

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Specimen for 2006

GCE O LEVEL

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 7094

BANGLADESH STUDIES
History and Culture of Bangladesh
PAPER 1



UNIVERSITY of CAMBRIDGE
International Examinations

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History and Culture of Bangladesh

This specimen marking scheme is neither exhaustive nor prescriptive. It is an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners award marks. It only provides notes and does not give detailed sample answers. It does not indicate the details of the discussions that take place at an Examiners' meeting before marking begins; it would be amended at this meeting prior to marking the candidates' scripts.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Introduction

The questions on Specimen Paper 1 divide into three distinct types:

- questions which are either correct (and score one mark) or are incorrect (and score zero). These can be found in Part **(a)** of each of the four questions on the paper.
- questions which require candidates to relate historical information without analysis. These will usually be found in Part **(b) (i)** of **questions 2 to 4** and will be marked on a 'one point = one mark basis'.
- questions where there is a hierarchy of correct responses, usually in Part **(b) of Question 1**, Part **(b) (ii) of Questions 2 to 4** and in all Part **(c)** questions. For such answers, a 'levels of response' mark scheme is used. The candidate's response is placed in a level **according to the best part of the answer** and the mark within that level is awarded according to the criteria set out in the mark scheme.

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The Culture and Heritage of Bangladesh

1 (a)

One mark is awarded for each correct answer

The correct answers are

- (i) Choice C
- (ii) Choice D
- (iii) Choice D
- (iv) Choice D
- (v) Choice C

(b) Level One: Answers which give a generalised comment about the importance of songs, but do not give examples. 1-2 marks

Reserve one mark for very simplistic statements.

Level Two: Answers which describe songs but make no comment on their importance. 3-5 marks

Marks within the level should be based upon the amount of supporting detail provided.

Level Three: Answers which use their knowledge of songs to show their importance. 5-8 marks

Marks within the level should be based upon the number of evaluative comments made and the degree of support given to those comments.

(c) Level One: Answers which do no more than describe the work of the three exponents given in the question without considering its importance 1-6 marks

Up to three marks for each exponent. Therefore two detailed descriptions would score 6 marks.

Level Two: Answers which assess the importance of the work of the exponents given. 7-12 marks

Up to two marks for each example assessed. Therefore:

- One exponent assessed = 7/8 marks
- Two exponents assessed = 9/10 marks
- Three exponents assessed = 11/12 marks.

N.B. Assessment must be fully explained and supported to reach this level.

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The Mughal Period

2 (a) (i) Babur

(ii) Rajmahal

(iii) Aurangzeb

(vi) Rahim Khan

(v) Alinagar

(b) (i) One mark is awarded for each explained fact up to a maximum of five marks.

(ii) The following levels are used:

Level One: Answers which write about the designated topic with no explanation or list reasons rather than explain them 1-2 marks

Level Two: Answers which explain ONE reason 3-4 marks

Level Three: Answers which explain TWO OR MORE REASONS 4-5 marks

(c) Level One: Answers which do no more than describe the example(s) given in the question without considering their importance 1-5 marks

Up to two marks for each example to a maximum of 5 marks.

Level Two: Answers which assess the importance of the examples given. 5-10 marks

Up to two marks for each example assessed. Therefore:

One example assessed = 5-6 marks

Two examples assessed = 7-8 marks

Three examples assessed = 9-10 marks

N.B. Assessment must be fully explained and supported to reach this level. .

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The British Period

- 3 (a) (i)** Dhaka
- (ii)** 1916
- (iii)** Dyarchy
- (iv)** AK Fazlul Huq
- (v)** HS Suhrawardy
- (b) (i)** One mark is awarded for each explained fact up to a maximum of five marks
- (ii)** The following levels are used:
- Level One: Answers which write about the designated topic with no explanation or list reasons rather than explain them 1-2 marks
- Level Two: Answers which explain ONE reason 3-4 marks
- Level Three: Answers which explain TWO OR MORE REASONS 4-5 marks
- (c) Level One:** Answers which do no more than describe the example(s) given in the question without considering their importance 1-5 marks
- Up to two marks for each example to a maximum of 5 marks.
- Level Two:** Answers which assess the importance of the examples given. 5-10 marks
- Up to two marks for each example assessed. Therefore:
- One example assessed = 5-6 marks
Two examples assessed = 7-8 marks
Three examples assessed = 9-10 marks
- N.B. Assessment must be fully explained and supported to reach this level. .

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From Pakistan to Bangladesh

4 (a) (i) 14 August 1947

(ii) Liquat Ali Khan

(iii) Rawalpindi

(iv) Tikka

(v) Yahya Khan

(b) (i) One mark is awarded for each explained fact up to a maximum of five marks

(ii) The following levels are used:

Level One: Answers which write about the designated topic with no explanation or list reasons rather than explain them 1-2 marks

Level Two: Answers which explain ONE reason 3-4 marks

Level Three: Answers which explain TWO OR MORE REASONS 4-5 marks

(c) Level One: Answers which do no more than describe the example(s) given in the question without considering their importance 1-5 marks

Up to three marks for each example to a maximum of 5 marks.

Level Two: Answers which assess the importance of the examples given 5-10 marks

Up to three marks for each example assessed. Therefore:

One example assessed = 5-7 marks

Two examples assessed = 8-10 marks

N.B. Assessment must be fully explained and supported to reach this level.