing importance e.g. details of above
<b>Level 3</b>	9-10	Explanation of importance e.g. aspects of culture – weddings, music etc, Every year on February 21 this Language Day is observed to pay tribute to the martyrs who sacrificed their lives to establish Bengali as the official language of then East Pakistan in 1952, KNI key figure in culture, records, films, music etc

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