

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

7094 BANGLADESH STUDIES

7094/01

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.

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1 (a) One mark is awarded for each correct answer

The correct answers are

(i) Choice A

(ii) Choice B

(iii) Choice B

(iv) Choice B

(v) Choice C

(b) Level One: Answers which give a generalised account about the work of Begum Rokaya but do not give examples. 1–2 marks

Reserve one mark for very simplistic statements. E.g. she was important because she was a leading woman writer or reformer.

Level Two: Answers which describe examples of work but make no comment on her cultural importance in Bangladesh. 3–5 marks

Mark within the level should be based upon the amount of supporting detail provided. E.g. she established a school for Muslim girls; she encouraged craft industries; she wrote books like 'Captive Women' exposing the problems of Purdah.

Level Three: Answers which explain the link between Begum Rokaya's work and Bangladeshi culture and give examples.

E.g. When she began her reforming actions and writings life for Muslim women was hard and she was one of the first women to press for change, both by example in setting up the first Muslim school for girls and by establishing craft industries which helped to provide an outlet for women and increase their economic independence. This provided a role model for women in Bangladesh to the present day and her writings have been influential and encouraging in helping to modernise the position of women, especially The Sultan's Dream and Captive Women. 6–8 marks

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

(c) Level One: Answers which do no more than describe some elements of the three media given in the question without considering their importance. 1–5 marks

E.g. Drama – early Sanskrit Drama then the popular Jatra folk theatre, then the more European private theatres and Bengali playwrights like Rabindranath Thakur, the post-war developments and playwrights who were patriotic and the expansion of drama with figures like Utpal Dutta. In Dance there might be descriptions of the main elements of classical dance and the Manipurian style. In Painting there might be references to specific artists or a general account of different elements from the folk painting to the book illustration, or decorative paintings in traditional Islamic style or the more western influenced paintings or those with a distinct political thrust in the later 1960s.

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Up to three marks for each component. Therefore two detailed descriptions would score 5 marks.

Level Two: Answers which assess the importance of the media given.

6–9 marks

Drama

There might be reflection on the changes in Drama and their significance – the emergence of folk based drama which linked performers and audiences and then the more Europeanised drama under the influence of English models and the Russian Gerasian Debedeff, creating more of a theatre for the Bengali elites. Then the growth of a more independent Bengali theatre which represented growing cultural self-confidence and the fusion of previous models – Sanskrit and Fold Theatre into Bengali drama with its distinctive flavour and ability to serve different ends – patriotism, satire and social comment as well as entertainment.

Painting

Village folk art has a long tradition with Alpana art, or ritual painting – motifs painted on the floors of the homes. The Paal paintings (Puthichitra), from around the eleventh century, reflected great aesthetic finesse. At the beginning of the twentieth century, Havel and Abanindranath Tagore invented a new style that was a combination of Mughal miniature art and Chinese-Japanese styles. This new style became popular and was widely referred to as Oriental art or the Bengal school. Those who followed this school of art, in fact, did so as an act of rebellion against the European concepts in styles. And hence, art also began to raise its voice for independence during this time. Folk forms were also combined with other, especially European art forms. For instance, the new Bengal school and folk forms are found in the master works by Nandlal, Jamini Roy and Vinodbihari. Rabindranath Tagore created works which popularized European concepts of fine art in Bengal. In 1947 a group of Bengali artists, founded an art school that transformed Dhaka into an established and important center for practising fine arts. Post-war art divided into gallery art on western models, book-cover designing and illustration and posters, banners, graffiti, and cartoons/caricatures. Zainul Abedin's 'Famine-43' series, its subject being the famine that occurred in Bangladesh in 1943, are remnants of the shock and agony that terrorized the nation during that time. Abedin became a leading artist. In the 1950s and 1960s paintings combined folk art with European models like Cubism and often was political, clashing with the non-representational Muslim orthodoxy in Pakistan and supporting independence. There might be comments on the significance of painting on an international level and the impact it had on other countries.

Dance

The fusion of Bengali and Manipurian culture gave rise to a characteristic dance form which was given cultural prominence by Rabindranath Tagore in the 1920s, people of Manipur and Bengal provide a most interesting example of cultural and aesthetic fusion. The story begins in the 15th century when religious developments from Bangladesh reached Manipur. By the mid-seventeenth century a full repertoire of songs and dances of Bangla origin took root in Manipur. The world poet was fascinated with Manipuri Rasleela at Machhimpur, a Bishnupriya Manipuri locality in the modern Sylhet District in Bangladesh in 1920. The traditional Manipuri style of dancing pre-eminently embodies delicate, lyrical and graceful movements which enhance the audience in its beautiful and colourful costumes and presentation. The Manipuri dance whether folk, classical or modern, is devotional in nature and is an important link with the past. The social and emotional significance of dance might be explored.

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Up to two marks for each example assessed. Therefore:

One component assessed = 6/7 marks.

Two components assessed = 8 marks.

Three components assessed = 9 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 the areas). 10–12 marks

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

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. There could be comparison between the Drama and Painting in which European influences on traditional forms were more pronounced than on Indian classical dance; or the more overtly political nature of art might be compared with the more purely aesthetic influence of Dance and Drama. The relative importance of each element in a rural society might be compared.

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- 2 (a) (i) Muhammad Bakhtiyar Khaji
- (ii) Sena or Shashanka's kingdom
- (iii) Balban
- (iv) Fakhruddin Mubarak Shah
- (v) Any one of Satgaon (Hughli) Sonargaon, Mymensingh, Sylhet

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

E.g. The capital city was taken by Muhammad Bakhtiyar Khalji, a resourceful and intelligent Turkish leader. By gathering forces in Bihar; by his taking his forces through the jungle avoiding a strong army on the main route; by dividing his forces; by advancing on the city with cavalry in disguise as horse traders; by the lack of vigilance of the defenders who allowed him in.

- (ii) The following levels are used:

Level One: Answers which write about the internal conflict with no explanation or list reasons rather than explain them. 1–2 marks

E.g. There were feuds and there was in-fighting. Between 1227 and 1287 there were 15 rulers of Bengal. It took until 1338 for a strong ruler to emerge so there were weak rulers.

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

E.g. The political instability in Delhi led to the Delhi Sultans fighting among themselves so they could not concentrate on Bengal; this left opportunities for the local rulers to rule independently, but they did not have real authority so were challenged by rivals. Because there was uncertainty about authority, it was difficult for any local ruler to get obedience.

Level Three: Answers which explain TWO OR MORE reasons. 5 marks

E.g. Internal feuds between the lieutenants of Bakhtiyar after his death. The strong ruler had depended heavily on personality and military successes and prestige; his lieutenants lacked this very strong authority and they were also aware that Bakhtiyar depended more on his own skills and confidence and wanted to emulate him.

- (c) Level One: Answers which do no more than describe the elements given in the question without considering their importance. 1–4 marks

E.g. The Sufis were Muslim saints – they were numerous in the period and spread Islam. The rulers established independence from Delhi. The Iliyas Shahi dynasty expanded territory. Jadu (Jalaludain Mohammed) of the Ganesh dynasty embraced Islam so this independent and extended state became Muslim. Important mosques were built and the Sultans encouraged Islamic learning and literature. The Hussain Shahi Dynasty ruled from 1494 and brought a long period of peace where Islam could develop.

Up to two marks for each example to a maximum of 4 marks.

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Level Two: Answers which assess the importance of the elements in the question given.
5–8 marks

Up to two marks for each element assessed. Therefore:

One example assessed = 5–6 marks.

Two examples assessed = 7 marks.

Three examples assessed = 7–8 marks.

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

E.g. The Sufis were important, taking their inspiration from a major religious figure Hazrat Muhammad and preaching actively in Bengal, successfully drawing people of different religions. It linked Islam to local folk religions, but the Sufis did not always have support from the rulers and Ganesh persecuted them in the early 15th century.

The Islamic rulers were important in allowing Islam to become established and though progress was fitful, by the time of the Iliyas Shahi Dynasty there were impressive mosques and Islamic monuments and patronage of Islamic scholars and education. This was continued under the Hussain Shahi Dynasty, but the reversals of the earlier period when Hinduism was established and Islam had to be protected by an invasion by the Sultan of Jainpur did not recur. The role of the Sultans of Delhi was crucial in allowing freedom from outside interference at a crucial time and also by a key interference in 1415.

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

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

The earlier Islamic rulers were obviously important, but progress was not consistent and political instability may have affected religious developments especially in the late 15th century when the 'slave' Sultans were killed by rivals. The later Afghan dynasty founded by Sher Shah enjoyed more stability and a longer time for Islamic culture to flourish in conditions of internal peace and the conquest by the Mughals did not interrupt the development. There are examples of impressive mosques – Bagha, Navaram, Chota Sona etc., Nusrat Shah patronized the Islamic poet Sheikh Kabir. The influence of the Sufis was dynamic and inspirational and intervention by a saint brought about the invasion of 1415 which dethroned Ganesh. So there are different elements to be compared.

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- 3 (a) (i) An act giving greater self-government to India in 1935
- (ii) An education scheme based on Gandhi's ideas in which teaching was in Hindi
- (iii) A nationalist Hindu song offensive to Muslims
- (iv) Maulvi Fazl-ul-Haq, premier of Bengal
- (v) Viceroy of India

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

The 1946 cabinet Mission Plan involved Sir Stafford Cripps, AV Alexander and Lord Pethick-Lawrence meeting representatives of Muslims, Congress, Sikhs and the Hindu Mahasabha. It failed because:

- Little common understanding between Muslim League and Congress – a history of suspicion.
- Jinnah's insistence on Pakistan being created before discussions about unity.
- Congress's resistance to partition.
- The plan to create an All-India Commission to decide on whether there should be partition after the British had withdrawn pleased neither side.
- Nehru said he would not be bound by the plan which was a British imposition, so there could be no agreement.
- The British were anxious to withdraw rather than persisting with negotiations over partition.
- The idea that there would be three separate parts to post-British India (Hindu majority; western Muslim; Bengal and Assam) was difficult because of the lack of precisely defined religious boundaries.

- (ii) The following levels are used:

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

E.g. 7,226,000 Muslims came to Pakistan from India while 7,249,000 Hindus and Sikhs moved to India from Pakistan. There were possibly half a million deaths and 12 million made homeless. There was communal violence and trains were often attacked. There had already been rioting.

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

Level Three: Answers which explain TWO OR MORE reasons. 5 marks

E.g. Independence was given before partition, so the newly established authorities in the two new countries found it difficult to tackle large scale rioting and the British did not police the process they had set up.

Since the early summer of 1947, private armies belonging to the Muslim League's national guard, the Sikh *Akal Fauj* and the Hindu-nationalist *Rashtriya Swayamsevak Sangh* (RSS) began orchestrating major attacks on minority groups.

The new borders drawn up by the Radcliffe Commission meant that there were major movements of population and all happened quickly, causing panic and resentment. The sheer number of people on the move may have caused fears and the very quick decision prevented preparation and planning. Local resentments could escalate because the task of keeping such a large and sudden movement under control was impossible.

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- (c) Level One: Answers which do no more than describe the elements given in the question without considering their importance. 1–4 marks

The elements are the resentment about Congress supposedly discriminating against Muslims in the aftermath to the Government of India Act; the Lahore resolution of 1940 and the leadership of the Muslim League of what became known as 'the Pakistan Movement' and the breakdown of talks between Gandhi and Jinnah and the growing divide apparent at the Simla Conference of 1945; 1946–7 saw the failure of the cabinet mission plan; the violence of the Direct Action Day of 1946; the boycotting of the constituent Assembly by the Muslim League and the sudden decision of the British to leave India announced in February 1947.

Up to two marks for each example to a maximum of 4 marks.

- Level Two: Answers which assess the importance of the elements given. 5–8 marks

Up to two marks for each element assessed. Therefore:

One element assessed = 5–6 marks.

Two elements assessed = 7 marks.

Three elements assessed = 8 marks.

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

The Rule of Congress demonstrated that it was going to be difficult for the Muslim minority to enjoy equal rights in a united India. There was a belief that Muslim culture was under threat from Hindu extremists and incidents where harsh punishments were inflicted for slaughtering cows and eating beef. There were noisy processions near Mosques at prayer times and religious riots. In conjunction with the singing of the nationalist Hindu song and the teaching in Hindi and what Muslims saw to be excessive veneration of Gandhi in schools it seemed that separation was the only option and political/social accommodation with Congress impossible.

The war gave Jinnah leverage to increase Muslim demands but the League approved of the war and was pleased when Congress withdrew from government. The war increased hopes that a separate Muslim state would be created. As it seemed likely that Britain would leave India sooner than expected, the League framed a more precise demand for a separate state in the Lahore Resolution. Once the demand had been made, then an independent Pakistan was on the political agenda. The Quit India campaign gave the League hopes for Britain being forced to give in to their demands and there was little need for Jinnah to try and come to terms with Gandhi in talks in 1944 or with the Viceroy in 1945. The war increased Muslim hopes and led to the League winning more elections and therefore brought a stronger Muslim consensus for partition and weakened Britain so that this was a real possibility. The developments of 1946–7 saw Jinnah exploiting good election results in December 1945 and continuing to remain divided from Congress. The failure of the Cabinet plan confirmed the lack of agreement on a united India; the communal riots showed the dangers of trying to achieve independence under Congress majority rule. The announcement of British withdrawal gave hope and encouragement to plans for a separate Pakistan because it was so clear that Britain wanted to leave quickly and the conditions for partition would be favourable.

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

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

It could be argued that the events of 1937–9 provoked the necessary hostility that led to the Muslim League gaining far more support and being driven to demand independence whereas before the leadership had been divided and there had been some grounds for thinking that a joint League-Congress approach would be the best hope for change.

Alternatively it could be that wartime events were the turning point – the war gave the chance for Jinnah to put on more pressure and to accept the Lahore Resolution as League policy because Britain needed Muslim support. A mixture of greater British weakness and a clearer policy may have been the key elements in moving towards a new state. The third option is that the failure of agreement after 1946 together with more communal violence and the decision announced by Attlee in 1946 of a withdrawal within a year followed by the rapid acceleration of preparations are the key elements because of the rapid withdrawal – there was little time for compromise and every reason to think that partition could be a reality.

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- 4 (a) (i) Sheikh Mujib-ur-Rahmin
- (ii) Yahya Khan
- (iii) Mukhti Bahini or Liberation Army or Freedom Fighters
- (iv) China/USA
- (v) Bhutto

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

The League was founded in 1949 by Naulana Abdul Hamid Khan Bhasani as a people's party to oppose the Muslim League. It became more of a separatist party for East Pakistan. It was involved in the 1952 Bengal Language Movement which led to violence against demonstrators. Its leader was Prime Minister 1956-7 but was forced to resign. The League was banned in 1958. Under Sheik Mujib it developed a separatist Six Point Programme and won 160 seats in the election of 1970, provoking a crisis that led to the war of independence.

- (ii) The following levels are used:

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

These could include economic resentments, the language issue, resentment at heavy defence costs to protect the border of West Pakistan and India, lack of representation of East Pakistan in the administration, judiciary and top army posts, political discontent at martial law.

Level Two: Answers which explain ONE grievance. 3–4 marks

Level Three: Answers which explain TWO OR MORE grievances. 5 marks

Explanations could, for example, develop the economic grievances. It was felt that West Pakistan's economic growth had been at the expense of East Pakistan and particularly from the profits of jute export, as jute was mainly grown in the East yet profits went to businesses in the West.

The grievance was that there had been unequal growth and East Pakistan's resources had been exploited.

Another example could be the unequal influence in government, administration and the armed forces was another major long-term grievance which meant Bengalis felt excluded from influence in a country that they had supported and in which their cultural importance was great. Pakistan itself had been proposed in 1940 by the premier of Bengal, Maulvi Fazl-ul-Haq.

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- (c) Level One: Answers which do no more than describe the reasons given in the question without considering their importance. 1–4 marks

Up to two marks for each example to a maximum of 4 marks.

E.g. The campaign of mass civil disobedience and the role of the students; the guerrilla force known as the Mukti Bahini and Mukhti Fauj. The influx of refugees into India caused India to give support but Russia signed a treaty with India which meant that the USSR would support Indian action; popular support in USA and China was apparent if not government aid. Indian army, naval and air units attacked Pakistan 4 December 1971. Counter attacks in Kashmir and Punjab were repelled and Indian forces took Dhaka.

Level Two: Answers which assess the importance of the reasons given. 5–8 marks

Up to two marks for each element assessed. Therefore:

One reason assessed = 5–6 marks.

Two reasons assessed = 7 marks.

Three reasons assessed = 8 marks.

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

E.g. The Pakistan army was substantial at 90,000 and could only be defeated by combined air and ground attacks which India provided, Indian air attacks were important in attacking Pakistani installations and disrupting communications and also engaged Pakistan on two fronts. General Maneckshaw's troops had a 2:1 superiority and were able to move fast because of good engineering and helicopter support. The naval blockade and joint air operations were vital and outmatched the planning and logistics of the Pakistan forces.

E.g. The foreign support was important, because India could well have been deterred by a strong disapproval by foreign powers, but the treaty with the USSR ensured diplomatic support for India and while the USA did not condone the war, it did not offer support for its traditional ally Pakistan. This meant that India could intervene quickly and successfully and that the international community was ready to recognize the new Bangladesh as more than just a rebel break-away state.

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

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

E.g. Popular support was the most important because it was so evident that the independence movement was well supported that Pakistan was made to appear an oppressor of popular liberty and this justified both Indian invasion and the acceptance by the international community of the outcome of the war.