



Pearson

## **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel International GCSE  
Bangladesh Studies (4BN0/01)

edexcel 

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

[www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices)

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at:

[www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 4BN0\_01\_1706\_MS

## 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>Explain the ways in which Bengal changed under the Pala dynasty.</p> <p>In addition to your own knowledge, you may use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• administration</li> <li>• art and architecture.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. Buddhism was supported, administration was improved, art and architecture flourished.
Level 2	5-9	Some attempt to describe reasons, e.g. Bangladesh became a centre for Buddhist studies, scholars travelled, administration stable, coinage, painting and literature developed.
Level 3	10-15	Limited range of explanation of reasons, e.g. coinage showed a developed regime, lists of officials with responsibilities, scholars travelled from many areas to study in Bangladesh, religious tolerance established, philosophical and medical texts written.
Level 4	16-20	Wider range of explanation of reasons, e.g. as Level 3 but emphasises Bangladesh was the centre of the Buddhist world and reached a high degree of sophistication, scholars came to study from all over the Buddhist world, tolerance for Hindus and Hindus used in administration, which was complex, roads, ferries water supply all supervised.

Question Number		
2	<p>Explain how Bengal developed under Shaista Khan in the seventeenth century.</p> <p>In addition to your own knowledge, you may use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• European traders</li> <li>• muslin</li> <li>• administration of Shah Shuja.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. European traders arrived from the early 17 <sup>th</sup> century, muslin was very popular, Shah Shuja in charge 1637-60.
Level 2	5-9	Some attempt to describe reasons, e.g. details of where European traders came from and their motives, muslin popularity and production, SS's work.
Level 3	10-15	Limited range of explanation of reasons, e.g. traders came to Dhaka as the centre of the waterways of Bengal, markets developed and attracted more business, this led to the development of banking services, muslin was world famous, produced domestically and sold in Dhaka, SS gave stability for more than 20 years.
Level 4	16-20	Wider range of explanation of reasons, e.g. as Level 3 but emphasises that Bengal emerged as an independent state after more than 100 years, most

		important factor was central position of Dhaka and proximity to muslin production, ease of access for traders, SS's policies and contribution to Bengal improvements in administration.
--	--	---

Question Number		
3		<p>Explain the importance of the following in the development of Bengal in the nineteenth century:</p> <ul style="list-style-type: none"> <li>• Bengal Renaissance</li> <li>• War of Independence 1857</li> <li>Indian National Congress.</li> </ul> <p>Explain your answer with reference to all three of the above.</p>
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. BR was an outburst of literature, WI had little effect on Bengal, INC first real Indian group.
Level 2	5-9	Some attempt to describe reasons, e.g. BR led to books, journals, poetry and plays in Bangla, WI- some local outbreaks of unrest but most stayed loyal to British, details of INC.
Level 3	10-15	Limited range of explanation of reasons, e.g. formalisation of Bangla led to further developments, teaching in schools, work of Tagore, enabled the Renaissance to develop, INC gave incentive for HR despite loyalty to British.

Level 4	16-20	Wider range of explanation of reasons as in Level 3, e.g. importance to development of Bangla, spread of further ideas and writings, WI failed due to common cause that Bengal demonstrated through loyalty to the British, INC focused minds of Hindus and led to development of ML as a result.
---------	-------	---

Question Number		
4		<p>Explain why Bengal was partitioned in 1947.</p> <p>In addition to your own knowledge, you may use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• Direct Action 1946</li> <li>• Lord Mountbatten</li> <li>• The Radcliffe Commission 1947.</li> </ul>
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. Direct Action caused violence in 1946, LM was the last viceroy who gave independence, RC divided India and Pakistan.
Level 2	5-9	Some attempt to describe reasons, e.g. Direct Action was Jinnah's attempt to put pressure on Nehru in

		August 1946 after Nehru refused to cooperate in the provisional government, LM was sent out to give independence as soon as possible, speeded up, RC was given 6 weeks to fix the dividing line, many people on the wrong side.
Level 3	10-15	Limited range of explanation of reasons, e.g. partition deprived Hindus of control of Bengal and created a dominant Muslim East Bengal, MMR designed to counter anger at partition failed because little was offered in terms of Indian participation, GoIA didn't offer what the Indians wanted – selfrule.
Level 4	16-20	Wider range of explanation of reasons, e.g. as Level 3 but emphasises communal violence after DA led LM to believe that partition was inevitable, he set an early date which gave the RC little time, it had to work quickly and did not have time for consultation.

Question Number		
5	<p>Explain the importance of the following political developments in Bengal in the years 1947 to 1962:</p> <ul style="list-style-type: none"> <li>• formation of the Awami League 1949</li> <li>• The United Front 1954</li> <li>• Basic Democracies 1959</li> </ul> <p>Explain your answer with reference to all three of the above.</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material



Level 1	1-4	Simple statements giving examples of importance, e.g. it was a union of parties opposed to West Pakistan, it was formed in support of the Language Movement, BD introduced by AK.
Level 2	5-9	Some attempt to describe importance, e.g. details of the above – protests of AL, break up of UF after 1954, description of BD
Level 3	10-15	Limited range of explanation of importance, e.g. AL protested against the undemocratic and possibly biased attitude of the Pakistan government, UF helped to win 1954 elections but soon broke up, BD included members of Union Councils who were given rights to elect members of provincial and national Assemblies and also gave AK vote of confidence as president of Pakistan.
Level 4	16-20	Wider range of explanation of importance, e.g. as Level 3 but emphasises the significance of the attitude towards the Pakistan government, details of 1954 election results and reasons for the break up of UF, BD and future developments.

Question Number	
6	Explain why Pakistani forces were unable to defeat Bangladeshi forces in the War of Liberation.

		In addition to your own knowledge, you may use the following to help in your answer: <ul style="list-style-type: none"> <li>• Pakistan army's tactics.</li> <li>• guerrilla warfare</li> <li>• Indian support for Bangladesh.</li> </ul>
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of importance, e.g. Pakistan relied on terror, guerrilla warfare very successful, Indian forces invaded in December 1971.
Level 2	5-9	Some attempt to describe importance, e.g. Operation Searchlight, forces too small for the operation, guerrillas operated in countryside, India offered refuge, base for refugees, military support.
Level 3	10-15	Limited range of explanation of importance, e.g. Pakistan forces lost support of moderates by genocide, cut off from their bases, difficulties of supply, mass support for resistance, guerrilla forces widely supported and well organised throughout Bangladesh, India provided moral support although reluctant to recognise at first, intervention decisive.
Level 4	16-20	Wider range of explanation of importance, e.g. as Level 3 but emphasises key factors of Pakistani genocide and military support from India, which meant that Pakistani forces were outnumbered and cut off.

Question Number
-----------------

7	Explain how sport, women's rights and popular culture have developed in Bangladesh since 1975.	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of developments, e.g. identifies types of sport and popular culture, simple statements about women's rights.
Level 2	5-9	Some attempt to describe some of the following, e.g. statements describing types of sport in Bangladesh and the popular culture in more detail and with specific examples, description of the extent of women's rights.
Level 3	10-15	Limited range of explanation of developments, e.g. importance to Bangladesh of sport, the popular media-emphasising the role of the government, cultural leaders, private enterprise, government policy to encourage development of women's rights
Level 4	16-20	Wider range of explanation of developments as those in Level 3, e.g. growing influences of technology and international development of sport and expansion of education to meet demands of the 21 <sup>st</sup> century.

Question Number		
8	<p>Explain the importance of Begum Sufia Kamal to the development of Bangladeshi culture in the twentieth century.</p> <p>In addition to your own knowledge, you may use the following to help in your answer:</p> <ul style="list-style-type: none"> <li>• Begum magazine</li> <li>• The Language Movement</li> <li>• social work.</li> </ul>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of developments, e.g. poetry, feminism, the Language Movement, education.
Level 2	5-9	Some attempt to describe the developments, e.g. details of poetry, involvement in feminist organisations, Indian Women's Federation, role in War of Liberation, work for organisations tackling rural poverty.
Level 3	10-15	Limited range of explanation of developments, e.g. meeting with Gandhi, devotion to Bengal and helping the poor and underprivileged, radical ideas post-1947, support for Mukti Bahini.
Level 4	16-20	Wider range of explanation of developments as those in Level 3, e.g. 'Khalamma', inspiration to political activists and writers, upholder of democratic and humane values, the voice of social justice and protest.

Pearson Education Limited. Registered company number 872828 with its registered office at 80 Strand, London WC2R 0RL United Kingdom