



BANGLADESH STUDIES

0449/01

Paper 1 History and Culture of Bangladesh

May/June 2018

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>What did Begum Rokeya challenge?</p> <p>D The tradition of childhood marriages</p>	1
1(a)(ii)	<p>Jasimuddin's awards included which of the following?</p> <p>C The President's Award for Pride of Performance</p>	1
1(a)(iii)	<p>What did the writings of Rabindranath Tagore emphasise?</p> <p>A The importance of nature to students</p>	1
1(a)(iv)	<p>Zainul Abedin was involved in</p> <p>D the government's Institute of Arts and Crafts</p>	1
1(a)(v)	<p>Alaol wrote</p> <p>B a book about the art of music</p>	1
1(b)(i)	<p>Describe the life and work of Kazi Nazrul Islam.</p> <p>Level 1 [1–2 marks] Answers which give a generalised account about the life and work of Kazi Nazrul Islam. 1 mark for simplistic statement.</p> <p>e.g. he was a scholar; he wrote poems.</p>	5

1(b)(i)	<p>Level 2 [3–5 marks]</p> <p>Answers which offer accurate factual statements about his life and describe examples of his work. Just life or just work max. 4.</p> <p>e.g.</p> <ul style="list-style-type: none"> • His background was rural in West Bengal. His family were poor and struggled when his father died young. He did not complete primary education, but later continued to Class X. • He taught at a village maktab. • He became a muezzin in a village mosque. • He joined a leto group of musicians, becoming its main poet and writing plays. • He was a soldier with the British army during the First World War. Here he learned Persian and began to write poetry and prose for literary magazines. • He wrote Baunduler Atmakahini (The Autobiography of a Vagabond) and the poem Mukti (Freedom). • In 1920 he became joint editor of Nabajug. • He wrote against the British, Bidrohi (The Rebel) and others in the Fiery Flute. • He was arrested for anti-colonial writing and spent time in prison. He continued to write while in prison. He edited the Lungal. 	
1(b)(ii)	<p>Explain the importance of Kazi Nazrul Islam in 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</p> <p>e.g. He encouraged learning, he was rewarded for his work.</p> <p>Level 2 [2–3 marks] Supported explanation</p> <p>e.g.</p> <ul style="list-style-type: none"> • His song Chal, Chal, Chal was the battle song during the search for independence. • He was awarded Ekusha Padek in recognition of his cultural impact. 	3

1(c)(i)	<p>Explain the importance of <u>each</u> of the following to the culture of Bangladesh:</p> <ul style="list-style-type: none"> • festivals in the twentieth century • the modern phase of Bangla language, since 1800. <p>Level 1 [1–4 marks] Answers which do no more than describe the two elements given in the question without considering their importance. Max. 2 if just one element is considered.</p> <p>Festivals in the twentieth century: description would include, e.g. they are either religious or seasonal usually.</p> <p>The modern phase of Bangla language: description would include after 1800 AD; novels based on everyday spoken Bangla.</p> <p>Level 2 [5–8 marks]</p> <p>Answers which explain the importance. Max. 6 if just one element is explained.</p> <p>Festivals in the twentieth century: Utsob are usually colourful, busy and full of merrymaking. Entertainment and fun are vital. Religious festivals are held to attain divine blessing. Devotional singing features. Melas involve exhibitions of handicrafts, competitions and dances. Fireworks and a circus feature.</p> <p>The modern phase of Bangla language: Sanskrit, English and other European languages crept into Bangla writing. RR Roy, B Bhabanicharam are well known.</p> <p>Rabindranath Tagore and P Chowdhury were twentieth century writers of note. Translations of foreign texts.</p>	8
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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.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Enjoyable events shared by all. • Literature, as it showed how Bangladesh responded to new use of language. <p>Level 2 [3–4 marks] There are two marks for a sound/supported reason.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Literature, as it showed how Bangladesh responded by finding story form to engage readers and storytellers who could understand their readings. • It shows when Bangla became accepted as a formal method of communication. 	4
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Question	Answer	Marks
2(a)(i)	<p>Name the other early king who consolidated his power in northern Bengal.</p> <p>Dharmapala</p>	1
2(a)(ii)	<p>Name Shashanka’s empire.</p> <p>Gauda</p>	1
2(a)(iii)	<p>Name the family of kings of the seventh century who ruled Samatata from their capital at Karmanta-Vasaka.</p> <p>Khadga</p>	1
2(a)(iv)	<p>Name one of the Deva kings.</p> <p>Shantideva, Viradeva, Anandadeva or Bhavadeva.</p>	1
2(a)(v)	<p>Which ruler from the north challenged the authority of the Chandras?</p> <p>Vijaya Sena</p>	1

2(b)(i)	<p>What is known from archaeology about life under the Devas?</p> <p>One mark is awarded for each item described.</p> <p>e.g. They were Buddhists, the Mainamati area grew as a Buddhist cultural centre, they had religious statues, they had religious and educational buildings near to the Deva capital of Devaparvata. There was another capital called ‘Jaykarmantavasaka’ in an adjoining corner of the Mainamati-Lalmaj Hill Range.</p> <p>At Paharpur the village contains the ruins of a Buddhist monastery which was called Somapura Mahavihara (the great monastery situated in the locality of moon) in the ancient Buddhist World.</p>	5
2(b)(ii)	<p>Explain how south east Bengal had become wealthy by the eleventh century.</p> <p>Level 1 [1–2 marks] Answers which offer very simple generalisations</p> <p>e.g. Industry, agriculture and trade.</p> <p>Level 2 [3 marks] Answers which explain one element</p> <p>e.g. The development of the port of Samandar, near to present-day Chittagong.</p> <p>Level 3 [4–5 marks] Answers which explain two or more elements</p> <p>e.g. Boat building industries, coastal trade/trade with other countries developed, certified by Arab traders.</p>	5
2(c)(i)	<p>Explain the achievements of:</p> <ul style="list-style-type: none"> • the Varman dynasty in south east Bengal • Hemanta Sena and Vijaya Sena in north and north west Bengal. <p>Level 1 [1–4 marks] Answers which do no more than describe</p> <p>e.g. Last quarter eleventh century, rule ended by the Senas.</p>	8

2(c)(i)	<p>Level 2 [5–8 marks] Answers which explain the importance of the elements given Up to two marks for each element assessed. Therefore: one explained = 5–6 marks, two explained = 7–8 marks.</p> <p>The Varman dynasty in south east Bengal: e.g. Established rule in eleventh century taking advantage of a rebellion. They established control for a period covered by five rulers.</p> <p>Hemanta Sena and Vijaya Sena in north and north west Bengal: e.g. Initially ruling as feudal kings under Pala emperors, they took control of western Bengal. Vijaya Sena was able to push northwards and ousted the Palas.</p>	
2(c)(ii)	<p>Which of these was more effective in extending the boundaries of Bengal? Explain your answer.</p> <p>No marks merely for merely saying which is the more important. No marks for additional description.</p> <p>One mark for an undeveloped statement, two marks for explaining the statement.</p> <p>e.g. This could be, for example, 'Long term, the Senas were stronger taking Varman lands'.</p>	2

Question	Answer	Marks
3(a)(i)	<p>Name Jahangir's capital city.</p> <p>Lahore, Jahangir Nagar</p>	1
3(a)(ii)	<p>What did Jahangir have built in memory to his wife, Nur Jahan?</p> <p>The sandstone mausoleum in Lahore.</p>	1
3(a)(iii)	<p>Under whose rule had Baro Bhuiyans been Governors of Bengal?</p> <p>Delhi Sultans</p>	1
3(a)(iv)	<p>Where was Sir Thomas Roe's factory built?</p> <p>Surat</p>	1
3(a)(v)	<p>What did Britain provide for the Mughal Empire in return for this agreement?</p> <p>European goods/gifts</p>	1

3(b)(i)	<p>What caused Sir Thomas Roe’s amazement at the Court of Jahangir?</p> <p>One mark is awarded for each explained fact</p> <p>e.g. The wealth that was visible from, for example, the throne and jewels, the depth of ceremony expected and offered, the roles at court, the way that he was treated.</p> <p>Also that Jahangir was willing to create a treaty with Roe, helping him to build a factory at Surat.</p>	5
3(b)(ii)	<p>What were Jahangir’s views on religion?</p> <p>Level 1 [1–2 marks] Answers which offer very simple generalisations</p> <p>e.g. He was Muslim.</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. Some of his wives were Hindu. He told Sir Thomas Roe that he was not a believer in gods. He was interested in all religions.</p>	5
3(c)(i)	<p>Explain how Islam Khan ended conflict with the Baro Bhuiyans by:</p> <ul style="list-style-type: none"> • introducing new military tactics • the application of diplomacy. <p>Level 1 [1–4 marks] Answers which do no more than describe</p> <p>e.g. He extended his military.</p> <p>Level 2 [5–8 marks] Answers which explain the importance of the elements given Up to two marks for each element assessed. Therefore one explained = 5–6 marks, two explained = 7–8 marks.</p> <p>Introducing new military tactics: e.g. He bought guns, artillery and warships and added an increased number of forces to show strength. A new Dirwan and a new admiral of the fleet joined him at Rajmahal.</p>	8

3(c)(i)	The application of diplomacy: e.g. He offered the two positions above to Baro Bhuiyans, and offered the Raja Pratapaditya of Jessore land and patronage. In this way the power of Musa Khan was broken up. When diplomacy did not produce agreements that were adhered to, he was harsh, e.g. the Raja accepted the overlordship of Islam Khan but failed to send support for his army. As a result, he was imprisoned and his lands annexed.	
3(c)(ii)	Which of these was more effective in extending Mughal control over Bengal? Explain your answer. No marks for simply identifying one or for additional description. One mark for an undeveloped statement, two marks for explaining the statement. e.g. Had the show of strength from increased forces not been in evidence, perhaps diplomacy would have been less effective.	2

Question	Answer	Marks
4(a)(i)	Who was Governor-General of India in the years leading up to the War of Independence? Dalhousie, Canning	1
4(a)(ii)	What had caused the exclusion of Indians from senior posts in the administration at this time? Cornwallis' administrative reforms/describes them/Permanent Settlement Act	1
4(a)(iii)	To where was the Mughal Emperor moved by the British before the War of Independence? Accept Qutub Sahib or Qutub Minar.	1
4(a)(iv)	What was the objection to the cartridges that were given to soldiers in 1857 for their Enfield rifles? They were said to be wrapped in the skin of pigs and cows.	1
4(a)(v)	Name the sepoy who led the rebellion at Barrackpur, close to Meerut, in 1857. Mangal Pandey	1

4(b)(i)	<p>Describe the economic impact of British rule on Indians between 1800–57.</p> <p>One mark is awarded for each explained fact</p> <p>e.g.</p> <ul style="list-style-type: none"> • Landowners lost lands: no documentary proof, zamindars lost social position as well as lands. • Excessive taxation ruined landlords and peasants. • Industry: goods were taken to Britain, cutting out local traders. More cotton was grown. 	5
4(b)(ii)	<p>Explain the impact of the work of missionaries on the lives of Indians in the early nineteenth century.</p> <p>Level 1 [1–2 marks] Answers which offer very simple generalisations</p> <p>e.g They preached and taught.</p> <p>Level 2 [3 marks] Answers which explain one element</p> <p>e.g. They converted people to Christianity.</p> <p>Level 3 [4–5 marks] Answers which explain two or more elements</p> <p>e.g. They ran schools, bringing young people into contact with Christianity; many children were taken out of education.</p> <p>e.g. There were a lot of them and their influence was felt everywhere.</p>	5

4(c)(i)	<p>Explain how <u>each</u> of the following contributed to the outcome of the War of Independence:</p> <ul style="list-style-type: none"> • conflicting aims amongst Indians • the British military. <p>Level 1 [1–4 marks] Answers which do no more than describe. e.g. The British had guns.</p> <p>Level 2 [5–8 marks] Answers which explain the importance of the elements given. Up to two marks for each element assessed. Therefore one explained = 5–6 marks, two explained = 7–8 marks.</p> <p>Conflicting aims amongst Indians: e.g. Hindus did not want to see the Mughal Empire rebuilt and so did not support them. Areas fought for their own needs and so there was no concerted effort.</p> <p>The British military: e.g. Britain had been involved in wars in Europe and so was well trained, used to combat and equipped with the latest European weapons. Unity and leadership were evident. They could use their navy to arm their troops.</p>	8
4(c)(ii)	<p>Which of these was more important to the outcome of the War of Independence? Explain your answer.</p> <p>No marks for simply identifying one or for additional description. One mark for an undeveloped statement, two marks for explaining the statement.</p> <p>e.g. Lack of unity prevented planning for an attack by a much larger force than Britain could muster.</p>	2