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Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE in Bangladesh Studies (4BN0)

Paper 1: The History and Culture of Bangladesh

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General Marking Guidance

- The examples given in the mark scheme are not intended to be definitive. They are merely given as an example of the response which may be given by candidates. All relevant statements made by candidates that are not mentioned in the mark scheme should be credited.

- 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	**Explain the impact of the changes Iliyas Shah made to Bengal.** **In addition to your own knowledge, you may use the following to help in your answer:** • **military conquests** • **administration** • **relations with Delhi**	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of changes e.g. independence, enlargement, local government etc
Level 2	7-12	Developed statements describing changes e.g. established Bengal as an independent sultanate, formal relations with Delhi, coinage, military campaigns etc.
Level 3	13-17	Explanation of changes e.g. established Bengal as an independent sultanate and broke free of control from Delhi whilst retaining formal relations, military successes based on army linked to local areas and not foreign mercenaries, admin open to all etc.
Level 4	18-20	Sustained argument assessing changes e.g. as L3 but emphasises that Bangalah and Bangali were the first attempts to create a Bengal identity and develop a Bengali style of architecture etc.

Question Number		
2	**Why did the Mughal Empire lose control of Bengal in the first half of the eighteenth century?** **In addition to your own knowledge, you may use the following to help in your answer:** • **Murshid Quli Khan** • **European merchants** • **the rule of Nawabs**	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons e.g. MQK took over, European merchants dealt locally, Nawabs became independent etc.
Level 2	7-12	Developed statements describing reasons e.g. MQK reorganised the admin and finances, European merchants wanted to deal with the local ruler, incentive to separation, Nawabs ruled instead of Mughal emperor etc.
Level 3	13-17	Explanation of reasons e.g. Aurangzeb was weak, MQK a good administrator, developed from the Diwani, merchants offered wealth and prestige, Bengal remote and difficult to control etc.
Level 4	18-20	Sustained argument assessing reasons e.g. Bengal had only been loosely under the control of the Mughals, much opposition, poorly governed after Shaista Khan, MQK sent to sort out finances, European wealth very tempting etc.

Question Number	
3	**Why did Bangla develop into a written language between 1770 and 1850?**
	In addition to your own knowledge, you may use the following to help in your answer:
	• **William Carey**
	• **the Serampore Press**
	• **Raja Ram Mohan Roy**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. Carey wrote a book, S Press published books, Roy was known as a writer etc.
Level 2	7-12	Developed statements describing reasons, e.g. details of the above, Carey was first to set out rules for Bangla, S Press published journals, Roy known as 'Father of Bengal Renaissance' etc.
Level 3	13-17	Explanation of reasons, e.g. Bangla couldn't develop until grammar sorted out, handwritten until then, S Press published books in Bangla for almost first time, led to Bengal Renaissance, Roy contributed significantly to the development of Bengali language and the wider society in India, translated ancient Indian works on religion and philosophy into Bengali etc
Level 4	18-20	Sustained argument assessing reasons e.g. settled period of British rule encouraged Bangla, Carey a missionary who wanted to convert, printing need organised text, Roy representative of a wider group of writers and philosophers who encouraged the development of associations and societies that used the Bangla language to think further about the Bengal nationalism under the umbrella of the Bengal Renaissance etc.

Question Number	
4	**Why did opposition to British rule grow in Bengal between 1918 and 1935?** **In addition to your own knowledge, you may use the following to help in your answer:** • **the Government of India Act, 1919** • **M. A. Jinnah's 'Fourteen Points' 1929** • **the Round Table Conferences 1930-32**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. the GI Act did not give Home Rule, 14 points was a programme of MAJ, RTCs achieved little etc.
Level 2	7-12	Developed statements describing examples e.g. details of the GI Act, 14 Points and the RTCs etc.
Level 3	13-17	Explanation of reasons, e.g. GI Act was too little too late after Rowlatt and Amritsar, 14 Points demanded a weak central government which became the chief aim of the ML, Muslim majorities cut down in Bengal etc.
Level 4	18-20	Sustained argument assessing reasons e.g. as L3 but emphasises the disappointment after the First World War at Britain's failure to reward Indians, the role of Gandhi and failure to make progress on self government following the RTCs etc.

Question Number		
5	**Why did the Six-Point Programme have such dramatic effects on relations between East and West Pakistan in 1966?** **In addition to your own knowledge, you may use the following to help in your answer:** • **increased powers for the provincial governments** • **separate taxation and finance for East and West Pakistan** • **free trade in goods between East and West Pakistan**	

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. it would mean separation, less power for West Pakistan etc.
Level 2	7-12	Developed statements describing examples e.g. increased power for East Pakistan would mean home rule, separate finance would stop exploitation by West Pakistan, free trade would mean that EP goods would be cheaper in WP etc.
Level 3	13-17	Explanation of reasons, e.g. 6PP would have meant the separation of WP and EP and would have ended the dominance of the WP elite, EP would have been able to develop effectively for the first time etc.
Level 4	18-20	Sustained argument assessing reasons e.g. the 6PP would have meant the end of centralised Pakistan, EP was more numerous and wealthier and had been exploited by WP, this situation had been maintained by the Pakistan constitution etc.

Question Number	
6	**Why were the Pakistani armed forces defeated in the 1971 War of Liberation?** **In addition to your own knowledge, you may use the following to help in your answer:** **• the Mukti Bahini** **• guerrilla tactics** **• support from India**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. Mukti Bahini were then Bangladesh forces, they used guerrilla tactics, India recognised Bangladesh independence etc.
Level 2	7-12	Developed statements describing reasons e.g. details of above
Level 3	13-17	Explanation of reasons e.g. MB were soldiers that escaped from Pakistani attacks formed units in areas, carried out guerrilla warfare to weaken Pakistan forces; supported by India: joint command November and three pronged attack etc.
Level 4	18-20	Sustained argument assessing reasons e.g. key factor was support from India etc.

Question Number	
7	**Why has the number of political parties in Bangladesh increased since 1975?** **In addition to your own knowledge, you may use the following to help in your answer:** • **general elections** • **caretaker governments** • **political leaders**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving some reasons, e.g. elections encourage parties, Caretaker Governments allow free elections, leaders have set up their own parties etc.
Level 2	7-12	Developed statements describing reasons e.g. details of the above OR background of parties, Jatiya etc.
Level 3	13-17	Explanation of developments, e.g leaders were opposed by voters, parties set up to represent interest, Islamic parties, end of military rule etc
Level 4	18-20	Sustained argument assessing reasons e.g. main reason was end of Pakistani rule, Bangladeshis were united against Pakistan in Awami League but have since disagreed as a result of seizure of power, policy disagreements etc.

Question Number	
8	**Why did the Language Movement become so important in the 1950s and 1960s?** **In addition to your own knowledge, you may use the following to help in your answer:** • **Ekushey February** • **Bangla** • **the Pakistan Constitution**

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-6	Simple statements giving examples of reasons, e.g. Ekushey was the killing of students, Bangla was the language of Bangladesh, PC wanted Urdu etc
Level 2	7-12	Developed statements describing reasons e.g. details of above e.g. Ekushey was a student demonstration that was fired on by the police and seven were killed, Bangla had developed since the nineteenth century and the people of East Bengal wanted it as a national language, PC was intended only to allow Urdu as a national language etc.
Level 3	13-17	Explanation of reasons e.g. Bengalis wanted their language to be accepted otherwise it would be difficult to participate in the government and administration, few spoke Urdu and the majority of Pakistanis spoke Bangla etc.
Level 4	18-20	Sustained argument assessing reasons, e.g Language Movement arose because the West wanted to use Urdu as a means of retaining control and dominating the more populous East, Language Movement began with students etc.