

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0449	

Introduction

The questions on Paper 1 divide into several distinct types:

- * Questions which are either correct (or 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.

Page 3	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0449

The Culture and Heritage of Bangladesh

1 (a) One mark for each correct answer:

- (i) A [1]
(ii) B [1]
(iii) C [1]
(iv) D [1]
(v) A [1]

(b) (i) Describe the life and work of Mir Mosharraf Hossein. [5]

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Answers which give a generalised account about the life and work of Mir Mosharraf Hossein [1–2]

(1 mark for simplistic statement e.g. he was famous; he wrote)

e.g. He was a novelist, playwright, essayist and journalist; he wrote about Islamic people

Level 2: Answers which offer accurate factual statements about his life and describe examples of his work [3–5]

(Just life or just work max. 4)

e.g. Novelist, playwright, essayist and journalist, living between 1847 and 1912. His first major works were produced when he was still a teenager. He wrote on the life and history of Islamic people. Bishad Shindru is seen as his masterpiece – deals with the Battle of Karbala. He wrote about everyday life, for example Zamindar Darpan (1872–73). He also wrote satires and was a journalist and later a newspaper editor and textbook writer. He worked in Kolkata and Kumarkhali.

(ii) Explain why he is so important in the culture of Bangladesh. [3]

There will be no marks for description even if there is factual material not in (b) (i)

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Generalised comment on importance only [1]

e.g. He was versatile; wrote about a lot of different things; he started to write early showing how clever he was

Page 4	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0449

Level 2: Supported explanation

e.g. His social concerns for the people in the peasant uprisings and his use of literature as a means of trying to help the countryside; his satires which tried to point out the faults of and thus reform contemporary society; his educational work and his importance in spreading awareness of Islamic life and history.

(c) (i) Explain the importance of each of the following in the cultural life of Bangladesh.

- **The development of the Bengali language**
- **Music** [10]

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Answers which do no more than describe the two elements given in the question without considering their importance. [1–4]

(maximum 4 if just one element is considered)

e.g. Language: Description would include old phase 1000–1350, seen in Buddhist monastic writings; 1350–1800 medieval phase, borrowing from Persian and Arabic; modern phase from 1800, borrowing from Sanskrit, English and other European languages.

e.g. Music: Description would include there were different forms which developed at different periods – basic songs to Gods (Kirtan); C16 Jattras – more dynamic; from C16–C19 Pala – ballads reflecting aspects of social life; C18 classical ragas; modern songs associated with growth of urban life in C19 and C20; modern songs.

Level 2: Answers which explain the importance [5–8]

(maximum 6 if just one element is explained)

e.g. Language: Importance would include extension of vocabulary and outside influences to enrich language; greater range of subject matter, giving access to more literature; extension of Bengali from spoken to written language able to unite country while still retaining valuable dialects.

e.g. Music: importance would link songs to Gods with processions and festival drama; ballads with later plays and films as they show aspects of social life; the development is from simple religious songs to a wider range of music both abstract (ragas) and music which reflects everyday life.

(ii) Which of these do you think has made the more important contribution to the cultural life of Bangladesh? Explain why. [4]

No marks for simply saying which is the most important. No marks for additional description. [1–4]

2 marks for explaining the decision.

Page 5	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0449

The Early Kingdoms in Bengal: The Pala dynasty and the Senas

2 (a) One mark for each correct answer

(i) Who was the first ruler of the Pala dynasty? [1]

Gopala

(ii) What is the period of disorder known as in some sources? [1]

matsyanyayam

(iii) Who was the first ruler's son and successor? [1]

Dharmapala

(iv) Which foreign people left most records about this period? [1]

Arabs

(v) Who was the first ruler of the Sena dynasty? [1]

Hemanta Sena

(b) (i) Describe how Pala rule gave way to the rise of the Sena dynasty. [5]

One mark is awarded for each [1–5]

e.g. The Palas faced internal rebellions which weakened their power. The later Pala kings were weak and fought each other. There were foreign attacks, for example by Chandela and Kalchuri kings. Though Mahipala I regained lost territories (995–1043) he was not succeeded by equally strong kings. There were more foreign invasions and internal wars and the Kaivarta Rebellion in north Bengal. The Senas under Samanta Sena established the new dynasty. His son was initially a feudal ruler under the Palas but then established his own independent rule and ousted the Palas c.1152–1153.

(ii) Explain the strengths and weaknesses of the rule of Lakshana Sena? [5]

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Answers which offer very simple generalizations. [1–2]

e.g. He was a strong ruler who gained much support.
He was defeated by his enemies.

No marks for 'He was strong.'
Or 'He was weak'

Page 6	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0449	

Level 2: Answers which explain ONE element

e.g. His patronage of the arts, for example which increased his prestige and reputation

Level 3: Answers which explain TWO OR MORE elements

[4–5]

Strengths:

Military reputation before becoming ruler

Literary activities and promotion of the arts

Generosity as a ruler

Weaknesses:

Too weak to control administration in the regions later in his reign

Allowed independent chiefs to gain power

Defeated by Muhammad Bakhtiyar Khalji in 1204

Power restricted to east Bengal for last two years of reign (1204–1206)

(c) (i) Explain the importance of the following rulers: [8]

- Dharmapala
- Devapala

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Answers which do no more than describe [1–4]

(maximum 4 if just one element is considered)

e.g. Dharmapala (781–821)

He extended his kingdom; he founded a monastery. He also established shrines. He was tolerant.

e.g. Devapala (821–861)

He had a long reign; he conquered Orissa and Kamarupa and large areas of Northern India. He set up Buddhist seats of learning. He established strong relations with other Buddhist kingdoms of SE Asia.

Level 2: Answers which explain the importance of the elements given. [5–8]

Up to two marks for each element assessed. Therefore:

One explained = 5–6 marks. Two explained = 7–8 marks

e.g. Dharmapala (781–821)

Importance: he consolidated rule; extended kingdom to Bihar; possibly also influential as far as the Indian region of Kanauj; founded Vikramshila monastery – very important as centre of Buddhist learning. He also established shrines. His religious toleration was a major legacy.

Page 7	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0449	

e.g. Devapala. (821–861)
Importance: he consolidated rule of the Palas in Bengal established by Gopala (781) after a period of instability. Increased land under his influence: began extending influence to other lands; major figure in promotion of Buddhism. He had a long reign, having time to increase the influence of Bengal in neighbouring areas; he conquered Orissa and Kamarupa and large areas of Northern India. Strengthened Buddhism: he set up a Buddhist seat of learning at Nalanda; he established strong relations with other Buddhist kingdoms of SE Asia; he patronised Viradeva, a major Buddhist scholar from Afghanistan.

(c) (ii) Which of these two rulers do you think was the greater? Explain why. [2]

No marks for simply saying which is the more important. No marks for additional description.

2 marks for explaining the decision. [2]

e.g. This could be, for example, that Dharmapala was more important because he laid the foundation and priorities for work of his son; or that Devapala had wider influence and used diplomacy more to promote religion.

Page 8	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0449

The British period: The Arrival of the British

3 (a) One mark for each correct answer:

(i) Name the war between Britain and France which began in 1756. [1]

Seven Years War

(ii) Who led the forces of the East India Company in that war? [1]

Clive

(iii) Who was installed by the British as the Nawab after their victory in 1757? [1]

Mir Jafar

(iv) Name any one of the three districts acquired by Britain in 1760. [1]

Burdwan, Midnapur or Chittagong

(v) Name the treaty signed in 1765. [1]

Diwani

(b) (i) Describe the Battle of Palashi. [5]

One mark is awarded for each [1–5]

After the seizure of Calcutta by Sirajuddaula, the British sent reinforcements under Clive who allied with Mir-Jafar and met the Nawab's forces at Palashi 23 June 1757. The battle began at 8.00 in the morning. The British met unexpected resistance. This was from Mir Mardan, Mohanlal, Khwaja Abdul Hadi Khan, Naba Singh Hazari. Some leaders under Mir-Jafar did not engage – Yar Latif, Ray Durlabh Ram. A turning point was the death of Mir Mardan hit by a cannon ball in the afternoon. Mir-Jafar advised the Nawab to retreat, Clive took advantage and attacked. This led to a rout. The battle ended at 5 pm and Clive marched on the Nawab's capital.

(ii) Explain the reasons for the outbreak of conflict between Sirajudduala and the British. [5]

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Answers which offer very simple generalizations. [1–2]

e.g. The British were overbearing; the Nawab resented British influence.

Level 2: Answers which explain ONE element [3]

Page 9	Mark Scheme	Syllabus
	IGCSE – May/June 2014	0449

Level 3: Answers which explain TWO OR MORE elements

e.g. The British had fortified Fort William in Calcutta without his permission.
 The British were accused of abusing trade privileges given to them by the Mughals which had caused heavy losses in the revenue of the Nawab.
 The Nawab accused the British of conspiring with his enemies against him.
 The Nawab had seized the factory in Kasimbazar, marched on Calcutta and the British had suffered in the 'Black Hole of Calcutta' incident.

(c) (i) Explain the impact of the following on the people of Bengal: [8]

- The Great Famine 1769–1770
- The Permanent Settlement of 1793

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Answers which do no more than describe [1–4]

(maximum of 4 if just one element is considered)

e.g. The Great Famine was 1769–70. It led to many deaths.
 e.g. It was the reform of taxation in Bengal, Bihar and Orissa by Lord Cornwallis.

Level 2: Answers which explain the importance of the elements given. [5–8]

Up to two marks for each element assessed.
 Therefore: one explained = 5–6 marks, two explained = 7–8.

e.g. The Great Famine 1769–70. The domination by the East India Company led to the suffering of local people and the decline of agriculture and manufactures. When a famine affected Bengal 1769–70 it destroyed a third of the population and two-thirds of cultivatable land was not farmed. The disaster led to the British government passing an act in 1773 insisting that the Company improve its government and was one of the reasons why Pitt's government passed the India Act of 1784 and why Robert Clive lost his reputation.

e.g. The Permanent Settlement of 1793 was the reform of taxation in Bengal, Bihar and Orissa by Lord Cornwallis. It ended the system of farming out tax collection. The tax collectors were often oppressive and sometimes failed to deliver the contracted amounts. Instead zamindars were given permanent ownership of land in return for paying fixed sums to the British. A body of landowners was created with a vested interest in being loyal to the British. However the actual boundaries of each landed estate caused disputes; also the peasants were left helpless against the new landowning class. Expected improvements did not always materialise as peasants had no interest in developing land they could not own and were subject to some oppression by the landowners.

Page 10	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0449	

(c) (ii) Which of these affected the people of Bengal more? Explain your answer.

No marks for simply saying which had the most impact. No marks for additional description.

2 marks for explaining the decision. [2]

e.g. The Permanent Settlement of 1793 could be seen as having a longer-term impact on the landowners and peasants; or the Great Famine could be seen as having more long term impact on the way Bengal was governed. The Great Famine could be seen as having more impact in human terms with the huge loss of life; but the suffering brought by the Permanent Settlement 1793 might be seen to have lasted longer. No set judgement is required.
e.g. Changes to landowning had an impact across generations/ hundreds of years.

Page 11	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0449	

From Pakistan to Bangladesh (1947–71)

4 (a) (i) One mark for each correct answer:

Who was the first president of the Awami Muslim League?

Moulana Abdul Hamid Khan / Bashani [1]

(ii) What was the union of opposition parties called in 1954?

Jukto Front (United Front) [1]

(iii) Who was the new governor appointed in 1954?

Iskander Mirza [1]

(iv) Which General ruled under Martial law between 1958 and 1962?

Mohammed Ayub Khan [1]

(v) Name the conspiracy case which caused Sheikh Rahman's arrest in 1968.

Agartala [1]

(b) (i) Outline the main programme of the United Front of 1953.

[5]

One mark is awarded for each

e.g. Full regional autonomy

Delegation to the Eastern Province of domestic affairs

Recognition of Bangla as a state language

Release of political prisoners

The official residence of East Bengals' chief minister should be the Bengal Academy

Construction of Shaheed Minar at the site of the police firing of 1952

A public holiday every 21 February

More freedom for Dhaka and Rajshahi Universities

More economic and social rights for industrial workers

Nationally set jute prices

Price guarantees for producers

Support for cooperatives and cottage industries

[1–5]

Page 12	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0449	

(ii) Why was the United Front not more successful in its aims?

Level 0: No evidence submitted or response does not address the question

Level 1: Answers which offer very simple generalizations. [1–2]

e.g. 'It was too weak' or 'The central government did not give in'

Level 2: Answers which explain ONE element [3]

e.g. The failure to control industrial disturbances, partly as result of the nature of the coalition, showed the central government that the new government was too weak and justified the intervention to send a high ranking official, Iskanda Mizra to rule.

Level 3: Answers which explain TWO OR MORE elements [1–2]

e.g. Central Government wanted to keep control of Bengal and took the opportunity to reinstate its rule.

(c) (i) Explain the importance of both of the following to Bengal of the following. [8]

- The Language Movement 1947–1953
- The Mass Uprising of 1969

Level 0: No evidence submitted or response does not address the question [0]

Level 1: Answers which do no more than describe [1–4]

e.g. In 1947 an organisation to demand that Bangla should be an official state language was formed (Tammudin Majlish).

e.g. The uprisings were between students and police.

Level 2: Answers which explain the importance of the elements given. [5–8]

Up to two marks for each element assessed.

Therefore:

One explained = 5–6 marks, two explained = 7–8.

e.g. The Language Movement 1947–1953:

There was a widespread feeling that the new government of Pakistan was favouring Urdu as a national language not as a matter of national unity but to restrict the culture of Bengal. In 1947 an organisation to demand that Bangla should be an official state language was formed (Tammudin Majlish). This failed to prevent Urdu being the official language from December 1947. There was a General Strike February 1948 to protest about the refusal to record the proceedings of the Constituent Assembly in Bangla. Protests were met by police resistance. A bill to make Bangla another state language was promised, but Jinnah/ West Pakistan/ Muslim League was against it. There was much student resistance to this policy. An all-party Sangram Committee called for a State Language Day of protest. This led to violence and increasing protests. In 1956 Bangla was made a state language.

Page 13	Mark Scheme	Syllabus	
	IGCSE – May/June 2014	0449	

Importance: major rift between east and West Pakistan; violence and broken relations made relations bad and paved way for future disagreements; mass protests in Bengal and showed power of public opinion – forerunner of later demands for independence. Showed gulf between east and west.

e.g. Mass Uprising of 1969:

Led by Student Action Committee after rejection by Ayub Khan of demands of Sheikh Mujib and the arrest of the Sheikh and supporters in 1968. Increasing clashes between students and police caused violence. A curfew was imposed. Importance: once again direct action had been met with repression and had brought serious breakdown. The mass uprising did lead to talks and concessions, but not enough. The situation led to the fall of Ayub Khan. The movement led to high expectations for more self-government on one side and fears that without repression the situation would get out of control on the other.

(ii) Which of these do you think had the greater importance in bringing about an independent Bangladesh? Explain your answer. [2]

No marks for simply saying which is the more important. No marks for additional description.

2 marks for explaining the decision. [2]

e.g. The Language Movement showed from the start the importance of Bangla national feeling and the failure of the East Pakistan government to understand it.

e.g. The Mass Movement had much more direct political consequences as the unrest was greater and helped to bring about the fall of Ayub Khan.