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## Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE  
In Bangladesh Studies (4BN1)  
Paper 1 History and culture of Bangladesh

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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.

Question Number	Answer	Mark
<b>1a</b>	<p><b>Identify the year when Mohammad Ali Jinnah visited Dhaka.</b></p> <p>AO1 (1 mark)</p> <p><b>C 1948</b></p> <p>1946, 1947 and 1949 were not the year that Mohammad Ali Jinnah visited Dhaka.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>1b</b>	<p><b>State two features of 'Operation Searchlight.'</b></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"> <li>• A planned military operation carried out by the Pakistan Army (1)</li> <li>• It aimed to put down the Bengali nationalist movement (1)</li> <li>• It took place in East Pakistan in March 1971 (1).</li> <li>• The plan was to take control of the major cities on March 26 1971 (1)</li> <li>• It aimed to eliminate all opposition within one month. (1)</li> <li>• Bengali resistance led to many atrocities taking place (1)</li> <li>• 10 million refugees fled to India. (1)</li> </ul> <p>Accept any other valid point</p>	<b>(2)</b>

Question Number	Indicative content
1c	<p data-bbox="384 277 1374 353"><b>Explain why there were difficulties in establishing the new state of Bangladesh in 1971.</b></p> <p data-bbox="724 398 1126 434">AO1 (3 marks)/AO2 (3 marks)</p> <p data-bbox="384 479 1374 591">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 data-bbox="384 636 660 672"><b>Indicative content</b></p> <ul data-bbox="384 716 1453 1227" style="list-style-type: none"> <li data-bbox="384 716 1453 837">• The country had not recovered from the cyclone of November 1970 when the War of Liberation began. As a result people were still homeless, starving and living in poverty.</li> <li data-bbox="384 846 1453 967">• Nine months of fighting had left the country ravaged. The economy was in ruins, many people were homeless and millions of refugees returned to try to restart their lives. Famine added to the problems.</li> <li data-bbox="384 976 1453 1137">• Law and order had broken down and weapon smuggling was a real problem. There was also much hoarding and the black marketing industry was rife. As a result the government found difficulty in restoring normality in the country.</li> <li data-bbox="384 1146 1453 1227">• Transport and communications were almost destroyed and therefore life was very difficult for the people and the economy continued to suffer.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul data-bbox="539 1406 1453 1576" style="list-style-type: none"> <li data-bbox="539 1406 1453 1487">• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li data-bbox="539 1496 1453 1576">• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
Level 2	3–4	<ul data-bbox="539 1594 1453 1765" style="list-style-type: none"> <li data-bbox="539 1594 1453 1675">• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li data-bbox="539 1684 1453 1765">• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
Level 3	5–6	<ul data-bbox="539 1783 1453 1953" style="list-style-type: none"> <li data-bbox="539 1783 1453 1863">• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li data-bbox="539 1872 1453 1953">• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question Number	Indicative content
1d	<p><b>'The referral of Kashmir to the United Nations was the most important achievement of the new state of Pakistan.'</b></p> <p><b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>the Line of Control</b></li> <li>• <b>the 1948 agreement over water.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Pakistan joined the United Nations and attempted to draw their attention to <b>Kashmir</b>. In January 1948 the matter was referred to the UNO and a ceasefire was arranged in 1949. Kashmir was divided between India and Pakistan.</li> <li>• However, Pakistan was angered that India retained the largest area of Kashmir, including the capital, Srinagar. After pressure from Lord Mountbatten, the Indian Prime Minister, Nehru, agreed that a referendum would be held in Kashmir to determine the wishes of the people, 'once the situation has normalised'.</li> <li>• This referendum has not been held and the 'Kashmir' issue remains a major source of discontent between the two countries today. Pakistan has made numerous demands that the UNO resolves the dispute, but, so far, it has been impossible to reach agreement. This has brought India and Pakistan to the brink of war on many occasions.</li> <li>• The <b>Line of Control (LOC)</b> is the line that marks where the region of Kashmir is divided. The land on one side of the line is controlled by India, and the land on the other side is controlled by Pakistan. It is not a legal international border, but is the effective boundary between the two countries.</li> <li>• The line originally marked the military front when the two countries declared a ceasefire on 1/2 January 1949. The fronts gradually became a solid boundary. It was formally named the Line of Control after the Simla Agreement, which was signed on 3 July 1972. However disputes over the LOC have continued to bring India and Pakistan to the brink of war on several occasions.</li> </ul>

The **water problem** was one that the new country had to address urgently as the flow of water through the canals and rivers was controlled at a series of 'headworks', all of which lay in the part of Punjab that was now in India. After partition, the Indian government promised not to interfere with the supply of water to Pakistan. However, India and Pakistan were soon in dispute over the canals. The Pakistan government called for the matter to be settled by the International Court of Justice, but India refused. In May 1948, a temporary agreement was reached. 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.

- However the dispute not resolved until 1959 when the Indus Water Treaty was signed and the problem was largely resolved.

**Relevant points to counter the statement may include:**

- Quaid-e-Azam Relief Fund created to help refugees. He appealed to the people to help the refugees.
- Quaid toured the provinces encouraging and motivating the people. He declared himself 'Protector-General' of religious minorities.
- Pakistan faced a cash crisis after partition. Eventually an agreement was reached to give Pakistan a fair share of the money belonging to the old government. In July 1948 the new State Bank of Pakistan was set up and took over the work of handling currency from the Reserve Bank of India.
- The division of assets relating to the old government had to be shared out. The new Pakistan Civil Service were able to take control of the assets due to them from the old Indian Civil Service.
- India failed to hand over all the military equipment that was due to Pakistan, largely because she thought it would be used against her. Even the military equipment that was handed over was often damaged or unusable.
- Although Pakistan took command of its own Armed Forces by the end of 1947, setting up the armed forces was very difficult because it proved almost impossible to swap soldiers according to whether they were Muslim or non-Muslim. A shortage of Muslim officers meant that Pakistan had to rely on the British to help out. It wasn't until 1951 that a Pakistani commanded the army and 1957 for the air force.

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



		<ul style="list-style-type: none"> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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Question Number	Answer	Mark
<b>2a</b>	<p><b>Identify the king who established himself in Gauda.</b> AO1 (1 mark)</p> <p><b>D Shashanka</b></p> <p>Devalpala, Dharmapala and Mahipala were not the king who established himself in Gauda.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2b</b>	<p><b>State two beliefs of the Sufis.</b> 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"> <li>• They were reputed to have miraculous powers (1)</li> <li>• Many Sufis were regarded as saints or folk deities (1)</li> <li>• Sufis promoted brotherly love, social justice and equality (1 each)</li> <li>• Sufis promoted the idea of attaining the love of God through the love of His creation (1)</li> <li>• Sufis believed in Islam (1)</li> </ul> <p>Accept any other valid point</p>	<b>(2)</b>

Question Number	Indicative content
<b>2c</b>	<p><b>Explain why Haji Ilyas was an important individual in the history of Bengal.</b></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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Haji Ilyas was an important ruler because he was the first to bring Satgaon, Sonargaon and Lakhnauti under a single authority.</li> <li>• He was the founder of the first dynasty to rule all of Bengal.</li> <li>• His dynasty ruled Bengal for over 125 years and was seen as the leading military power in the region.</li> <li>• He was able to withstand attempts by the Delhi Sultanate and to introduce an efficient administrative system that promoted according to ability regardless of caste, creed etc.</li> <li>• His military campaigns extended across much of eastern India and even reached as far as the Kathmandu Valley.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question Number	Indicative content
2d	<p><b>'The conquests of Bakhtiyar Khalji were the most important achievements of his reign.'</b>  <b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>Nadia</b></li> <li>• <b>administrative reforms.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Bakhtiyar Khalji brought Bihar under his control in 1203. This earned him a great deal of respect and he became an important member of the Court at Delhi.</li> <li>• He extended the empire and brought Muslim rule to Bengal, and so created the foundations for a future Muslim empire.</li> <li>• He captured the city of Gaul, which gave him access to much of Bengal where he became a respected ruler.</li> <li>• He began to raid the borders of Bengal, so bringing concern and uncertainty to the rulers of the Sena dynasty</li> <li>• He eventually occupied <b>Nadia</b> and forced the last king of the Sena dynasty to leave thereby demonstrating his overall new found power</li> <li>• Bakhtiyar approached Nadia through the jungle of Jharkhand. He divided his army into several groups, and he himself led a group of horsemen and advanced towards Nadia in the guise of horse-traders. Thus Bakhtiyar had no problem in entering through the gates of the royal palace. Shortly afterwards, Bakhityar's main army also joined him and within a short while Nadia was captured.</li> <li>• He was a good <b>administrator</b> and therefore by dividing the kingdom into districts and appointed governors, law and order was maintained.</li> <li>• The governors were entrusted with the duty of maintaining peace and order, collecting revenues, patronising learning and culture and looking after the moral and material well being of the people.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Bakhtiyar spread Islam, built mosques and madrassas, built a new capital and introduced efficient reforms</li> <li>• By supporting learning and culture he looked after the moral and well being of the people and gained their support as ruler</li> </ul>

	<ul style="list-style-type: none"> <li>• He took steps to read the Khutbah (verses of the Quran) and introduce coins in the name of his lord Sultan Muhammad Ghuri. He built a new capital on the site of Gaur and established two cantonment towns near Dinajpur and Rangpur.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 2	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 3	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 4	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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Question Number	Answer	Mark
<b>3a</b>	<p><b>Identify who fought in the battle of Chausa</b></p> <p style="text-align: center;">AO1 (1 mark)</p> <p><b>D Sher Shah</b></p> <p>Akbar, Babur and Musa Khan did not fight in the battle of Chausa</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>3b</b>	<p><b>State two achievements of Islam Khan.</b></p> <p style="text-align: center;">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"> <li>• He was appointed subahdar (governor) of Bengal (1)</li> <li>• defeated the Baro-Bhuiyans (1)</li> <li>• Defeated rulers were not allowed to return home (1)</li> <li>• Islam Khan established a naval force (1)</li> <li>• Moved the capital city to Dhaka (1)</li> <li>• He centralised the administrative system of his conquered territories (1)</li> </ul> <p>Accept any other valid point</p>	<b>(2)</b>

Question Number	Indicative content
<b>3c</b>	<p><b>Explain why the British became interested in the Indian subcontinent.</b> 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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Reports of immense wealth in the sub-continent led to the British establishing a trading base there as they saw a profitable future.</li> <li>• They wanted to trade with the Indians as they saw a profitable future in the sourcing of spices and cotton</li> <li>• The British wanted to establish its influence in the sub-Continent and to oust the Dutch and Portuguese.</li> <li>• The British also wanted to establish a strategic port in the sub-continent that would protect its trading interests there and in the Far East.</li> <li>• The British had their interest in the Far East but the Dutch already had the majority of trading rights and so the British turned their attention to India</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question number	Indicative content
3d	<p><b>'The main weakness of the Mughal Empire was the number of invasions it faced.'</b></p> <p><b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>the size of the Empire</b></li> <li>• <b>succession issues.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• <b>Invasions</b> were so many in number the Empire's armies were exhausted in trying to repel them. Persians under Nadir Shah looted and plundered as did Afghans between 1747 and 1769.</li> <li>• The Marathas were skilful Hindu guerrilla fighters who defeated a Mughal army in 1737 and took control of Delhi and eastwards towards Bengal. By 1760 they were the most powerful people in India and the Mughals could do nothing to stop them.</li> <li>• The British expansion into the sub-continent was rapid and the Mughal forces and their equipment were no match for them. The Mughal Empire fell into rapid decline as a result.</li> <li>• <b>The size of the Empire</b> meant it was very difficult to defend from attacks from outside and so over time the Empire declined.</li> <li>• The absence of a definite line of <b>succession</b> led to a significant amount of in-fighting amongst his successors which also led to instability and the downfall of the Empire.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Aurangzeb showed intolerance to non-Muslims. He introduced a tax on non-Muslims called the Jizya. He destroyed Hindu temples and tried to ban Hindu practices. As a result he became an unpopular ruler and faced insurgencies throughout his reign.</li> <li>• Taxation was high as he had to pay for the cost of military campaigns such as the Deccan Wars and he spent highly on luxurious palaces. Because of these he became an unpopular ruler and enabled opposition to his rule and that of the Empire to grow.</li> <li>• After his death Mughal Emperors were renowned for living an extravagant lifestyle and spending money with little thought to the effect it had on the economy of the Empire. This led to inefficiencies and a lack of interest in the running of the Empire.</li> </ul>

	<ul style="list-style-type: none"> <li>• The military lacked investment which meant they were reliant on outdated weaponry and were easily overpowered</li> <li>• Financial inefficiencies meant that money that could have been used to support the empire had been wasted</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 2	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 3	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 4	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> </ul>



		<ul style="list-style-type: none"> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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Question Number	Answer	Mark
<b>4a</b>	<p><b>Identify who opposed the British at Kanpur in 1857.</b></p> <p>AO1 (1 mark)</p> <p><b>B Nana Sahib</b></p> <p>Mir Jafar, Ranjit Singh and Rhani of Jhansi did not oppose the British at Kanpur.</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>4b</b>	<p><b>State two terms of the Diwari Treaty.</b></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"> <li>• Shah Alam II granted Diwani rights (the right to collect taxes) to the East India Company (EIC). (1)</li> <li>• These rights allowed the EIC to collect money from the people of Bengal, Bihar, and Orissa. (1)</li> <li>• In return, the EIC gave him an annual sum of £260,000 and the districts of Kora and Allahabad. (1)</li> <li>• The money paid to the emperor was for the maintenance of the court of Allahabad. (1)</li> <li>• Shah Alam II was to restore to Balwant Singh the province of Varanasi as long as Balwant Singh continued to pay revenue to the EIC. (1)</li> </ul> <p>Accept any other valid point</p>	<b>(2)</b>

Question Number	Indicative content
<b>4c</b>	<p><b>Explain the impact of the War of Independence on the government of Bengal after 1858.</b></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><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The most important consequence of the war was the end of the East India Company's rule of India. After 1858 Queen Victoria became Empress of India, a Viceroy, governed India. In Westminster there was a Secretary of State for India. These appointments showed how important India was to the British.</li> <li>• The Viceroy governed with the help of the Imperial Legislative Council, which was also appointed by the British Government and passed laws for India. To support him, the Viceroy had an administration of about 70,000 civil servants and soldiers.</li> <li>• A Lieutenant Governor governed Bengal. He was responsible to the Viceroy in Delhi.</li> <li>• When the Indian National Congress was set up in 1885 it was intended to be a forum for educated, English-speaking Hindus to discuss and express any grievances against the British. At first, the Indian National Congress was active only at its annual gatherings. Its delegates were mostly upper caste Hindus and few Muslims were attracted to it.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> </ul>

		<ul style="list-style-type: none"><li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li></ul>
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Question Number	Indicative content
4d	<p data-bbox="384 282 1110 315"><b>'Bengal was partitioned because it was too large.'</b></p> <p data-bbox="384 360 1075 394"><b>Discuss how far you agree with this statement.</b></p> <div data-bbox="400 443 1469 658" style="border: 1px solid black; padding: 10px;"> <p data-bbox="416 454 1129 488"><b>You may use the following in your answer:</b></p> <ul data-bbox="464 510 922 584" style="list-style-type: none"> <li data-bbox="464 510 922 544">• <b>administrative problems</b></li> <li data-bbox="464 544 922 584">• <b>Hindu nationalism.</b></li> </ul> <p data-bbox="416 618 1145 651"><b>You must also use information of your own.</b></p> </div> <p data-bbox="719 752 1126 786" style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p data-bbox="384 797 1369 909">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 data-bbox="384 913 1225 947"><b>Relevant points that support the statement may include:</b></p> <ul data-bbox="384 954 1458 1760" style="list-style-type: none"> <li data-bbox="384 954 1458 1111">• Bengal's population was becoming <b>very large</b> and producing significant problems. There were 85 million people living in Western and East Bengal and Assam at the time and it was felt that this was too large to govern effectively.</li> <li data-bbox="384 1122 1426 1200">• By partitioning Bengal it was felt that the province would be easier to <b>administer</b> especially at the time of a new British government in power.</li> <li data-bbox="384 1211 1442 1458">• The British believed that the partition process would help the administration process by reducing the burden of government of Bengal and form a separate government for the efficient administration of East Bengal and Assam. The development of Assam would also take place by including it under the direct jurisdiction of government, which was earlier administered by a Chief Commissioner.</li> <li data-bbox="384 1469 1458 1760">• There was a growth of Hindu nationalism at the beginning of the twentieth century, which became worrying for the British. Provocative newspaper articles began to appear by such leaders as Bal Gangadhar. Many secret societies sprang up aimed at ridding India of the British and there was a spate of violence and murders of British officers. The British started to clamp down on such events and partition was viewed as a solution to these problems.</li> </ul> <p data-bbox="384 1794 1193 1827"><b>Relevant points to counter the statement may include:</b></p> <ul data-bbox="384 1834 1458 2121" style="list-style-type: none"> <li data-bbox="384 1834 1458 1951">• Of the 85 million people in Bengal 42 million in West Bengal and 12 million in East Bengal and Assam were Hindus. The British felt it was sensible to divide up the province on religious grounds.</li> <li data-bbox="384 1962 1410 2121">• The Muslims believed that partition was brought about by the British to help them. The Muslims believed partition would bring an end to Hindu oppression and that they would enjoy true recognition in a province in which they were in a majority.</li> </ul>

	<ul style="list-style-type: none"> <li>The Hindus believed that the partition came about as part of the British 'divide and rule' policy, which would weaken Hindu unity and its influence in the new East Bengal.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> <li>Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 2	5–8	<ul style="list-style-type: none"> <li>Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 3	9–12	<ul style="list-style-type: none"> <li>Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>Interpretation of information is good with some analysis of issues. (AO3)</li> <li>A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 4	13–16	<ul style="list-style-type: none"> <li>Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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Question Number	Answer	Mark
<b>5a</b>	<p><b>Identify the year of the Second Round Table Conference.</b> AO1 (1 mark)</p> <p><b>B 1931</b></p> <p>1930, 1932 and 1933 were not the year when the Second Round Table Conference took place</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>5b</b>	<p><b>State two features of the Delhi proposals of 1927.</b> AO1 (2 marks)</p> <ul style="list-style-type: none"> <li>• Sind should be separated from Bombay (1)</li> <li>• Sind should be an independent province (1)</li> <li>• Reforms introduced in the North-West Frontier Province and Baluchistan should be the same as in any other province of India (1)</li> <li>• Reservation of seats according to the population for different communities in the Punjab and Bengal (1)</li> <li>• Muslims should be given 1/3rd representation in the Central Legislature (1)</li> <li>• Muslims would be willing to abandon separate electorates in favour of joint electorates (1)</li> </ul> <p>Accept any other valid point</p>	<b>(2)</b>

Question Number	Indicative content
<b>5c</b>	<p data-bbox="387 280 1161 315"><b>Explain the importance of the Lucknow Pact of 1916.</b></p> <p data-bbox="724 360 1126 396">AO1 (3 marks)/AO2 (3 marks)</p> <p data-bbox="387 441 1374 555">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 data-bbox="387 600 660 636"><b>Indicative content</b></p> <ul data-bbox="387 680 1426 1234" style="list-style-type: none"><li data-bbox="387 680 1426 842">• The Lucknow Pact of 1916 was an agreement between the Muslims and Hindus, which presented a number of political demands to the British government in an attempt to show a united front and produce common aims.</li><li data-bbox="387 853 1426 934">• It was the first and only agreement between Congress and the Muslim League on an Indian constitution</li><li data-bbox="387 945 1426 981">• It was recognition that the Muslim League spoke for all Muslims</li><li data-bbox="387 992 1426 1106">• For the first time Hindus acknowledged that Muslims had the right to a separate electorate and was therefore seen as a beacon of hope for the future.</li><li data-bbox="387 1117 1426 1198">• No law affecting the community could be agreed if three quarter of the representatives of that community opposed it</li><li data-bbox="387 1209 1426 1234">• It led to the British making concessions to Indians</li></ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li>• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question Number	Indicative content
5d	<p><b>'The main reason why the British failed to reach agreement on partition during the 1940s was the outbreak of World War Two.'</b></p> <p><b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>the Cripps Mission, 1942</b></li> <li>• <b>the Simla Conference, 1945.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• <b>The outbreak of World War Two</b> did mean that Britain was focussed on fighting Germany and to some extent was less concerned with solving the problems in India. Congress provincial governments resigned at the lack of consultation by the British declaration that 'India was at war with Germany.'</li> <li>• The Muslim League gave limited cooperation to the British Government and Congress organised against the war effort. The Muslim League turned down the 'August offer' in 1940 in which the British failed to agree to equal or majority Muslim membership of the proposed Defence Council.</li> </ul>



- Indian independence was put on the back burner until 1945 and Indian politicians were allowed to negotiate a position of agreement whereby the circumstances could be agreed between Congress and the Muslim League whereby partition might take place after 1945.
- **The Cripps Mission of 1942** offered Dominion Status after the War if the sub-Continent would acknowledge the threat from the Japanese and supported the war effort. This was rejected and Gandhi proposed a 'Quit India' Resolution, which called for the immediate withdrawal of the British. Thus there was no progress.
- At **the Simla Conference in 1945**, the Viceroy realised that the two parties were unable to reach agreement on anything. Although all parties agreed to the principle of the Executive Council, the sticking point was the method of selection.

**Relevant points to counter the statement may include:**

- Gandhi and Jinnah held talks in 1944 with regard to the future of India but failed to reach agreement. Gandhi only wanted to achieve independence first and foremost – partition discussions could follow later whereas Jinnah wanted to settle the issue of partition first and before the British left. He knew that his bargaining position would be much weaker if he went along with Gandhi's plan. Nothing could be agreed and so there was little prospect of the politicians working together to achieve partition. Nevertheless it was an important meeting since Gandhi had been forced to negotiate with the Muslim League on an equal footing for the first time.
- Following the Simla Conference in 1945 Lord Wavell announced new elections. The results demonstrated that the Congress had control of the non-Muslim votes but that the League had equally gained control of the Muslim vote. It was clear that the League was an equal player to the Congress and that the demand for Partition could no longer be ignored by the Congress or the British Government.
- However in March 1946, members of the British Cabinet Mission arrived in India to work out a plan for achieving independence for India as a federation. The Mission met with some 470 Indian leaders but Jinnah stuck firm to his stance that partition was the only way forward as far as the Muslims were concerned. Once the plans for grouping the provinces together were known, the Muslim League accepted the plan as long as the groupings were to be compulsory. Congress however refused to accept the groupings and they would not be bound by any British plan. The British

	<p>government decided to form an Interim Government headed by Nehru of Congress. Eventually members of the Muslim League joined it too.</p> <ul style="list-style-type: none"> <li>• The Muslim League grew more concerned that the British would leave India without organising a settlement and didn't want Congress to be left in charge of organising a new country. Thus the Muslim League organised a Direct Action Day in the summer of 1946 in an attempt to stop the British government giving in to Congress. Rioting on a massive scale took place and thousands died. The British grew increasingly worried that civil war would ensue and gradually a change of mind grew over Partition.</li> <li>• In February 1947 Attlee announced that the British would leave the sub-continent by 1948 but the subsequent violence in the Punjab in March 1947 convinced Nehru that Partition should take place quickly. This was formalised in the 3 June Plan of 1947 in which Mountbatten, the new Viceroy brought about Partition in August 1947. Mountbatten was sent to India in 1947 to work out the quickest and most efficient way for the British to withdraw. He realised the need for a speedy settlement, as riots and killings had begun in Punjab and were spreading.</li> <li>• The British wanted to leave because they feared that there could be a civil war if they stayed. Mountbatten quickly reached the conclusion that India was so divided that partition was necessary. Thus he went ahead with partition, a year earlier than first planned.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> <li>• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2)</li> <li>• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> <li>• Interpretation of information is basic with no analysis of issues. (AO3)</li> <li>• An unbalanced argument, judgements not supported by evidence. (AO3)</li> </ul> <p><b>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Level 2	5–8	<ul style="list-style-type: none"> <li>• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)</li> <li>• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)</li> <li>• Interpretation of information is limited with partial analysis of issues. (AO3)</li> <li>• A partially balanced argument, judgements are supported by limited evidence. (AO3)</li> </ul>

		<b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b>
Level 3	9–12	<ul style="list-style-type: none"> <li>• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2)</li> <li>• Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)</li> <li>• Interpretation of information is good with some analysis of issues. (AO3)</li> <li>• A mostly balanced argument, judgements supported by some relevant evidence. (AO3)</li> </ul> <b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b>
Level 4	13–16	<ul style="list-style-type: none"> <li>• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2)</li> <li>• Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2)</li> <li>• Interpretation of information is excellent with thorough analysis of issues. (AO3)</li> <li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li> </ul> <b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b>

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

Question Number	Answer	Mark
6b	<p><b>State two achievements of Lalon Shah.</b></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"> <li>• Lalon Shah composed and sang devotional folk songs in the villages. (1)</li> <li>• He was a humanist who believed that all men and women are equal. (1)</li> <li>• He had a considerable number of followers who included both Hindus and Muslims. (1)</li> <li>• He had extensive knowledge of Hindu and Muslim religious traditions. (1)</li> <li>• He composed two thousands spiritual songs (1)</li> <li>• His songs, spoke of his deeper understanding of the meaning of human life and equality (1)</li> <li>• He was popular with ordinary countrymen and the educated urban people (1)</li> <li>• Lalon influenced the poet Rabindranath Tagore (1)</li> </ul> <p>Accept any other valid point</p>	(1)

Question Number	Indicative content
6c	<p data-bbox="387 280 1310 315"><b>Explain why Bangladesh joined world organisations after 1971.</b></p> <p data-bbox="724 360 1126 396">AO1 (3 marks)/AO2 (3 marks)</p> <p data-bbox="387 441 1374 555">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 data-bbox="387 600 660 636"><b>Indicative content</b></p> <ul data-bbox="387 640 1461 1361" style="list-style-type: none"> <li data-bbox="387 640 1461 801">• Bangladesh was inspired by Sheikh Mujibur Rahman's vision for a <i>Switzerland of the East</i>. By this he meant that Bangladesh would steer clear from the Cold War and would remain non-partisan in the tug of the Cold War between the US and the Soviet Union.</li> <li data-bbox="387 813 1461 927">• The Bangladesh government has begun to translate the ideal into a foreign policy that pursues regional economic integration in South Asia and aims to establish Bangladesh as a regional hub of transit trade in Asia.</li> <li data-bbox="387 938 1461 1016">• Since independence in 1971, the country has stressed its principle of "<i>Friendship towards all, malice towards none</i>" in dictating its diplomacy.</li> <li data-bbox="387 1028 1461 1142">• The Bangladesh constitution expressed that the state should endeavour to consolidate, preserve and strengthen fraternal relations among Muslim countries based on Islamic solidarity.</li> <li data-bbox="387 1153 1461 1232">• Since then, an explicit goal of Bangladeshi foreign policy has been to seek close relations with other Islamic states.</li> <li data-bbox="387 1243 1461 1361">• The Commonwealth is the first major international organisation that Bangladesh joined in 1972 partly because most members of the Commonwealth supported the Bangladesh War of Liberation.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul data-bbox="542 1547 1461 1715" style="list-style-type: none"> <li data-bbox="542 1547 1461 1626">• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)</li> <li data-bbox="542 1637 1461 1715">• Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)</li> </ul>
Level 2	3–4	<ul data-bbox="542 1738 1461 1906" style="list-style-type: none"> <li data-bbox="542 1738 1461 1816">• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)</li> <li data-bbox="542 1827 1461 1906">• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)</li> </ul>
Level 3	5–6	<ul data-bbox="542 1928 1461 2096" style="list-style-type: none"> <li data-bbox="542 1928 1461 2007">• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)</li> <li data-bbox="542 2018 1461 2096">• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)</li> </ul>

Question Number	Indicative content
6d	<p data-bbox="370 280 1426 353"><b>'The main achievement of General Ziaur Rahman as Prime Minister was the formation of the Bangladesh National Party.'</b></p> <div data-bbox="386 367 1455 613" style="border: 1px solid black; padding: 10px;"> <p data-bbox="405 380 1115 414"><b>You may use the following in your answer:</b></p> <ul data-bbox="453 459 868 528" style="list-style-type: none"> <li data-bbox="453 459 868 492">• <b>reforms in agriculture</b></li> <li data-bbox="453 495 868 528">• <b>reforms in education.</b></li> </ul> <p data-bbox="501 573 1227 607"><b>You must also use information of your own.</b></p> </div> <p data-bbox="716 672 1115 705" style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p data-bbox="370 759 1358 873">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 data-bbox="370 927 1212 960"><b>Relevant points that support the statement may include:</b></p> <ul data-bbox="370 1008 1453 2114" style="list-style-type: none"> <li data-bbox="370 1008 1453 1122">• Ziaur Rahman founded the <b>Bangladesh National Party</b> on 1 September 1978 after the Presidential election of 1978. He sought to unite the people with a nationalist ideology of the country.</li> <li data-bbox="370 1137 1453 1296">• Since then, the BNP won the second, fifth, sixth and eighth national elections and two Presidential elections in 1978 and 1981. The party also holds the record of being the largest opposition in the history of parliamentary elections of the country.</li> <li data-bbox="370 1312 1453 1471">• Rahman focused on boosting <b>agricultural and industrial production</b>, especially in food and grains, and to integrate rural development through a variety of programmes, of which population planning was the most important.</li> <li data-bbox="370 1487 1453 1646">• He introduced and opened the Bangladesh Jute and Rice research institutes. He launched an ambitious rural development programme in 1977, which included a highly visible and popular food-for-work programme.</li> <li data-bbox="370 1662 1453 1776">• He promoted private sector development, exports growth and the reversing of the collectivisation of farms. His government reduced quotas and restrictions on agriculture and industrial activities.</li> <li data-bbox="370 1792 1453 1861">• Rahman launched major projects to construct irrigation canals, power stations, dams, roads and other public works.</li> <li data-bbox="370 1877 1453 1991">• In an attempt to improve prosperity agriculture was encouraged by subsidising farmers to increase production and overcome Bangladesh's food shortage. Canals were constructed largely to irrigate summer crops.</li> <li data-bbox="370 2007 1453 2031">• Industry was encouraged by de-nationalisation and private enterprise.</li> <li data-bbox="370 2047 1453 2114">• The results were record grain harvests in 1976-8 and Gross Domestic Product (GDP) growth at an average of 6.4 per cent in 1975-8.</li> </ul>

**Relevant points to counter the statement may include:**

- 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. However, opposition to his rule led to a number of attempted coups.
- In June 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.
- Ziaur introduced a new definition of Bangladeshi nationalism. He stated that it was impossible to define nationalism in terms of culture or origin and, instead, emphasised a territorial definition regardless of belief and gender. At the same time he added references to Islam in the Bangladesh Constitution.
- The two most successful parties were the Awami League and the Bangladesh National Party (BNP), which had been founded by Ziaur.

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



		<ul style="list-style-type: none"><li>• A balanced argument, judgements thoroughly supported by relevant evidence. (AO3)</li></ul> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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