

INTERNATIONAL GCSE

Bangladesh Studies (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES
PAPER 1

Pearson Edexcel International GCSE in Bangladesh Studies (4BN1)



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Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering Pearson Edexcel International GCSE in Bangladesh Studies specification. The Paper 1 exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at questions 1(b), 1(d), 5(b), 5(c) and 5(d) from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Example responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the explanation for the decision and guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use the commentaries on the exemplification of marker decisions to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

1.3 Further support

A range of materials are available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Examiner's Report and other assessment and support materials available on the [Pearson Qualifications website](#).

1.4 Assessment objectives

This document references the assessment objectives, which are as follows:

AO1	Demonstrate knowledge and understanding of key information, ideas, concepts and themes
AO2	Analyse and explain key information, ideas, concepts and themes
AO3	Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements

Question 1(b)

State **two** ways that Cyclone Bhola affected the population of East Bengal in 1970.

Mark scheme

AO1 (2 marks)

Award 1 mark for each correct point, up to a maximum of 2 marks

- 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)

Accept any other valid point.

Exemplar response A

There were no survivors in the 13 islands near Chittagong.

The total estimated damage caused by the cyclone was about \$86 million.

Examiner's comments:

This response was given 2 marks.

The candidate has given two clear factual statements about the effects of Cyclone Bhola and as a result scores full marks.

Exemplar response B

- 1 As East Bengal needed shelter for their protection but had no shelter and comparatively ^{population was more in East Pakistan}
- 2 cyclone Bhola ~~let~~ was held in East Pakistan, ~~it~~ already they didn't have anything ex-Economic problem. cyclone Bhola made them more shattered.

Examiner's comments:

This response was given 1 mark.

The candidate fails to answer the question as set and demonstrates little relevant knowledge of the effects of Cyclone Bhola. However, there is sufficient explanation at the end of statement 2 (Cyclone Bhola made them more shattered) to award one mark. Clearly precise details are required to achieve two marks.

Question 1(d)

'The Canal Water Dispute was the most important problem facing the newly established government of Pakistan in 1947.'

Discuss how far you agree with this statement.

You may use the following in your answer:

- Indian control of the 'headworks'
- refugees

You **must** also use information of your own.

Mark scheme

AO2 (8 marks)/AO3 (8 marks)

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.

Relevant points that support the statement may include:

- 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.

Relevant points to counter the statement may include:

- 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	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained 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) Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.
Level 2	5–8	• 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) Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.
Level 3	9–12	• 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) Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
Level	Mark	Descriptor
Level 4	13–16	• 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) No access for answers that do not go beyond aspects prompted by the stimulus points.

Exemplar response A

Pakistan gained independence on 14th August 1947. When the country of Pakistan actually began to function as a proper country, it was faced with several problems.

One of the main problems was the Canal Water Dispute. When the Radcliffe Commission had actually partitioned British India, there were no natural borders that could actually form the basis (to) of partition between India and Pakistan. Their borders were hastily drawn. Due to this fact, many of the rivers and streams flowing through Pakistan actually had their 'headworks' in India, meaning the mouth of the rivers were in India.

Problems soon arose when India would actually start to control these headworks and limited or varied Pakistani natural water supply. Thus a huge dispute formed between the two nations over the main Punjab canal. Pakistani leaders had pointed out that water was a necessary commodity required for human survival and economical, and industrial purposes. India argued that the headworks were in their territory so they had the right to do whatever they wished with the water bodies.

Pakistan wanted to take India to the International Court of Justice for resolution on the matter but India refused to (do so) comply.

On the other hand, another major issue that Pakistan had to face ever since its inception, was the refugee problem. Partition of 1947 had left around five million Hindus in Pakistan and also five million Muslims in India. Thus began one of the largest refugee movements ever seen in history as people had found themselves living in the wrong nation.

Incidents of communal violence rose sharply during this period and many acts of torture and killings were often orchestrated by local authorities. Over 60,000 people had died in Punjab alone; and trains were stopped to kill refugees en masse. The new country of Pakistan thus received an influx of refugees that it was honestly ~~not~~ not prepared to take in. Refugee camps had to be set up and this absorbed the nation's already limited funds. The same occurrence was taking place in India as well so governments of the two nations, Pakistan and India, collaborated to ensure the safe passage of refugees.

However, a solution to the Canal Water Dispute was reached as a temporary agreement had allowed water to flow through Pakistan but only if they had promised to look for alternate water supplies.

Arguably the ~~big~~ biggest problem Pakistan faced was the issue of the princely state of Kashmir. The majority of Kashmiris were Muslim while their leader was Hindu. When Muslim emigrated to Pakistan the Hindu maharaja acceded to India. This enraged Pakistan and they were ready to go into war, with their lacking in administrative, political and military supplies, against India. UN later arranged for a ceasefire.

Thus I don't agree with the statement that the Canal Water Dispute was the biggest Pakistani issue.

Examiner's comments:

This response was given 13 marks.

This question required an explanation of how important the given problems facing Pakistan in 1947 were, together with other factors from candidate's own knowledge. A successful attempt to do this would result in a level 4 mark.

The first example demonstrates an accurate application of knowledge and understanding with clear links to the conceptual focus of the question (AO2.) It is a balanced answer with judgements thoroughly supported by relevant answer (AO3.) The candidate is able to explain clearly and accurately that the importance of the Canal Water Dispute, Indian control of the 'headworks' and refugees were problems facing Pakistan, together with a short explanation of the importance of Kashmir. Without referring to Kashmir, the answer would have been at the top end of level 3 (by not going further than the given stimulus points in the question.) However, the answer did go further and by partially arguing that Kashmir was the most important factor, a mark at the lower end of Level 4 was justified. In order to gain more marks within level 4 then further explanations of own knowledge such as the division of financial and military assets would have been helpful.

Exemplar response B

When Pakistan was born on 14th August 1947, Muhammed Ali Jinnah was sworn as the Governor General and Liaquat Ali Khan was made the Prime minister. Muhammed Ali Jinnah declared that "Pakistan has come to exist forever" but it had faced many problems before it could feel secured. The problems were - geographical problems, political problems, economical problems, refugee problems etc.

① Geographical problems - ~~As~~ Though Pakistan was a new nation it did not had any natural borders such as - mountains, rivers or sea. The two different wings of Pakistan (East and West) was miles apart and they had to face a lot of social problems such as education, poverty and health care.

⑫ Political problems - When the British India was divided into India and Pakistan, India was quite benefitted. The reason is that they had inherited ~~governing~~ government buildings, officials. They had the ~~members~~ members of the Congress to control the government and these members had a lot of political ~~expre~~ experience. But Pakistan had none of these.

⑬ Refugees - When the two nations were divided, ~~the~~ millions of people ~~and~~ found themselves living in the wrong country. Many muslims were in India and many non-muslims were in Pakistan. The only answer is to transfer the muslims to Pakistan and the non-muslims to India.

⑭ Canal water dispute - After the division of the two nations, the flow of water was ~~was~~ controlled by ~~the~~ a series of headworks. The Pakistan government had called the matter to International Canal System (ICS) but India refused.

Examiner's comments:

This response was given 7 marks.

The candidate clearly had some knowledge of the problems facing the new state of Pakistan, but unfortunately this was largely description. There was a partial accurate application of knowledge and understanding together with a demonstration of basic links to the conceptual focus of the question which unfortunately were only partially developed (AO2.) The interpretation of the information was limited with only a partial analysis of issues and thus only a partially balanced answer (AO3.) There was little attempt to explain why the factors given were problems facing Pakistan, and there was no attempt to explain the relevant importance of each factor. As a result, a level 2 mark was awarded. In order to reach level 3 then an explanation of the factors given would have been essential together with that of own knowledge using the examples of Kashmir and the Princely States and the division of financial and military assets in order to access level 4 and a top mark.

Question 5(b)

State **two** terms of the Indian Councils Act of 1909.

Mark scheme

AO1 (2 marks)

Award 1 mark for each correct point, up to a maximum of 2 marks

- 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)

Accept any other valid point

Exemplar response A

1. Separate electorate for Muslim
2. Inclusion of an Indian in the Imperial and provincial council as well on the council of the Secretary of State

Examiner's comments:

This response was given 2 marks.

The candidate has given two clear factual statements about the terms of the Indian Councils Act of 1909 (separate electorate for Muslims and Indian inclusion in the Imperial and Provincial Councils) and as a result scores full marks.

Exemplar response B

- 1 Provincial elections were held for Indians and they were given posts in the government for the first time.
- 2 Special representation was given to Muslims and other minority groups.

Examiner's comments:

This response was given 1 mark.

This is a somewhat confused list of the terms of the Indian Councils Act. 'Special representation was given to Muslims' deemed worthy of a mark despite not being fully developed with reference to the separate electorate, but the example of Indians given posts in the government was a little too vague and imprecise to be awarded any credit. Thus, one mark was awarded for this response. As with the previous part (b) question it is essential to have a clear and precise grasp of knowledge related to these questions.

Question 5(c)

Explain why the Government of India Act in 1935 was a turning point in Hindu-Muslim relations.

Mark scheme

AO1 (3 marks)/AO2 (3 marks)

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.

Indicative content

- 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	• 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	• 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	• 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)

Exemplar response A

The Act was a turning point for various reasons. It showed that the Hindus had completely different objectives as they wanted a strong central government but weak provincial government while the Muslims ~~want~~ wanted to take advantage of their majority in certain areas of ~~the~~ the states so they wanted a weak central government and strong provincial government as it would allow them to control ~~the~~ those provinces. The Act served to widen ~~of~~ the already existing gap between the two communities. It was also a factor that ~~led~~ led to the partition and the demand for separate Muslim state as it increased the sense of communalism.

Examiner's comments:

This response was given 4 marks.

Although there was a lack of accurate understanding of why the Government of India Act in 1935 was a turning point in Hindu-Muslim relations, there was a partial understanding and application of knowledge (AO1) that the two sides had irreconcilable objectives and differences that Jinnah and the Muslim League saw as a major factor in turning away from Congress and the Hindu community. Thus, a mark within level 2 was awarded to credit the largely descriptive and partially developed links to the conceptual focus of the question (AO2.) To access level 3 (and access to top marks) then a clear explanation of several reasons why the Government of India Act was a turning point in Hindu-Muslim relations is required.

Exemplar response B

The ^{Government} government of India Act, 1935, introduced many changes to ~~be the~~ the constitution. There would be more communal representation which was a sign that Muslims were given more importance. The ^{Government} government of India Act, 1935, also led to many events which would be important to Hindu- and Muslim relations. It ~~lead to~~ led to the Quit India Movement of 1942 where both ~~Indians~~ ^{Hindus} and Muslims joined to move the British out of ~~the~~ India. There was also the cabinet mission plan, which ~~con~~ Congress had refused to agree ~~with the~~ ^{and} and then the All India Muslim League had accepted it. There was also the Radcliffe Commission where ~~Indian~~ India and Pakistan would be separated. It also led to the Partition of Bengal, 1947 and the Partition of India itself. These would lead to many Muslims and Hindus being separated due to communal beliefs.

Examiner's comments:

This response was given 1 mark.

This candidate attempted to describe some of the terms of the Government of India Act, which were inaccurate and not relevant to the question. The candidate then went on to describe the Quit India Movement, the Cabinet Mission Plan and the eventual partition of India in 1947, all of which were irrelevant to the question. The candidate clearly had little idea of the demands of the question. As a result, a level 1 mark at the lower end was awarded to reflect the candidate's limited understanding of the concepts involved in the question (AO1) and demonstration of unsustained links to the conceptual focus of the question (AO2.) To access level 3 (and access to top marks) then a clear explanation of several reasons why the Government of India Act was a turning point in Hindu-Muslim relations is required. Candidates should also avoid describing factors that have little bearing on the question since they leave themselves with potential problems of time management in the rest of the paper.

Question 5(d)

'Bande Matram was the most important reason why Muslims disliked Congress Rule (1937-1939).'

Discuss how far you agree with this statement.

You may use the following in your answer:

- the nationalistic Hindu song
- anti-Muslim riots

You **must** also use information of your own.

Mark scheme

AO2 (8 marks)/AO3 (8 marks)

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.

Relevant points that support the statement may include:

- 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.

Relevant points to counter the statement may include:

- 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. Its 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 its tri-colour flags on all public and local buildings, as if they had conquered these buildings. It was given the status of a national flag.
- 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.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• 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) Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.
Level 2	5–8	• 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) Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.
Level 3	9–12	• 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) Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
Level	Mark	Descriptor
Level 4	13–16	• 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) No access for answers that do not go beyond aspects prompted by the stimulus points.

Exemplar response A

During the years 1937 to 1939, the Congress had been in power and increased in power and influence overtime.

One of the terms passed by the Congress was the necessity of singing ~~a~~ a nationalistic Hindu song called "Bande Matram" at work places and schools. This was seen as a form of local disparity ~~to~~ to the Muslims. It allowed Hindus to expand their influence ~~to work places and it also~~ ~~seen~~ to Muslims as well, as some work places had Muslims who also needed to sing the song. ~~The song also also So,~~ as ~~to~~ Hindu Congress influence increased, the influence of the Muslim ~~to~~ League decreased. This ~~furth~~ further increased the gap between the two communal groups, and made the Congress more important to the British than the Muslims due to greater influences.

~~There were also anti-Muslim riots during this time.~~
~~Mr Pictures of Hindus Congress was leaders such as Gandhi~~
~~were put up in schools~~ The Congress rule seemed to be an open opposition against the Muslims. They allowed ~~put~~ pictures of Hindu leaders, such as Gandhi to be put up in

schools, they ~~made 8 provincial govern~~ formed 8 provincial governments, they disallowed ~~at~~ slaughter of animals in public places and had an open riot against Muslims to undermine their importance, their safety and their interests. The ~~riots~~ riots further decreased the ~~popu~~ popularity of Muslims and the Muslim League. It also caused violence killing many Muslims. All this also made it clear that a joint Muslim League and ~~It~~ Hindu Congress administration would no longer be possible and encouraged the idea of separate Muslim ~~se~~ state.

~~These problems~~ There were also other problems that ~~the~~ the Muslims had with the Congress, such as their lack of support for the 14 points of Jinnah, mainly the right to separate electorates and the Lucknow Pact. ~~All~~

~~All~~ All this helped show the differences between the ~~2~~ ← two communal groups and ultimately, it was this hatred for one another that led to the second partition in 1947.

Examiner's comments:

This response was given 9 marks.

This question required an explanation of how important were the given reasons why Muslims disliked Congress Rule, together with other factors from candidates' own knowledge. A successful attempt to do this would result in a level 4 mark. Although this was a mainstream topic in the specification, good answers were very limited, which suggests that candidates found the question challenging.

The candidate did address all the stimulus points given in the question, but the response is largely descriptive with minimum attempt to explain why Muslims disliked these actions of Congress Rule. There was an attempt to address other factors (Jinnah's 14 Points, separate electorates and the Lucknow Pact) but these were irrelevant and from earlier times. Clearly there was an accurate application of knowledge and understanding shown with some links to the conceptual focus of the question (AO2) with some analysis of the issues and a partially balanced argument (AO3.) As a result, the candidate just managed to achieve a mark at the bottom end of level 3. In order to access the top of the level 3 and into level 4 then it is essential to explain all points made and avoid irrelevancies. For the very top of level 3 and level 4 it is essential that the candidate uses own knowledge of other reasons why the Muslims disliked Congress Rule as described in the mark scheme.

Exemplar response B

The Hindu and ~~the~~ Muslims had many disparities between each other. There was much hatred towards each other. ~~The~~ ~~the~~ Under the two years rule by Congress the ~~the~~ Muslims hated the Hindus because of the ~~Ant~~ anti-Muslim protests. They created the nationalist Hindu song called 'Bande Matram'. The Muslims wanted a separate muslim state and wanted to get away from the torture of the Hindu ~~a~~ upper class. The Hindus did not want any partition and they started the Anti-Muslim riots. Many muslims were being killed. The Hindus chanted the song 'Bande Matram' ~~a~~ which showed the hatred towards the Muslims. The Muslims ~~know~~ disliked this opposition and The Hindus would hurt many Muslims. The Hindus did not want the Muslims in their country. Congress The ~~Congre~~ Muslims wanted a separate state to which the Hindus opposed.

Examiner's comments:

This response was given 7 marks.

This was a limited answer that did address the stimulus points in the question, but this was largely descriptive and did little to explain how these reasons made Muslims dislike Congress Rule. There was a partial application of knowledge and understanding with basic links to the conceptual focus of the question (AO2.) The interpretation of the information was limited with only partial analysis of the issues and as a result it was only a partially balanced argument (AO3.) As a result, a mark within level 2 was achieved with a limit of 7 marks due to a lack of own knowledge of other reasons included. In order to access the top of the level and into level 4 then it is essential to explain all points made and demonstrate more links to the question to balance the argument and start to attempt some form of evidenced judgement. For the very top of level 3 and level 4 it is essential that the candidate uses own knowledge of other reasons why the Muslims disliked Congress Rule as described in the mark scheme.

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