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Mark Scheme (Results)

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In Bangladesh Studies (4BN1) Paper 01

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

**Indicative content**

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Question number	Answer	Mark
<b>1a</b>	<p><b>Identify the year that the State Language Day was established.</b></p> <p>AO1 (1 mark)</p> <p>C 1952</p> <p>1950, 1951 and 1953 were not the year when the State Language Day was established.</p>	<b>(1)</b>

Question number	Answer	Mark
<b>1b</b>	<p><b>State two features of the Mukti Bahini.</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 guerrilla force of freedom fighters</li> <li>• it formed a resistance movement against West Pakistan forces</li> <li>• students, youths, peasants, workers, and people from other professions helped to form it</li> <li>• used guerrilla warfare tactics (1) such as ambush and sabotage tactics (1) it secured control over large parts of the Bengali countryside (1)</li> <li>• received training from the Indian army</li> </ul>	<b>(2)</b>

Question number	Indicative content
<b>1c</b>	<p><b>Explain why there was a breakdown of law and order following the establishment of the new state of Bangladesh in 1971.</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>

	<b>Indicative content</b> <ul style="list-style-type: none"> <li>• Law and order broke down because the economy was in ruins and people were out of work and food was in short supply. The effects of the destruction caused by the cyclone were still being felt.</li> <li>• Many people were homeless, and millions of refugees returned to the province trying to restart their lives.</li> <li>• Transport and communications were almost destroyed.</li> <li>• Weapon smuggling was a real problem.</li> <li>• 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 and people took the desperate situation into their own hands.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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
<b>1d</b>	<p><b>'Mohammad Ali Jinnah's main success in addressing the problems faced by the new state of Pakistan was the relief fund to help refugees.'</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>protection of minorities</b></li> <li>• <b>water shortages.</b></li> </ul> <p><b>You must also use information of your own.</b></p> </div>

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:**

- Muhammad Ali Jinnah became Quaid-e-Azam in 1947. He set about solving the challenges faced by Pakistan after Partition. He set up a relief fund to help refugees, appealed to the people for help and toured the provinces encouraging and motivating people.
- Even after the movement of refugees, Pakistan had millions of non-Muslims and India had millions of Muslims. The Quaid called himself the Protector-General of religious minorities and his advice was often sought by the non-Muslims. He was determined that Pakistan should be seen as a land of tolerance and said that Islamic ideas about justice and equality demanded that any non-Muslims who chose to remain in Pakistan should be treated fairly.
- The Canal Water Dispute was a significant problem because it threatened to have a longer-lasting impact. Pakistan needed irrigation owing to its hot and dry climate. After partition, many of the rivers now began in India. The Quaid reached a compromise with India which ensured that Pakistan's agriculture would not be denied precious water supplies.

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

- Although Pakistan took command of its own armed forces by the end of 1947, fully staffing them was very challenging because of a shortage of Muslim officers due to a British preference for non-Muslims in high ranking positions. Thus, Jinnah had to take 500 British officers to lead the armed forces. This situation lasted until enough Pakistan officers had been trained and developed sufficient expertise to take full control.
- 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 doing so the new State Bank of Pakistan was set up in July 1948 and took over the work of handling currency from the Reserve Bank of India.

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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>
<b>Level 4</b>	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> </ul>

	<ul style="list-style-type: none"> <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>	
Question number	Answer	Mark
<b>2a</b>	<p><b>Identify the ruler who defended Gauda against Harsavardhana.</b></p> <p>AO1 (1 mark)</p> <p>D Shashanka</p> <p>Devapala, Dharmapala or Goploa did not defend Gauda against Harsavardhana.</p>	<b>(1)</b>

Question number	Answer	Mark
<b>2b</b>	<p><b>State two ways Sufis influenced other religions.</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>• they were reputed to have miraculous powers (1) and many Sufis were regarded as saints or folk deities (1)</li> <li>• Hindus were attracted by Sufis promoting brotherly love (1) equality and social justice (1)</li> <li>• Buddhists were influenced by the idea of attaining the love of God through the love of His creation</li> <li>• Sufis promoted the love of ordinary people of different religions</li> <li>• Sufi saints had their names inscribed on buses, trucks and boats to ensure safe journeys</li> </ul>	<b>(2)</b>

Question number	Indicative content	
<b>2c</b>	<p data-bbox="424 282 1356 315"><b>Explain how Bakhtiyar Khalji took control of the Sena Dynasty.</b></p> <p data-bbox="691 360 1091 394">AO1 (3 marks)/AO2 (3 marks)</p> <p data-bbox="424 439 1315 595">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="424 640 703 674"><b>Indicative content</b></p> <ul data-bbox="424 685 1342 1155" style="list-style-type: none"> <li>• the rulers of the Sena dynasty were concerned that Bakhtiyar Khalji began to raid the borders of Bengal</li> <li>• He forced the last king of the Sena dynasty to leave Nadia which demonstrated his overall power and control</li> <li>• Within a year he controlled all the land north of the river Padma and consolidated his hold on the country</li> <li>• He supported learning and culture by looking after the moral and well-being of the population and gained their support as ruler</li> <li>• He was a good administrator and maintained control of law and order by dividing the kingdom into districts and appointed governors.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-2	<ul data-bbox="531 1294 1350 1462" 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>
<b>Level 2</b>	3-4	<ul data-bbox="531 1485 1350 1653" 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>
<b>Level 3</b>	5-6	<ul data-bbox="531 1675 1321 1843" 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>'Ilyas Shah was more successful than Haji Ilyas in developing Bengal.'</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 conquests by Ilyas Shah</b></li> <li>• <b>administrative reforms of Haji Ilyas.</b></li> </ul> <p><b>You must also use information of your own.</b></p> </div> <p><b>Discuss how far you agree with this statement.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Ilyas Shah invaded Bihar in 1353. He further extended his authority beyond Bihar to Champaran, Gorakhpur and Benaras. In doing this he came back with immense wealth together with 44 elephants. He was the first ruler to establish a distinct identity for Bengal.</li> <li>• Ilyas Shah established an army from the local population rather than foreign auxiliaries and appointed governors to control districts. This was an important step in establishing his right to rule and in creating a distinctive Bengali administration. Ilyas Shah died in 1358, having founded an independent Sultanate that would last for more than two centuries.</li> <li>• The administration of Bengal under Ilyas Shah was based on equality. Posts in the government were open to people from all creeds and castes.</li> <li>• Ilyas Shah adopted a tolerant approach to different religious faiths, because, while he supported Sufis financially, he also provided money for saints and hermits of other faiths.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Haji Ilyas was a great ruler as he was the first to bring Satgaon, Sonargaon and Lakhnauti under a single authority. In doing this 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. This was a major success as no-one else had been able to achieve this.</li> </ul>

		<ul style="list-style-type: none"> <li>• An indication of the power of Haji Ilyas is that 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. At the time this was considered an extraordinary achievement and some historians have compared him to Alexander the Great.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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> </ul>

		<ul style="list-style-type: none"> <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>
<b>Level 4</b>	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> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>

Question number	Answer	Mark
<b>3a</b>	<p><b>Identify the year that Sher Shah took control of the Mughal Empire.</b></p> <p>AO1 (1 mark)</p> <p><b>A      1540</b></p> <p>1541, 1542 or 1543 were not the year that Sher Shah took control of the Mughal Empire.</p>	<b>(1)</b>

Question number	Answer	Mark
<b>3b</b>	<p><b>State two reasons for British interest in the Indian sub-continent.</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>• to set up trading posts</li> <li>• to gain profits (1)</li> <li>• to access raw materials (1) such as spices, indigo, cotton (1)</li>   <li>• an alternative to the spice trade in the East Indies dominated by the Dutch</li> <li>• they sought a warm water port</li> <li>• to set up a trade transit point for trade in China</li> </ul>	<b>(2)</b>

Question number	Indicative content	
<b>3c</b>	<p><b>Explain why Islam Khan established his capital city at Dhaka.</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> <ul style="list-style-type: none"> <li>• Islam Khan moved the capital city to Dhaka as it was well connected to headquarters of the Bara-Bhuiyans.</li> <li>• Dhaka was an ideal place for a capital. It allowed military forces to travel easily into the troublesome eastern regions of Bengal and was perfectly placed for the development of trade.</li> <li>• The most important trade was muslin. These fine cotton cloths were produced in villages, brought to Dhaka, and then sold at high prices.</li> <li>• Suburbs were built to house the growing number of civil servants and administrative officials, and banks set up to finance trading operations.</li> <li>• A commercial centre for traders was established and even an area for Hindu scribes, who became more and more important as trade and commerce grew.</li> </ul>	

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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
<b>3d</b>	<p><b>'The main reason for the downfall of the Mughal Empire was the decline of its military power.'</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>military resources</b></li> <li>• <b>the Mughal nobility.</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>• The constant warfare under Aurangzeb, particularly against the Marathas, emptied the Mughal treasury and meant that there were not the resources to modernise the army</li> <li>• Constant warfare and succession disputes meant that a significant amount of military resource was wasted on destructive fighting, so the military strength was weakened</li> <li>• The success of the Mughals in the 16th and 17th century may well have created a situation where the military was neglected as</li> </ul>

		<p>Mughal emperors focused attention on arts, culture, building and a rich lifestyle.</p> <ul style="list-style-type: none"> <li>The wealth and influence of the nobility grew in the empire and some of the emperors found it very difficult to control their nobility. Alamgir II was assassinated by powerful courtiers.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>The British expansion into the sub-continent was rapid and their forces and equipment were no match for the Mughals.</li> <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 Aurangzeb 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>Invasions were so many in number the Empire's armies were exhausted in trying to repel them. 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.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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> </ul>

		<ul style="list-style-type: none"> <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>
<b>Level 3</b>	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>
<b>Level 4</b>	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> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Question number	Answer	Mark
<b>4a</b>	<p><b>Identify the year of the signing of the Diwani Treaty.</b></p> <p>AO1 (1 mark)</p> <p><b>B 1765</b></p> <p>1764, 1766 or 1767 were not the year of the signing of the Diwari Treaty.</p>	<b>(1)</b>

Question number	Answer	Mark
<b>4b</b>	<p><b>State two features of the 1858 Allahabad Proclamation.</b></p> <p style="text-align: center;">AO1 (2 marks)</p> <ul style="list-style-type: none"> <li>• end of the East India Company</li> <li>• Queen Victoria became the Empress of India</li> <li>• the armies of the East India Company became part of the British army.</li> <li>• all treaties and agreements of the East India Company were accepted by the Crown.</li> <li>• India was given an assurance that there would be no further territorial expansion</li> <li>• Indian sepoy were to be enlisted into the British Army</li> </ul>	<b>(2)</b>

Question number	Indicative content
<b>4c</b>	<p><b>Explain why Bengal was partitioned in 1905.</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> <ul style="list-style-type: none"> <li>• Bengal's population was becoming very large producing significant problems. It was felt that Bengal was too large to govern effectively.</li> <li>• By partitioning Bengal, it was felt that the province would be easier to administer especially at the time of a new British government in power.</li> <li>• There was a growth of Hindu nationalism at the beginning of the twentieth century, which became worrying for the British. Many secret societies sprang up with violence and murders of British officers. The British started to clamp down and partition was viewed as a solution to these problems.</li> <li>• 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>• 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</li> </ul>

		<p>recognition in a province in which they were in a majority.</p> <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>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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	
<b>4d</b>	<p><b>'The intervention of the ruler of the Punjab was the main reason why the War of Independence ended.'</b> <b>Discuss how far you agree with this statement.</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li><b>a lack of Indian unity amongst Sikhs, Hindus and Muslims</b></li> <li><b>Indian Presidencies.</b></li> </ul> </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>The Punjab was uninterested in helping the rebellion and its Sikh ruler sent troops and supplies to help the British.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The Sikh ruler was only interested in maintaining his own power and position and this often depended upon the support of the British.</li> <li>• There was a lack of leadership among the Indians, with no single leader. Most Indian princes did not want to see imperial power restored and some Indian princes were only interested in retaining their own powers and this often depended upon the support of the British.</li> <li>• Princely states such as Hyderabad, the Bombay and Madras Presidencies refused to join the rebellion.</li> <li>• Although there were a series of uprisings against the British, the Indians lacked coordination and strength in depth, so the British were able to overcome them.</li> </ul> <p><b>Relevant points to counter the statement may include:</b></p> <ul style="list-style-type: none"> <li>• Muslims were more likely to oppose the British in the war as they were keen for Bahadur Shah to regain his powers. Sikhs and Hindus were less prepared to support the cause.</li> <li>• The British had more modern methods of fighting, were experienced in warfare and highly trained fighters. Its army was well disciplined and supplied by some of the local rulers.</li> <li>• The British were also skilled diplomats, so they were able to keep other areas of India under their control.</li> <li>• The ruler of Kashmir sent 2000 troops to help the British win the war. His position was closely tied to the continuation of British rule.</li> <li>• Although there was a common cause (resentment of the British) amongst the Indian population they did not join to resist.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>

<b>Level 2</b>	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>
<b>Level 3</b>	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>
<b>Level 4</b>	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> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
Question	Answer	Mark

number		
<b>5a</b>	<p><b>Identify the year of the Lucknow Pact.</b></p> <p>AO1 (1 mark)</p> <p>C 1916</p> <p>1914, 1915 or 1917 were not the year of the Lucknow Pact.</p>	<b>(1)</b>

Question number	Answer	Mark
<b>5b</b>	<p><b>State two features of the Amritsar Massacre.</b></p> <p>AO1 (2 marks)</p> <ul style="list-style-type: none"> <li>• a peaceful demonstration (1) was being held in Jallianwalla Bagh</li> <li>• this park (1) was reached by a narrow entrance with high walls (1)</li> <li>• British troops fired on a crowd (1) of 20000 Indians (1)</li> <li>• General Dyer commanded the British troops</li> <li>• 400 were killed (1) and hundreds (1200) of people wounded (1)</li> <li>• the crowd panicked (1) and tried to escape out of the park (1) through the narrow entrances (1) leading to a crush (1)</li> </ul>	<b>(2)</b>

Question number	Indicative content
<b>5c</b>	<p><b>Explain the reaction of Indian people to the Montagu-Chelmsford reforms (Government of India Act), 1919.</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> <ul style="list-style-type: none"> <li>• The Montagu-Chelmsford reforms (Government of India Act) meant that only 2.8 per cent of Indians could vote. The British maintained their grip on power by ensuring that the Viceroy had the authority to control how India was governed. This was strongly opposed.</li> </ul>

		<ul style="list-style-type: none"> <li>• Many Indians had fought with the British in the First World War, and they expected much greater concessions. Congress and the Muslim League had recently come together, calling for self-rule, and they were bitterly disappointed by the new structure.</li> <li>• Congress did not accept the reforms. Before the First World War this would not have been a major problem as Congress had little influence but, in 1919 and 1920, Congress had become a national movement. In future, the British would have to get the support of Congress for any changes in government they wanted to make.</li> <li>• Congress refused to take part in the general election of 1920 and mounted a campaign of opposition led by Mohandas Gandhi. There were many arrests until a police station was attacked in 1922 and 21 Indian policemen were burnt to death.</li> <li>• In Bengal, opposition to the Montagu-Chelmsford reforms (Government of India Act) came from the Non-Cooperation Movement in which both Muslims and Hindus participated. The movement encouraged non-cooperation with the British with most Indian-owned shops closed in Calcutta, prayers were offered at different mosques, and public meetings were held all over Bengal.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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 Cabinet Mission Plan was the main feature of the negotiations held during the 1940s aimed at achieving the partition of the subcontinent of India.'</b></p> <p><b>Discuss how far you agree with this statement.</b></p>
	<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 Gandhi-Jinnah Talks, 1944.</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <ul style="list-style-type: none"> <li>• In March 1946, members of the <b>British Cabinet Mission</b> arrived in India to work out a plan for achieving independence for India as a federation. It met with 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 if 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 government decided to form an Interim Government headed by Nehru of Congress. Eventually members of the Muslim League joined it too.</li> <li>• <b>The Cripps Mission of 1942</b> 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.</li> <li>• <b>The Gandhi-Jinnah Talks of 1944</b> about the future of India but failed to reach agreement. Gandhi wanted to achieve independence first and foremost – partition discussions could follow later. Jinnah wanted to settle the issue of partition before the British left. He knew that his bargaining position would be</li> </ul>

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.

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

- 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.
- 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.
- The Muslim League organised a **Direct Action Day** in the summer of 1946 as they were 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. It was 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.
- 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.
- 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.

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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>
<b>Level 4</b>	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>	
Question number	Answer	Mark
<b>6a</b>	<p><b>Identify the work associated with Lalon Shah.</b></p> <p>AO1 (1 mark)</p> <p><b>B Music</b></p> <p>drama, painting or sculpture were not the work associated with Lalon Shah.</p>	<b>(1)</b>

Question number	Answer	Mark
<b>6b</b>	<p><b>State two ways that Bangladesh has been successful in its relationship with the United Nations.</b></p> <p>AO1 (2 marks)</p> <ul style="list-style-type: none"> <li>• Bangladesh government representatives have twice served on the Security Council.</li> <li>• Elected Vice-President in the General Assembly (1) in 1975</li> <li>• Elected President of the General Assembly (1) in 1986 (1)</li> <li>• Served twice as member of the Economic and Social Council (ECOSOC) (1) from 1976 to 1978 (1)</li> <li>• Bangladeshi military personnel have contributed to UN peacekeeping operations (1), serving in Somalia, Rwanda, Mozambique, Kuwait, Bosnia and Timor (1 mark for an example).</li> <li>• In 1994, Bangladesh was one of the first countries to answer President Clinton's request for troops for a multinational force to be sent to Haiti.</li> <li>• Bangladesh has taken leading roles in international conferences (1) dealing with population, food,</li> </ul>	<b>(2)</b>

	development, and women's issues (1 mark for an example).	
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Question number	Indicative content	
<b>6c</b>	<p><b>Explain the achievements of General Ziaur Rahman's economic reforms.</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> <ul style="list-style-type: none"> <li>• General Ziaur Rahman focused on boosting agricultural and industrial production, especially in food and grains, and to integrate rural development through a variety of programmes, of which population planning was the most important. 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> <li>• He introduced and opened the Bangladesh Jute and Rice research institutes. He launched an ambitious rural development programme in 1977, which included a popular food-for-work programme.</li> <li>• 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>• Rahman launched major projects to construct irrigation canals, power stations, dams, roads, and other public works.</li> <li>• 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>• Industry was encouraged by de-nationalisation and private enterprise.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>

<b>Level 2</b>	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>
<b>Level 3</b>	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
<b>6d</b>	<p><b>'Kazi Nazrul Islam was Bangladesh's greatest cultural figure in the twentieth century.'</b></p> <p><b>Discuss how far you agree with this statement.</b></p> <p><b>You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• <b>Kazi Nazrul Islam, the National Poet of Bangladesh</b></li> <li>• <b>Begum Sufia Kamal, editor of "Begum."</b></li> </ul> <p><b>You must also use information of your own.</b></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><b>Relevant points that support the statement may include:</b></p> <p><b>Kazi Nazrul Islam</b></p> <ul style="list-style-type: none"> <li>• He was a 'rebel poet' as he opposed all forms of repression</li> <li>• His poems were more powerful and striking than those of Rabindranath Tagore and set the scene for modern poetry written in Bangla. He became the national poet of Bangladesh</li> <li>• He first gained public attention in 1921 with his poem about the rebel hero Vidrohi.</li> <li>• He attacked the British occupation of Bengal and India in his poetry and was arrested and his writings banned</li> <li>• Many of his poems dealt with contemporary issues, particularly social and political problems.</li> <li>• He drew on both Hindu and Muslim traditions</li> </ul>

- **Begum Sufia Kamal**
- She joined several women's organisations in the late 1920s and became the first Muslim to be elected to the Indian Women's Federation
- Her main interests became the social, educational, and political difficulties faced by women, and the poor and destitute. She modeled herself on Gandhi, wearing a simple sari.
- She was chair of the Women's Revolutionary Council and the Women's Rehabilitation Board, and she founded several organisations to help the poor, the homeless and the disabled.
- She has published many books of poetry, short stories and novels using traditional themes from Indian mythology as well as feminism, anti-imperialism, and accounts of the atrocities by Pakistani forces during the war of Liberation
- In 1947 she became the first editor of Begum, a women's magazine and in 1949 helped to found the magazine Sultana

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

**Jasimuddin**

- He was a Bangladeshi poet and writer widely celebrated for his modern ballad sagas in the pastoral mode. He was a versatile writer, writing poems, ballads, songs, dramas, novel, stories, memoirs, travelogues, etc.
- Jasimuddin is noted for his depiction of rural life and nature from the viewpoint of rural people. This had earned the title as Palli Kabi (the rural poet).
- Nakshi Kanthar Math and Sojan Badiar Ghat are considered among the best lyrical poems to be produced in the Bengali language and have been translated into other languages.
- He is the key figure for the revivals of pastoral literature in Bengal during the 20th century.

**Rabindranath Tagore**

- He began to study scientific issues and wrote several essays on biology, physics, and astronomy, but his greatest achievements were in poetry.
- He was the first Bengali writer to achieve a worldwide reputation. His early works such as *Galpaguchchha* and *Sonar Tori* began to put Bengali literature on the world map. As a poet he gained worldwide fame.
- He won the Nobel Prize for Literature in 1913 and was the first Asian to do so. He was knighted by King George of Great Britain in 1915 but renounced his knighthood in 1919 as a protest against the Amritsar Massacre.

		<ul style="list-style-type: none"> <li>• He also wrote many books on philosophy, religion, education, and social topics. He is famous for writing <i>Amar Shonar Bangla</i>, <i>Ami Tomay Bhalobashi</i> (My Bengal of gold, I love you), the national anthem of Bangladesh.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	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>
<b>Level 2</b>	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>
<b>Level 3</b>	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>

<b>Level 4</b>	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> <p><b>No access for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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