BANGLADESH STUDIES	7094/01
Paper 1 History and Culture of Bangladesh	**May/June 2025**
MARK SCHEME	
Maximum Mark: 75	

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **32** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question. (However, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
✔	Correct point
✖	Incorrect point
L3	Level 3
L2	Level 2
L1	Level 1
Highlight	Creditworthy part of an extended response
DEV	Developed point
EVAL	Evaluation
NAQ	Material that does not answer the question
SEEN	Indicates that a response or a blank page has been noted, but no credit has been given.

Table A AO2 Analysis, evaluation and decision-making

Candidates should be able to:

- analyse and explain historical factors using supporting evidence.

Use this table to give marks for each candidate response for part **(b)(ii)** questions.

Level	Description	Marks
Level 3	**Analysis and explanation of more than one factor** • Fully answers the question. • Explains more than one factor/side of the question with supporting evidence. • Analyses at least one factor with detailed and relevant supporting evidence.	5–6
Level 2	**Analysis and explanation of one factor** • Partially answers the question. • Explains one factor/side of the question with supporting evidence. • Partial analysis of one factor with some relevant supporting evidence.	3–4
Level 1	**Description with unsupported assertion** • Description relevant to the topic but does not make reference to the question. • Limited or no analysis present.	1–2
Level 0	No creditable response.	0

Table B AO3 Change and continuity

Candidates should be able to:
- explain change and continuity within past periods using supporting evidence
- evaluate the extent of change and continuity within past periods using supporting evidence.

Use this table to give marks for each candidate response for part **(c)(ii)** questions.

Level	Description	Marks
Level 3	**Evaluates and explains change <u>and</u> continuity** • Fully answers the question. • Explains what has changed **and** what has remained the same using relevant supporting evidence. • Evaluates what has changed **and/or** what has remained the same within the period with relevant supporting evidence to address the extent of change.	5–6
Level 2	**Explains change <u>or</u> continuity** • Partially answers the question. • Explains what has changed **or** what has remained the same with supporting evidence. • Attempts to evaluate what has changed **or** remained the same within the period with some relevant supporting evidence to partially address the extent of change.	3–4
Level 1	**Description with unsupported assertion** • Description relevant to the topic but does not make reference to the question. • Limited or no attempt to evaluate what has changed **or** remained the same within the period.	1–2
Level 0	No creditable response.	0

Question	Answer	Marks	Guidance
1(a)(i)	**Identify the year of the Battle of Plassey.** **B** 1757	1	
1(a)(ii)	**Name the Nawab of Bengal at the time of the Battle of Plassey.** **D** Siraj-ud-Daulah	1	
1(a)(iii)	**Identify the <u>two</u> foreign forces which fought at the Battle of Plassey.** Award one mark for each valid point up to a maximum of two marks. • the French • the British (East India Company)	2	
1(a)(iv)	**Describe <u>one</u> key resource that made Bengal attractive to Europeans.** • the prospect of buying spices • fine cottons and muslins • indigo dye • saltpetre • silk • tea • jute Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
1(a)(v)	**Describe how the 1784 India Act changed the way the subcontinent was ruled.** • EIC land became a British possession in India • dual control / direct control – EIC and the government under a Secretary of State • a Governor General appointed by London • a six-member Board to manage political activity • a Court of Directors to manage financial and commercial activity Accept any other valid points.	3	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks.
1(b)(i)	**Describe <u>one</u> architectural feature of mosques built during the fifteenth and sixteenth centuries.** • arches • domes • gilding • decoration on the outside and the inside • stone cutting Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
1(b)(ii)	**Examine how architecture was developed in the subcontinent by Mughal rulers.** Answers may include some of the following ideas, but all valid material must be credited. • The importance of trade led to caravanserai being built to host traders and travellers. To begin with, these were simple but secure, but later they were entered through tall columns or decorated gateways. • Katra (rooms for guests) were added to mosques. • Demonstration of central control – about showing power: under Shah Jehan a Mughal style was developed, of sandstone and formal columns. • A central team of architects was responsible for the consistency. • Investment in religion was a statement to the world. • The use of marble and patterned stonework spoke of the wealth of the Mughals, while bulbous domes and polished stone spoke of the value they gave to the arts. Floral designs and inscriptions were usually seen. • Monuments to the dead/mausoleums were large and decorated.	6	Use Table A to mark candidate responses to this question.

Question	Answer	Marks	Guidance
1(b)(ii)	• Used as protection – a warning to those intent on doing harm. City gates were huge and imposing/ columned. **Level 3 [5–6 marks]** e.g. Mughals wanted buildings to show their power, so large city gates with columns were built. Mughals wanted trade to be encouraged, so they built rooms where visitors could stay in mosques. **Level 2 [3–4 marks]** e.g. They built forts and mausoleums, katra (mosques with guest rooms), city gates and columns. **Level 1 [1–2 marks]** e.g. Aurangzeb was a Mughal ruler.		
1(c)(i)	**Identify <u>two</u> early battles in Bakhtiyar Khilji's conquest of Bengal.** Award one mark for each valid point up to a maximum of two marks. • Gaur for the Delhi Sultanate • Naw(b)adwap about Narlanda • Rangpur for Bengal / Laknauti / Gaur • Tukaroi / Bengal • Tibet Campaign, Nadia Accept any other valid points.	2	

Question	Answer	Marks	Guidance
1(c)(ii)	**How far did rule over Bengal change between 1204 and 1784?** Answers may include some of the following ideas, but all valid material must be credited. **Continuity:** • Bengal was never in control of its own government: rule by the Sultans, the Mughals and the British. • Local people were not involved in decision-making: the monarchy of the Sultans, the mansabdars of the Mughals, the Viceroy. Evaluation: e.g. The significance of how none of the above were ruling at the will of the people. Rule did not touch most people's lives. Most remained unchanged until British rule was established. **Change:** • There were different systems of administration / leaders and what they did. • The landowner–worker relationship changed under the British; zamindars. • Different cultures ruled differently – religion was more important early in the age; trade and taxation became important under the British. Evaluation: e.g. The significance of how opposition movements only grew against the British.	6	Use Table B to mark candidate responses to this question. **N.B.** The Sultanate and Mughals eras were dominated by Sunni Muslims.

Question	Answer	Marks	Guidance
1(c)(ii)	British rule leading to self-rule. **Level 3 [5–6 marks]** Change: e.g. Different cultures were imposed by conquest different systems / titles / structures of government. AND Continuity: e.g. All the different government forms were imposed by conquest; local people were not involved in decision-making. Evaluation: e.g. Overall, to most people, life would have gone on as normal, uninterrupted by the political changes around them. **Level 2 [3–4 marks]** Change: e.g. Different cultures were imposed by conquest; different systems / titles / structures of government. OR Continuity: e.g. All the different government forms were imposed by conquest; local people were not involved in decision-making. **Level 1 [1–2 marks]** e.g. The Mughals took control.		

Question	Answer	Marks	Guidance
2(a)(i)	**Identify the year of the first Partition of Bengal.** **C** 1905	1	
2(a)(ii)	**Identify <u>one</u> reason why the Muslim population was happy about the Partition of Bengal.** **C** it was an opportunity to work with the British.	1	
2(a)(iii)	**State <u>two</u> of the aims of the Indian National Congress in 1883.** Award one mark for each valid point up to a maximum of two marks. • to represent all communities in the Subcontinent • to be loyal to Queen Victoria • to educate people in Britain and India • to influence law making Accept any other valid points.	2	**N.B.** <u>Not</u> about power for Hindus.
2(a)(iv)	**Describe <u>one</u> reason why Britain was pleased with the formation of the Indian National Congress.** • to defuse tensions between Hindus and the Muslim community • to allow the British to hear what the people wanted • to help the Muslim community to be politically organised Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
2(a)(v)	**Describe the contribution of Bal Gangadhar Tilak of Poona in Hindu-British relations.** • He wanted change – and fast – putting pressure on the British. • He wanted freedom from British rule for the subcontinent and gained followers. • He challenged the British publicly in news articles. • He was an activist, and the British saw him as a troublemaker. • He caused so much unrest that he was imprisoned 1897 by the British. Accept any other valid points.	3	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks.
2(b)(i)	**Describe <u>one</u> feature of Sir Syed Ahmad Khan's Two Nations Theory.** • He argued that Muslims and Hindus were different by religion, culture, language and traditions. • They were unable to live and work peacefully together without constant conflict. Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
2(b)(ii)	**Explore the ways in which Sir Syed Ahmad Khan tried to improve Muslim-British relations.** Answers may include some of the following ideas, but all valid material must be credited. • Removing distrust between the Muslim community and the British by encouraging Muslims to accept British-style education for their children, e.g. the Mohammedan Anglo-Oriental College at Aligarh. • Travelling to England to learn from the British about their system of higher education. • Removing distrust of the Muslim community by the British – wrote explanations of how the Independence Struggle was not only the fault of Muslims, e.g. The Causes of the Indian Revolt. • Removing distrust of the British by the Muslim community – explained that it was not a sin to eat with the British. • Wrote books for Muslims to show that they were not enemies, e.g. considering similarities between Islam and Christianity.	6	Use Table A to mark candidate responses to this question.

Question	Answer	Marks	Guidance
2(b)(ii)	**Level 3 [5–6 marks]** e.g. He tried to remove the distrust that existed between the two communities by encouraging Muslims to accept British-style education, so that they could work together. He travelled to England to explore the British way of life and education to try to remove the differences between the two communities. He wrote books for the British to explain that the Independence Struggle was not caused by the Muslim community, and that many Muslims had remained loyal to the British. He wrote books for the Muslims to show them that the British were not their enemies. **Level 2 [3–4 marks]** e.g. He stressed the need for education for Muslims along British lines and travelled to England to learn about British education. **Level 1 [1–2 marks]** e.g. Sir Syed Ahmad Khan was ahead of his time.		

Question	Answer	Marks	Guidance
2(c)(i)	**Give <u>two</u> reasons why the All-India Muslim League was established.** Award one mark for each valid point up to a maximum of two marks. • to enable Muslims to speak to the British about their issues • to represent Muslims politically in councils and elections • to protect their religion against extremists (Arya Samaj) • to protect Urdu • Congress was not representing their views. Accept any other valid points.	2	**N.B.** Increased political power for Muslims.

Question	Answer	Marks	Guidance
2(c)(ii)	**To what extent did Hindu-Muslim relations improve between 1784 and 1911?** Answers may include some of the following ideas, but all valid material must be credited. **Continuity:** • The lack of clear boundaries between areas of majority Hindu and majority Muslim were unclear, and, while mostly work continued, there were occasional flareups. • In 1885 the Indian National Congress was formed to represent all the communities of the subcontinent in their relations with the British. Evaluation: e.g. For most people, most of the time relations were not an issue in most of the country. **Change:** • In 1857 the Independence Struggle saw Hindus and Muslims fighting together against the British at times. • The Partition of Bengal in 1905 proved to the Muslim community that the Indian National Congress did not speak for their needs. • The All-India Muslim League was founded in 1906 to give the Muslim community their own political voice. • Post-Independence Struggle, the British seemed to favour the Hindu community at the expense of the Muslim community. Evaluation: Significance, e.g. the British were accused of 'divide and conquer'.	6	Use Table B to mark candidate responses to this question. **Note:** <u>Not</u> Lucknow, Lahore, etc., so not Tilak, Jinnah.

Question	Answer	Marks	Guidance
2(c)(ii)	**Level 3 [5–6 marks]** Change (improved): e.g. The Indian National Congress was established to represent all communities. The 1905 Partition had given Muslims political and religious freedom. AND Continuity (did not improve): e.g. The Hindu challenge to the Partition of Bengal was so fierce that Partition was overturned and the status quo returned. The Muslims had to establish All-India Muslim League to speak for them as Congress spoke only for Hindus. Evaluation: e.g. For a while, there was a chance that relations between the two groups could improve, during the years of Partition. However, Congress was unable to accept the loss of power and so the opportunity was lost. **Level 2 [3–4 marks]** Change: e.g. The Indian National Congress was established to represent all communities. The 1905 Partition had given Muslims political and religious freedom. OR Continuity: e.g. The Hindu challenge to the Partition of Bengal was so fierce that the Partition was overturned and the status quo returned. The Muslims had to establish the All-India Muslim League to speak for them as Congress didn't. **Level 1 [1–2 marks]** e.g. In 1911 the Partition of Bengal was reversed.		

Question	Answer	Marks	Guidance
3(a)(i)	**Identify the year when East Bengal was hit by the 'deadliest tropical cyclone ever recorded'.** **D** 1970	1	
3(a)(ii)	**State the name given to this cyclone.** **A** Bhola	1	
3(a)(iii)	**State <u>two</u> ways Pakistan gave support to East Pakistan at the time of this cyclone.** Award one mark for each valid point up to a maximum of two marks. • two planes and a crop sprayer were sent to distribute aid • less aid than sent by the international community • sent food and clean water • rescued people • agreed to postpone elections so as not to limit the Awami League's involvement • lacking co-ordination • said the seriousness of the cyclone had been overstated, so less support was needed Accept any other valid points.	2	

Question	Answer	Marks	Guidance
3(a)(iv)	**Describe how decisions about the choice of Urdu as the state language caused dissatisfaction in East Pakistan.** • Jinnah stated that only Urdu should be the language of Pakistan. • East Pakistan wanted Bangla as their national language. • No consideration was given to the possibility of having two state languages. Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.
3(a)(v)	**Describe how management of the jute industry caused East Pakistan to be dissatisfied with the central government.** • The heavy work – planning, tending, growing, cutting and preparing – was all done in East Pakistan for very little money. • West Pakistan sold the jute internationally. • West Pakistan kept the vast majority of the profits for the people of West Pakistan. • East Pakistan was less developed than West Pakistan in terms of infrastructure. Accept any other valid points.	3	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks.

Question	Answer	Marks	Guidance
3(b)(i)	**Describe <u>one</u> argument that was made in favour of keeping Bengal undivided in 1947.** • It was big enough to be economically viable. • With Assam attached, it could have been a country for the Muslim communities. • The 1940 Lahore Resolution had hinted at it. Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
3(b)(ii)	**Analyse the reasons for the division of Bengal in 1947.** Answers may include some of the following ideas, but all valid material must be credited. • Disagreements: there were squabbles within the Muslim community about what to do. As even the Muslim League could not state a preference, the British decided. • Urgency: there was too much violence to keep the situation open. A decision had to be made quickly. • One decisive argument: the provincial Congress Committee in Bengal decided in favour of partition, so no more arguments were listened to. • It seemed sensible that Hindu Bengal should stay in India. Level 3 **[5–6 marks]** e.g. There were too many suggestions involving keeping it together. There were squabbles within the Muslim community about what to do, with even the Muslim League not stating one preference, so the British decided. There was too much violence to keep discussions going, so the pressure to keep Bengal united was lost. The Provincial Congress Committee in Bengal declared in favour of partition, so any argument was lost.	6	Use Table A to mark candidate responses to this question. **N.B.** Not the 1905/Curzon division

Question	Answer	Marks	Guidance
3(b)(ii)	There was political and understandable pressure that Hindu Bengal should stay with India. **Level 2 [3–4 marks]** e.g. There were too many suggestions involving keeping it together. There were squabbles within the Muslim community about what to do, even the Muslim League not stating one preference. **Level 1 [1–2 marks]** e.g. The British decided on how the subcontinent would be divided in 1947.		
3(c)(i)	**Identify two ways farmers in Bengal prepared for famine.** Award one mark for each valid point up to a maximum of two marks. • saving during years of plenty • organising distribution to towns and cities • growing a range of crops so that not all would be affected Accept any other valid points.	2	

Question	Answer	Marks	Guidance
3(c)(ii)	**How far did approaches to art and literature show change between 1911 and 1971?** Answers may include some of the following ideas, but all valid material must be credited. **Continuity:** • Rabindranath Tagore and Begum Rokeya were poets and novelists, but also carried out works of social good, e.g. Tagore set up a university, and set up Rokeya a girls school and an organization to make women aware of their rights – Anjuman-e-Khawatin-e-Islam. • Artists were politically aware and active – Tagore rejected his knighthood because of British behaviour at Amritsar, while Rokeya wrote about emancipation. • There was mostly a focus on nature, e.g. painter Zainul Abedin and the poet Tagore. Evaluation: e.g. The significance of their focus on informing and supporting. **Change:** • Kazi Nazrul Islam: revolutionary poet and journalist after WWI. • He edited Nabajug evening daily paper and set up Langal to give voice to opposition. He was imprisoned for his work. • There was a growing focus on drawing – Zainul Abedin, who trained in London, was known as the great master of the arts.	6	Use Table B to mark candidate responses to this question.

Question	Answer	Marks	Guidance
3(c)(ii)	Evaluation: e.g. The significance of Kazi Nazrul Islam is the attention he gained from the British, or the leadership he offered to opponents of the British. Level 3 **[5–6 marks]** Continuity: e.g. about life, work. Aim to inform, to reflect what is happening AND Change: e.g. Political life became increasingly the focus, as was sending political messages. Zainul Abedin and his pictures of the Bengal famine, started by being about British rule and ended by being about rule from Pakistan. Evaluation: e.g. Although some of the subjects of arts and literature remained the same, overall this period showed change, as the work of Kazi Nazrul Islam was effective in gaining the attention of the British. Level 2 **[3–4 marks]** Continuity: e.g. about life, work. Aim to inform, to reflect what is happening OR Change: e.g. Art and literature began to send political messages. Zainul Abedin and his pictures of the Bengal famine, started by being about British rule and ended by being about rule from Pakistan. Level 1 **[1–2 marks]** e.g. Journalism was an important form of literature.		

Question	Answer	Marks	Guidance
4(a)(i)	**Identify the date when International Mother Language Day is celebrated.** **A** 21 February	1	
4(a)(ii)	**Identify the location of the original Shaheed Minar.** **B** Dhaka	1	
4(a)(iii)	**Identify <u>two</u> purposes of the Shaheed Minar** Award one mark for each valid point up to a maximum of two marks. • to remember those who gave their lives in the War of Liberation • to remember that lives were lost as part of the Language Movement • to remember that their language is the reason for the formation of Bangladesh Accept any other valid points.	2	
4(a)(iv)	**Describe <u>one</u> reason why there were law and order issues in Bangladesh between 1971–75.** • post-war issues: a dissatisfied population due to hunger, lack of housing, and shortage of medical resources to meet the needs of a population with many refugees • lack of a force to ensure law and order • inability of the government to foster national unity quickly Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
4(a)(v)	**Describe the impact of the system of government in the period 1991–96 on the involvement of the people of Bangladesh in politics.** • In national decision-making / elections each individual had less participation. • In local government, Thanes meant that individual participation increased. • Women could vote in local elections. • Voting for local mayor. Accept any other valid points.	3	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks.
4(b)(i)	**Describe the role of Bangladesh in the United Nations since 1991.** • Peacekeeping, including flying helicopters and transporting soldiers over uneven terrain. • Giving aid, e.g. women in the Democratic Republic of the Congo. Accept any other valid points.	2	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
4(b)(ii)	**Examine the effectiveness of relations between Bangladesh and India in the period 1991–96.** Answers may include some of the following ideas, but all valid material must be credited. • Support for Bangladesh: India–Bangladesh 1996 Water Sharing Treaty gave water to Bangladesh. • India provided food for Bangladesh at times of need: rice and cereal crops and animal food. • Political goodwill: the two countries worked together on counter-terrorism measures. • They developed bilateral trade deals to support each other. • International relations: India requested the international community to support Bangladesh following the 1990 cyclone. Level 3 **[5–6 marks]** e.g. 1996 Water Sharing Treaty shows awareness of the needs of Bangladesh. Food provision to limit shortages shows improving relations. Bilateral trade deals were for the good of each country. Overall, there was an improvement on the days of the Cold War / OIC. Level 2 **[3–4 marks]** e.g. 1996 Water Sharing Treaty Food shows awareness of the needs of Bangladesh. Overall, there was an improvement on the days of the Cold War / OIC. Level 1 **[1–2 marks]** e.g. Relations between India and Bangladesh improved.	6	Use Table A to mark candidate responses to this question.

Question	Answer	Marks	Guidance
4(c)(i)	**State <u>two</u> economic impacts of the 1971 War of Liberation.** Award one mark for each valid point up to a maximum of two marks. • damage to housing, causing people to be left homeless, and to agriculture and food supplies, leaving starvation in its wake • loss of lives / sickness caused a need for support that was hard to provide nationally • decrease in trade Accept any other valid points.	2	

Question	Answer	Marks	Guidance
4(c)(ii)	**To what extent was there economic development in Bangladesh in the period 1971–2001?** Answers may include some of the following ideas, but all valid material must be credited. **Continuity**: • Bangladesh remained an agro-based economy, remaining vulnerable to weather events. • Food shortages remained common. • Subsistence farming remained the norm for most of the population. Evaluation: e.g. The economy was still very reliant on agriculture, and so didn't change much during this period. **Change**: • Cities grew, as did ports, e.g. Kulna developed as an international port. • Digital telecom industries grew, bringing wealth to Bangladesh through trade. • Electricity became widely available. • The value of remittances grew, supporting both families and the government. • The youth largely left rural areas in search of a better life. Evaluation: e.g. Great efforts were made to include everyone in this economic development. Education for children and adults upskilled the population, and work in towns provided more opportunities.	6	Use Table B to mark candidate responses to this question.

Question	Answer	Marks	Guidance
4(c)(ii)	**Level 3 [5–6 marks]** Change: e.g. Cities grew, Khulna was developed as an international port. Digital telecom industries developed to bring wealth into Bangladesh. Electricity became widely available. Remittances grew, providing support for the government and people of Bangladesh. AND Continuity: e.g. The country was still mainly agro-based and the economy was therefore still vulnerable to weather events. Shortages of food were common, and many still lived in poverty. Evaluation: e.g. Great efforts were made to include all the population in economic developments. Education and work in towns helped the country's economic development. **Level 2 [3–4 marks]** Change: e.g. Digital telecom industries developed to bring wealth into Bangladesh Electricity became widely available. Remittances grew, providing support for the government and people of Bangladesh. Cities grew; Khulna was developed as an international port. OR Continuity: e.g. The country was still mainly agro-based and the economy was therefore still vulnerable to weather events. Shortages of food were common. Many still lived in poverty. **Level 1 [1–2 marks]** e.g. Since 2000 the economy has improved.		