GradeMax



Mark Scheme (Results)

Summer 2025

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

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General Marking Guidance

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

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.

Generic Mark Scheme for Part C questions

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Generic Mark Scheme for Part D questions

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) **Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.**
Level 2	5–8	• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.**
Level 3	9–12	• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)

		• Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**
Level 4	13–16	• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) **No access for answers that do not go beyond aspects prompted by the stimulus points.**

Indicative Mark Schemes

Question number	Answer
1a	**Identify the year that Ayub Khan stepped down as president of Pakistan.** AO1 (1 mark) D 1969 1966, 1967 and 1968 were not the year when Ayub Khan stepped down as president of Pakistan.

Question number	Answer
1b	**State two features of the Special Powers Act, 1974.** AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 • allowed the government to arrest and hold suspects without trial (1) • allowed the government to punish individuals who: threatened the security of Bangladesh (1) threatened friendly relations with foreign states (1) threatened law and order (1) engaged in hoarding and the black market (1) associated with subversive groups (1) threatened the financial interests of the state (1) Other relevant material must also be credited.

Question Number	Indicative content
1c	**Explain why Kashmir was a major difficulty in creating the new state of Pakistan in 1947.** AO1 (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

- The Kashmir ruler, Hari Singh, did not treat the Muslim population very well. In September 1947, he started a campaign to drive many Muslims out of Kashmir. Over 200,000 fled to Pakistan and the Muslims rose in rebellion.
- The ruler was forced to turn to India for help to crush the Muslims which was only granted after he agreed to join India.
- Pakistan could not accept this, so sent troops to help the Muslims in Kashmir and after much conflict the matter was referred to the UNO. A ceasefire was arranged.
- Pakistan was angry that India retained the largest area of Kashmir, including the capital, Srinagar. It was agreed that a referendum would be held in Kashmir to determine the wishes of the people.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
1d	**'The Language Movement was the main reason for the outbreak of the War of Liberation in 1971.'** Discuss how far you agree with this statement. You may use the following in your answer: • the mass uprising of 1969 • the 1970 election result 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:** • Since 1947 Bengalis had resented the fact that Urdu was made the state language, when the most widely spoken language in the new state was Bengali. • The language movement was a cause of unrest and agitation in East Pakistan. It stimulated the assertion of Bengali national identity in East Pakistan and became a forerunner to Bengali nationalist movements. • In 1952 students held a rally demanding Bengali as the state language. The date of the rally became an annual celebration, showing the importance of the language **Relevant points to counter the statement may include:** • Bengalis in East Pakistan complained that, although they were a majority in the Constituent Assembly, Prime Ministers, and senior positions in the armed forces and the civil service were nearly always from West Pakistan. • Although most of Pakistan's wealth was created by the jute trade in

	East Pakistan, resources seemed to be spent on West Pakistan, where people were, on average, 15% wealthier. This deep-seated resentment meant many Bengalis were prepared to go to war. • After the Awami League won a majority in the 1970 elections it was prevented from forming a government. This meant relations between political leaders in East and West Pakistan broke down leading to war • Cyclone Bhola struck East Pakistan on Nov 12th, 1970, ultimately killing nearly 500,000 people. President Khan admitted that mistakes were made in handling relief efforts and was accused of neglect and indifference by the Awami League. This led to deep mistrust. • The 1970 election had been fought on the Six Point Programme to end the unfair advantages given politically to West Pakistan. So the division of the country was inevitable and if West Pakistan resisted then there would be war.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) **Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.**
Level 2	5–8	• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2)

		• Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.**
Level 3	9–12	• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**
Level 4	13–16	• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) **No access for answers that do not go beyond aspects prompted by the stimulus points.**

Question number	Answer
2a	**Identify the ruler in the Pala dynasty who ended matsyanyaya.** AO1 (1 mark) C Gopala Devapala, Dharmapala and Ramapala did not end matsyanyaya

Question number	Answer
2b	**State two achievements of Fakhruddin Mubarak Shah.** AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks • He was the founder of the earliest independent Muslim sultanate in Bengal (1). • He had his headquarters at the city of Sonargaon (1). • He retook the city of Sonargaon after the rule of Qadr Khan (1). • He persuaded Qadr Khan's soldiers to join him. (1). • Invaded Tripura and defeated the king (1). • He conquered Chittagong (1). • His rule was characterised by good trade links as far away as China. Other relevant material must also be credited.

Question number	Indicative content
2c	**Explain the importance of the leaders of Sufism.** AO1 (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited. **Indicative content** • They helped to establish mosques and centres of learning • Such leading Sufis as Baba Adam Shahid and Hazrat Khan Jahan Ali developed literature and preached Islam • They were reputed to have miraculous powers and many leading Sufis were regarded as saints or folk deities • Leading Sufis gained the support of Hindus who were attracted to such concepts as promoting brotherly love and equality • They influenced Buddhists by the idea of attaining the love of God through the love of His creation

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
2d	**'Hussain Shah's extension of Bengal's territory was his most important achievement in establishing Bengal under the Sultanate.'** Discuss how far you agree with this statement. You may use the following in your answer: • religious conversions • development of the arts 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:** • Hussain Shah's attempts to extend Bengal's territory included his conquests of Kamarupa, Kamata, Jajnagar, and Orissa and extended the sultanate all the way to the port of Chittagong thus establishing a power base for the Sultanate • Hussain Shah helped promote **religious tolerance** along with large-scale conversions from Hinduism to Islam • **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. **Relevant points to counter the statement may include:** • Bengal was a flourishing trading area and Portuguese traders who arrived were welcomed. Diplomatic relations were soon established which provided links to Europe and with such an important trader as Portugal, the prosperity of Bengal soon increased • He disbanded the palace guards who were the most significant agitators inside the palace and removed all Abyssinians from administrative posts and replaced

	them with Turks, Arabs, Afghans and local people. Thus his administration was strengthened. • After coming to the throne, Hussain Shah ordered his soldiers to stop plundering Gaur, his capital city. As this did not cease immediately he executed twelve thousand soldiers and recovered the looted articles, which included 13,000 gold plates. Thus he established significant control over his armies and established his firm grip on his organisations. • Hussain Shah delegated authority to his son, so enabling him to devote more time to improving the administration of the Sultanate.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) **Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.**
Level 2	5–8	• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3)

		• A partially balanced argument, judgements are supported by limited evidence. (AO3) **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.**
Level 3	9–12	• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**
Level 4	13–16	• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) **No access for answers that do not go beyond aspects prompted by the stimulus points.**

Question number	Answer
3a	**Identify the year of the second battle of Panipat during the reign of Akbar.** AO1 (1 mark) B 1556 1555, 1557 and 1558 were not the year of the second battle of Panipat.

Question number	Answer
3b	**State two reasons why Siraj ud-Daulah was defeated at the battle of Palashi.** AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks • Mir Jaffar was bribed by Robert Clive to join his army (1) • Robert Clive had superior military expertise (1) • Siraj failed to protect his cannons from the rain (1) • His firepower was inferior to the British (1) • He lost 500 soldiers compared with Clive's 18 (1) Other relevant material must also be credited.

Question number	Indicative content
3c	**Explain why the Mughal Empire grew weak.** AO1 (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited. • The Mughal emperors had an extravagant lifestyle and spending money which led to inefficiencies and a lack of interest in the running of the Empire. • There was no effective line of succession and there was a large amount of in-fighting amongst potential successors to the throne which created instability in the Empire. • Degradation of the military/military inefficiency meant they were reliant on out-dated weaponry and were easily overpowered. • Financial inefficiencies meant that money that could have been used to support the empire had been wasted. • The size of the Empire meant it was very difficult to defend from attacks from outside and so over time the Empire declined.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
3d	**'Shaista Khan's role as subahdar was his most important achievement in the development of Bengal.'** Discuss how far you agree with this statement. You may use the following in your answer: • relations with Europeans • administrative reforms 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:** • **Europeans** began to arrive in Bengal in large numbers. He improved relations by encouraging **trade** with them and tried to guarantee safe transport on roads and rivers. He constructed several major roads to support trade as well as to improve military transport. • Europeans were granted privileges and allowed to trade on behalf of their companies but were not allowed to trade as individuals. • He restored the **administration** of Bengal. Corrupt officials were dismissed and punished, illegal taxes were abolished and effective Mughal control was reestablished. • Shaista Khan also expanded Lalbagh Fort, Chowk Bazaar Mosque, Saat Masjid and Choto Katra which provided accommodation for merchants and travellers. • Shaista Khan encouraged the construction of modern townships and public works in Dhaka, leading to a massive urban and economic expansion. **Relevant points to counter the statement may include:** • In 1665 Shaista Khan started a campaign to defeat Arakan and seize Chittagong. He also wanted to eliminate the pirates who interfered with Bengali trade. • He persuaded both the Portuguese to support him and the Dutch governor of Batavia to close his factories in Arakan. • He then prepared a sea campaign with Bhulua as the military headquarters. The island of Sandwip was seized and then used as a naval base. • Chittagong was taken in January 1666 and became a province.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) **Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.**
Level 2	5–8	• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.**
Level 3	9–12	• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3)

		Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
Level 4	13–16	• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) **No access for answers that do not go beyond aspects prompted by the stimulus points.**

Question number	Answer
4a	**Identify the year that the Serampore Mission Press was introduced.** AO1 (1 mark) B 1800 1799, 1801 and 1802 were not the year that the Serampore Mission Press was introduced.

Question number	Answer
4b	**State two features of the Swadeshi Movement.** AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks • A boycott of British goods by the Hindus (1) • It happened in response to the Partition of Bengal (1) • British cloth was thrown onto bonfires and the wearing of locally produced clothes was encouraged (1) • There was a series of strikes by Indian workers (1) Other relevant material must also be credited.

Question number	Indicative content
4c	**Explain the importance of the Faraizi Movement to the revival of Islam.** AO1 (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited. • Haji Shariatullah brought about a spiritual revival leading to an upsurge in Islam in East Bengal. He did this through the Faraizi Movement, which insisted that Muslims should perform their faraiz. • The impact on Muslim groups was significant as their pride was restored and they began following the religious obligations of true Muslims. • As a result of this upsurge, Bengali peasants became united in their opposition to the harsh treatment they received and became more aware of their rights. • The success of Haji Shariatullah's movement caused great concern amongst the Hindus of East Bengal. • In that region Hindu and British landlords had carried out

	economic oppression of the Muslim peasants and did not want Haji Shariatullah creating difficulties for them. So, they drove him out of the region.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
4d	**'Military factors were the most important cause of the War of Independence in 1857.'** You may use the following in your answer: • the Greased Cartridge Incident • opposition to fighting abroad You must also use information of your own. Discuss how far you agree with this statement. 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 British introduced **a new cartridge**, which was thought to be coated in both cow and pig fat. Pigs were seen to be unclean by the Muslim community and the cow was a sacred animal in the eyes of Hindu groups. • **The sepoys** did not get a fair deal. Their salaries were very low in comparison with those of the British soldiers and they had little chance of promotion. • Sepoys also had grievances regarding service in foreign lands such as Afghanistan, which would require travel outside India, and this was unacceptable to Hindu sepoys who did not want to leave 'Mother India' and Muslim sepoys who were morally opposed to killing fellow Muslims. **Relevant points to counter the statement may include:** • The decision of Lord Dalhousie to move Emperor Bahadar Shah and his family from the Red Fort of Delhi was viewed as disrespectful and insulting to the Indian people and caused much unrest. • Many Indian people faced a lack of opportunity in gaining a position in the civil service. The language of administration had changed to English from the easily understood Persian. • English also became the language in schools which reinforced the view that the British were determined to impose English on the people of India and establish a British culture which was at odds with that of the native Indians. • The East India Company in 1833 allowed Christian missionaries to work anywhere in India. Many British people believed their Christian values made them superior to the local people and were intolerant of Indian traditions and behaviour. • British merchants were making substantial profits especially in trade from cotton. Together with high taxation this resulted in peasants and small landowners falling into poverty, unemployment, and an ever-growing level of resentment against the British. • The use of the Doctrine of Lapse by Lord Dalhousie was looked upon by Indian landowners as a land grabbing law. It made the British look untrustworthy, greedy people

	who were only interested in gaining more land and more power.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) **Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.**
Level 2	5–8	• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.**
Level 3	9–12	• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2)

		• Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**
Level 4	13–16	• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) **No access for answers that do not go beyond aspects prompted by the stimulus points.**

Question number	Answer
5a	**Identify the year the Morley-Minto Reforms (Indian Councils Act) were introduced.** AO1 (1 mark) **B 1909** 1908, 1910 and 1911 were not the year the Morley-Minto Reforms (Indian Councils Act) were introduced

Question number	Answer
5b	**State two terms of the Rowlatt Act, 1919.** AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks • people could be tried in private (1) • there was no right of appeal (1) • people could be ordered where to live (1) • people were stopped from holding meetings (1) • people could be arrested without warrant (1) • people could be kept in prison without trial (1) Other relevant material must also be credited.

Question number	Indicative content
5c	**Explain the difficulties faced by Congress and the Muslim League in accepting the Government of India Act, 1935.** AO1 (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited. • Only 25% of India's population could vote because of the property qualification for voting. Therefore, few could vote, was exclusive/elitist. • All sides of the Indian community opposed it from princes to Congress to the Muslim community so there was little progress in gaining support. • Ministers in the provinces could have control over all departments except when governors chose to intervene in cases of public order or to veto a bill they disliked. This

	was a drawback since it meant that the real power lay with the governors. • Provisions for a federal government were also established at the centre for the first time, which meant that princely states could decide to participate politically in affairs, which concerned the sub-continent. • Key decisions in external relations and defence were retained and only made by the British. This was a drawback to Indian attempts to have some control over their affairs.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
Level 3	5–6	• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
5d	**'The June 3 Plan was the main reason for the partition of the sub-continent of India in 1947.'** **Discuss how far you agree with this statement.** AO2 (8 marks)/AO3 (8 marks)
	You may use the following in your answer: • the appointment of Lord Mountbatten as Viceroy of India • the Radcliffe Award, 1947 You must also use information of your own.
	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:** • 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 • Mountbatten appointed Sir Cyril Radcliffe to head a Boundary Commission to establish the new borders, particularly, in Bengal and Punjab. **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. • 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. • In March 1946, members of the **British Cabinet Mission** met with some 470 Indian leaders but Jinnah stuck firm to his stance that partition was the only way forward as far as the Muslims were concerned. • The Muslim League organised a **Direct Action Day** in the summer of 1946 in an attempt to stop the British government giving in to Congress. Rioting on a massive scale took place and thousands died. The British grew increasingly worried that civil war would ensue and gradually a change of mind grew over Partition.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) **Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.**
Level 2	5–8	• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2)

		• Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.**
Level 3	9–12	• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**
Level 4	13–16	• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) **No access for answers that do not go beyond aspects prompted by the stimulus points.**

Question number	Answer
6a	**Identify the year the UN Mother Tongue Day was established.** AO1 (1 mark) **A 1952** 1953, 1954 and 1955 were not the year the UN Mother Tongue Day was established.

Question number	Answer
6b	**State two achievements of Zainul Abedin.** AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks • Zainul Abedin earned the Governor's Gold Medal in 1938 (1) • He drew the sketches of the Great Bengal Famine showing the world the suffering of Bengalis (1) • He established the Government Institute of Arts and Crafts in Dhaka (1) • He was awarded the highest award for creative artists from the Government of Pakistan (1) • He was given the title, Shilpacharya the Great Master of the Arts (1) • In 1971 he was invited by the government to illustrate the constitution of Bangladesh (1) • In 1975 he set up the Folk Art Museum at Sonargaon (1) Other relevant material must also be credited.

Question number	Indicative content
6c	**Explain why General Hussain Mohammad Ershad resigned in 1990.** AO1 (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited. • General Ershad. He had seized power in a coup but faced serious opposition when the main opposition parties boycotted the 1986 elections. • The martial law he put in place in 1987 was not successful, so his authority was undermined. • Despite his attempts at establishing his authority he found it increasingly difficult to govern with strikes and protests in 1988. This finally led to him resigning in 1990. • General Ershad had to resign because opposition groups had become unified in a common goal of bringing the Ershad regime down. These opposition groups represented a wide variety of sections of Bangladeshi society, such as doctors, lawyers and intellectuals.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–2	• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
Level 2	3–4	• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)

Level 3	5–6	• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Question number	Indicative content
6d	**'Bangladesh has been more successful in its relations with Pakistan than with any other Asian country.' Discuss how far you agree with this statement.**
	You may use the following in your answer: • India • China 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:** • Relations between Bangladesh and **Pakistan** have been positive during the 1980s with on media, tourism and trade. Trade flows between the two countries increased reaching a value of $40million in 1986 • In 1974, Muslim leaders gathered for the Islamic summit in Lahore. The Sheikh Mujib was invited to OIC. He met Zulfiqar Ali and they agreed to view each other as Muslim friends and to resolve their differences.

	Relevant points to counter the statement may include: • **India** helped Bangladeshis during the Bangladesh Liberation war in 1971. However, Bangladesh enjoyed a favourable relationship with India during governments formed by the Awami League in 1972 and 1996. • During the independence war, many refugees fled to India. India also intervened militarily and helped bring international attention to the issue through Indira Gandhi's visit to USA. Afterwards India gave relief and reconstruction aid to Bangladesh. • In recent years, India has complained that Bangladesh does not secure its border properly. It fears an increasing flow of illegal Bangladeshi migrants and accuses Bangladesh of harbouring Indian terrorist groups. • **China** established diplomatic relations in 1976 and supplied Bangladesh with military aid and equipment in mid 1980s. • A 'friendship bridge' was constructed over the river Buriganga in 1978 connecting Dhaka and the Munshiganj Chinese as a token of this newly advancing diplomatic and military relationship • By 2000 China had provided $300 million to Bangladesh and after Cyclone Sidr hit Bangladesh in 2007 China donated $1 million for relief and reconstruction. • The UAE is a significant trading partner and a major source of investment for Bangladesh. Bilateral trade has seen a notable increase, reaching $1.3 billion in 2019. • The UAE is a major source of employment for Bangladeshis and UAE-based remitters sent $3.65 billion in July-April of 2023-24, which was a major stimulant to the Bangladeshi economy.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1–4	• Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) **Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.**
Level 2	5–8	• Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.**
Level 3	9–12	• Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3)

		• A mostly balanced argument, judgements supported by some relevant evidence. (AO3) **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.**
Level 4	13–16	• Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) **No access for answers that do not go beyond aspects prompted by the stimulus points.**

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