



Mark Scheme (Results)

Summer 2023

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2023

Question Paper Log Number P72607

Publications Code 4BN1_01_2306_MS

All the material in this publication is copyright

© Pearson Education Ltd 2023

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
1a	<p>Identify when Jatiya Samajtantrik Dal was formed. AO1 (1 mark)</p> <p>C 1972</p> <p>1970, 1971 and 1973 were not the year when Jatiya Samajtantrik Dal was formed</p>	1

Question number	Answer	Mark
1b	<p>State two features of Indian support for East Pakistan during the War of Liberation. 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"> • Supported the Mukti Bahini (1) with weapons (1) and training (1) • Provided shelter for refugees • Provided troops (1) air strikes (1) and support from the Indian navy (1) 	2

Question number	Indicative content
1c	<p>Explain why Urdu was adopted as the state language of Pakistan. AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Urdu has been the language associated with the Pakistan Movement throughout its struggle with the British and Hindu groups. • Urdu was understood by all Pakistanis and so it was felt that this would be the most appropriate language to use • After Independence it was felt that the language was the uniting force behind the nation and the government was committed to using at all

		<p>levels in society.</p> <ul style="list-style-type: none"> Jinnah, many leading Muslims and the government were committed to Urdu and wanted to use it
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
1d	<p>'Economic reforms were the most important of Ayub Khan's domestic reforms during the years 1958-1968.' Discuss how far you agree with this statement.</p>
	<p>You may use the following in your answer:</p> <ul style="list-style-type: none"> land reforms industrial reforms.
	<p>AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> Land was redistributed to farmers with medium sized farms. Large landowners had to find tenants for parts of their land, which raised productivity as these smaller farms were more efficient than the larger, poorly run farms. Crop productivity was gradually increased and demonstrated the

importance of such reforms to the Pakistan economy.

- With increased mechanisation and irrigation schemes agriculture was revitalised to such an extent that crop outputs were at record levels.
- In 1962 an oil refinery was established in Karachi and a Mineral Development Corporation was set up for the exploration of mineral deposits which contributed significantly to the economy
- An Export Bonus Scheme was set up offering incentives to industrialists who increased exports.
- As a result of these policies economic growth rose sharply. National growth rate rose more than 7% and the economy grew three times faster than any other Southeast Asian country. However, the new wealth was concentrated in the hands of a few, and the general population didn't benefit.

Relevant points to counter the statement may include:

- The Report of the Commission on National **Education** identified the importance of education and as a result education was made free and compulsory
- Secondary education Boards were set up to oversee secondary education
- University reforms included the extension of degree courses from two years to three which was widely opposed and discontinued after two years
- Improvements were made in scientific education and research

- The government set about improving housing for refugees. A massive new housing development provided new homes for refugees in Karachi, which clearly had a beneficial effect on the lives of these people.
- Women's rights benefitted too by reforms affecting divorce and marriage. Marriages and divorces now had to be registered and further marriage approved by a court. The minimum age of marriage for females became 16.
- In 1959 Basic Democracies were introduced which was a 4 tier structure of government, allowing elections at various levels. The success of these councils, which were set up was such that martial law was lifted.
- Ayub Khan also took action to prevent people from hoarding goods and selling them on the black market at inflated prices. Profiteers had their goods confiscated and many were arrested. As a result, this action brought prices of many goods down that benefited people.
- He also fixed the price of milk and other goods to stop profiteering which also helped families to manage their weekly budget better.

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

	<ul style="list-style-type: none"> • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>	
Question number	Answer	Mark
2a	<p>Identify the Sufi who built a mosque in Pandua. AO1 (1 mark)</p> <p>D Sheikh Jalaluddin Tabrizi</p> <p>Hazrat Khan Jahan Ali, Hazrat Shah Jalal, Hazrat Shah Makhdum did not build a mosque in Pandua</p>	1

Question number	Answer	Mark
2b	<p>State two achievements of Laksmanasena. 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"> • He was a great warrior (1) defeating the King of Gauda (1) and Varanasi (1) • He made expeditions against Kamarupa (1) and Kalinga (1) • He established control over the whole of Bengal • He promoted literature (1) and Hinduism (1) • He wrote many Sanskrit poems (1) and completed the Adbhutasagara (1) 	2

Question number	Indicative content
2c	<p>Explain how Hussain Shahi enabled Bengal to have a period of success and prosperity during the 16th century.</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>

	Indicative content	
	<ul style="list-style-type: none"> • Bengal became a flourishing trading area and traders who arrived were generally welcomed. • Diplomatic relations were established with Portugal which provided important links to Europe. • Portugal and other European countries became important traders with Bengal and so the prosperity of Bengal soon increased • Bengali literature was promoted in this period and the Mahabharata was translated into Bangla for the first time. In so doing the cultural life of Bengal took on a new importance • Hussain Shahi had a great respect for Sri Chaitanya who founded Vaisnavism and in doing so promoted Hinduism. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
2d	<p>'The main achievement of the Pala dynasty was their religious tolerance.' Discuss how far you agree with this statement.</p> <div style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Buddhism • art and literature. <p>You must also use information of your own.</p> </div> <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive, and candidates are not</p>

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 **Buddhist Dharmapala** founded the Vikramshila monastery which became an important Buddhist seat of learning in India
- He followed a policy of religious tolerance of Hindus and other religions, which showed him to be a liberal and progressive leader. Grants were even given to Hindu temples
- Brahmins were appointed to important civil posts, and he was enthusiastic in his patronage of their shrines
- **Devapala** was a devout **Buddhist** and patron of the religion especially related to the seat of learning at Nalanda
- He engaged in friendly relations with the rulers of Buddhist kingdoms of SE Asia
- He appointed Virandeva to preside over the Nalanda monasteries
- **Art, architecture, poetry, and literature** were promoted with outstanding examples of each evidenced. The Somapura Mahavihara at Paharpur is seen as the most outstanding example of Buddhist art. Terracotta plaques, stone carvings and bronze sculptures were produced to high standards

Relevant points to counter the statement may include:

- **Dharmapala** not only consolidated his power in Bengal but also extended his kingdom from Bengal to Bihar
- Trade and commerce were promoted especially with the Arabs. As a result, Bengal was a prosperous kingdom at that time.
- The welfare of people was improved with water supplies and the building of new towns, especially by **Mahipala I**.
- **Devapala** increased the influence of Bengal and conquered a large area of northern India as well as Orissa and Kamarupa
- **Mahipala I** recaptured lost territories in northern and western Bengal and restored the Pala dynasty in Bengal.
- His successor **Ramapala** also recaptured parts of northern Bengal and extended his empire in northern India.
- He built Ramavati the new capital city and established a system of law and order

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of

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

Question number	Answer	Mark
3a	<p>Identify the town to where Murshid Quli Khan moved his capital.</p> <p>AO1 (1 mark)</p> <p>C Murshidabad</p> <p>Juranpur, Kolkata and Palashi were not the town to where Mushid Quli Khan moved his capital.</p>	1

Question number	Answer	Mark
3b	<p>State two weaknesses of the Mughal Empire.</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"> • The size of the Empire • The administration of the Empire • The power of the nobility • Succession issues • The failure of reform 	2

Question number	Indicative content
3c	<p>Explain how Akbar established Mughal authority in Bengal.</p> <p>AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> • As a result of Akbar's military campaigns between 1556 and 1595, the size of the empire increased significantly. This increased the status of the Mughals. • Akbar introduced the mansabdar system, which was very efficient and helped increase the loyalty of his subjects, so the empire was well run. • The wealth created by Akbar's reign was used to build beautiful

	<p>buildings and make Lahore a city of culture and was an example of how he maintained the loyalty of his subjects.</p> <ul style="list-style-type: none"> • Akbar's reign was so successful that by the time of his death, other emperors were able to continue to expand the territory under Mughal rule. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
3d	<p>'The main achievement of the reign of Sher Shah was his administrative reforms.'</p> <p>Discuss how far you agree with this statement.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • taxation • law and order. <p>You must also use information of your own.</p> <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points that support the statement may include:</p>

		<ul style="list-style-type: none"> • He was able to redesign his administration by dividing his Empire into 47 administrative units called sarkars and subdivided each one again called parganas. Officials were given control of each unit. • He introduced a quick and easy way of sending government orders and messages, to and from the capital, by horse. The inns served as stations for changing horses and shelters for traders, travellers and government servants. • Taxes were fixed at one-fourth of the gross produce, after proper measurement of land, and were payable either in cash or in kind. • He remodelled the police system, made village headmen responsible for the maintenance of peace in their respective areas and prevented crimes like drinking and adultery. • He maintained a strong standing army and efficient spies by which he dealt quickly with any plots or revolts against him. • Sher Shah a strong sense of justice. He was the highest court of appeal, both for civil and criminal cases. Next to him was the Qazi-ul-Quzzat. In the parganas the Qazi administered criminal cases, while the Amin looked after the civil ones. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Sher Shah reformed the currency and improved trade and commerce by abolishing some duties. • He introduced a network of excellent roads, connecting the capital Agra with outlying areas of the Empire, as well as inns, mosques, and temples at regular intervals, all of which improved communication. His most important road was the Sarak-i-Azam, which ran for 3000 miles from Sonargon to Multan via Agra, Delhi and Lahore, with shady trees on both sides. • He was a generous ruler making donations to worthwhile projects, opening free public kitchens for the poor, founding madrasas, mosques and important buildings. He had hospitals and inns built. • Sher Shah although a Muslim, was tolerant towards the Hindus and treated them well.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go</p>

		beyond aspects prompted by the stimulus points.
Level 2	5–8	<ul style="list-style-type: none"> Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) Interpretation of information is limited with partial analysis of issues. (AO3) A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 3	9–12	<ul style="list-style-type: none"> Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) Interpretation of information is good with some analysis of issues. (AO3) A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 4	13–16	<ul style="list-style-type: none"> Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) Interpretation of information is excellent with thorough analysis of issues. (AO3) A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>
Question number	Answer	Mark
4a	Identify the town where Nana Sahib is said to have led the 1857 war against the British.	1
	AO1 (1 mark)	

	<p>C Kanpur</p> <p>Delhi, Jhansi and Meerut were not the towns where Nana Sahib is said to have led the 1857 war against the British.</p>	
--	---	--

Question number	Answer	Mark
4b	<p>State two ways the British reacted to Hindu protests against the partition of Bengal in 1905.</p> <p>AO1 (2 marks)</p> <ul style="list-style-type: none"> • Troops broke up demonstrations • People/protesters were imprisoned • Repression • Negotiations with moderate Hindus • Restrictions were placed on newspapers and public meetings. • Between 1906 and 1908 editors were prosecuted and some were imprisoned. • In 1908, a Press Act gave the government even greater control over newspapers. • Sometimes suspects were simply deported without being charged or put on trial. 	2

Question number	Indicative content
4c	<p>Explain the importance of the work of William Carey.</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> <ul style="list-style-type: none"> • Carey was responsible for the production of the first printed book in Bangla (the Gospel of Saint Matthew) in 1800 • became Professor of Bangla at Fort William College in Kolkata in 1801 and produced the first book of Bangla grammar • he enabled others to use Bangla as a literary language • Carey was linked to the Serampore Press, set up in 1800 which printed books in Bangla

		<ul style="list-style-type: none"> Carey was important for ensuring Bangla script was standardised which meant that Bangla could be used more effectively for administration the first Bangla journal Masik Digdarshan was printed and published in 1818
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
4d	<p>'The Diwani Treaty had the greatest impact on Bengal between 1757 and 1784.' Discuss how far you agree with this statement.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the Great Famine 1769-1770 the India Act 1784. <p>You must also use information of your own.</p> <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> The Diwani Treaty of 1765 allowed Bengal to be governed by 'puppet leaders' including Mir Jafar in return for surplus revenues which were channelled to the EIC. The EIC made huge profits by operating a monopoly on trade, and company merchants began to receive

	<p>personal 'gifts' which increased their wealth.</p> <ul style="list-style-type: none"> • Whilst the British made huge profits in Bengal, the local people suffered. There was a rapid decline of agriculture and manufacturing and, finally, the Great Famine of 1769-70, which destroyed one third of the total population of Bengal. Thus, this famine had a significant effect on Bengal at this time. • in 1784 the India Act gave the British government direct control of the Indian possessions. It appointed a Governor-General, who would have overall control with provincial governors and a Commander-in-Chief of the armed forces. Thus, the EIC was changed from a trading concern to a sovereign body in which the Crown had direct control of Bengal. A regular police system was developed to help in the administering of justice and maintaining law and order. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • The Battle at Palashi of 1757 gave the British control of not only the province of Bengal but also the whole of Siraj ud Daulah's empire that included the regions of Bihar and Orissa. This was made secure when the Mughal Emperor gave the British complete administrative rights to the conquered provinces. Thus, the beginning of British rule was established in India. • The battle of Palashi is considered as one of the most significant battles in the history of the subcontinent. It decided not only the fate of Bengal but the whole subcontinent and by installing Mir Jafar as the puppet ruler in Murshidabad, French influence in Bengal was removed. • In 1760, three large and wealthy districts of Bengal (Burdwan, Midnapur and Chittagong) were acquired. The revenue administration of Bengal, Bihar and Orissa was gained in 1765 and until 1772, the EIC shared revenues from Bengal but took no responsibility in administering it. This system was known as 'dual administration'. • Two-thirds of Bengal's productive land became uncultivated due to lack of cultivating manpower. This calamity finally forced the British government to act. In 1773, it passed the Regulating Act which was the first step taken by the British government to regulate and control the company's affairs in India.
--	---

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of

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

Question number	Answer	Mark
5a	<p>Identify the head of the committee set up in 1919 to investigate the Amritsar Massacre.</p> <p>AO1 (1 mark)</p> <p>A Hunter</p> <p>Chelmsford, Montagu and Rowlatt were not appointed the head of the committee set up in 1919 to investigate the Amritsar Massacre.</p>	1

Question number	Answer	Mark
5b	<p>State two demands of the Lucknow Pact of 1916.</p> <p>AO1 (2 marks)</p> <ul style="list-style-type: none"> • Muslims had the right to separate electorates in electing representatives to the Imperial and Provincial Legislative Councils. This would apply even to Punjab and Bengal where they did not yet exist. • Although they represented only one quarter of the population, Muslims should be given one third of the seats in the Councils. • No Act affecting a community should be passed unless three-quarters of that community's members on the council supported it. • The number of elected seats on the Councils should be increased. • Motions which were passed by large majorities in the Councils should be accepted as binding by the British government. • Minorities in the provinces should be protected. • All provinces should have autonomy. 	2

Question number	Indicative content
5c	<p>Explain why the Cripps Mission of 1942 failed.</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>

		<ul style="list-style-type: none"> • Congress knew the British were desperate to come up with a solution for India after the War had ended which placed the party in a strong position to reject the proposals. • The Congress Party rejected the plan, as they wanted immediate and full control over India's affairs. • They demanded Britain leave the subcontinent immediately rather than wait until the end of the War. • The Muslim League also rejected the plan because the British would not agree to Partition. • They recognised that Cripps' proposals would lead to a Hindu majority which would deny the rights of the Muslim community.
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) <ul style="list-style-type: none"> • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) <ul style="list-style-type: none"> • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) <ul style="list-style-type: none"> • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
5d	'The Simon Commission of 1927 was the most important attempt to bring about constitutional reform in India between 1927 and 1935.' Discuss how far you agree with this statement.
	You may use the following in your answer: <ul style="list-style-type: none"> • the Nehru Report 1928 • the Round Table Conferences 1930-1932. You must also use information of your own.
	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 Simon Commission** was appointed to report on constitutional change. However, the Commission included no Indians and was to be responsible solely to the British Parliament. The Indian leaders protested strongly as it appeared that Indians had no right to decide their future constitution for themselves but must wait on the British for favours. This was unacceptable to them. When the Simon Commission arrived in India it was boycotted by every political party and greeted with black flags and cries of 'Simon, go back'. Thus, constitutional reform looked a long way off.
- In May 1928 an All-Party Conference met to draft a constitution which the Indian people thought should be used for their country. Nehru chaired the committee which devised this constitution, which was contained in the **Nehru Report** which was overwhelmingly approved by the All-Party Conference in September 1928.
- The Nehru Report had been drawn up by an All-Party Congress and many Muslims were horrified by its proposals. The views of Muslims had been ignored and Congress was turning its back on the agreements it had made in the Lucknow Pact. Without the support of the Muslim League little progress could be made.
- The British called a **Round Table Conference** in 1930 to discuss the Simon Commission's recommendations which had little to satisfy Muslims. Congress refused to attend unless there was a guarantee that anything agreed at the conference would be implemented. No such guarantee was given. Since Congress was India's largest party, it was difficult for significant progress to be made in the talks.
- A second **Round Table Conference** took place in London in 1931. This time Gandhi and the Congress attended who took a hard line in the talks and refused to recognise the problems of the minorities in the subcontinent. As a result, little was achieved at the conference. The Labour Party had lost power in Britain and the new coalition government was less keen to reach a compromise in India.
- A third **Round Table Conference** was held in 1932 which had little chance of success since neither Gandhi nor Jinnah attended.

Relevant points to counter the statement may include:

- In 1929, the All-India Muslim Conference rejected the Nehru report. Jinnah proposed several changes to this which were rejected. As a result, Jinnah proposed his **14 Points** which were to be the basis of Muslim demands from this time to the creation of Pakistan. It was now apparent that any Hindu-Muslim cooperation had now come to an end.
- It also convinced them that the Hindus and Muslims were two separate nations, which were to be further developed by Allama Iqbal in his **Allahabad address** in 1930 in which he stated that Muslims of the

	<p>subcontinent should work towards achieving an independent homeland.</p> <ul style="list-style-type: none"> • The Government of India Act of 1935 was the last major piece of legislation that the British government passed before independence was granted. However, it was opposed on all sides in India. Although it suited no one, the Act was an important point in the move towards independence. It provided the basis for the negotiations which finally resulted in the British leaving India. Parliamentary systems had been set up in which the Indian people were to gain increased representation.
--	--

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

		<ul style="list-style-type: none"> • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p>
Question number	Answer	Mark
6a	<p>Identify the individual who drew sketches depicting the misery of the Great Bengal Famine of 1943.</p> <p style="text-align: center;">AO1 (1 mark)</p> <p>D Zainul Abedin</p> <p>Begum Rokeya Kazi, Nazrul Islam and Lalon Shah were not the individual who drew sketches depicting the misery of the Great Bengal Famine of 1943.</p>	1

Question number	Answer	Mark
6b	<p>State two benefits for Bangladesh in its relationship with the United Kingdom.</p> <p style="text-align: center;">AO1 (2 marks)</p> <ul style="list-style-type: none"> • In 1971 George Harrison organised the Concert for Bangladesh and focused world attention on the crisis facing its people due to flood and famine • An estimated \$12million in aid had been raised by 1985 by that concert 	2

	<ul style="list-style-type: none"> • Total UK assistance to Bangladesh since independence has been around £3 billion. • There has been over 119% growth in trade in goods and services between 2007 and 2012. • One of the UK's main exports to Bangladesh in 2013 was nuclear reactors for medical purposes • The UK pledged £75 million to support Bangladesh in meeting the adverse impact of climate change • The UK's Department for International Development (DFID) pledged £1 billion for Bangladesh between 2011 and 2015. • Both Governments are working together in counter-terrorism measures. The first meeting of the Bangladesh - UK Joint Working Group (JWG) on Counter Terrorism (CT) was held in Dhaka in 2009 • The UK provides assistance in developing and training the Bangladeshi Armed Forces • most of the ships of Bangladesh Navy (BN) have been bought from Royal Navy. 	
--	--	--

Question number	Indicative content
6c	<p>Explain why Sheikh Hasina Wazed came to power in 1996. 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> <ul style="list-style-type: none"> • In March 1994, controversy over a by-election, which Sheikh Hasina's Awami League and other opposition parties claimed that Zia's government had rigged, led to an indefinite boycott of Parliament by the entire opposition. • Sheikh Hasina and the opposition began a series of repeated general strikes to press its demand that Zia's government resign, and a caretaker government supervise a general election. The government didn't resign. • After another attempt at a negotiated settlement failed in December, Sheikh Hasina and the opposition parties resigned from Parliament. • Sheikh Hasina and the opposition continued a campaign of marches, demonstrations, and strikes in an effort to force the government to resign. • In March 1996, Parliament managed to pass a constitutional amendment to allow a neutral caretaker government to assume power.

	As a result, Zia handed over power and, in the June 1996, parliamentary elections the Awami League won, and Sheikh Hasina became Prime Minister.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
6d	<p>‘The most important feature of the Language Movement in Bangladesh between 1947 and 1952 was the work of the Tamuddin Majlish.’</p> <p>Discuss how far you agree with this statement.</p>
	<p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Rashtra Bhasha Sangram Parishad • the role of Jinnah. <p>You must also use information of your own.</p>
	<p>AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points that support the statement may include:</p>

- In 1947 a cultural organisation called **Tamuddin Majlish** called for Bangla to be made one of the state languages alongside Urdu. This demand came in a booklet written by Professor Abul Kashem, who asked for all citizens of East Pakistan to join the Language Movement.
- In October 1947, Tamuddun Majlish formed the all-party **Rashtra Bhasha Sangram Parishad** to give the movement an organised structure.
- In January 1948, the Rashtra Bhasha Sangram Parishad made the following demands relating to the question of language, whereby Bangla should be the medium of instruction and language of the offices and law courts of East Bengal and there should be two state languages - Bangla and Urdu.
- The Rashtra Bhasha Sangram Parishad called a general meeting in March 1948, to show its opposition to the government's decision to impose Urdu as the official language. The police took firm measures with many protestors arrested or injured. In protest, a further strike was organised.
- However, the difficulties involved in changing the government's mind were clearly seen in March 1948 when **Jinnah** visited Dhaka when he gave an inflammatory speech at a public meeting at the Racecourse Ground declaring "Urdu, and only Urdu, shall be the state language of Pakistan."
- he repeated this statement at Dhaka University on 24 March. The students present protested strongly and on the same day the Rashtra Bhasha Parishad submitted a demand to Jinnah that Bangla be made a state language of Pakistan.

Relevant points to counter the statement may include:

- A significant event in the Language Movement was the role of youth workers and students in East Pakistan when a conference in Dhaka in 1947. This conference passed a resolution calling for Bangla to be accepted as the language of the offices and the law courts and as the medium of instruction in East Pakistan.
- students held a subsequent meeting at the Dhaka University campus and followed it with a procession. The students also met with some of the provincial ministers and obtained a promise of support for Bangla to be a state language.
- Students also called for a general strike in early 1948 in protest of the first Constituent Assembly of Pakistan started to record its proceedings in Urdu side by side with English. Demands that Bangla should be seen as one of the official languages and the proceedings recorded in that language were rejected by the Constituent Assembly.
- Successive Prime Ministers ignored demands for Bangla to become a state language and protests continued throughout 1949, 1950 and

	<p>1951.</p> <ul style="list-style-type: none"> • In 1951 demands were made to observe 21 February as the State Language Day on which there would be a country-wide general strike and mass protest. The government banned processions and meetings but on 21 February, students at Dhaka University defied the order and marched from Dhaka University campus to the Provincial Assembly. • The police used tear gas to disperse the students who had assembled in the campus of the present-day Medical College and violence broke out. The police opened fire on the protestors and at least seven students were killed when they refused to disperse. • The reaction to the killings was immediate. People began to gather at the Dhaka Medical College Hospital. All over the country, schools and colleges held protest meetings, rallies and processions. To bring the situation under control, the government enforced a curfew and sent the army into Dhaka. • Defying the curfew, on 22 February students, alongside ordinary people came out onto the city streets to protest against the killings. On the night of 23 February, the students constructed a shahid minar (martyrs' memorial) on the spot where the students had been killed. Three days later the police demolished the memorial. 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p>
Level 2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported

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

