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Mark Scheme

Summer 2021

Pearson Edexcel International GCSE  
In Bangladesh Studies (4BN1) Paper 01  
(Provisional)

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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
<b>1a</b>	<p><b>Identify the year that Pakistan and India reached a temporary agreement to the Canal Water Dispute.</b></p> <p style="text-align: center;">AO1 (1 mark)</p> <p>B 1948</p> <p>1947, 1949 and 1959 were not the year that the temporary agreement Canal Water Dispute was established</p>	<b>1</b>

Question number	Answer	Mark
<b>1b</b>	<p><b>State two ways in which there were immediate problems facing the new state of Bangladesh in 1971.</b></p> <p style="text-align: right;">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"> <li>• Breakdown of law and order (1)</li> <li>• gun smugglers (1)</li> <li>• black marketeers (1)</li> <li>• displaced refugees (1)</li> <li>• trials of war criminals (1)</li> <li>• floods (1) and famine (1)</li> <li>• economic collapse (1)</li> </ul> <p>Accept any other valid point</p>	<b>2</b>

Question number	Indicative content	
<b>1c</b>	<p><b>Explain why Sheikh Mujibur Rahman was assassinated in 1975.</b> 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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Special Powers Act 1974 was unpopular as the government could arrest and hold people without trial. Rahman was blamed for this</li> <li>• He failed to tackle problems of the homeless and starving families</li> <li>• Law and order fell apart and he received the blame for this</li> <li>• He proclaimed a state of emergency and set up a 1 party system that was unpopular</li> <li>• He was blamed personally for his country's difficulties</li> <li>• Rakshi Bahini accused of violence and torture in searching villages for contraband and Rahman's government was blamed as this group was closely linked to it</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
1d	<p><b>'The Agartala Conspiracy Case was the main reason for the outbreak of the War of Liberation in 1971.'</b>  <b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>the mass uprising of 1969</b></li> <li>• <b>rule from West Pakistan.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• The Pakistan Government brought the Agartala Conspiracy Case to court in 1968 during Ayub Khan's regime against the Awami League and a number of high-ranking officials including Sheikh Mujibur Rahman. They were accused of involvement in a conspiracy to separate the East wing from Pakistan with the help of India. However, the Pakistan government was forced to withdraw the case in the face of a mass uprising in East Pakistan.</li> <li>• The mass uprising was a series of mass demonstrations and conflicts between government armed forces and demonstrators against the charges brought in the Argartala Conspiracy Case which led to the resignation of Ayub Khan and the acquittal of Sheikh Mujibur Rahman and his colleagues from the case.</li> <li>• The 1970 election had been fought on the Six Point Programme to end the unfair advantages given politically to West Pakistan. It demanded a Federation of Pakistan where some areas of government would be handled by the individual states. East Pakistan should have its own military and currency with free trade between East and West Pakistan.</li> <li>• The election result meant that the Awami League was now obliged to carry out its policy. So the division of the country was inevitable and if West Pakistan resisted then there would be war.</li> </ul>

**Relevant points to counter the statement may include:**

- The Awami League had exposed the unfair treatment of East Pakistan during the election campaign. Many people in East Pakistan were convinced that they had to break free from the rule of West Pakistan.
- After the Awami League won nearly all the parliamentary seats in East Pakistan, and so a majority in the parliament of Pakistan, it was still prevented from forming a government because political leaders feared partition. Relations between political leaders in East and West Pakistan broke down leading to the War of Liberation.
- Bengalis already felt like they were treated unfairly in their own country because of social and cultural differences, especially in relation to the language issue. It led to the imprisonment of Sheikh Mujibur Rahman, the growth of protest movements in East Pakistan, and repression.
- Although most of Pakistan's wealth was created by the jute trade in East Pakistan, resources seemed to be spent on West Pakistan, where people were, on average, 15% wealthier. This deep-seated resentment meant many Bengalis were prepared to go to war.
- Cyclone Bhola struck East Pakistan on Nov 12th, 1970, ultimately killing nearly 500,000 people. President Khan admitted that mistakes were made in handling relief efforts, and was accused of neglect and indifference by the Awami League. This led to deep mistrust.
- East Pakistan was encouraged by India, which helped train the Bengali army, Mukti Bahini. This gave the people of East Pakistan a means of fighting back against the West Pakistan atrocities.

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



Question number	Answer	Mark
<b>2a</b>	<p><b>Identify the king who conquered Nadia.</b> AO1 (1 mark)</p> <p><b>A Bakhtiyar Khalji</b></p> <p>Hussain Shahi, Laksmanasena and Vallala Sena were not the king who captured Nadia.</p>	<b>1</b>

Question number	Answer	Mark
<b>2b</b>	<p><b>State two achievements of Shashanka.</b> 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"> <li>• Defended independence of Gauda Empire (1)</li> <li>• Prevented Harsavardhana from invading Gauda (1)</li> <li>• Forerunner of a northern Indian aggressive policy that future kings followed (1)</li> <li>• Built Buddhist temples (1), monasteries (1) and a university (1)</li> </ul> <p>Accept any other valid point</p>	<b>2</b>

Question number	Indicative content	
<b>2c</b>	<p><b>Explain why Sufism was important in early Bengal.</b> 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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Established mosques and centres of learning</li> <li>• Developed literature and preached Islam e.g. Baba Adam Shahid and Hazrat Khan Jahan Ali</li> <li>• They were reputed to have miraculous powers and many Sufis were regarded as saints or folk deities</li> <li>• Hindus were attracted by Sufis promoting brotherly love and equality</li> <li>• Buddhists were influenced by the idea of attaining the love of God through the love of His creation</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
2d	<p><b>'The conquests of Ilyas Shah were the main reason why he was able to establish control of Bengal up to 1358.'</b> Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>campaigns in Bihar and Benares</b></li> <li>• <b>the work of Raja Ganesh.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Ilyas Shah established control of Bengal through his conquests. He fought a war against Alauddin Ali Shah from 1339, and in 1342 seized the throne of Lakhnauti. He then launched a series of attacks against other areas of Bengal and took control of Satgaon and Sonargaon in 1352.</li> <li>• Ilyas Shah invaded Bihar in 1353. He further extended his authority beyond Bihar to Champaran, Gorakhpur and Benaras. In doing this he came back with immense wealth together with 44 elephants. Ilyas Shah was the first ruler to establish a distinct identity for Bengal.</li> <li>• His military campaigns extended across much of eastern India and even reached as far as the Kathmandu Valley. At the time this was considered an extraordinary achievement and some historians have compared him to Alexander the Great.</li> <li>• Raja Ganesh was an important Hindu landowner and he became a senior official in the government. Ilyas Shah believed in appointing Hindus to important positions believing them to be loyal and efficient.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• The administration of Bengal under Ilyas Shah was based on equality. Posts in the government were open to people from all creeds and castes.</li> <li>• Ilyas Shah adopted a tolerant approach to different religious faiths, because, while he supported Sufis financially, he also provided money for saints and hermits of other faiths.</li> <li>• Ilyas Shah established an army from the local population rather than foreign auxiliaries and appointed governors to control districts. This was an important step in establishing his right to rule and in creating a distinctive Bengali administration.</li> </ul>

		<ul style="list-style-type: none"> <li>Gradually, the Bengali Sultans tried to emphasise that they were genuinely 'Bengali' as opposed to Mughal subahdars, who regarded themselves as foreigners.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>Interpretation of information is good with some analysis of issues. (AO3)</li> <li>A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>	
Question number	Answer	Mark
<b>3a</b>	<p><b>Identify the year when the East India Company was founded.</b></p> <p>AO1 (1 mark)</p> <p><b>D 1600</b></p> <p>1597, 1598 and 1599 were not the year when the East India Company was founded.</p>	<b>1</b>

Question number	Answer	Mark
<b>3b</b>	<p><b>State two achievements of Murshid Quli Khan.</b></p> <p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks</p> <p>surveyed the province's resources (1)</p> <p>made an assessment of the productivity of all agricultural land (1)</p> <p>appointed new zamindars (1)</p> <p>reorganised the finances of the province (1)</p> <p>built the Begam Bazar Mosque (1)</p> <p>encouraged trade with European merchants (1)</p> <p>received payment in gold and silver (1) in return for cotton cloths and silks (1)</p> <p>transferred the capital from Dhaka to Murshidabad (1)</p> <p>Accept any other valid point</p>	<b>2</b>

Question number	Indicative content	
<b>3c</b>	<p><b>Explain the impact of Aurangzeb’s domestic policies on the stability of the Mughal Empire.</b></p> <p>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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Aurangzeb introduced a tax on non-Muslims called the Jizya. He destroyed Hindu temples and tried to ban Hindu practices. As a result he faced insurgencies throughout his reign.</li> <li>• 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.</li> <li>• The expense of fighting the Deccan Wars meant there was little money for the upkeep of the empire</li> <li>• The military lacked investment which meant they were reliant on outdated weaponry and were easily overpowered</li> <li>• Financial inefficiencies meant that money that could have been used to support the empire had been wasted</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
3d	<p><b>'The establishment of Dhaka as the capital of Bengal was the most important achievement of Islam Khan.'</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>trade</b></li> <li>• <b>subahdars.</b></li> </ul> <p><b>You must also use information of your own.</b></p> </div> <p><b>Discuss how far you agree with this statement.</b> A02 (8 marks)/A03 (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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Islam Khan moved the capital city to Dhaka as it was well connected to headquarters of the Bara-Bhuiyans.</li> <li>• Dhaka was an ideal place for a capital. It allowed military forces to travel easily into the troublesome eastern regions of Bengal and was perfectly placed for the development of trade.</li> <li>• Suburbs were built to house the growing number of civil servants and administrative officials, and banks set up to finance trading operations. There was a commercial centre for traders and even an area for Hindu scribes, who became more and more important as trade and commerce grew.</li> <li>• The most important trade was muslin. These fine cotton cloths were produced in villages, brought to Dhaka and then sold at high prices.</li> <li>• The appointment of subahdars was an important part of Islam Khan's administration. The powers of a subahdar were laid down in great detail and defined by the Emperor on his appointment. Subahdars were responsible for the government and defence of the province. Usually they were appointed for just two to three years to avoid them gaining a permanent foothold in the province.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• When given the task of capturing Bengal, Islam Khan drew up a plan of action with experienced tacticians in the Mughal army. He quickly realised that the Afghans and Bara-Bhuiyans were the main obstacles to victory.</li> <li>• He adopted clever tactics. He refused to allow defeated rulers to return home, to prevent them going back on their promises, and he used Dhaka as a centre for attacks.</li> <li>• Islam Khan prepared a naval force because he knew that it would be effective in the low-lying areas. So, he reorganised and strengthened the navy.</li> </ul>

		<ul style="list-style-type: none"> <li>As he gained territories, he centralised the administrative system, which made it easier for him to hold on to those conquests until the whole of Bengal was conquered.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>Interpretation of information is good with some analysis of issues. (AO3)</li> <li>A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> </ul>



	<ul style="list-style-type: none"> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>	
Question number	Answer	Mark
<b>4a</b>	<p><b>Identify the year that the Indian National Congress was formed.</b></p> <p>AO1 (1 mark)</p> <p><b>A 1885</b></p> <p>1886, 1887 and 1888 were not the year that the Indian National Congress was formed</p>	<b>1</b>

Question number	Answer	Mark
<b>4b</b>	<p><b>State two terms of the India Act of 1784.</b></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"> <li>• six Privy Counsellors (1) including a Secretary of State (1) and the Chancellor of the Exchequer (1) to be appointed "Commissioners for the Affairs of India" (1)</li> <li>• the position of Governor General (1) became a royal appointment (1)</li> <li>• Lord Cornwallis was the person appointed to this position (1) in 1786 (1)</li> <li>• A Board of Control replaced the East India Company's Board of Directors (1)</li> <li>• The East India Company was changed from a trading concern to a sovereign body (1) in which the Crown had direct control of Bengal in the first instance (1)</li> <li>• A regular police system was developed (1) to help in the administering of justice (1) and maintaining law and order (1)</li> </ul> <p>Accept any other valid point</p>	<b>2</b>



Question number	Indicative content	
<b>4c</b>	<p data-bbox="424 271 1299 304"><b>Explain how Hindus opposed the partition of Bengal.</b></p> <p data-bbox="735 342 1190 376">AO1 (3 marks)/AO2 (3 marks)</p> <p data-bbox="424 414 1500 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="424 555 730 589"><b>Indicative content</b></p> <ul data-bbox="424 595 1477 1160" style="list-style-type: none"> <li>• Hindus believed that the British had divided Bengal as part of their 'divide and rule' policy. Partition aroused fury among Hindus and proclaimed 16 October 1905 as a day of mourning. Hundreds of protest meetings and many petitions were sent to the government.</li> <li>• Violence became a feature of Hindu protests and there was an assassination attempt upon the future Viceroy, Lord Minto</li> <li>• Hindus boycotted British goods and instead of buying British salt, cloth or any other manufactured product they vowed only to buy Indian produced goods</li> <li>• Hindus started the Swadeshi Movement during which British cloth was thrown on bonfires and it became a matter of honour to wear locally produced goods.</li> <li>• Indian workers especially in Calcutta began a series of strikes to show their opposition. Soon the sale of British goods dropped dramatically</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul data-bbox="576 1292 1493 1453" style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul data-bbox="576 1460 1500 1621" style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul data-bbox="576 1628 1493 1787" style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
4d	<p><b>'The military strength of the British was the main reason why the War of Independence failed.'</b></p> <p><b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>British diplomacy</b></li> <li>• <b>the ruler of Kashmir.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• The British had more modern methods of fighting, were experienced in warfare and highly trained fighters. Its army was well disciplined and supplied by some of the local rulers.</li> <li>• The British were also skilled diplomats so they were able to keep other areas of India under their control.</li> <li>• The ruler of Kashmir sent 2000 troops to help the British win the war. His position was closely tied to the continuation of British rule.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• There was a lack of leadership among the Indians, with no single leader. Most Indian princes did not want to see imperial power restored and some Indian princes were only interested in restoring their own powers and this often depended upon the support of the British.</li> <li>• Although there were a series of uprisings against the British, the Indians lacked coordination and strength in depth so the British were able to overcome them.</li> <li>• Although there was a common cause (resentment of the British) amongst the Indian population they did not join together to resist.</li> <li>• Muslims were more likely to oppose the British in the war as they were keen for Bahadur Shah to regain his powers. Sikhs and Hindus were less prepared to support the cause.</li> <li>• The Punjab was uninterested in helping the rebellion and actually sent men and supplies to help the British.</li> </ul>

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

		<ul style="list-style-type: none"> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Question number	Answer	Mark
<b>5a</b>	<p><b>Identify the year the Rowlatt Act was introduced.</b></p> <p>AO1 (1 mark)</p> <p>B 1919</p> <p>1918, 1920 and 1921 were not the year of the Rowlatt Act.</p>	<b>1</b>

Question number	Answer	Mark
<b>5b</b>	<p><b>State two reasons why the Cripps Mission failed in 1942.</b></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"> <li>• The Muslims rejected the plan because the British would not agree to Partition (1)</li> <li>• The Congress Party rejected the plan, as they wanted immediate and full control over India's affairs (1)</li> <li>• The British were also negotiating from a weak position because of the War, which the Congress Party recognised. (1) They felt that the British couldn't deliver their promises and didn't trust them. (1)</li> <li>• Congress knew the British were desperate to come up with a solution for India after the War had ended (1) and felt they could exploit this (1) and so demanded Britain leave the subcontinent immediately. (1)</li> </ul> <p>Accept any other valid point</p>	<b>2</b>

Question number	Indicative content	
<b>5c</b>	<p data-bbox="424 271 1337 304"><b>Explain why the three Round Table Conferences failed.</b></p> <p data-bbox="735 342 1190 376">AO1 (3 marks)/AO2 (3 marks)</p> <p data-bbox="424 414 1505 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="424 555 735 589"><b>Indicative content</b></p> <p data-bbox="435 627 488 660">1st</p> <ul data-bbox="424 663 1437 835" style="list-style-type: none"> <li>• Congress boycotted the talks and without them representing the majority of Indians progress couldn't be made</li> <li>• There was deadlock on a federal system and the Minorities subcommittee couldn't reach a conclusion. Thus progress was limited.</li> </ul> <p data-bbox="435 837 496 871">2nd</p> <ul data-bbox="424 873 1465 1016" style="list-style-type: none"> <li>• Gandhi was stubborn taking a hard line in the talks and refused to recognise the problems of the minorities.</li> <li>• He advanced the argument that he spoke for all Indians to which Jinnah disagreed. Thus progress was limited.</li> </ul> <p data-bbox="424 1019 480 1052">3rd</p> <ul data-bbox="424 1055 1461 1373" style="list-style-type: none"> <li>• Congress was absent again as Gandhi and Nehru had been imprisoned due to the renewal of the non-cooperation movement. Thus Congress boycotted the talks.</li> <li>• Not only did Congress boycott the talks but so did the princes and Jinnah.</li> <li>• Jinnah had gone into voluntary exile because he was disillusioned with the lack of progress being made although he wasn't even invited. Thus little progress was made and the meeting broke up with nothing of importance agreed.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul data-bbox="577 1500 1505 1659" style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul data-bbox="577 1666 1461 1814" style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul data-bbox="577 1841 1493 2000" style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>





Question number	Indicative content
5d	<p><b>'The Chauri Chaura incident was the main reason why the Khilafat Movement failed.'</b></p> <p><b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>Gandhi</b></li> <li>• <b>imprisonment of leaders.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Chauri Chaura was a village in the United Province where trouble started between the police and a mob. Gandhi decided that the Swaraj Movement was becoming too violent and so called off his support. This meant that Muslims were left alone to continue the work of the Movement.</li> <li>• Gandhi had seen an opportunity for self-rule by joining the Movement and the involvement of the Hindus was welcomed by many Muslims. However by joining with the Hindus the objectives of the Movement were made less clear since the Hindus and Gandhi especially, were using it to advance their own interests and didn't have the interests of the Muslims at heart.</li> <li>• The Ali brothers and other leaders were imprisoned in 1921. By the end of that year there were some 30000 political prisoners. Without guidance from their leaders the masses had no direction and so the Movement inevitably declined</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• In 1920 the Muslim migration (hijrat) to Afghanistan took place. The Muslim League opposed this as they wanted them to stay and fight for their cause. By going to Afghanistan the Movement would be split.</li> <li>• The migration did not succeed. The Afghan government was hostile to the migrants who on their return found their homes and jobs occupied which dispirited the Muslims and became less interested in supporting the Movement as they had to try and get their life back in order.</li> <li>• In 1921 there was an uprising by the Moplahs against the British and their Hindu landlords. Some 10000 Moplahs set the police station on fire at Tirur. The British sent troops there and some 4000 Moplahs were killed. Their action divided Hindus and Muslims and put in doubt their cooperation in the Khilafat Movement. Further riots strengthened this view.</li> </ul>

		<ul style="list-style-type: none"> <li>Finally, the new Turkish government under Kemal Ataturk abolished the institution of the caliphate in 1924 so ending the Movement as there was nothing left to fight for.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>Interpretation of information is good with some analysis of issues. (AO3)</li> <li>A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> </ul>

		<ul style="list-style-type: none"> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Question number	Answer	Mark
<b>6a</b>	<p><b>Identify the year that Ekushey took place.</b> AO1 (1 mark)</p> <p>D 1952</p> <p>1949, 1950 and 1951 were not the year when Ekushey took place.</p>	<b>1</b>

Question number	Answer	Mark
<b>6b</b>	<p><b>State two ways that Bangladesh has been successful in its relationship with the Organisation of Islamic Cooperation (OIC).</b> 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"> <li>• Funding to set up the Bangladesh Islamic Solidarity Education Waqf (1)</li> <li>• the Islamic Development Bank (IDB) provided funding (1) to set up some 65 projects (1) and provide technical assistance for other programmes (1) in Bangladesh</li> <li>• The quality seeds promotion project was set up (1) to give support to three programmes in Bangladesh aimed at supporting food production (1). These are the Bangladesh Rice Research Institute (1), Bangladesh Agricultural Research Institute (1), and Bangladesh Agricultural Development Corporation (1)</li> <li>• the Islamic Development Bank provided funding for the construction of 700 schools/cyclone shelter centres (1) and emergency relief material (1)</li> </ul> <p>Accept any other valid point</p>	<b>1</b>



Question number	Indicative content	
<b>6c</b>	<p><b>Explain why architecture is an important aspect of Bangladesh’s cultural history.</b></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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Architecture represents a picture of life in ancient Bengal</li> <li>• Conquerors built mosques to arrange for praying and to gain popularity</li> <li>• Architecture had a distinctive style and demonstrated independence of thought from external influences</li> <li>• In the Mughal period many buildings were designed to reflect the work and wealth of the Emperors</li> <li>• Hiuen Tsang and Sudhyakara Nandi were two writers who wrote about architecture in Bengal.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
6d	<p><b>'Begum Khaleda Zia was more successful as Prime Minister than Sheikh Hasina Wazed in the 1990s.'</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>Begum Khaleda Zia's education reform</b></li> <li>• <b>Sheikh Hasina Wazed and women's rights.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <p><b>Begum Khaleda Zia</b></p> <ul style="list-style-type: none"> <li>• The government set up a National University and an Open University. Private universities and medical colleges were allowed to support the country's higher education sector.</li> <li>• A Primary and Mass Education Division was created to make the country's population literate within the shortest possible time and funding was made available to support this. Primary education was made compulsory throughout the country from 1 July 1993.</li> <li>• The Khaleda government also introduced the 'Food for Education' programme in 1993 to promote education among the poorer segments of the population.</li> <li>• Secondary education for girls was made free in the rural areas and a stipend programme was introduced for the secondary level female students throughout the country.</li> <li>• A new industrial policy was announced in 1991, which enabled private foreign investments and rapid expansion of the private sector.</li> <li>• The government actively promoted the development of livestock sector, which led to the establishment of many poultry and dairy farms throughout the country. The canal-digging programme was reintroduced during this period to help agricultural production and reduce floods.</li> <li>• Steps were taken to develop the country's communication network. These included construction of bridges on the Dhaka-Chittagong Highway for uninterrupted road communication between Dhaka and Chittagong, construction of a modern railway station in Chittagong and the upgrade of Chittagong Airport into an international one.</li> </ul>

- Bangladesh's international image was greatly boosted by the holding of the Seventh SAARC Summit in Dhaka in April 1993, where Prime Minister Khaleda Zia was elected chairperson of the regional forum.

**Relevant points to counter the statement may include:**

**Sheikh Hasina Wazed**

- The National Policy for Women's Advancement sought to ensure equality of men and women in all spheres of national life by improving women's rights.
- This was done by ensuring their security and empowerment and providing education to produce a skilled female workforce. Also it attempted to eliminate discrimination and repression against women.
- Women were also elected to three reserved seats in all unions during the local government elections in December 1997.
- The Hasina government also approved a National Plan of Action for Children in 1999 to ensure their rights and sound upbringing.
- The Ganges Water Sharing Treaty with India and the Chittagong Hill Tracts (CHT) Peace Accord with the Parbatya Chattagram Jana-Samhati Samiti (PCJSS) were signed by the Hasina government in 1996 and 1997. These created an environment of peace and development in Bangladesh. The award of UNESCO Peace Prize to Sheikh Hasina was an international recognition to her outstanding success in bringing peace to the hills.
- The completion of the construction of Bangabandhu Bridge over the river Jamuna during her tenure was a milestone in the development of infrastructure in this region.
- After gaining office in 1996, Sheikh Hasina's government reformed different sectors of the economy. Economic growth rate and the rate of inflation were kept stable and thus the Hasina government maintained economic stability.
- Her government drew up poverty reduction policies and strategies along with programmes based on providing credit and training to unemployed young people and women. Population living below the poverty line also went down to 44 percent from 48 percent in 1996.
- Due to pro-peasant programmes focused on the agriculture sector, Bangladesh achieved self-sufficiency in food-grain production by the year 2000. Food-grain production rose from 19 million tons in 1995-96 to 26.5 million in 2000-2001.
- Sheikh Hasina's government attempted to put in place a social safety net for the disadvantaged sections of the population. An allowance scheme for the elderly from 1997-98, under which over 400,000 elderly people were given monthly allowances.
- Sheikh Hasina opened up the telecommunication sector to private investors during 1996-97. Four private companies were awarded licences for providing mobile telephone services to people. Prices began to fall and the availability of such services became widespread throughout the country.
- The Hasina government adopted a New Industrial Policy (NIP) in

		1999 to strengthen the private sector and attract foreign investment. It encouraged the setting up of small, cottage and labour-intensive industries and industries based on local raw materials. The NIP opened up all sectors for private and foreign investments and allowed foreign investors to own up to 100 percent equity share without prior approval of the government.
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> </ul>



		<ul style="list-style-type: none"><li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li><li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li><li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li></ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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