

Mark Scheme (Results)

Summer 2013

International GCSE Bangladesh  
Studies (4BN0) Paper 01

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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.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
- 2 mark bands  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- 3 mark bands  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- 4 mark bands  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

Question Number		
1	<p>Why did Islam become the dominant religion in Bengal from the thirteenth to the fifteenth century?</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• Bakhtiar Khalji</li> <li>• Sufis</li> <li>• Hossain Shah.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving reasons e.g. BK invaded Bengal, Sufis were missionaries, HS Sultan
Level 2	7-12	Developed statements describing reasons e.g. details of the above
Level 3	13-17	Explanation of reasons e.g. under Sufis, Islam was a peaceful non-violent religion and prospered under the rule of BK and the Bengali sultans such as HS, many mosques were built and Bengal became a centre of Islamic learning etc.
Level 4	18-20	Sustained argument assessing reasons

Question Number		
2	<p>Why did the Mughal Empire find difficulty to gain control of all of Bengal in the late sixteenth and seventeenth centuries?</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• the rule of the Nawabs</li> <li>• the geography of East Bengal</li> <li>• revolts by zamindars.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons e.g. Nawabs became independent , EB was low-lying,zamindars revolted throughout the seventeenth century etc.
Level 2	7-12	Developed statements describing reasons e.g. details of the above
Level 3	13-17	Explanation of reasons e.g. Bengal remote and difficult to control, the geography of EB was used to elude Islam Khan but were defeated when he moved the capital to Dhaka, Mughal control faltered under the weaker Subahdars and was never absolute etc.
Level 4	18-20	Sustained argument assessing importance

Question Number		
3	<p>In what ways did Warren Hastings change British rule of Bengal?</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• finance</li> <li>• administration</li> <li>• justice.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of changes, e.g. new law courts, using traditional methods, tax-farming etc.
Level 2	7-12	Developed statements describing changes, e.g. details of the above
Level 3	13-17	Explanation of changes, e.g. Hastings was trying to follow the traditional policy of shared responsibility, the British would rule but in line with Bengali traditions etc.
Level 4	18-20	Sustained argument assessing the above

Question Number		
4		<p>Why did the demands for Indian independence grow in the years immediately following the First World War (1914-1918)?</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• the Montague-Chelmsford reforms, 1919</li> <li>• the Amritsar massacre, 1919</li> <li>• the Khilafat Non-Cooperation Movement, 1919-1924.</li> </ul>
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. MCR offered possibility of self-rule, AM was a shock, KNCM wanted preservation of Khilifa etc.
Level 2	7-12	Developed statements describing examples e.g. details of the above
Level 3	13-17	Explanation of reasons, e.g. MCR were popular but proved disappointing when they were published, AM seemed to show real aims of British, British didn't offer what Indians wanted – led to protests, influence of Gandhi, hijrat, Chauri-Chaura, Kamal Ataturk etc
Level 4	18-20	Sustained argument assessing importance

Question Number		
5	<p>Why did many people in East Bengal oppose the aims and policies of Jinnah in the years after Pakistan became independent in 1947?</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• the post of Governor-General</li> <li>• Urdu</li> <li>• the weakness of the Constituent Assembly.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. C-G gave him extra power, he wanted Urdu, he wanted Islam to be dominant, CA not allowed to work freely etc.
Level 2	7-12	Developed statements describing examples e.g. details of the above
Level 3	13-17	Explanation of reasons, e.g. C-G meant that Bengali majority in CA had little influence, Urdu would mean that Bengalis had little influence in government and admin, Bengal traditions had allowed freedom of worship, CA deliberately given few powers to prevent it reaching a democratic conclusion etc.
Level 4	18-20	Sustained argument assessing importance



Question Number		
6	<p>Why did relations between East and West Pakistan break down completely in the period March 1970 to March 1971?</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• the resignation of President Ayub Khan</li> <li>• cyclone damage, 12–13 November 1970</li> <li>• National Assembly elections, December 1970.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. resignation of AK brought YK to power, cyclone was very severe, elections gave AL a majority etc.
Level 2	7-12	Developed statements describing reasons e.g. details of above
Level 3	13-17	Explanation of reasons e.g. in EP events suggested that WP was not interested in helping tackle the problems caused by the cyclone, this led to a massive vote for the AL in December 1970, YK was seen as determined on military action, the refusal to allow SM to become PM signalled the determination f WP to retain power etc.
Level 4	18-20	Sustained argument assessing reasons

Question Number		
7	In what ways have: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• industry</li> <li>• and transport</li> </ul> developed in Bangladesh since 1975?	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving some developments, e.g. names types of agriculture, names industries, forms of transport etc.
Level 2	7-12	Developed statements describing developments e.g. details of the above
Level 3	13-17	Explanation of developments, e.g. development of agriculture e.g. subsidies helped to increase grain production, development of industry e.g. production of cheap goods for export to the west, efforts to solve transport difficulties etc.
Level 4	18-20	Sustained argument assessing importance

Question Number		
8	<p>Explain the importance of Begum Sufia Kamal to Bangla culture in the twentieth century.</p> <p>In addition to your own knowledge, you may also use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• writings</li> <li>• the media</li> <li>• social ideas.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. lists writings or achievements etc.
Level 2	7-12	Developed statements describing reasons e.g. details of above
Level 3	13-17	Explanation of reasons e.g. describes career and explains major impact, 'rebel poet', opposed British, championed Indian classical music, friend of Gandhi, championed women's rights etc.
Level 4	18-20	Sustained argument assessing developments.

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