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Edexcel

Mark Scheme (Results)

Summer 2019

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

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Summer 2019

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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.

Paper 1 2019 Mark Scheme (Final version)

Question number	Answer	Mark
1a	<p>Identify the year of the mass uprising linked with the Argartala Conspiracy Case.</p> <p>AO1 (1 mark)</p> <p>C 1969</p> <p>1967, 1968 and 1970 were not the year of the mass uprising</p>	1

Question number	Answer	Mark
1b	<p>State two ways that Cyclone Bhola affected the population of East Bengal in 1970.</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">• Thousands (500000) of people killed (1)• Destroyed villages (1) and crops (1)• many people were made homeless (1)• large areas of the country were destroyed (1)• months later large proportion of population still receiving food from aid workers (1) <p>Accept any other valid point</p>	2

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

Question number	Indicative content
1d	<p>'The Canal Water Dispute was the most important problem facing the newly established government of Pakistan in 1947.'</p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Indian control of the 'headworks' • refugees <p>You must also use information of your own.</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>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • The Canal Water Dispute was one of the most serious problems since India now controlled the water supply to Pakistan, which brought tensions to a head between the two countries as Pakistan had to depend on India for its water supply. • The India controlled the flow of water through a series of headworks, mostly in the part of the Punjab that was now in India and so this was a problem for Pakistan. • India claimed that as the headworks were in India they had compete rights to do what it wanted with the water. • In 1948 a temporary agreement was reached whereby India agreed to allow water from east Punjab to flow into west Punjab, but only if Pakistan agreed to try to find alternative water supplies. • The problem dragged on until 1959. • The problem of coping with the Muslim refugees from India was significant. These refugees had been submitted to terrible atrocities, found themselves in the wrong country and so thousands fled to Pakistan. • They needed food and shelter and placed great strain on the new government. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • It was essential following the creation of Pakistan to have a new government immediately. However there was a shortage of properly qualified and experienced personnel, which made the task of running a government department extremely difficult. • Pakistan had been awarded 750 million rupees under the final settlement with India but only received 200 million at first. This put enormous strain on the new government since they were unable to use the money appropriately. • It was also the case with the division of the armed forces and military assets. Much of the assets awarded were obsolete or out of order.

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

Question number	Answer	Mark
2a	<p>Identify the capital city built during the reign of Bakhtiyar Khalji.</p> <p>AO1 (1 mark)</p> <p>C Gaur</p> <p>Delhi, Dhaka and Pandua were not the capital city built during the reign of Bakhtiyar Khalji.</p>	1

Question number	Answer	Mark
2b	<p>State two achievements of Hussain Shahi.</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"> • Prosperity (1) • Peace (1) • Tolerance towards Hindus (1) • Bengali literature expanded (1) • Mahabharata translated into Bengali (1) • Diplomatic links with Portuguese established (1) <p>Accept any other valid point</p>	2

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

Question number	Indicative content
2d	<p>'The Pala dynasty was more successful than the Sena dynasty in developing Bengal.'</p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the achievements of Dharmapala • the achievements of Laksmanasena <p>You must also use information of your own.</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>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Dharmapala not only consolidated his power in Bengal but also extended his kingdom from Bengal to Bihar • As a Buddhist he founded the Vikramshila monastery which became one of the most important Buddhist seats of learning in India • He followed a policy of religious tolerance of Hindus and other religions, which showed him to be a liberal and progressive leader. Grants were even given to Hindu temples • Brahmins were appointed to important civil posts and he was enthusiastic in his patronage of their shrines • The welfare of people was improved with water supplies and the building of new towns. A system of law and order was also established • Trade and commerce was promoted especially with the Arabs. As a result Bengal was a prosperous kingdom at that time. • Art, architecture, poetry and literature were promoted with outstanding examples of each evidenced. The Somapura Mahavihara at Paharpur is seen as the most outstanding example of Buddhist art. Terracotta plaques, stone carvings and bronze sculptures were produced to high standards <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Laksmanasena was famous for his literary activities and the number of poets and authors he had in his court. He wrote many Sanskrit poems. His court included many famous poets of the day e.g. Jayadeva. • Other literary examples in the Sena dynasty are seen in the work of Vallala Sena, Laksmanasena's father who wrote the <i>Danasagara</i> and started the <i>Adhutasagara</i>, which was completed by Laksmanasena. • One important aspect of Sena rule in Bengal is that the whole territory of Bengal was brought under a single ruler (Vijaya Sena) for the first time.

	<ul style="list-style-type: none"> • The Sena dynasty is famous for building Hindu temples and monasteries, which include the famous Dhakeshwari temple in what is now Dhaka. In Kashmir, the dynasty also built a temple known as Sankara Gaureshwara. • Orthodox Hindu rites and various social reforms were introduced including the introduction of Kulinism in Bengal. • The caste system, which had become lax because of the Buddhist Palas, was re-established. Vallala Sena founded the Bengali system of hypergamy, which was the socially upward marriage of women.
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level	Mark	Descriptor

Level 4	13–16	<ul style="list-style-type: none">• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)• Interpretation of information is excellent with thorough analysis of issues. (AO3)• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>
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Question number	Answer	Mark
3a	<p>Identify who were the Baro Bhuiyans</p> <p>AO1 (1 mark)</p> <p>D zamindars</p> <p>Zamindars were tax collectors. Governors, invaders and traders were not tax collectors</p>	1

Question number	Answer	Mark
3b	<p>State two reasons why the East India Company become involved in the Indian sub-continent during the seventeenth century.</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"> • To trade (1) • To gain profits (1) • To access raw materials (1) such as spices, indigo, cotton (1) • To have a strategic port (1) that would protect its trading interests (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
3c	<p>Explain why Sher Shah was successful in improving Bengal.</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>Indicative content</p> <ul style="list-style-type: none"> • He was able to redesign his administration by dividing his Empire into 47 administrative units and subdivided each one again. Officials were given control of each unit. • He built a network of excellent roads, connecting the capital Agra with outlying areas of the Empire, as well as inns, mosques and temples at regular intervals, which improved communication. • He introduced a quick and easy way of sending government orders and messages, to and from the capital, by horse. The inns served as stations for changing horses. • The sultan remodelled the police system, made village headmen responsible for law and order in their areas • He maintained a strong standing army and an effective spying system which enabled him to quickly deal with any plots or revolts against him. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
3d	<p>‘Shaista Khan’s military conquests were the most important achievement in the development of Bengal for the Mughal Empire between 1664 and 1688.’</p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Arakan campaign • construction projects <p>You must also use information of your own.</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>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • In 1665 Shaista Khan started a campaign to defeat Arakan and seize Chittagong. He also wanted to eliminate the pirates who interfered with Bengali trade. • He persuaded both the Portuguese to support him and the Dutch governor of Batavia to close his factories in Arakan. • He then prepared a sea campaign with Bhulua as the military headquarters. The island of Sandwip was seized and then used as a naval base. • Chittagong was taken in January 1666 and became a province of the Mughal Empire <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • He restored the administration of Bengal. Corrupt officials were dismissed and punished, illegal taxes were abolished and effective Mughal control was reestablished. • Europeans began to arrive in Bengal in large numbers. He encouraged trade with them and tried to guarantee safe transport on roads and rivers. He constructed several major roads to support trade as well as to improve military transport. • Europeans were granted privileges and allowed to trade on behalf of their companies but were not allowed to trade as individuals. • Trade made Bengal, and Shaista Khan, very wealthy and he was able to build extensively which suggests how much Shaista Khan appreciated the importance of trade. • He also made Bengal agriculturally very rich. During his time he was able to make the area of the province that was underused for arable farming produce vast supplies of wheat and other crops for the Empire. • He was a patron of the arts and encouraged the construction of majestic monuments across the province, including mosques,

	<p>mausoleums and palaces that represented the finest Mughal architecture.</p> <ul style="list-style-type: none"> • Shaista Khan also expanded Lalbagh Fort, Chowk Bazaar Mosque, Saat Masjid and Choto Katra which provided accommodation for merchants and travellers. He also supervised the construction of the mausoleum for his daughter Bibi Pari. • Shaista Khan encouraged the construction of modern townships and public works in Dhaka, leading to a massive urban and economic expansion.
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question number	Answer	Mark
4a	<p>Identify the leader of the Simla Deputation of 1906.</p> <p>AO1 (1 mark)</p> <p>D Sir Aga Khan</p> <p>Gandhi and the two Nawabs were not the leader of the Simla Deputation of 1906</p>	1

Question number	Answer	Mark
4b	<p>State two features of the Bengal Renaissance</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"> • Development of Bengali culture (1) • Development of Bengali arts and literature (1) • Development of Science and technology (1) • Development of Bengali nationalism through either organisations and/or societies (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
4c	<p>Explain why Lord Cornwallis introduced the Permanent Settlement in 1793.</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>Indicative content</p> <ul style="list-style-type: none"> • It was an attempt to reach a final agreement with the zamindars about their status and responsibilities • Tax collectors absconded with as much revenue as they could during the time period between the five yearly inspections of land • The lands of any defaulting zamindars could be sold in public auctions in order to recover arrears. • He hoped that the new system would encourage the zamindars to become improving landlords as in Britain • It was expected that the zamindars would encourage agriculture and uphold the interests of peasants 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
4d	<p>'The War of Independence in 1857 was caused by the 'Greased Cartridge' incident.'</p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the sepoys discontent • the introduction of English as the official language <p>You must also use information of your own.</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>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • The British introduced a new gun cartridge, which was coated in both cow and pig fat. Because the soldiers had to chew the fat this caused great resentment amongst the sepoys since the Muslims forbade pig fat and the cow was a sacred animal in the eyes of the Hindus. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • The Sepoys of the Bengal Army especially did not get a fair deal. Their salaries were very low in comparison with those of the British soldiers and they had little chance of promotion. They had also grievances regarding the payment of extra allowances for service in newly conquered territories like Sindh, which were foreign lands to them. • The replacement of Persian and Sanskrit by English as the official language in 1832 deeply upset both the Muslims and Hindus who feared that their local languages would disappear. • The Doctrine of Lapse of 1852, under which any local kingdom not having a direct heir was to be taken over by the British, had been introduced without any consultation or care for local feeling. It caused great unrest. • A number of social reforms had been imposed without consultation or care for local feeling which also caused unrest. Indians had to send their children to co-educational schools and were forced to abandon purdah and suttee. • In missionary schools Christianity was taught and locals who worked for the missionaries were expected to give up their religion and follow Christian teaching. This was deeply resented by the local population • The administrative reforms of Cornwallis meant the virtual exclusion of Indians, especially the Muslims, from high posts. The English believed that the Muslims were upset at the loss of their empire and could not be trusted. So they were not put in any important posts of the State.

	<ul style="list-style-type: none"> • The mistreatment of the Mughal emperor was another cause of unrest. By 1857, the emperor had little power, but was an important symbolic figure. The British decision to move the royal family from the Red Fort of Delhi to the more obscure Qutub Sahib was seen as being disrespectful. • Excessive taxation ruined both landlords and peasants. British merchants made huge profits from their trade in goods such as textiles and prevented local traders from having access to much of this business.
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question number	Answer	Mark
5a	<p>Identify the year when Direct Action Day took place.</p> <p>AO1 (1 mark)</p> <p>C 1946</p> <p>Direct Action Day did not take place in 1942, 1944 or 1948</p>	1

Question number	Answer	Mark
5b	<p>State two terms of the Indian Councils Act of 1909.</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"> • Imperial Council members increased to 60 (1) • The British retained overall control (1) • The Central Executive Council membership was increased by 60 (1) • Provincial Councils members were increased to 50 (1) • Muslim representatives to the Councils were elected by a separate Muslim only electorate (1) <p>Accept any other valid point</p>	2

Question number	Indicative content	
5c	<p>Explain why the Government of India Act in 1935 was a turning point in Hindu-Muslim relations.</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>Indicative content</p> <ul style="list-style-type: none"> • Jinnah felt that Congress was refusing to work with him to gain independence • Congress refused to cooperate with Muslim League over the implementation of the Act especially relating to Muslims gaining autonomy in a number of provinces • Jinnah felt that the Act could work in Muslims favour, but Congress refused to cooperate • Jinnah turned his attention to building up the Muslim League since he saw no future in working with Congress after the Act • Many Muslims still members of Congress left to join the Muslim League which they felt better represented their interests 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
5d	<p>'Bande Matram was the most important reason why Muslims disliked Congress Rule (1937-1939).'</p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the nationalistic Hindu song • anti-Muslim riots <p>You must also use information of your own.</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>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Bande Matram, a nationalistic Hindu song was adopted as the national anthem, which contained degrading remarks against Muslims. It encouraged Hindus to expel Muslims from 'Hindustan' and the song was made compulsory to be sung before the start of business every day in the provincial assemblies. • There were many anti-Muslim riots in which Muslims were attacked and their houses and property set on fire. • When Hindu-Muslim riots broke out due to Congress policies the government put pressure on judges to favour Hindus and often Muslims were sent to prison. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • The Wardha Scheme was a new educational policy, which encouraged Hindu religion and culture. Teaching was to be in Hindi with no religious education, which meant that Muslim students were at a disadvantage. Spinning cotton by hand was introduced into the school curriculum. • The Wardha Scheme was imposed on Muslims. Under this scheme, students had to bow before Gandhi's picture each day. Muslims saw this as an attempt to convert them to Hinduism. • Another scheme, the Vidya Mandi Scheme indirectly aimed at converting all non-Hindus to Hinduism. It was introduced in all schools and colleges. It's objective was to glorify Hindu myths and heroes and adopt them as national icons. Muslims felt it was an attempt to subvert their love for Islam. • Congress Rule was hated due to the atrocities committed against the Muslims in some places. They were abused and killed by Hindus. Muslims were forbidden to eat beef and received harsh punishments if they slaughtered cows. • Congress insisted on flying it's tri-colour flags on all public and local buildings, as if they had conquered these bulidings. It was given the

	<p>status of a national flag.</p> <ul style="list-style-type: none"> Noisy processions were arranged near mosques at prayer time and pigs were sometimes pushed into mosques. Construction of new mosques was banned and Muslims were harassed while they offered prayers. Hindi was enforced as the official language and organised attacks were made on Muslim worshippers in mosques. Congress did their best to weaken the economy of Muslims. They closed the doors of government offices for them, which was one of the main sources of income for the Muslims in the region. They also harmed Muslim trade and agriculture.
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) Interpretation of information is basic with no analysis of issues. (AO3) An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) Interpretation of information is limited with partial analysis of issues. (AO3) A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) Interpretation of information is good with some analysis of issues. (AO3) A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none">• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)• Interpretation of information is excellent with thorough analysis of issues. (AO3)• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

Question Number	Answer	Mark
6a	<p>Identify who wrote the poem 'Bidrohi.'</p> <p>AO1 (1 mark)</p> <p>C Kazi Nazrul Islam</p> <p>Begum Sufia Kamal, Jasimuddin or Rabindranath Tagore did not write this poem.</p>	1

Question number	Answer	Mark
6b	<p>State two achievements of Begum Rokeya.</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"> • Pioneered education of Muslim women (1) • Wrote a variety of forms of literature (1) • Wrote about women's rights (1) • Wrote against childhood marriage (1) <p>Accept any other valid point</p>	1

Question number	Indicative content	
6c	<p>Explain why General Ziaur Rahman was successful in bringing about a period of stability to Bangladesh between 1977 and 1980.</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>Indicative content</p> <ul style="list-style-type: none"> • Ziaur became Chief Martial Law Administrator and in his first action to improve the stability of Bangladesh he introduced a 19-point programme and began to dismantle martial law. Press freedom was re-established and the law courts were made independent. • He tackled the breakdown of law and order, by increasing the police force from 40,000 to 70,000 and the army from 50,000 to 90,000. Training and discipline were improved. • In 1978, Ziaur was elected president and in attempt to introduce democracy he removed the restrictions on political parties in 1978 in time for elections in February 1979. The constitution was amended to reduce the powers of the president and return them to the prime minister. At the same time he added references to Islam in the Bangladesh Constitution. • In an attempt to improve prosperity agriculture was encouraged by subsidising farmers to increase production and overcome Bangladesh's food shortage. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
6d	<p>'Bangladesh has been more successful as a member of the United Nations than in any other world organisation.'</p> <p>Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • membership of the United Nations Security Council • the Commonwealth <p>You must also use information of your own.</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>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Bangladesh was admitted to the United Nations in 1974 and was elected to a Security Council term in 1978–1980 and again for a 2000–02 term. Foreign Minister Choudhury served as president of the 41st UN General Assembly in 1986. • Thousands of Bangladeshi military personnel have contributed to UN peacekeeping operations, serving in Somalia, Rwanda, Mozambique, Kuwait, Bosnia and Timor. • In 1994, Bangladesh was one of the first countries to answer President Clinton's request for troops for a multinational force to be sent to Haiti. The Bangladeshi contingent was the largest after the US • Bangladesh joined the Commonwealth in 1972. It has actively participated in the Heads of Government conferences that take place bi-annually. • Bangladesh shares the Commonwealth vision of diversity and respect. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • In 1980 Bangladesh presented the idea of forming SAARC in association with six other countries of this region: India, Pakistan, Nepal, Sri Lanka, Bhutan and Maldives. • Cooperation in ten areas out of the twelve mentioned in the plan prepared by Bangladesh, accepting joint investment and introduction of a common market, started at the beginning of SAARC. • After Pakistan announced its recognition of Bangladesh in February 1974 Bangladesh participated in the second summit of the OIC held in Lahore and obtained the membership of the organisation. • In 1975 Bangladesh played its role as a founder-member of the Islamic Development Bank (IDB), an associate institution of the OIC. • In 1977, President Ziaur Rahman amended the Constitution of Bangladesh including a clause stating that the country would actively work with fellow Muslim countries. Since then, an explicit aim of Bangladeshi foreign policy has been to seek close relations with other Islamic states through the OIC in particular.

	<ul style="list-style-type: none"> • In 1980, President Ziaur Rahman was included in a 3-member "Al-Quds" summit committee to attend the summit at Morocco. In 1983, Bangladesh hosted in Dhaka the foreign ministers meeting of the OIC. At the OIC headquarters at Jeddah, Bangladesh is represented in the capacity of one of the Director Generals. • Bangladesh obtained membership of the Non-Aligned Movement (NAM) in 1973 immediately after independence. Bangladesh was selected to provide the next chairman of NAM at the summit scheduled for Dhaka 2001, however it was later decided to host the summit at an alternative venue. • As a member of the Non-aligned Movement Bangladesh never took any formal position in line with big powers. However it parted from this principle by voting against North Korea at the United Nations in December 2008, under pressure from Japan. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

Level	Mark	Descriptor
Level 4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>

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