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**BANGLADESH STUDIES**

**7094/01**

Paper 1 History and Culture of Bangladesh

**May/June 2017**

MARK SCHEME

Maximum Mark: 75

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Question	Answer	Marks
1(a)(i)	<p><b>Which of the following recognises Zainul Abedin’s contributions to the culture of Bangladesh?</b></p> <p><b>C</b> He was given the title Shilpacharya</p>	<b>1</b>
1(a)(ii)	<p><b>Mir Mosharraf Hossain is best known for writing about which of the following?</b></p> <p><b>D</b> The lives of zamindars</p>	<b>1</b>
1(a)(iii)	<p><b>What did Kazi Nazrul Islam encourage through his writings?</b></p> <p><b>B</b> That people should struggle against colonial rule</p>	<b>1</b>
1(a)(iv)	<p><b>Which of the following is true of the early life of Alaol?</b></p> <p><b>B</b> He became a poet at the royal court</p>	<b>1</b>
1(a)(v)	<p><b>Which of the following explains why Lalon Shah’s work is remembered?</b></p> <p><b>C</b> It showed his belief in equality</p>	<b>1</b>

Question	Answer	Marks
1(b)(i)	<p><b>Describe the life and work of Jasimuddin.</b></p> <p><b>Level 1 [1–2 marks]</b> Answers which give a generalised account about the life and work of Jasimuddin. 1 mark for simplistic statement.</p> <p><i>e.g.</i> <i>He came from a rural area.</i> <i>He wrote poems.</i></p> <p><b>Level 2 [3–5 marks]</b> Answers which offer accurate factual statements about his life and describe examples of his work. Max. 4 for just life or work.</p> <p><u>Life</u> <i>e.g.</i> <i>20th century.</i> <i>Born in Tambulkhana in the Faridpur district Studied at Rajendra College and Dhaka University. His degrees. His awards.</i> <i>Spent most of early life in the countryside.</i></p> <p><u>Work</u> <i>e.g.</i> <i>Literature scholar.</i> <i>Collected folk literature for Kolkata University when he was a research assistant.</i> <i>Lectured at Dhaka University.</i> <i>Worked for the government Department for Information and Broadcasting.</i> <i>Was a poet known as Palli Kabi (poet of the countryside). His awards.</i> <i>Works included Rakhali (shepherd), Nakshi Kanthar Math etc.</i></p>	5
1(b)(ii)	<p><b>Explain Jasimuddin’s importance to our knowledge of society in Bangladesh.</b></p> <p>There will be no marks for description even if there is factual material not in (b)(i).</p> <p><b>Level 1 [1 mark]</b> Generalised comment on importance only.</p> <p><i>e.g.</i> <i>He showed others what rural life was like.</i></p> <p><b>Level 2 [2–3 marks]</b> Supported explanation.</p> <p><i>e.g.</i> <i>Other countries could see what rural life in Bangladesh was like as his works were translated into English.</i></p>	3

Question	Answer	Marks
1(c)(i)	<p><b>Explain the importance of <u>each</u> of the following to the culture of Bangladesh:</b></p> <ul style="list-style-type: none"> <li>• <b>architecture of the British period</b></li> <li>• <b>literature of the British period</b></li> </ul> <p><b>Level 1 [1–4 marks]</b> Answers which describe. Answers which do no more than describe the two elements given in the question without considering their importance. Max. 4 if just one element is considered.</p> <p><u>Architecture of the British period e.g.</u> <i>The British built offices and universities.</i></p> <p><u>Literature of the British period e.g.</u> <i>After 1800AD; novels and political writings were found.</i></p> <p><b>Level 2 [5–8 marks]</b> Answers which explain the importance. Max. 6 if just one element is explained.</p> <p><u>Architecture of the British period e.g.</u> <i>Official buildings were meant to combine Indian and British elements e.g. majestic buildings with high domes, classical pillars and semi-circular arches to show grace and majesty. Of such importance were these seen that they are still government offices and university campuses e.g. the High Court Building and Curzon Hall of Dhaka University.</i></p> <p><u>Literature of the British period e.g.</u> <i>Translation of the Bible is found; commentaries on social reform e.g. RR Roy; novels began to appear e.g. PC Mitra's first novel in Bangla.</i></p>	8

Question	Answer	Marks
1(c)(ii)	<p><b>Which of these two do you think has made the more important contribution to our knowledge of the history of Bangladesh? Explain your answer.</b></p> <p>There is no credit for merely saying ‘The most important is...’.</p> <p><b>Level 1 [1–2 marks]</b> General statements of impact.</p> <p><i>e.g.</i> <i>Beautiful buildings that were valued as they showed the best of Indian and British styles.</i> <i>Literature as it showed how Bangladesh responded to changes imposed by the British e.g. to farmers.</i></p> <p><b>Level 2 [3–4 marks]</b> There are 2 marks for a sound / supported reason.</p> <p><i>e.g.</i> <i>Architecture, as these buildings are put to high value use such as universities and government offices.</i> <i>Literature as it showed how Bangladesh responded to changes imposed by the British e.g. to farmers who were required to grow indigo for Britain and so found food hard to find.</i></p>	4

Question	Answer	Marks
2(a)(i)	<p><b>What were the areas of settlement known as? (line 5)</b></p> <p>Janapadas</p>	1
2(a)(ii)	<p><b>Which area had important centres of trade and commerce? (line 5)</b></p> <p>Rodha</p>	1
2(a)(iii)	<p><b>Of which area was Pundranagara the capital city? (line 6)</b></p> <p>Pundra</p>	1
2(a)(iv)	<p><b>Which Bengal leader carried the message of Buddhism to Sri Lanka? (line 8)</b></p> <p>Mahinda</p>	1
2(a)(v)	<p><b>Which market town was the capital of the kingdom of Bengal? (line 10)</b></p> <p>Gange</p>	1

Question	Answer	Marks
2(b)(i)	<p><b>Describe the Guptas' attitude to religion.</b></p> <p>One mark is awarded for each explained fact.</p> <p><i>e.g.</i>  <i>They were tolerant of a variety of religions (1) e.g. Brahmanism (1).</i>  <i>They called themselves Paramabhagavatas or Paramadaivatas.</i>  <i>Buddhism and Jainism were patronised.</i></p>	5
2(b)(ii)	<p><b>Explain how the Guptas developed an Empire.</b></p> <p><b>Level 1 [1–2 marks]</b>  Answers which offer very simple generalisations.</p> <p><i>e.g.</i>  <i>At the beginning of the rule Gupta rule, Bengal was divided into independent states, but these gradually came together.</i></p> <p><b>Level 2 [3 marks]</b>  Answers which explain ONE element.</p> <p><b>Level 3 [4–5 marks]</b>  Answers which explain TWO OR MORE elements.</p> <p><i>e.g. At the beginning of the rule of Samudragupta Bengal was divided into independent states, but these gradually came together.</i>  <i>Samatata stayed outside the growing Empire, but, when it was reduced to the status of a tributary state, it seems to have come under the Guptas.</i>  <i>We know this because of the name of a ruler from the 6th century-Vainyagupta.</i></p>	5

Question	Answer	Marks
2(c)(i)	<p><b>Explain the importance of the following aspects of Gupta rule:</b></p> <ul style="list-style-type: none"> <li>• <b>strong central control</b></li> <li>• <b>art and artworks</b></li> </ul> <p><b>Level 1 [1–4 marks]</b> Answers which do no more than describe.</p> <p>e.g. <i>They strengthened Bengal.</i> <i>They made ornaments.</i></p> <p><b>Level 2 [5–8 marks]</b> 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><u><i>Strong central control</i></u> e.g. <i>They were able to bring peace, prosperity and political stability to Bengal for a considerable period.</i></p> <p><u><i>Art and artworks</i></u> e.g. <i>Large numbers of Gupta coins evidence the skills of craftsmen at the time.</i> <i>The Gupta school established the Bengal style of cultural art.</i></p>	<b>8</b>
2(c)(ii)	<p><b>Which of these aspects earned the Gupta period the title of ‘The Golden Age of India’? Explain your answer.</b></p> <p>No marks for merely saying which is the more important. No marks for additional description.</p> <p>2 marks for explaining the decision. 1 mark for undeveloped statement.</p> <p>e.g. <i>art and artwork because that is what we remember the period for.</i></p> <p>2 marks for explaining the statement.</p> <p>e.g. <i>Without peace and prosperity it is difficult for artists to be free to explore their skills and to be supported into teaching others. Therefore art can only exist where there is strong central control, making this more important.</i></p>	<b>2</b>

Question	Answer	Marks
3(a)(i)	<b>Who was Akbar's father? (line 3)</b> Humayan	1
3(a)(ii)	<b>When did Akbar become Emperor of Delhi? (line 3)</b> 1556	1
3(a)(iii)	<b>Who accepted the right to be overlord of Bengal in 1564?</b> Sulaiman Kararni	1
3(a)(iv)	<b>Who took the right to rule Bengal after 1572?</b> Daud Khan	1
3(a)(v)	<b>Which battle of 1576 led to Bengal becoming part of the Mughal Empire?</b> Rajmahal	1
3(b)(i)	<b>Describe how Prince Suja changed the way that Viceroy's ruled Bengal.</b>  One mark is awarded for each explained fact.  <i>e.g.</i> <i>He was appointed for a long period 21 years.</i> <i>He moved the capital to Rajmahal.</i> <i>Being the Emperor's son, he showed the importance of the area to the Mughals.</i> <i>The new capital was on border land that supported conquest:</i> <i>Looking at Bihar.</i> <i>Able to control all parts of the Empire e.g. Kamrup (NE).</i>	5



Question	Answer	Marks
3(b)(ii)	<p><b>Explain how the Viceroy's handled challenges to their rule during the reign of Shah Jahan.</b></p> <p><b>Level 1 [1–2 marks]</b> Answers which offer very simple generalisations.</p> <p><i>e.g.</i> <i>There was opposition.</i> <i>They fought.</i></p> <p><b>Level 2 [3 marks]</b> Answers which explain ONE element.</p> <p><b>Level 3 [4–5 marks]</b> Answers which explain TWO OR MORE elements.</p> <p><i>e.g.</i> <i>Hugli was captured from the Portuguese.</i> <i>Assam rose against Viceroy's Azam Khan and Islam Khan Mashadi.</i> <i>The Mughals occupied Darang in Assam and set up headquarters in Gauhati.</i> <i>Arakan rose against Islam Khan Mashadi, causing him to be returned to become Prime Minister, Prince Suja replacing him.</i></p>	<b>5</b>

Question	Answer	Marks
3(c)(i)	<p><b>Explain the importance of the following aspects of Shah Jahan's rule:</b></p> <ul style="list-style-type: none"> <li>• <b>architecture</b></li> <li>• <b>religious tolerance</b></li> </ul> <p><b>Level 1 [1–4 marks]</b> Answers which do no more than describe.</p> <p>e.g. <i>His subahdars built in marble.</i> <i>The Taj Mahal was built.</i> <i>Hindus built temples.</i></p> <p><b>Level 2 [5–8 marks]</b> 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.</p> <p><u>Architecture</u> e.g. <i>'He found cities of stone and left them of marble.'</i> (Percy Brown) <i>The Taj Mahal was built in memory of his wife, Mumtaz Mahal. It is recognised for its symmetry, its use of inlaid jewels, marble and formal gardens. Jama Masjid, the Red Fort was built along with the Peacock throne. These showed the wealth of his administration for all to see.</i></p> <p><u>Religious tolerance</u> e.g. <i>Many of his generals were Hindus, and his great minister, Sa'd-Allah, though converted, was a Hindu by birth. He allowed Jesuit missionaries to labour at Agra, where they had a large church and burial grounds. This limited conflict, brought visitors and let his missions abroad bring commercial benefits to Bengal.</i></p>	8
3(c)(ii)	<p><b>Which of these aspects most earned Shah Jahan's rule its reputation as the era of the arts? Explain your answer.</b></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. <i>Religious tolerance brought trade with other countries and a focus on statesmanship that brought peace and prosperity. Hindu, Christian and Muslim all sing his praises as the paragon of monarchs.</i></p>	2

Question	Answer	Marks
4(a)(i)	<p><b>What caused the Great Famine? (line 2)</b></p> <p>Over-production e.g. of Indigo for Britain.</p>	1
4(a)(ii)	<p><b>What was meant by Dual Administration? (line 3)</b></p> <p>EIC for the British Government collected revenue / local leaders were appointed to oversee administration and revenue collection.</p>	1
4(a)(iii)	<p><b>What was the law of 1793 that changed the role of zamindars? (line 7)</b></p> <p>The Permanent Settlement Act.</p>	1
4(a)(iv)	<p><b>What were zamindars required to do in order to own their land? (line 8)</b></p> <p>Collect and pass taxes to Britain.</p>	1
4(a)(v)	<p><b>What were ‘alms’? (line 12)</b></p> <p>Charitable donations.</p>	1
4(b)(i)	<p><b>Describe the work of Robert Clive in India between 1757 and 1773.</b></p> <p>One mark is awarded for each explained fact.</p> <p><i>e.g.</i>  <i>He was a General in the EIC army.</i>  <i>He was sent from Madras to Calcutta when Sirajuddaula attacked the city, aided by the French.</i>  <i>First he won Calcutta back, then took the port of Hoogli.</i>  <i>Finally he led the British at the Battle of Palashi.</i>  <i>He negotiated the Treaty of Diwani 1765 by which Bengal could be ruled locally but move surplus revenues to the EIC. This monopoly brought vast wealth to the EIC.</i>  <i>He was accused of corruption.</i></p>	5

Question	Answer	Marks
4(b)(ii)	<p><b>How did the way that Britain ruled India change under Lord Cornwallis?</b></p> <p><b>Level 1 [0–2 marks]</b> Answers which offer very simple generalisations.</p> <p><i>e.g.</i> <i>He introduced rule by the British government.</i></p> <p><b>Level 2 [3 marks]</b> Answers which explain ONE element.</p> <p><b>Level 3 [4–5 marks]</b> Answers which explain TWO OR MORE elements.</p> <p><i>e.g.</i> <i>Under the Permanent Settlement Act 1793 Bihar, Orissa and Bengal were ruled by Britain in the interests of farming. Zamindars collected revenues and gave 10/11ths to Britain, being made owners of the land. Social policy e.g. education improved as a result of zamindar oversight and Britain had a group of loyal landowners on whom to depend.</i> <i>A disadvantage of the system can also be credited. One is that there were no maps showing boundaries in detail and zamindars came into conflict with local farmers.</i> <i>An advantage can be credited. One is that farming and Bengal became very prosperous as a result.</i></p>	5

Question	Answer	Marks
4(c)(i)	<p><b>Explain how each of the following opposed the British:</b></p> <ul style="list-style-type: none"> <li>• the Fakir-Sanyasi movement</li> <li>• the Faraizi movement</li> </ul> <p><b>Level 1 [0–4 marks]</b> Answers which do no more than describe.</p> <p>e.g. <i>They attacked the British for banning alms; the former were Muslim, the latter Hindu, they were in rural areas.</i></p> <p><b>Level 2 [5–8 marks]</b> 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.</p> <p><u><i>The Fakir- Sanyasi movement</i></u> e.g. <i>They were more powerful as both Muslims and Hindus felt threatened, numbering up to 50000+; they knew the lands and could hide easily so avoiding British soldiers; they used guerrilla style operations and were rarely available in big numbers for an attack by the British.</i></p> <p><u><i>The Faraizi Movement</i></u> e.g. <i>They were peaceful, gaining much support from Muslim farmers who were treated harshly by Hindu zamindars and so were harder to defeat; stopping paying taxes brought British justice against them, but this earned more support for them as Muslims felt it was unfair; The movement brought Muslims together, rekindling religion in areas where Hindus were trying to reduce its impact; working as a group made Muslims more aware of their rights, bringing a political awareness where there had been none before.</i></p>	<b>8</b>
4(c)(ii)	<p><b>Which of these two had more impact on the British? Explain your answer.</b></p> <p>No marks for simply identifying one or for additional description. 2 marks for explaining the decision. 1 mark for undeveloped statement.</p> <p>e.g. <i>The Faraizi movement was more organised.</i> 2 marks for explaining the statement.</p> <p>e.g. <i>The probable answer will be short-term / long term. In the short term, the cost and organisation of military intervention against the Fakir-Sanyasi Movement was more demanding. However, longer term, the political awareness gained by Muslims through the Faraizi Movement created an organised political opposition, important by the twentieth century.</i></p>	<b>2</b>