



## Cambridge O Level

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**BANGLADESH STUDIES**

**7094/01**

Paper 1 History and Culture of Bangladesh

**May/June 2022**

MARK SCHEME

Maximum Mark: 75

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**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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This document consists of **10** printed pages.

**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)	<b>Zainul Abedin contributed to the cultural life of Bangladesh through his work in</b> C Painting	<b>1</b>
1(a)(ii)	<b>Which poem did Jasimuddin write while he was a student?</b> B Kabar	<b>1</b>
1(a)(iii)	<b>Who wrote the words for the national anthem of Bangladesh?</b> C Rabindranath Tagore	<b>1</b>
1(a)(iv)	<b>Who is known as a legendary Baul?</b> A Lalon Shah	<b>1</b>
1(a)(v)	<b>Begum Rokeya's Abarodh Basini was a:</b> D a political book	<b>1</b>
1(b)(i)	<b>Describe the life and work of Mir Mosharraf Hossain.</b>  Work: L1 e.g. He was a writer, he wrote in many forms 1–2  L2 e.g. He wrote novels, plays, essays, and for newspapers (e.g. Sangbad Prabhakar). He wrote about History (the Battle of Karbala) and people (Moulud Sharif) and about everyday life. He was a satirist and wrote textbooks. He edited Azizannehar. His pen name was Mosha. 3–5 marks  Life: L1 e.g. He was educated, he was not poor. 1–2 marks  L2 e.g. born into a Zamindar family in 1847 in Lahiripara of Kushtia. Learned Arabic and Persian at home and Bangla at the village school. Schools: Kushtia school, Krishnagar Collegiate school, Kolkata Kalighat school. 3–5 marks	<b>5</b>
1(b)(ii)	<b>Explain why he is so important to the culture of Bangladesh.</b>  L1 e.g. We know much history from his writing, we learn about the 19thC. <b>1 mark</b>  L2 e.g. We understand the uprising against landlords in Siragani 1872–3 because he wrote Zaminder Darpan with the uprising as the backdrop. <b>2–3 marks</b>	<b>3</b>

Question	Answer	Marks
1(c)(i)	<p><b>Explain the importance of each of the following to the culture of Bangladesh:</b></p> <ul style="list-style-type: none"> <li>• <b>Early architecture up to 1600</b></li> <li>• <b>The development of Bangla language up to 1800</b></li> </ul> <p><b>L1:</b>1–4 marks</p> <p><b>L2:</b> 5–8 marks</p> <p>Architecture L1 e.g. ruins, mosques and tombs, villas, palaces</p> <p>L2 e.g. with names / places or e.g. Buddhist monasteries, Hindu temples, mosques e.g. Shona Majid, Boro Sona mosque</p> <p>Maybe times e.g. during the Sultanate in Middle Eastern styles were common, but later more independent and different styles were used. Use of Arabic calligraphy, hanging chandeliers, terra cotta plaques.</p> <p>Language L1 e.g. hymns and poems</p> <p>L2 e.g. 650–1200 we have 47 spiritual hymns (charyapada) by Buddhist monks. This is a twilight language, little understood. 1200–1800 we have work about agriculture, about Radha and Krishna e.g. Chandidas. We also have translations from Persian.</p>	<b>8</b>
1(c)(ii)	<p><b>Which of these two above contributes more to people’s knowledge of their culture and heritage in Bangladesh?</b></p> <p>L1 e.g. archaeology because it is religious, language because it became more commonly used.</p> <p>L2 e.g. Archaeology shows the wealth of some of the people, tolerance in the 6th / 7th Centuries, the growth in the number of mosques shows the increasing importance of religion, as do the decorations.</p> <p>L2 e.g. Language we can see the increasing confidence in using Bangla to write about religions, and social and political life. Its growing use is shown by the translations into Bangla of famous works from Sanskrit.</p>	<b>4</b>

Question	Answer	Marks
2(a)(i)	<p><b>From where did the Senas come to take control of Bengal?</b></p> <p>Mysore, India</p>	<b>1</b>
2(a)(ii)	<p><b>Who were the Brahma-Ksatriyas?</b></p> <p>Priest- warriors. Maybe Senas will be an answer that is offered.</p>	<b>1</b>

Question	Answer	Marks
2(a)(iii)	<b>Where did Samanta Sena settle in Bengal?</b> Radha / on the banks of the R Ganges	<b>1</b>
2(a)(iv)	<b>What was the religion of the Varman rulers?</b> Hindu	<b>1</b>
2(a)(v)	<b>What was the capital city of the Varman dynasty?</b> Vikramapur	<b>1</b>
2(b)(i)	<b>Describe how Vijaya Sena achieved the title of ‘the first ruler of the Sena dynasty’.</b>  Hemanta Sena preceded him, but only ruled at the will of the Pala ruler. Vijaya began in this way but later established an independent Empire. He probably did this by ousting the Palas 1152–53 AD. Also he took control of Bihar and Vanga. He established his capital first at Vijayapura but later at Vikramapura in Dhaka district.	<b>5</b>
2(b)(ii)	<b>Explain how the Senas earned their reputation as ‘people of culture’.</b>  L1 1–2 marks they wrote poems / books L2 3 marks  L3 4–5 marks  L2/3 Vallala Sena was a writer. He wrote Danasagara 1168 and started to write Abdhutasagara 1169, a book completed by Lakshmana Sena.  Lakshmana’s court hosted and supported many poets e.g. Jayadeva and Dhoyi and Sharana. Were tolerant of different religions.	<b>5</b>

Question	Answer	Marks
2(c)(i)	<p><b>Explain how each of the following led the Senas to capture SE Bengal:</b></p> <ul style="list-style-type: none"> <li>• <b>The attraction of the wealth of South East Bengal</b></li> <li>• <b>The warrior nature of the Senas</b></li> </ul> <p>Level 1: marks 1–4</p> <p>Level 2: marks 5–8</p> <p>L1 e.g. Wealth: trade, trading routes to many places, coins, industry</p> <p>L2 e.g. Wealth: Bengal commanded sea trade routes through a vast coastal area in the Chittagong-Comilla area. Arabs traded, calling the port Samandar. There was an established boat building industry also. These attracted a people looking to expand its area of control.</p> <p>L1 e.g. Warrior nature: they were conquerors, they were diplomats, it was an age of conquest.</p> <p>L2 e.g. Vijaya and Vallala Sena established the dynasty by force of arms both to establish the dynasty but also to defeat the Palas, ending their feudal relationship. They also conquered Mithila. Lakshmana Sena conquered Gauda and Varansi, defeating the Varmans as he travelled. Elephant warriors. Captured the whole of Bengal.</p>	8
2(c)(ii)	<p><b>Which of these contributed more to the strength of the Senas in Bengal? Explain your answer.</b></p> <p>L1 e.g. They needed wealth; they were strong in military terms.</p> <p>L2 e.g. Wealth enabled the Senas to organise their rule as they wished, having cultural impact on the region. They could not have defeated so many well- established rulers e.g., Palas without confidence in their military strength.</p>	2

Question	Answer	Marks
3(a)(i)	<p><b>Who was defeated by Babur at the First Battle of Panipath in 1526?</b></p> <p>The Sultan of Delhi / Ibrahim Lodi</p>	1
3(a)(ii)	<p><b>Who succeeded Humayun as Mughal Emperor?</b></p> <p>Akbar (as regent) (maybe Daud Khan)</p>	1
3(a)(iii)	<p><b>Who led the army that defeated Raja Mansingh's forces in 1597?</b></p> <p>Isa Khan / Kedar Rai / zamindars</p>	1
3(a)(iv)	<p><b>Name the tomb that Jahangir built for Mumtaz, his wife.</b></p> <p>The Taj Mahal</p>	1

Question	Answer	Marks
3(a)(v)	<p><b>Who was recalled from Bengal by Shah Jahan, resulting in Prince Suja taking over as the new Viceroy of Bengal?</b></p> <p>Islam Khan (Mashadi)</p>	1
3(b)(i)	<p><b>Describe the actions that led to Babur taking control of the lands up to Saran.</b></p> <p>After the 1526 Battle of Panipath. Babur wanted to confront the Afghans, but Nusrat Shah controlled the lands along the route. Babur asked for Nusrat Shah's neutrality. NS hesitated. Babur took land up to Saran by defeating the Sultan's troops there. NS's military governor accepted Babur's terms.</p>	5
3(b)(ii)	<p><b>Explain how Emperor Humayun struggled to defeat Sher Shah / Sher Khan.</b></p> <p>L1 1–2 marks</p> <p>L2 3 Marks</p> <p>L3 4–5 marks</p> <p>L1 e.g. in battle</p> <p>L2/3 e.g. 1538 H set out to defeat SS. SS's troops withdrew, allowing H to occupy Bengal. H made merry in Gaur while SS captured land between Delhi and Bihar, cutting H off.</p> <p>H set of for Agra but found SS waiting for him at Chausa near to Boxer. S defeated H at the Battle of Chausa.</p> <p>SS recaptured Gaur. H tried again in 1540 – the Battle of Kanauj but was again defeated.</p>	5
3(c)(i)	<p><b>Explain how each of the following led to a period of peace and prosperity for the people of Bengal:</b></p> <ul style="list-style-type: none"> <li>• <b>The rule of Jahangir</b></li> <li>• <b>The rule of Shah Jahan.</b></li> </ul> <p>L1 Jahangir conquered Bengal, SJ made life there better.</p> <p>L2 Jahangir: e.g. Early days were beset by war as Baro Bhuiyans tried to drive the Mughals back. These stopped when Islam Khan was made viceroy. Military improvements such as a rearmed fleet saw Mughals take over Dhaka. Together these led the Mughals to take control and impose the rule of law. Was tolerant of different religions. Dhaka / Jahangirnagar became their capital.</p> <p>Shah Jahan: e.g. Early days were unsettled as two viceroys were weak- Azam Khan and Islam Khan Mashadi. However, when Prince Suja was appointed viceroy peace settled and a time of prosperity followed. Law and administration were improved. Rajmahal became the capital.</p>	8

Question	Answer	Marks
3(c)(ii)	<p><b>Which of the two had the greater impact on Bengal? Explain your answer.</b></p> <p>L1 e.g. J conquered Bengal for the Mughals, SJ held off opponents.</p> <p>L2 e.g. People benefited more from the rule of SJ as peace allowed trade to grow.</p>	<b>2</b>

Question	Answer	Marks
4(a)(i)	<p><b>What major decision was taken at the twentieth session of the All India Muhammadan Educational Conference at Dhaka in 1906?</b></p> <p>To set up the All-India Muslim League / a political organization to speak for the Muslim community.</p>	<b>1</b>
4(a)(ii)	<p><b>Which report in 1917 announced the British intention to increase the involvement of the people of the subcontinent in their government?</b></p> <p>Montagu Chelmsford / Monford</p>	<b>1</b>
4(a)(iii)	<p><b>Identify one transferred subject in the Government of India Act, 1919.</b></p> <p>One of: Local government, education, public health, forests</p>	<b>1</b>
4(a)(iv)	<p><b>What was described as a, ‘charter for slavery’ by Jawaharlal Nehru and as, ‘thoroughly rotten, fundamentally bad and totally unacceptable’ by Mohammad Ali Jinnah?</b></p> <p>The 1935 Government of India Act</p>	<b>1</b>
4(a)(v)	<p><b>What announcement in 1940 explained that the time had come to consider a Muslim state?</b></p> <p>The Lahore Resolution.</p>	<b>1</b>
4(b)(i)	<p><b>Describe the reactions of the Hindu communities in West Bengal to the 1905 partition of Bengal.</b></p> <p>2000 meetings were held in protest. Tagore called for unity between Bengalis. The Swadeshi Movement saw the boycott of British goods. Buy local became the rule. Do not work for the British institutions / people became the rule, causing laundry to not be done or shoes mended. British goods were burned.</p>	<b>5</b>

Question	Answer	Marks
4(b)(ii)	<p><b>Explain the effect of the 1905 partition of Bengal on the Muslim population.</b></p> <p>L1 1–2 marks</p> <p>L2 3 Marks</p> <p>L3 4–5 marks</p> <p>L1 Things got better</p> <p>L2/3 e.g. the Muslim population was free from Hindu oppression. They became hopeful of economic development and educational development. They became fearful that they could not match Hindu protest to encourage the British to maintain partition. They organised and took part in the Simla Deputation. The AI Muslim League was established.</p>	<b>5</b>

Question	Answer	Marks
4(c)(i)	<p><b>Explain how each of the following affected Muslim-Hindu unity:</b></p> <ul style="list-style-type: none"> <li>• the Lucknow Pact, 1916</li> <li>• the Khilafat movement, 1920–24</li> </ul> <p>L1: 1–4 marks</p> <p>L2: 5–8 marks</p> <p>L1 e.g. They worked together</p> <p>L2 e.g. The Lucknow Pact: Britain had stated that elected members from the subcontinent would make up at least half of the Executive and more than half of the Legislative Council. As both Congress and the Muslim League approved, they met to work out how they could build on this.</p> <p>They agreed on issues that had previously been difficult e.g. that the Muslim community had a right to separate electorates, even in the Punjab and Bengal that did not yet exist.</p> <p>They used this unity to add pressure for concessions from the British e.g. that motions that were passed by majorities in the Councils should be binding on the British.</p> <p>The KM: Gandhi was present at the All India Khilafat Conference, seeing the distrust between the Muslim community and the British about the future of Turkey and the Caliph as being of political significance, rather than religious importance. His input saw the boycotting of British goods as a major part of the resolutions passed against the British.</p> <p>The Hindu majority joining with the Muslim community make the KM stronger, but it also made the British more wary. It made many Muslims believe that they had political strength, if organised.</p> <p>The Muslim community saw many of its people lose government jobs and give up their studies because of the non-cooperation resolutions. This affected their ability to continue the KM.</p> <p>When Gandhi pulled Hindus out of the KM, outrage caused intercommunal violence, showing that the two communities could not work or live together successfully.</p>	<b>8</b>
4(c)(ii)	<p><b>Which of these two had the greater impact on Muslim-Hindu unity?</b></p> <p>L1 e.g. There ended up being two countries</p> <p>L2 e.g. The Lucknow pact showed how unity could help the people of the subcontinent against the British</p> <p>e.g. The KM showed how such unity threatened the British enough to prompt thousands of arrests.</p>	<b>2</b>