

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers

0449 BANGLADESH STUDIES

0449/01

Paper 1 (History and Culture of Bangladesh),
maximum raw mark 75

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

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Introduction

The questions on Paper 1 divide into several distinct types:

Questions which are either correct (and score one mark) or are incorrect (and score zero). These can be found in Part (a) of each of the four questions on the paper.

Questions which require candidates to relate historical information without analysis. These will usually be found in Part (b) (i) of Questions 2 to 4 and will be marked on a 'one point = one mark basis'

Questions where there is a hierarchy of correct responses, as in Part (b) of Question 1, Part (b) (ii) of Questions 2 to 4 and in all Part (c) questions. For such answers, a 'levels of response' mark scheme is used. The candidate's response is placed in a level **according to the best part of the answer** and the mark within that level is awarded according to the criteria set out in the mark scheme.

1 (a) One mark for each correct answer:

- (i) D.
- (ii) A.
- (iii) A.
- (iv) C.
- (v) D.

(b) *Level One: Answers which give a generalised comment about the importance of architecture, but do not give examples.* [1–2 marks]
e.g. Architecture very important because Bangladesh has some excellent buildings.
Reserve one mark for very simplistic statements.

Level Two: Answers which describe examples of outstanding architecture but make no comment on their contribution to Bangladeshi culture. [3–5 marks]
e.g. Most famous architectural site of ancient Bengal can be found in Mahasthangarh which represents the earliest and the largest archaeological site in Bangladesh.

Mark within the level should be based upon the amount of supporting detail provided.

Level Three: Answers which explain the link between architecture and Bangladeshi culture and give examples. [5–8 marks]
e.g. Architecture has played a very important role in the development of Bangladeshi culture. For example, when Bangladesh became independent beautiful landmarks were created all over the country. The spirit of nationalism and freedom allowed for attractive monuments to be built, e.g. Shahid Minar in Dacca and National Mausoleum in Savar.

Mark within the level should be based upon the number of evaluative comments made and the degree of support given to those comments.

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- (c) *Level One: Answers which do no more than describe the work of the three exponents given in the question without considering its importance.* [1–3 marks]
Up to three marks for each exponent, so two detailed descriptions would score 5 marks.
e.g. Descriptions of literary works of Tagore or Jasimuddin or art of Zainul Abedin.

Level Two: Answers which assess the importance of the work of the exponents given.

[6–9 marks]

e.g. Answers will explain importance of one or more exponent, but will not make any comparison between them. Candidates refer to Abedin's foundation of Institute of Fine Arts or depiction of the horrors of the 1943 famine. Tagore is, perhaps, the most famous of all Bangladeshi writers and wrote the national anthem. His paintings are also exhibited all over the world. Jasimuddin's poetry is widely studied in Bengali schools today.

Up to two marks for each example assessed. Therefore:

One exponent assessed = 6–7 marks.

Two exponents assessed = 7–8 marks.

Three exponents assessed = 8–9 marks. Assessment must be fully explained and supported to reach this level.

Level 3: Candidates who carry out a valid comparison between the choices (as opposed to just writing about the areas). [10–12 marks]

e.g. In addition to Level 2, candidates will provide an argument that one of the choices is more important than the others (or, perhaps that they are all equal). There is no correct answer and any valid attempt to compare should be rewarded at this level.

Marks awarded according to the number of choices compared and quality of support.

2 (a) (i) Samudragupta.

(ii) Tamralipti.

(iii) Vallala (Sena).

(iv) One of: Vanga, Khadga, Deva, Harikela. Chandras, Varman, Nadia.

(b) (i) One mark is awarded for each explained fact up to a maximum of five marks

(ii) The following levels are used:

e.g. Reasons why Lakshmana Sena was a great leader could be:

Great skills as a warrior; Literary activities in reign; Own writings; Generosity.

Level One: Answers which write about Lakshmana Sena with no explanation or list reasons rather than explain them. [1–2 marks]

Level Two: Answers which explain ONE reason. [3–4 marks]

Level Three: Answers which explain TWO OR MORE reasons. [4–5 marks]

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(c) *Level One: Answers which do no more than describe the example(s) given in the text without considering their importance.* [1–4 marks]

e.g. Shashanka based himself in Gauda, extended authority. Dharmapala extended kingdom to Bihar and Kanauj. Bakhtiyar Khalji captured Nadia, making Gauda his capital.
Up to two marks for each example to a maximum of 4 marks.

Level Two: Answers which assess the importance of the examples given. [5–8 marks]

e.g. Shashanka very important because he defended the independence of Gauda against powerful opponents and for first time brought Bengal into competition with other states for control of N India. Dharmapala important because made area one of the most important ones for Buddhist study and practised religious toleration. Bakhtiyar Khalji important because his arrival and conquests allowed for spread of Islam.

Up to two marks for each example assessed. Therefore:

One example assessed = 5–6 marks.

Two examples assessed = 6–7 marks.

Three examples assessed = 7–8 marks.

N.B. Assessment must be fully explained and supported to reach this level.

Level 3: Candidates who carry out a valid comparison between the choices (as opposed to just writing about their contribution). [9–10 marks]

e.g. In addition to Level 2, candidates will provide an argument that one of the choices is more important than the others (or, perhaps that they are all equal). There is no correct answer and any valid attempt to compare should be rewarded at this level.

Marks awarded according to the number of choices compared and quality of support.

3 (a) (i) Panipat.

(ii) Nusrat Shah.

(iii) Humayun.

(iv) Islam Khan.

(v) Dhaka/Jahangir Nagar.

(b) (i) One mark is awarded for each explained fact up to a maximum of five marks.

(ii) The following levels are used:

e.g. Reasons why Aurangzeb's rule was unpopular could be: religious conservatism and Jizia tax; Deccan policy over-extends empire; corruption, lax discipline.

Level One: Answers which write about Aurangzeb with no explanation or list reasons rather than explain them. [1–2 marks]

Level Two: Answers which explain ONE reason. [3–4 marks]

Level Three: Answers which explain TWO OR MORE reasons. [4–5 marks]

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- (c) *Level One: Answers do no more than describe the downfall of the Empire.* [1–2 marks]
 e.g. In 1620 the British were given permission by Emperor Jahangir to conduct trade.
 In time they came to take over the whole of the region.

Level Two: Answers which explain reasons for the downfall of the empire. [5–8 marks]
 Possible reasons here are:

Moghul weaknesses: empire too large, succession problems, declining military expertise, weak control, pleasure seeking.

British strengths: Military strength, technological developments determination, political manoeuvring.

4–6 marks for either British strength OR Mughal weakness.

6–8 marks for both British strength AND Mughal weakness.

Level Three: Answers which attempt to prioritise the reasons. [9–10 marks]

e.g. In addition to Level 2, candidates will provide an argument that one of the reasons is more important than the others (or, perhaps that they are of equal importance). There is no correct answer and any valid attempt to compare should be rewarded at this level.

4 (a) (i) Hardinge.

(ii) Lucknow.

(iii) C R Das.

(iv) Day of Deliverance.

(v) H S Suhrawardy.

(b) (i) One mark is awarded for each explained fact up to a maximum of five marks.

(ii) The following levels are used:

e.g. Reasons why the British introduced the Cabinet Mission Plan could include: to try to settle difference within India; to get British out of India as soon as possible; to protect the minorities of India.

Level One: Answers which write about the Cabinet Mission with no explanation or list reasons rather than explain them. [1–2 marks]

Level Two: Answers which explain ONE reason. [3–4 marks]

Level Three: Answers which explain TWO OR MORE reasons. [4–5 marks]

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- (c) *Level One: Answers which do no more than describe the example(s) given in the question without considering their importance* [1–3 marks]
 e.g. The Muslim League was formed in 1906 to protect Muslim interests. The Khilafat Movement wanted to protect the Khalifa and Direct Action Day happened after the failure of the Cabinet Mission Plan.
 Up to two marks for each example, to a maximum of 4 marks.

Level Two: Answers which assess the importance of the examples given. [4–8 marks]
 e.g. The Muslim League was highly important because, at long last, the Muslims had a real voice which the British would listen to. The Khilafat Movement was important because it showed the strength of support for the Khalifa and that Muslims and Hindus could work together. Direct Action Day was very important because it showed that India's Muslims could organise themselves in opposition to both the British and Congress. It also showed the strength of feelings in much of the Muslim community.

Up to two marks for each example assessed. Therefore:

One example assessed = 5-6 marks.

Two examples assessed = 6-7 marks.

Three examples assessed = 7-8 marks.

N.B. Assessment must be fully explained and supported to reach this level.

Level 3: Candidates who carry out a valid comparison between the choices (as opposed to just writing about their contribution). [9–10 marks]

e.g. In addition to Level 2, candidates will provide an argument that one of the choices is more important than the others (or, perhaps that they are all equal). There is no correct answer and any valid attempt to compare should be rewarded at this level.

Marks awarded according to the number of choices compared and quality of support.