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Mark Scheme (Results)

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Pearson Edexcel International GCSE
In Bangladesh Studies (4BN1)
Paper 01: History and culture of Bangladesh

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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	Answer	Mark
1a	<p>Identify the year that the State Language Day was established.</p> <p>AO1 (1 mark)</p> <p>C 1952</p> <p>1950, 1951 and 1953 were not the year that the State Language Day was established</p>	1

Question number	Answer	Mark
1b	<p>State two differences between East and West Pakistan.</p> <p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • Bengalis valued their own language (1) • Urdu as the official language was resented by East Pakistan (1) • People in West Pakistan had higher incomes than those in East Pakistan (1) • Political power was in West Pakistan (1) • East Pakistan felt let down by the government in times of disaster (1) e.g. 1970 cyclone (1) • Money earned by East Pakistan was allegedly used to finance projects in West Pakistan (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
1c	<p>Explain why Pakistan had difficulties in establishing stability and economic growth in 1947.</p> <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Partition was hasty and neither India nor Pakistan had much time to prepare for it • Everything belonging to the old government had to be valued and shared out between India and Pakistan. India was not always prompt in doing so • Because of the growing threat of war over Kashmir, India failed to hand over military equipment on time as it was felt that this would be used against her. This was unfair and damaging to the security of Pakistan • Pakistan faced a cash crisis immediately after partition. The new government had only enough cash to pay one month's salary to their employees. India tried to stop money being handed over to Pakistan until an agreement was eventually reached • Most industrial areas remained in India, concentrated around the cities of Bombay and Calcutta. Pakistan had no steelworks and few cotton mills. Thus industrial growth was almost impossible during the first couple of years. • 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
1d	<p data-bbox="424 280 1469 394">'The Special Powers Act of 1974 was the most successful attempt of addressing the problems faced by Bangladesh between 1971 and 1975.' Discuss how far you agree with this statement.</p> <div data-bbox="437 427 1506 651" style="border: 1px solid black; padding: 10px;"> <p data-bbox="456 436 1166 472">You may use the following in your answer:</p> <ul data-bbox="504 506 1046 577" style="list-style-type: none"> <li data-bbox="504 506 1046 542">• the State of Emergency, 1974 <li data-bbox="504 542 695 577">• BAKSAL. <p data-bbox="456 611 1182 647">You must also use information of your own.</p> </div> <p data-bbox="759 674 1161 710" style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p data-bbox="424 752 1406 866">The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="424 913 1262 949">Relevant points that support the statement may include:</p> <ul data-bbox="424 954 1493 1406" style="list-style-type: none"> <li data-bbox="424 954 1493 1115">• The Special Powers Act of 1974 allowed the government to arrest and hold suspects without trial. It seemed a necessary action for the government to take at the time but it was condemned for its anti-human rights approach and as a result the government became increasingly unpopular <li data-bbox="424 1122 1493 1283">• In 1974 Sheikh Mujib introduced the State of Emergency and used his majority in the Assembly to limit its powers and those of the judiciary. This did little to increase his popularity and as reforms failed to take effect he was seen as being directly responsible for the country's difficulties <li data-bbox="424 1290 1493 1406">• Sheikh Mujib in 1975 created BAKSAL, which was a one-party system. This was seen as another attempt by Mujib to gain greater power and control of the country for himself and by the end of the year he was murdered. <p data-bbox="424 1413 1230 1449">Relevant points to counter the statement may include:</p> <ul data-bbox="424 1453 1493 2000" style="list-style-type: none"> <li data-bbox="424 1453 1493 1574">• In 1973 the Awami League won the general election with a massive majority and it was hoped for a new dawn. However the government were overwhelmed by the problems facing the country <li data-bbox="424 1581 1493 1702">• Law and order was breaking down and the use of the Rakshi Bahini to deal with gun smugglers and black marketers rapidly became unpopular since there appeared to be very little control over their actions <li data-bbox="424 1709 1493 2000">• The demand for a constitution relevant to Bangladesh was an issue that had to be addressed almost immediately. Sheikh Mujib brought the new constitution into force in December 1972. It adopted the four basic principles of the Awami League and created an assembly together with a Prime Minister appointed by the president. The legal system was based on the British model and there were five levels of local government created. However the new government often flouted constitutional rules and

	principles and as a result received strong criticism from Bangladeshi and international press.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none">• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)• Interpretation of information is excellent with thorough analysis of issues. (AO3)• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question number	Answer	Mark
2a	<p>Identify the Sufi who preached Islam in Khulna and Jessore. AO1 (1 mark)</p> <p>A Hazrat Khan Jahan Ali</p> <p>Hazrat Shah Jalal, Hazrat Shah Makhdum and Buba Adam Shahid were not the Sufi who preached Islam in Kulna and Jessore.</p>	1

Question number	Answer	Mark
2b	<p>State two achievements of the Pala Dynasty. AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> extended the kingdom from Bengal to Bihar (1) founded the Vikramshila monastery (1) religious tolerance (1) Brahmins were appointed to important civil posts (1) water supplies (1) the building of new towns (1) a system of law and order (1) Art, architecture, poetry and literature promoted (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
2c	<p>Explain why Bakhtiyar Khalji was successful in overcoming the Sena Dynasty.</p> <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • He began to raid the borders of Bengal, so bringing concern and uncertainty to the rulers of the Sena dynasty • He eventually occupied Nadia and forced the last king of the Sena dynasty to leave thereby demonstrating his overall new found power • Within a year he controlled all the land north of the river Padma and consolidated his hold on the country • He was a good administrator and therefore by dividing the kingdom into districts and appointed governors, law and order was maintained • By supporting learning and culture he looked after the physical, moral and spiritual well being of the people and gained their support as ruler. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
2d	<p>'Hussain Shahi's diplomatic links with the Portuguese was the most important achievement in establishing Bengal under the Sultanate.' Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Developments in literature • Support for Sri Chaitanya, the founder of Vaishnavism. <p>You must also use information of your own.</p> </div> <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Bengal was a flourishing trading area and Portuguese traders who arrived were generally welcomed. Diplomatic relations were soon established which provided links to Europe and with such an important trader as Portugal, the prosperity of Bengal soon increased • Bengali literature was promoted in this period and the Mahabharata was translated into Bangla for the first time. In so doing the cultural life of Bengal took on a new importance • Hussain Shahi had a great respect for Sri Chaitanya who founded Vaisnavism and in doing so supported his teachings and missions. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • After coming to the throne, Hussain Shah ordered his soldiers to stop plundering Gaur, his capital city. As this did not cease immediately he executed twelve thousand soldiers and recovered the looted articles, which included 13,000 gold plates. Thus he established significant control over his armies and established his firm grip on his organisations • He disbanded the palace guards who were the most significant agitators inside the palace and removed all Abyssinians from administrative posts and replaced them with Turks, Arabs, Afghans and local people. Thus his administration was strengthened • He conquered Kamarupa, Kamata, Jainagar, and Orissa and extended the sultanate all the way to the port of Chittagong thus establishing a power base for the Sultanate • Hussain Shahi helped promote religious tolerance at a time when large-scale conversions from Hinduism to Islam had been taking place

		<ul style="list-style-type: none"> • He delegated authority to his son, so enabling him to devote more time to improving the administration of the Sultanate.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none">• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)• Interpretation of information is excellent with thorough analysis of issues. (AO3)• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question number	Answer	Mark
3a	<p>Identify the year of the battle of Rajmahal. AO1 (1 mark)</p> <p>B 1576</p> <p>1575, 1577 and 1578 were not the year of the battle of Rajmahal.</p>	1

Question number	Answer	Mark
3b	<p>State two achievements of Akbar. AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • abolished the jizya tax (1) • reformed the Mughal tax system (1) • tripled the size of the Mughal empire (1) • tripled the wealth of the Mughal empire (1) • established a new capital named Fatehpur Sikri (1) • promoted religious tolerance (1) • he appointed Hindus to several influential positions in government (1) • he created a huge library (1) of 24000 books (1) • created a powerful military system (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
3c	<p data-bbox="424 286 1366 320">Explain why Robert Clive was successful at the battle of Palashi.</p> <p data-bbox="762 327 1166 360">AO1 (3 marks)/AO2 (3 marks)</p> <p data-bbox="424 405 1414 517">The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="424 562 699 595">Indicative content</p> <ul data-bbox="424 640 1490 1144" style="list-style-type: none"> • Clive bribed one of the Nawab's key men, Mir Jafar to side with the British. As a result the Nawab's army was severely weakened by Jafar's defection, which Clive was able to use to his advantage • Clive ordered his men to cover their cannon when it rained which the Nawab's army failed to do. As a result the dry cannons of the Clive's army outfired the Nawab's cannons • Clive was a remarkable leader who had distinguished himself in fighting against the French in southern India. As a result the Nawab was no match for Clive's leadership skills • The British firepower was superior to the Nawab's and as a result they were able to overcome them with ease. Clive lost some 18 men whereas the Nawab lost 500. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul data-bbox="577 1301 1485 1464" style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul data-bbox="577 1489 1437 1653" style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul data-bbox="577 1677 1477 1841" style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
3d	<p data-bbox="424 280 1500 353">'The coming of the British was the most important reason for the decline of the Mughal Empire.'</p> <div data-bbox="424 443 1497 680" style="border: 1px solid black; padding: 10px;"> <p data-bbox="440 456 1155 492">You may use the following in your answer:</p> <ul data-bbox="491 517 1145 591" style="list-style-type: none"> <li data-bbox="491 517 1145 553">• Aurangzeb's intolerance to non-Muslims <li data-bbox="491 555 810 591">• Succession issues. <p data-bbox="440 633 1168 669">You must also use information of your own.</p> </div> <p data-bbox="424 696 1117 732">Discuss how far you agree with this statement.</p> <p data-bbox="762 736 1161 772" style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p data-bbox="424 824 1410 940">The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="424 952 1264 987">Relevant points that support the statement may include:</p> <ul data-bbox="424 992 1503 1384" style="list-style-type: none"> <li data-bbox="424 992 1503 1108">• The British expansion into the sub-continent was rapid and their forces and equipment were no match for the Mughals who fell into rapid decline as a result <li data-bbox="424 1113 1503 1267">• Aurangzeb showed intolerance to non-Muslims. He introduced a tax on non-Muslims called the Jizya. He destroyed Hindu temples and tried to ban Hindu practices. As a result he became an unpopular ruler and faced insurgencies throughout his reign <li data-bbox="424 1272 1503 1384">• The absence of a definite line of succession led to a significant amount of in-fighting amongst his successors which, also led to instability and the eventual downfall of the Empire. <p data-bbox="424 1391 1232 1426">Relevant points to counter the statement may include:</p> <ul data-bbox="424 1431 1503 2020" style="list-style-type: none"> <li data-bbox="424 1431 1503 1585">• The Emperors were renowned for living an extravagant lifestyle and spending money with little thought to the effect it had on the economy of the Empire. This led to inefficiencies and a lack of interest in the running of the Empire <li data-bbox="424 1590 1503 1783">• Taxation was high as Aurangzeb had to pay for the cost of military campaigns such as the Deccan Wars and he spent highly on luxurious palaces. Because of these he became an unpopular ruler and enabled opposition to his rule and that of the Empire to grow. Thus the Empire began to decline <li data-bbox="424 1787 1503 1861">• The expense of fighting the Deccan Wars meant there was little money for the upkeep of the empire <li data-bbox="424 1865 1503 1939">• Degradation of the military/military inefficiency meant they were reliant on out-dated weaponry and were easily overpowered <li data-bbox="424 1944 1503 2020">• Financial inefficiencies meant that money that could have been used to support the empire had been wasted

		<ul style="list-style-type: none"> • The size of the Empire meant it was very difficult to defend from attacks from outside and so over time the Empire declined • Invasions were so many in number the Empire's armies were exhausted in trying to repel them. The Marathas were skilful Hindu guerrilla fighters who defeated a Mughal army in 1737 and took control of Delhi and eastwards towards Bengal. By 1760 they were the most powerful people in India and the Mughals could do nothing.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5-8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9-12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3)

		Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question number	Answer	Mark
4a	<p>Identify who became the first Nawab of Bengal. AO1 (1 mark)</p> <p>C Mir Jafar</p> <p>Robert Clive, Siraj ud-Daulah and Titu Mir did not become the first Nawab of Bengal</p>	1

Question number	Answer	Mark
4b	<p>State two consequences of the War of Independence. AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • End of the East India Company (1) • 1858 Allahabad Proclamation (1) • Queen Victoria was to be Empress of India (1) • The armies of the East India Company became part of the British army. • All treaties and agreements of the East India Company were accepted by the Crown. (1) • India was given an assurance that there would be no further territorial expansion (1) • Indian sepoy were to be enlisted into the British Army (1) • Lack of opportunities for Indians led to widespread criticism of the British (1) especially in newspapers (1) • Nationalist ideas began to grow in India (1) • Political groups began to grow (1) including the Indian National Congress (1) in 1885 (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
<p>4c</p>	<p>Explain why the development of the Bangla language was successful. AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • William Carey produced the first standardised printed book in Bangla in 1800 • Standardisation meant that Bangla could be used much more effectively in administration • The setting up of the Serampore Press in 1800 meant that printed books could be mass produced and led to journals and novels being produced • In 1801 Carey produced the first book of Bangla grammar which enabled others to use Bangla as a literary language • The Bengal Renaissance led to the creation of many societies and organisations that helped the spread of the Bangla language during the first half of the nineteenth century 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
4d	<p data-bbox="421 280 1485 356">'The reversal of the Partition of Bengal in 1911 took place because of the assassination attempts on the life of Lord Minto.'</p> <p data-bbox="518 400 1209 436">Discuss how far you agree with this statement.</p> <div data-bbox="437 488 1506 676" style="border: 1px solid black; padding: 5px;"> <p data-bbox="453 501 1166 537">You may use the following in your answer:</p> <ul data-bbox="504 539 1166 607" style="list-style-type: none"> <li data-bbox="504 539 836 571">• Extremist Hindus <li data-bbox="504 573 1166 607">• 16 October 1905, a day of mourning. <p data-bbox="453 609 1182 645">You must also use information of your own.</p> </div> <p data-bbox="762 696 1161 732" style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p data-bbox="421 775 1406 887">The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="421 893 1262 929">Relevant points that support the statement may include:</p> <ul data-bbox="421 936 1497 1512" style="list-style-type: none"> <li data-bbox="421 936 1465 1093">• Hindus were so angry with the Partition of Bengal that there was a failed attempt to assassinate Lord Minto who was touring Ahmedabad in 1909 when two bombs were thrown at him. This demonstrated the depth of feeling of Indians against Partition <li data-bbox="421 1104 1497 1305">• Hindus rejected the decision to partition Bengal and launched a series of violent protests and demonstrations against the partition The reaction was so strong that a number of small extremist groups came into existence that launched attacks on the British and Indian officials, a number of whom were killed <li data-bbox="421 1317 1474 1512">• Hindus kept fast on the day of partition (16th October 1905) as a symbolic hunger strike. They wore threads on their arms (rakhis) to convey a message of solidarity and unity. It was called 'A day of mourning' to symbolise their opposition which grew dramatically over the next few years. <p data-bbox="421 1518 1230 1554">Relevant points to counter the statement may include:</p> <ul data-bbox="421 1561 1490 2009" style="list-style-type: none"> <li data-bbox="421 1561 1490 1718">• The Hindus objection to Partition was so great that it caused the British to reconsider it. The Hindus opposed it by holding meetings and mass rallies. They thought it was a deliberate attempt to 'divide and rule' on the part of the British <li data-bbox="421 1729 1474 1930">• The Hindus of West Bengal started Swadeshi Movement, which spread to other parts of India. It involved boycotting the British goods and using home-made products. British clothes were thrown on bonfires. By 1908, British imports had fallen significantly and sales of British goods in Indian markets dropped drastically <li data-bbox="421 1942 1474 2009">• The British took several repressive measures to bring the situation under control but political unrest kept on growing. Restrictions were imposed on

		<p>newspapers and public gatherings. Editors were imprisoned. The prisons were filled with revolutionary activists</p> <ul style="list-style-type: none"> • Apart from repressive measures, the British turned to reconciliation also by introducing Morley-Minto reforms in 1909 to win support of the Hindus, but the reforms also could not pacify them. The situation was becoming difficult for peaceful administration and ultimately the British had to reverse the partition.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5-8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9-12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3)

		Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question number	Answer	Mark
5a	<p>Identify the year when the Amritsar Massacre took place.</p> <p>AO1 (1 mark)</p> <p>D 1919</p> <p>1916, 1917 and 1918 were not the year when the Amritsar Massacre took place</p>	1

Question number	Answer	Mark
5b	<p>State two terms of the Government of India Act, 1935.</p> <p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks</p> <p>India to become a federation (1)</p> <p>Two houses of parliament (1) upper house (1) and lower house (1)</p> <p>Diarchy introduced at central government level (1)</p> <p>Provinces given some autonomy to run their affairs (1)</p> <p>Number of provinces increased to 11 (1)</p> <p>Governor-General head of the Federation (1)</p> <p>Provincial Governors had special powers (1)</p> <p>Accept any other valid point</p>	2

Question number	Indicative content	
<p>5c</p>	<p>Explain why the Gandhi-Jinnah talks of 1944 failed. AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Gandhi only wanted to achieve independence first and foremost – partition discussions could follow later • Jinnah wanted to settle the issue of partition first and before the British left • Jinnah knew that his bargaining position would be much weaker if he went along with Gandhi’s plan • Gandhi wanted central government to have control over such things as defence and foreign policy but Jinnah wanted these powers in the hands of the provinces • Gandhi considered himself as speaking for the whole of India but Jinnah reminded him that he only spoke for Congress • Gandhi gave the impression that he did not support the ‘Two Nation Theory’ whereas this was official Muslim League policy • Nothing could be agreed and so there was little prospect of the politicians working together to achieve partition. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
5d	<p>'The Morley-Minto Reforms of 1909 were the most successful attempt at reform in India between 1909 and 1929.'</p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • The Lucknow Pact, 1916 • The Montagu-Chelmsford Reforms, 1919. <p>You must also use information of your own.</p> </div> <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Morley-Minto Reforms became the Indian Councils Act. The importance of the Councils was to ensure that Indian legislators were given a chance to express their opinions. The British also accepted the right of Muslims to have a separate electorate • The Lucknow Pact of 1916 was an agreement between the Muslims and Hindus, which placed a number of political demands to the British government in an attempt to show a united front and produce common aims. For the first time Hindus acknowledged that Muslims had the right to a separate electorate and the Pact was therefore seen as a promise of hope for the future • The Montagu-Chelmsford Reforms disappointed the Muslims and Hindus as they had hoped for greater concessions. Central government reserved sweeping powers for itself with only minor concessions for the locals. The Reforms did hold out concessions to political parties provided that they accepted the right of the British to remain in control. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • The Rowlatt Act of 1919 increased the resentment of the political parties by including the right of arrest without a warrant and detention without bail. Thus this did nothing to advance reform • The Nehru Report of 1928 made demands for immediate dominion status. There were to be no separate electorates and Hindi would be the official language. It was clear that there were strong anti Muslim sentiments in these provisions and even though all parties present produced it, the views of Muslims appeared to have been ignored. It was clear that the future looked bleak for Hindu-Muslim relations • Jinnah attempted to amend the Nehru Report but his suggestions were rejected. He described this moment as 'the parting of the ways' He

		<p>regarded this moment as when it was time to make clear what was acceptable to Muslims</p> <ul style="list-style-type: none"> Jinnah's 14 Points set out the demands of any future negotiations with either Congress or the British Government. The demands were also to form the basis of the Muslims demands for a separate homeland. It also convinced them that the Hindus and Muslims were two separate nations.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) Interpretation of information is basic with no analysis of issues. (AO3) An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5-8	<ul style="list-style-type: none"> Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) Interpretation of information is limited with partial analysis of issues. (AO3) A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9-12	<ul style="list-style-type: none"> Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) Interpretation of information is good with some analysis of issues. (AO3) A mostly balanced argument, judgements supported by some relevant evidence. (AO3)

		Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question number	Answer	Mark
6a	<p>Identify the year in which the Constitution (Amendment) Order was introduced.</p> <p>AO1 (1 mark)</p> <p>C 1977</p> <p>1975, 1976 and 1978 were not the year when the Constitution (Amendment) Order was introduced.</p>	1

Question number	Answer	Mark
6b	<p>State two ways that Bangladesh was successful in its relationship with China.</p> <p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • Established diplomatic relations in 1976 (1) • Supplied Bangladesh with military aid and equipment in mid 1980s (1) • A 'friendship bridge' was constructed (1) over the river Buriganga (1) in 1978 connecting Dhaka and Munshiganj (1) • By 2000 (1) China had provided \$300 million to Bangladesh (1) • After Cyclone Sidr hit Bangladesh (1) in 2007 (1), China donated \$1 million (1) for relief and reconstruction (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
<p>6c</p>	<p>Explain why Begum Khaleda Zia was defeated in the 1996 elections. AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • In March 1994, controversy over a by-election, which the Awami League-led opposition parties claimed that Zia’s government had rigged, led to an indefinite boycott of Parliament by the entire opposition • The opposition also began a series of repeated general strikes to press its demand that Zia's government resign and a caretaker government supervise a general election. The government didn’t resign • After another attempt at a negotiated settlement failed in December, the opposition resigned en masse from Parliament. • The opposition continued a campaign of marches, demonstrations, and strikes in an effort to force the government to resign • In February, Zia’s BNP was re-elected after the general election by a landslide in voting boycotted and denounced as unfair by the opposition parties • In March 1996, Parliament managed to pass a constitutional amendment to allow a neutral caretaker government to assume power. As a result Zia handed over power and in the June parliamentary elections the Awami League won and Sheikh Hasina became Prime Minister. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)

Level 3	5-6	<ul style="list-style-type: none">• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)
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Question number	Indicative content
6d	<p>'Begum Sufia Kamal was the most influential figure in the development of language and literature in Bangladesh.' Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Begum Sufia Kamal, the first editor of 'Begum' • Jasimuddin's poetry. <p>You must also use information of your own.</p> </div> <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points that support the statement may include:</p> <p>Begum Sufia Kamal</p> <ul style="list-style-type: none"> • She joined several women's organisations in the late 1920s and became the first Muslim to be elected to the Indian Women's Federation • Her main interests became the social, educational and political difficulties faced by women, and the poor and destitute. She modelled herself on Gandhi, wearing a simple sari. • She was chair of the Women's Revolutionary Council and the Women's Rehabilitation Board and she founded several organisations to help the poor, the homeless and the disabled • She has published many books of poetry, short stories and novels using traditional themes from Indian mythology as well as feminism, anti-imperialism and accounts of the atrocities by Pakistani forces during the war of Liberation • In 1947 she became the first editor of Begum, a women's magazine and in 1949 helped to found the magazine Sultana <p>Jasimuddin's poetry</p> <ul style="list-style-type: none"> • He was a Bangladeshi poet and writer widely celebrated for his modern ballad sagas in the pastoral mode. He was a versatile writer, writing poems, ballads, songs, dramas, novel, stories, memoirs, travelogues, etc • Jasimuddin is noted for his depiction of rural life and nature from the viewpoint of rural people. This had earned the title as Palli Kabi (the rural poet).

- Nakshi Kanthar Math and Sojan Badiar Ghat are considered among the best lyrical poems to be produced in the Bengali language and have been translated into other languages
- He is the key figure for the revivals of pastoral literature in Bengal during the 20th century.

Relevant points to counter the statement may include:

Rabindranath Tagore

- He was the first writer known internationally for writing in Bengali
- He has received the Nobel Prize for literature which is a fine achievement representing the best of Bangladesh literature
- His poetry and songs dealt mostly with spiritual love expressing the harmony of nature and life
- In his prose works, he tackled social and political issues
- He has played a key role in Bengali culture especially as an inspiration to other writers

Kazi Nazrul Islam

- He was a 'rebel poet' because he opposed all forms of repression
- His poems were more powerful and striking than those of Rabindranath Tagore and he set the scene for modern poetry written in Bangla. He became the national poet of Bangladesh
- He first gained public attention in 1921 with his poem about the rebel hero Vidrohi
- He attacked the British occupation of Bengal and India in his poetry and was arrested and his writings banned
- Many of his poems dealt with contemporary issues, particularly social and political problems
- He drew on both Hindu and Muslim traditions and avoided communal divisions

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3)

		Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.
Level 2	5–8	<ul style="list-style-type: none"> Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) Interpretation of information is limited with partial analysis of issues. (AO3) A partially balanced argument, judgements are supported by limited evidence. (AO3) Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.
Level 3	9–12	<ul style="list-style-type: none"> Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) Interpretation of information is good with some analysis of issues. (AO3) A mostly balanced argument, judgements supported by some relevant evidence. (AO3) Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none"> Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) Interpretation of information is excellent with thorough analysis of issues. (AO3) A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) No access for answers that do not go beyond aspects prompted by the stimulus points.

