



Pearson

Mark Scheme (Pre-Standardisation)

Summer 2018

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

## **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](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

Summer 2018

Publications Code 4BN0\_01\_1806\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## 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		
<b>1</b>	<p><b>Explain why the Bengali Sultanate collapsed during the sixteenth century.</b></p> <p><b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>● <b>the successors of Hossain Shah</b></li> <li>● <b>Sher Shah</b></li> <li>● <b>the expansion of the Mughal Empire.</b></li> </ul>	
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. successors were weak, Sher Shah overran Bengal, Mughals expanded etc.
<b>Level 2</b>	5-9	Some attempt to describe reasons e.g. details of murders of successors, Sher Shah's invasions in 1530s and Mughal expansion in 16 <sup>th</sup> C etc.
<b>Level 3</b>	10-15	Limited range of explanation of reasons e.g. combination of factors, Hossain Shah already under threat, successors young, combined attack of Sher Shah and Mughals, details of campaigns of Mughals emperors etc.
<b>Level 4</b>	16-20	Wider range of explanation of reasons e.g. as L3 but emphasises nature of threats to Hossain Shah, nature of inexperience of successors, details and significance of combined attacks of Sher Shah and Mughals etc.

Question Number		
<b>2</b>	<p><b>Explain why the Mughal Empire found it difficult to gain control of all of Bengal in the late sixteenth and seventeenth centuries.</b></p> <p><b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>the Bara-Bhuiyans</b></li> <li>• <b>the geography of East Bengal</b></li> <li>• <b>revolts by zamindars.</b></li> </ul>	
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. BBs were rebels, EB was low-lying, zamindars revolted throughout the seventeenth century etc.
<b>Level 2</b>	5-9	Some attempt to describe reasons, e.g. details of the activities of the BBs, geography of EB, waterlogged and difficult infrastructure, zamindars were local tax-collectors who tended to break away from Mughal control when the Subahdars were absent etc.
<b>Level 3</b>	10-15	Limited range of explanation of reasons, e.g. BBs were part of the resistance movement in EB led by Isa Khan, they used the geography of EB to elude Islam Khan but were defeated when he moved the capital to Dhaka, Mughal control faltered under the weaker Subahdars and was never absolute etc.
<b>Level 4</b>	16-20	Wider range of explanation of reasons, e.g. as L3 but emphasises that Mughals always regarded themselves as foreigners and imposed customs and architecture on Bengal etc.

Question Number		
<b>3</b>	<p><b>Explain the ways in which Lord Cornwallis changed British rule of Bengal.</b></p> <p><b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>● <b>finance</b></li> <li>● <b>administration</b></li> <li>● <b>trade.</b></li> </ul>	
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. set up Board of Revenue, separated Private and company trade, Permanent Settlement etc.
<b>Level 2</b>	5-9	Some attempt to describe reasons, e.g. set up paid civil service, ended corruption, PS gave power to traditional zamindars, impact of Boards of Revenue and Trade etc.
<b>Level 3</b>	10-15	Limited range of explanation of reasons, e.g. rule organised and stabilised, corruption stamped out, Regulating Act enforced, etc.
<b>Level 4</b>	16-20	Wider range of explanation of reasons as in L3 e.g. upset the traditional balance of central and local administration, power exclusively in the hands of Europeans, Bengali contribution disappeared, built up trouble for the future etc.

Question Number		
<b>4</b>	<p><b>Explain why demands for Indian independence grew in the years immediately after the First World War.</b></p> <p><b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>the Montague-Chelmsford reforms 1919</b></li> <li>• <b>the Rowlatt Act 1919</b></li> <li>• <b>the Amritsar Massacre 1919.</b></li> </ul>	
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. MCR offered possibility of self-rule, RA was a shock as was AM etc
<b>Level 2</b>	5-9	Some attempt to describe reasons, e.g. details of the MCR, RA and AM ,etc.
<b>Level 3</b>	10-15	Limited range of explanation of reasons, e.g. MCR were popular but proved disappointing when they were published, RA caused uproar and protest, AM seemed to show real aims of British, etc
<b>Level 4</b>	16-20	Wider range of explanation of reasons, e.g. as L3 but emphasises MCR's offer of concessions but determined to take firm action against protest, RA also confirmed that the Viceroy had a total grip on how the country was governed which Indians were disappointed considering their contribution in WW1, AM made Gandhi determined to oppose any form of cooperation in the future etc.

Question Number		
<b>5</b>	<p><b>Explain why East Pakistan opposed the aims and policies of Jinnah in the years after Pakistan became independent.</b></p> <p><b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>post of Governor-General</b></li> <li>• <b>Urdu</b></li> <li>• <b>the weakness of the Constituent Assembly.</b></li> </ul>	
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. G-G gave him extra power, he wanted Urdu, he wanted Islam to be dominant, CA not allowed to work freely etc.
<b>Level 2</b>	5-9	Some attempt to describe reasons, e.g. details of the above including 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, Urdu was being used instead of Bangla etc.
<b>Level 3</b>	10-15	Limited range of explanation of reasons, e.g. G-G meant that Bengali majority in CA had little influence, Urdu would mean that Bengalis had little influence in government and admin, Bengal traditions had allowed freedom of worship, CA deliberately given few powers to prevent it reaching a democratic conclusion etc.
<b>Level 4</b>	16-20	Wider range of explanation of reasons, e.g. as L3 but emphasises the significance of the role of Jinnah and his successors in wanting to retain power in WP, there was a deliberate campaign to prevent the EB majority of voters gaining power democratically etc.



Question Number		
<b>6</b>	<p><b>Explain the importance of the government of Sheikh Mujibur Rahman in the years 1972 to 1975.</b></p> <p><b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>Rakkhi Bahini</b></li> <li>• <b>BAKSAL</b></li> <li>• <b>the Special Powers Act and the State of Emergency.</b></li> </ul>	
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. RB paramilitary force, BAKSAL one-party system, Special Powers Act allowed arrests etc.
<b>Level 2</b>	5-9	Some attempt to describe importance, e.g. RB was used to try to seize illegal arms and arrest smugglers, surrounded and searched villages, SPA arrests without trial, BAKSAL was a 'dictatorship' etc
<b>Level 3</b>	10-15	Limited range of explanation of importance, e.g. attempts to deal with instability in the new country, problems appeared to justify decisive action outside the constitution etc.
<b>Level 4</b>	16-20	Wider range of explanation of importance, e.g. as L3 but emphasises nature of RB as a paramilitary force accused of violence and torture, opposition and unpopularity of BAKSAL and SPA leading to SMR being seen as being directly responsible for the country's difficulties, leading to his assassination in 1975 etc.

Question Number		
<b>7</b>	<p><b>Explain the impact of Hussain Mohammad Ershad on Bangladesh in the 1980s and 1990s.</b></p> <p><b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>● <b>political successes</b></li> <li>● <b>reforms</b></li> <li>● <b>social policy.</b></li> </ul>	
Level	Mark	Descriptor
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-4	Simple statements giving examples of impact, e.g. Ershad seized power and became a dictator etc
<b>Level 2</b>	5-9	Some attempt to describe some of the following: e.g. statements describing Ershad's policies e.g privatization of nationalized industries, economic reform, road infrastructure, set up Jatiya political Party, martial law, Islam state religion, devolution in favour of local planning and administration, arrested for corruption etc.
<b>Level 3</b>	10-15	Limited range of explanation of impact, e.g. forced through reforms such as privatisation, state religion, infrastructure reforms. Jatiya won 156 seats in 1986 showing extent of his influence. Ershad emphasised the population's participation in administration and planning through devolution of decision-making power in favour of the people at the local level. However Ershad unpopular, strikes, opposition parties refused to contest 1988 elections, many arrests etc
<b>Level 4</b>	16-20	Wider range of explanation of impact as those in L3 e.g. shift from military rule to democracy, caretaker government important step, acceptance of democracy etc

Question Number		
<b>8</b>	<p><b>Explain the importance of Kazi Nazrul Islam to Bangla culture in the twentieth century.</b>  <b>In addition to your own knowledge, you may use the following to help in your answer:</b></p> <ul style="list-style-type: none"> <li>● <b>poetry</b></li> <li>● <b>music</b></li> <li>● <b>social ideas.</b></li> </ul>	
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. lists poetry or achievements etc
<b>Level 2</b>	5-9	Some attempt to describe the importance, e.g. details of poetry, music, social work, film/radio, contribution to Language Movement and War of Liberation etc
<b>Level 3</b>	10-15	Limited range of explanation of importance, e.g. describes career and explains major impact, 'rebel poet', opposed British, championed Indian classical music, friend of Gandhi, championed women's rights etc.
<b>Level 4</b>	16-20	Wider range of explanation of importance as those in L3 e.g. significance in the development of Bangla culture, inspiration to political activists and writers, upholder of democratic and humane values, the voice of social justice and protest etc.