edexcel

Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE
in Bangladesh Studies (4BN0/01)

Paper 1: The History & Culture of
Bangladesh

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

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.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.

- **2 mark bands**
  Start with the presumption that the mark will be the higher of the two.
  An answer which is poorly supported gets the lower mark.

- **3 mark bands**
  Start with a presumption that the mark will be the middle of the three.
  An answer which is poorly supported gets the lower mark.
  An answer which is well supported gets the higher mark.

- **4 mark bands**
  Start with a presumption that the mark will be the upper middle mark of the four.
  An answer which is poorly supported gets a lower mark.
  An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

Question Number	Question content
1	**In what ways did Bengal develop under the Bengal Sultanate during the fourteenth and fifteenth centuries?** **In addition to your own knowledge, you may use the following to help in your answer:** • **territorial changes** • **administration** • **religion.**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of developments e.g.Bangal expanded, administration improved, many conversions to Islam, Bengal became independent of Delhi, Hindus were used as officials, zamindars collected taxes etc
Level 2	5-9	Some attempt to describe but not developed, though does make reference to changes, administration and religion, eg.Kamarupa, Assam, Orissa were occupied, land area expanded, Hindus and people of all creeds appointed as officials, Sufis used as government representatives, Islam dominant religion but tolerance of other faiths, Bengali used as language, Raja used as title of sultans etc
Level 3	10-15	Some attempt to explain but not developed, though does make reference to changes, administration and religion, e.g. Bengal became a well-organised and administered state, coinage issued bearing the image of a lion, distinctive styles of architecture developed, independence from Delhi guaranteed and Sultan treated as an equal by Firuz Shah, frontiers of Bengal were secure etc.
Level 4	16-20	Sustained argument assessing developments e.g. as L3 but emphasises Bengal becoming independent state, distinctively Bengali because Sultans wanted to be different from Delhi sultanate, invented name 'Bangala' and concept of Bengali people established, styles of architecture unique etc.

Question Number	Question content		Question content
2	**Why did Dhaka develop as an important city in the seventeenth century?** **In addition to your own knowledge, you may use the following to help in your answer:** • **European traders** • **muslin** • **Mughal administration.**		
Level	Mark	Descriptor	
Level 0	0	No rewardable material	
Level 1	1-4	Simple statements giving examples of reasons, e.g. European traders arrived from early 17thC, muslin was very popular, Mughal administration was good etc.	
Level 2	5-9	Some attempt to describe reasons, e.g. traders helped to develop Dhaka as a market, muslin was sought after, embroidered cotton cloth, Dhaka became the capital of Mughal Bengal etc.	
Level 3	10-15	Some explanation of reasons, e.g. traders came to Dhaka as the centre of the waterways of Bengal, markets developed and attracted more business, this led to the development of banking services, muslin was world famous, produced domestically and sold in Dhaka, Mughals developed Dhaka after the campaigns of Isa Khan etc.	
Level 4	16-20	Sustained argument assessing reasons, justifying and making judgements, e.g. as L3 but emphasises most important factor was central position of Dhaka and proximity to muslin production, ease of access for traders etc.	

Question Number	Question Number		Question content
3	**Why was Robert Clive able to gain control of Bengal?** **In addition to your own knowledge, you may use the following to help in your answer:** • **the Battle of Plassey, 1757** • **political successes** • **double government.**		

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple descriptive comments of what happened. Detail not evident or inaccurate, no attempt to reason, e.g. Plassey overthrew the nawabate, agreement with Mughal emperor, DG created administration etc.
Level 2	5-9	Some attempt to describe reasons, e.g. details of the battle, roles of C, S and MJ, persuasion of MJ to defect, details of negotiations with Mughals, details of DG etc.
Level 3	10-15	Some explanation of reasons, e.g. C was an opportunist who persuaded MJ to defect and was therefore able to win against odds at Plassey, arrest of MJ afterwards effectively ended the nawabate, DG solved the problem of admin but created great corruption. Skills of RC. Willingness to 'break the rules', do the unexpected, not necessarily trustworthy, feared by some in authority.etc.
Level 4	16-20	Sustained argument assessing reasons, e.g. as L3 but emphasises significance of Clive's daring and readiness to take risks etc.

Question Number	Question content
4	**Why did the Pakistan Movement develop in the 1930s and early 1940s?** **In addition to your own knowledge, you may use the following to help in your answer:** • **the Government of India Act, 1935** • **the role of M. A. Jinnah** • **the Lahore Resolution, 1940.**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving a description of one or two ideas, e.g. fear of Congress, role of Jinnah, failure of GoI Act etc.
Level 2	5-9	Some attempt to describe reasons, e.g. details of the above
Level 3	10-15	Some explanation of reasons, e.g. GoI Act showed divisions between AIML and INC, Jinnah rejected Act accordingly although it gave provinces hope of gaining some power, war, LR gave commitment to an independent Muslim state
Level 4	16-20	Sustained argument assessing reasons, e.g. as L3 but emphasises refusal of Nehru to accept compromise forced AIML to adopt strategy of Pakistan leading to LR which Congress failed to understand and created additional sources of friction in the years leading to Independence. Nature of Jinnah- suggested manipulate of situations ie. Use of Urdu as a unifying force etc.

Question Number	Question content
5	**Why did it prove to be very difficult to create a constitution for Pakistan immediately after independence in 1947?** **In addition to your own knowledge, you may use the following to help in your answer:** • **the post of Governor-General** • **the powers of the Constituent Assembly** • **disagreements over a state language.**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. G-G interfered, CA lacked any real power, Urdu was only spoken by a small minority etc.
Level 2	5-9	Some attempt to describe reasons, e.g. Jinnah took role of GG, wanted role for Islam, supported Urdu, CA was subordinate to WP elite, Bengali spoken by 56% of people, not included etc.
Level 3	10-15	Some explanation of reasons, e.g. Jinnah made sure that the CA had limited powers and that he as GG controlled policy, he wanted to make Urdu the state language despite the fact that most spoke Bengali etc.
Level 4	16-20	Sustained argument assessing reasons, e.g. as L3 but emphasises the significance of the role of Jinnah as G-G and his successors in wanting to retain power in WP etc.

Question Number	Question content
6	**Explain the importance of the role of Sheikh Mujibur Rahman in the creation of Bangladesh between 1970 and 1973.** **In addition to your own knowledge, you may use the following to help in your answer:** • **National Assembly elections, December 1970** • **negotiations with Yahya Khan, March 1971** • **the Bangladesh Constitution.**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. won the election, tried to reach a compromise, formed the constitution etc.
Level 2	5-9	Some attempt to describe reasons, e.g. details of the above, won election and controlled National Assembly, should have been PM, negotiations were aimed at reaching a compromise after decision not to call the Assembly, arrested when they were inconclusive, based on the Awami Leagues of nationalism, secularism, socialism and democracy etc.
Level 3	10-15	Some explanation of reasons, e.g. showed strength of feeling in EP, forced YK to delay calling Assembly because SM would have become PM, ZAB used negotiations to try and force SM into a trap, mainly responsible for constitution etc.
Level 4	16-20	Sustained argument assessing reasons, e.g. as L3 but emphasises SM figurehead who held opposition together, had taken decision to go for autonomy in 1966 and had been imprisoned in 1968, elections showed that East was behind him and put pressure on WP and led to crisis of March 1971, Consitution was SM's great triumph etc. Can reach Level 4 without mentioning events in 66-68 but will be rewarded for responses that mention them in context.

Question Number	Question Number		Question content
7	**Explain the role that Bangladesh has played in international affairs since 1975.** **In addition to your own knowledge, you may use the following to help in your answer:** • **support for the United Nations** • **South East Asia Association for Regional Cooperation (SAARC)** • **relations between India and Pakistan**		

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of role, e.g. key supporter of UN, founder member of SAARC, improved relations with I and P etc.
Level 2	5-9	Some attempt to describe some of the following, likely to focus on one or two ideas, e.g. very prominent in UN peace-keeping missions, has been President of General Assembly and twice on Security Council, prominent in SAARC, meeting Dhaka in 2005, deals with regional issues, India has supplied aid and water-sharing, P recognised B in 1974 and visits in 1980s and 1990s
Level 3	10-15	Some explanation of role, e.g. impact far greater than anticipated despite internal difficulties, international contribution very important etc
Level 4	16-20	Sustained argument assessing role, e.g. as L3 but emphasises adopting a neutral standpoint in UN, relations with neighbours stabilised, support from US, USSR and China, support for UN very important, third largest contributor to peace-keeping forces etc

Question Number	Question content	
8	**Explain the importance of Rabindranath Tagore in the development of Bangladeshi culture.** **In addition to your own knowledge, you may use the following to help in your answer:** • **poetry** • **political beliefs** • **ideas about education.**	

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of impact, e.g. poetry, political beliefs, education etc.
Level 2	5-9	Some attempt to describe the impact, e.g. details of poetry, opposition to British rule, ideas about education etc.
Level 3	10-15	Some explanation of reasons, e.g. desire to amalgamate traditional Indian philosophy with modern educational ideas, project to develop traditional Indian crafts, rejected knighthood after Amritsar etc.
Level 4	16-20	Sustained argument assessing reasons, e.g. as L3 but emphasises that he was the first writer known internationally for writing in Bengali, received the Nobel Prize for literature, key role in Bengali culture, inspiration to other writers etc.