
BANGLADESH STUDIES

7094/01

Paper 1 History and Culture of Bangladesh

May/June 2019

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)(i)	<p>Alaol was able to find work in the royal court of Arakan because</p> <p>Choice A – he was well known as a poet</p>	1
1(a)(ii)	<p>Scholars criticised Rabindranath Tagore because</p> <p>Choice D – he used colloquial language in his writing</p>	1
1(a)(iii)	<p>Which of the following was <u>not</u> among Kazi Nazrul Islam’s accomplishments?</p> <p>Choice B – painting pictures</p>	1
1(a)(iv)	<p>Which of the following was written by Jasimuddin while he was a student?</p> <p>Choice A – Kabar</p>	1
1(a)(v)	<p>Zainul Abedin’s paintings are known because of his use of which of the following characteristics?</p> <p>Choice C – The black line</p>	1

Question	Answer	Marks
1(b)(i)	<p>Describe the life and work of Begum Rokeya.</p> <p>Level 1: [1–2 marks] Answers which give a generalised account about the life and work of Begum Rokeya. (1 mark for simplistic statement, e.g. she was a writer; she wrote poems.)</p> <p>Level 2: [3–5 marks] Answers which offer accurate factual statements about her life and describe examples of her work. (Just life or just work max. 4)</p> <p>E.g.</p> <ul style="list-style-type: none"> • She was born in 1880 in Pairaband in Rangpur; • Her family were conservative Muslims; • She conformed to the purdah system; • Her family denied her education (except for a short period when she was taught by an English lady); • Her brothers taught her English and Bangla; • She married Syed Sakhawat Hossain, an educated gentleman and an officer; • She died in 1932; • She wrote about social prejudice, the adverse effects of the purdah system, the social repression of women, women’s rights, and against childhood marriage and polygamy; • She wrote her first story, Sultana’s Dream, in 1905. This was later translated into Bangla; • She wrote novels / essays: (The secluded women) Abarodhbasini against purdah; • Matichur, Padmarag, Delicia Hatya, Jnan-phal, Nari-Sristi, Nurse Kelly, Mukti-phal; • Also poems: Saogat 1918 published first on the front page of the literary magazine of the same name; • She established a girls’ school in Bhagalpur and later in Kolkata; • She established a Muslim women’s society to make women aware of their rights. This supported women by paying for education, arranged marriages for some, sheltered orphans and the destitute and financially supported widows. 	5
1(b)(ii)	<p>Explain why she is so important to the culture of Bangladesh.</p> <p>There will be no marks for description even if there is factual material not in (b)(i).</p> <p>Level 1: [1 mark] Generalised comment on importance only. She encouraged women, she wrote in many forms.</p> <p>Level 2: [2–3 marks] Supported explanation. She was rare in speaking up for women and in actively working for their improvement.</p>	3

Question	Answer	Marks
1(c)(i)	<p>Explain the importance of each of the following to the culture of Bangladesh:</p> <ul style="list-style-type: none"> • Folk culture • Religious and cultural festivals <p>Level 1: [1–4 marks] Answers which do no more than describe the two elements given in the question without considering their importance.</p> <p>Folk culture: Description would include there were different forms which developed, games, festivals, arts, needlework, hand-made ornaments, clothes, use of a variety of materials.</p> <p>Religious and cultural festivals: Description would include they are either religious or seasonal usually and include fun and games.</p> <p>Level Two: [5–8 marks] Answers which explain the importance (maximum 6 if just one element is explained.)</p> <p>Folk culture: Explanation would include:</p> <ul style="list-style-type: none"> • There were different forms which developed, traditional games, festivals, arts; • Needlework and tapestry showing rural life; • Hand-made ornaments from bamboo, cane, shells, fibres, leather; • Pottery; • Clothes incorporating traditional designs and ornamentation, use of a variety of materials; • Nokshi Katha (hand embroidered tapestry) and Shapla (the lily) may be explained. <p>Religious and cultural festivals: E.g.</p> <ul style="list-style-type: none"> • Muslims celebrate the Islamic New Year (Muharram), Eid-e-Miladunnabi (birth and death), Eid-ul-Azha and Eid-ul-Fitr; • Hindus celebrate Dhol Jatra, Durga Puja, Saraswati Puja and Laxmi Puja, similar for Christians; • Everyone celebrates the Bengali New Year, Victory celebration, the festival to celebrate harvesting. 	8

Question	Answer	Marks
1(c)(ii)	<p>Which of these two contributes more in Bangladesh to people's knowledge of their culture and heritage? Explain your answer.</p> <p>There is no credit for merely saying 'The most important is...' without explanation.</p> <p>Level 1: [1–2 marks] General statements of impact. E.g. Enjoyable events shared by all.</p> <p>Level 2: [3–4 marks] There are 2 marks for a sound / supported reason. E.g. Folk culture continues to support rural areas by providing employment for men and women who produce materials and goods for tourists to buy.</p>	4

Question	Answer	Marks
2(a)(i)	<p>Name the port that served the settlement known as Harikela.</p> <p>Chittagong</p>	1
2(a)(ii)	<p>Name the city identified as the earliest urban centre in Bangladesh.</p> <p>Pundranagara</p>	1
2(a)(iii)	<p>In which century did the Mauryan Empire end?</p> <p>Second BC</p>	1
2(a)(iv)	<p>What was the main item produced in Vanga and traded throughout India?</p> <p>Cotton</p>	1
2(a)(v)	<p>Which ruler brought most of the independent states of Bengal together in the fourth century AD?</p> <p>Samundragupta</p>	1
2(b)(i)	<p>Describe life in Bengal during the Mauryan Empire.</p> <p>One mark is awarded for each explained fact.</p> <p>E.g. There were 6 territorial units / japanadas, e.g. Pundra as part of the eastern province, Mahasthangarh of Bogra was probably the provincial capital. Buddhism arrived during the Mauryan period. Asoka carried the Buddhist message to Sri Lanka. Wealth came from trading cotton. People wove cotton. People traded cotton cloth across the region.</p>	5

Question	Answer	Marks
2(b)(ii)	<p>Explain how Bengal was ruled under the Guptas.</p> <p>Level 1: [1–2 marks] Answers which offer very simple generalizations. E.g. The organisation of rule changed during the rule of the Guptas.</p> <p>Level 2: [3 marks] Answers which explain ONE element. E.g. The Empire expanded but there remained largely independent states accepting Gupta rule. Samatata fell under the Guptas eventually.</p> <p>Level 3: [4–5 marks] Answers which explain TWO OR MORE elements. E.g. The capital was established at Gange. Trade between Bengal and China was encouraged.</p>	5
2(c)(i)	<p>Explain the importance of the following in providing information about early Bangladesh history:</p> <ul style="list-style-type: none"> • Written evidence • Evidence of trade <p>Level 1: [1–4 marks] Answers which do no more than describe. E.g. Some rulers left written evidence.</p> <p>Level 2: [5–8 marks] Answers which explain the importance of the elements given.</p> <p>Up to two marks for each element assessed. Therefore: One explained = 5–6 marks. Two explained = 7–8 marks</p> <p>Written evidence: E.g. The Arthashastra of Kautilya from the 3rd century tells of the weaving of fine cotton cloth. The Guptas of the 5th century left written records.</p> <p>Evidence of trade: E.g. There is evidence of trade in cotton throughout India. It is also mentioned by some who wrote in Greek and Latin, showing more widespread trade. Trade with Bengal is found in China’s literature. The number of coins found show Bengal’s great wealth.</p>	8
2(c)(ii)	<p>Which of these has been more important in developing our understanding of the development of Ancient Bengal? Explain your answer.</p> <p>No marks merely for saying which is the more important. No marks for additional description. 1 mark for an undeveloped statement 2 marks for explaining the statement.</p> <p>E.g. This could be, for example, evidence of trade shows us the importance of Ancient Bengal in the wider world.</p>	2

Question	Answer	Marks
3(a)(i)	Name the son of Isa Khan who challenged the Mughals. (line 2) Musa Khan	1
3(a)(ii)	Which son did Shah Jahan appoint a Viceroy of Bengal? Suja	1
3(a)(iii)	Which part of the Empire did Muhammad Azam rule? Gujrat	1
3(a)(iv)	Who succeeded Aurangzeb as ruler of the Mughal Empire? Muazzem / Shah Alam 1	1
3(a)(v)	Who was appointed Viceroy of Bengal in 1705? (line 11) Murshid Quli Zafar Khan	1
3(b)(i)	Describe the relationship between the Mughals and the Marathas. One mark is awarded for each explained fact. E.g. <ul style="list-style-type: none"> • They came into conflict as Aurangzeb extended his Empire northwards. • The battle fought against the Deccan was the most costly to the Mughals. • 1665 saw Shiva captured and brought to Agra, but he escaped and continued to challenge Aurangzeb. • By 1691 Marathas had become strong enough to consolidate their positions in N India and develop their Empire. They had strong cavalry. • These wars were a great drain on the Empire's treasury. 	5

Question	Answer	Marks
3(b)(ii)	<p>Explain how the Mughal Empire was administered in the seventeenth century.</p> <p>Level 1: [1–2 marks] Answers which offer very simple generalisations. E.g. He made new laws that took much enforcing.</p> <p>Level 2: [3 marks] Answers which explain ONE element</p> <p>Level 3: [4–5 marks] Answers which explain TWO OR MORE elements</p> <p>E.g.</p> <ul style="list-style-type: none"> • Laws on morality, length of beards, and against the consumption of alcohol required systems to enforce them at local levels – the mansabdars were created and oversight of this was one of their roles. Taxation was high because of the costs of wars – the mansabdars oversaw the collection them. • Corruption grew as the Emperor was away from home. • As the empire grew, communication became difficult and emperors found it difficult to respond well to information that they received, which was out of date by that time anyway. • Mansabdars were expected to provide the Emperor with soldiers. • To avoid costly wars after his death, Aurangzeb divided the Empire between his three sons during his lifetime. 	5

Question	Answer	Marks
3(c)(i)	<p>Explain the importance of the following in weakening the rule of the Mughals in the seventeenth century:</p> <ul style="list-style-type: none"> • British Naval power • British trading ambitions. <p>Level 1: [1–4 marks] Answers which do no more than describe. E.g. The British were interested in spices; the British navy was superior to that of the Mughal Empire</p> <p>Level 2: [5–8 marks] Answers which explain the importance of the elements given.</p> <p>Up to two marks for each element assessed. Therefore: One explained = 5–6 marks. Two explained = 7–8.</p> <p>British naval power: E.g. As Aurangzeb had not kept his navy strong, the British were able to approach the unprotected coastline. 1688 saw the blockade of Bombay and other ports and the capture of many Mughal ships. However, there was a strong response from the Emperor and the ships were returned by a treaty of 1690. This included a licence to trade and a payment to the Emperor. Using their navy, the British established themselves in Bombay, Madras and Bengal.</p> <p>British trading ambitions: E.g. The Portuguese and Dutch had already taken control of the spice islands, so India became the target for the expansion of trade by the British. The British government gave rights to trade to the East India Company (EIC). Spices, silk and cotton were such profitable commodities that the EIC gave scant attention to the effects they were having on the people of India and Bengal. To support their trade the EIC went to war against the Portuguese, the Dutch and the French, and even against Aurangzeb. Eventually the British government had to intervene to protect the people of India.</p>	8
3(c)(ii)	<p>Which of these was more responsible for the growth of British interest in Bengal in the seventeenth century? Explain your answer.</p> <p>No marks for simply identifying one or for additional description. 1 mark for an undeveloped statement 2 marks for explaining the statement.</p> <p>E.g. Had trading ambitions been less important, then the British might not have allowed the EIC to develop such a strong military force.</p>	2

Question	Answer	Marks
4(a)(i)	<p>What was Sheikh Mujibur Rahman accused of in January 1968? (line 1)</p> <p>Conspiracy to separate East and West Pakistan through armed revolution with India's help.</p>	1
4(a)(ii)	<p>What name was this case given?</p> <p>Agartala Conspiracy</p>	1
4(a)(iii)	<p>What was the All-Party Struggle Council better known as?</p> <p>The Students' Action Committee</p>	1
4(a)(iv)	<p>Who led the call for Demand Day?</p> <p>Maulana Bhashani</p>	1
4(a)(v)	<p>Name the Commander-in-Chief of Pakistan's army in March 1969</p> <p>Yahya Khan</p>	1
4(b)(i)	<p>Describe the changes that President Ayub Khan made in 1969.</p> <p>One mark is awarded for each explained fact.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Sheikh Mujibur Rahman was released 22 Feb 1969 The Agartala Conspiracy Case was dropped; • 10 May 1969 Ayub Khan invited all political leaders to a round table conference at Rawalpindi to discuss constitutional and political problems; • This was held, but failed when Ayub Khan refused to accept autonomy for East Pakistan and the 6 Points and the students' 11 points. 	5

Question	Answer	Marks
4(b)(ii)	<p>Explain the outcome of the 1970 General Election in Pakistan.</p> <p>Level 1: [1–2 marks] Answers which offer very simple generalizations. E.g. They preached.</p> <p>Level 2: [3 marks] Answers which explain ONE element</p> <p>Level 2: [4–5 marks] Answers which explain TWO OR MORE elements</p> <p>E.g.</p> <ul style="list-style-type: none"> • Bhutto's party won 88 out of 138 seats in West Pakistan; • There were more seats in East Pakistan as there were more voters there (one man, one vote); • The Awami League won 167 of the 169 seats in E Pakistan, and so had a majority in the National Assembly; • The Awami League was not allowed to take the national lead as its 6 Points Programme had pledged to break up Pakistan. Rahman refused to power share, leading to a constitutional crisis. 	5
4(c)(i)	<p>Explain the importance of each of the following political events during 1970–71:</p> <ul style="list-style-type: none"> • The freedom struggle • The world response to these events. <p>Level 1: [1–4 marks] Answers which do no more than describe E.g. India supported E Pakistan.</p> <p>Level 2: [5–8 marks] Answers which explain the importance of the elements given.</p> <p>Up to two marks for each element assessed. Therefore: One explained = 5–6 marks. Two explained = 7–8.</p> <p>The Freedom Struggle: President Sheik Mujibur Rahman established the first government of Bangladesh on 17 April 1971. They appealed to other countries to recognise Bangladesh's independence. They led the Liberation War, organising both official armies and Freedom Fighters. They negotiated with India for support. Popular uprisings of poorly armed doctors, teachers and skilled men took to the streets.</p> <p>The world response to the situation in Bengal: India offered to train an E Pakistan army. Russia signed a Treaty of Peace, Friendship and Commerce with India, offering support against W Pakistan, and also limiting UN intervention. The Beatles held a concert in London to raise money.</p>	8

Question	Answer	Marks
4(c)(ii)	<p>Which of these had the greater impact on the outcome of the 1970–71 constitutional crisis? Explain your answer.</p> <p>No marks for simply identifying one or for additional description. 1 mark for an undeveloped statement. 2 marks for explaining the statement.</p> <p>E.g. As a new country, Bangladesh needed the support of other countries e.g. political support, to stand a chance of opposing W Pakistan’s much more established / equipped / trained military force.</p>	2