

Mark Scheme (Results)

Summer 2016

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

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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 Bengal come under the control of Muslim rulers between the thirteenth and fifteenth centuries?</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"> • the Turkish invasion • Sufis • the Bengali Sultanate. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons e.g. the Turks overthrew the Buddhists, Sufis were missionaries, Bengali Sultans ruled etc.
Level 2	5-9	Some attempt to describe reasons e.g. Turks invaded at beginning of thirteenth century and gradually conquered all of Bengal, Sufis converted Hindus and Buddhists who were attracted to the simplicity of Islam, sultans ruled from mid-fourteenth century etc.
Level 3	10-15	Limited range of explanation of reasons e.g. Turkish invasion led to successful missions by Sufis, unsuccessful beforehand, who reinforced the authority of conquerors, developed into Sultanate, which was Bengali in character etc.
Level 4	16-20	Wider range of explanation of reasons e.g. as L3 but emphasises Sena dynasty had been weak and undermined Palas authority, Turks provided stability and enabled Sufis to be effective which led to foundation of the sultanate, used Sufis to extend authority and territory etc.

Question Number		
2	<p>Why was Islam Khan able to gain control of Bengal for the Mughal Empire between 1608 and 1613?</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"> • military tactics • Dhaka • administration. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. won victories, Dhaka developed as a market, organised administration and became independent from Delhi etc
Level 2	5-9	Some attempt to describe reasons, e.g. won victories against Nepal and Orissa, Dhaka became the capital of an enlarged Bengal, set up coinage, defeated Delhi Sultan and gained recognition of independence etc.
Level 3	10-15	Limited range of explanation of reasons, e.g. established independence and took up title of Sultan, 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, created first coinage, established Bangladesh, based administration on local people rather than foreign invaders etc.
Level 4	16-20	Wider range of explanation of reasons, e.g. as L3 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, founder of the Bengal sultanate, began the tradition of using existing Bengali customs, people and methods etc.

Question Number		
3	<p>Why were the British able to take control of Bengal between 1750 and 1800?</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"> • the Regulating Act, 1773 • Pitt's India Act, 1784 • the Permanent Settlement, 1793. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. EIC made accountable to parliament, IA gave British government overall political power, PS gave zaminders ownership of land etc
Level 2	5-9	Some attempt to describe reasons, e.g. details of the above legislation etc.
Level 3	10-15	Limited range of explanation of reasons, e.g. RA intended to reform and was enforced by Warren Hastings but criticised in Britain. IA attempted to set up a balanced and regulated government. PS created a system that was very unpopular, in-built corruption and the impossibility of change etc
Level 4	16-20	Wider range of explanation of reasons as in L3 e.g. in RA British government could now interfere in Indian affairs and pass laws and a number of defects led to complications in the role of the G-G, IA saw a number of changes to the constitution gave greater control to G-G and the Crown. PA gave stability to the British government and helped to make Bengal the wealthiest province etc.

Question Number		
4	<p>Why did opposition to British rule grow between 1905 and 1919?</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"> • the partition of Bengal, 1905 • the Morley-Minto Reforms, 1909 • the Government of India Act, 1919. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of reasons, e.g. partition very unpopular with Hindus, MMR did little for Indians, GoIA offered only dyarchy etc.
Level 2	5-9	Some attempt to describe reasons, e.g. details of the above
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 – self rule etc
Level 4	16-20	Wider range of explanation of reasons, e.g. as L3 but emphasises the significance of the role of Curzon in partition and the changes in opposition, swadeshi and terrorism for the first time, MMR ensured real power lay in the hands of the British, GoIA also confirmed that the Viceroy had a total grip on how the country was governed which Indians were disappointed considering their contribution in WW1 etc.

Question Number		
5	<p>How important were the following in the growing demands for self-government in East Pakistan in the 1950s?</p> <ul style="list-style-type: none"> • the Language Movement • Ekushey February • the Pakistan Constitution, 1956. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-4	Simple statements giving examples of importance, e.g. LM wanted bangle, EF was a demonstration, PC gave provinces very little power etc.
Level 2	5-9	Some attempt to describe importance, e.g. details of the above etc.
Level 3	10-15	Limited range of explanation of importance, e.g. LM formed to promote Bengali as a language in opposition to Urdu, protests were held and students were killed in Dhaka in 1952. 21 st February recognised as EF and became known as IMLD. PC recognised Bengali as an official language but EP was unable to gain any real power in the constitution since WP had more importance due to the 4 provinces contained there etc.
Level 4	16-20	Wider range of explanation of importance, e.g. as L3 but emphasises the significance of the symbols of the ways WP was trying to manipulate the system to retain power and prevent EP exercising any real influence, politically or linguistically etc.

Question Number		
6	<p>Explain the importance of the following in the creation of Bangladesh between 1971 and 1973.</p> <ul style="list-style-type: none"> • Sheikh Mujibur Rahman • the Bangladesh Constitution • the 1973 general election. <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. SMR was leader of the AL, BC established a free country, GE led to the formation of a government etc
Level 2	5-9	Some attempt to describe importance, e.g. details of the above, etc
Level 3	10-15	Limited range of explanation of importance, e.g. SMR was the key figurehead in the fight for independence, BC based on 4 Principles, GE used universal suffrage and resulted in massive win for AL and led to SMR gaining power etc
Level 4	16-20	Wider range of explanation of importance, e.g. as L3 but emphasises SMR figurehead who held opposition together and emerged after the war as a hero. Constitution was SMR's great triumph. AL gained a massive majority in GE and SMR was able to use this and his position to introduce wide sweeping and much needed reforms to help the country in its first year of independence etc

Question Number		
7	In what ways have the media, music and education 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. types of music, the makeup of the media, education more widespread, etc
Level 2	5-9	Some attempt to describe some of the following: e.g. statements describing types of music in Bangladesh and the media in more detail and with specific examples, education of girls, the learning of English etc.
Level 3	10-15	Limited range of explanation of developments, e.g. importance to Bangladesh of music, the media-emphasising the role of the government, cultural leaders, private enterprise, government policy to encourage education and literacy etc
Level 4	16-20	Wider range of explanation of developments as those in L3 e.g. growing influences of technology in media, international development of music and expansion of education to meet demands of 21 st century etc

Question Number		
8	<p>Explain the importance of the following in the development of Bangladeshi culture and heritage.</p> <ul style="list-style-type: none"> • the influence of religion on architecture • folk literature • the Garo. <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 developments, e.g. Hindu and Muslim influences on mosques and temples, Garo traditional agricultural, mostly Christian etc.
Level 2	5-9	Some attempt to describe the developments, e.g. Sultanate and Mughal influences on architecture, matriarchal society, language use Bangla symbols, many festivals related to agriculture, own language etc.
Level 3	10-15	Limited range of explanation of developments, e.g. Many mosques were constructed during the Mughal period and the building of Hindu Temples were allowed, many of which survive. Literacy rate high than average, under pressure to adopt but resistant to change, strong sense of identity. The Garo's traditional beliefs and culture dominated by agriculture. Gods worshipped included the sun, moon, rivers, rain and harvests. Annual festivals were held to pray for good harvests and fertility of the soil etc.
Level 4	16-20	Wider range of explanation of developments as those in L3 e.g. religion played a major role in architectural styles especially seen in the sultanate and Mughal periods. Not much religious influence on architecture earlier than sultanate exists today. Garo society is under pressure to change but almost all Garos still work on the land and there is resistance to attempts to undermine their matriarchal society etc.

