



Cambridge O Level

BANGLADESH STUDIES

7094/01

Paper 1 History and Culture of Bangladesh

For examination from 2025

MARK SCHEME

Maximum Mark: 75

Specimen

This document has **22** pages. Any blank pages are indicated.

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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Annotation

- Ticks have no defined meaning for levels of response marking.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Table A AO2 Analysis, evaluation and decision-making

Candidates should be able to:

- analyse and explain historical factors using supporting evidence.

Use this table to give marks for each candidate response for part **(b)(ii)** questions.

Level	Description	Marks
Level 3	<p>Analysis and explanation of more than one factor</p> <ul style="list-style-type: none"> Fully answers the question. Explains more than one factor/side of the question with supporting evidence. Analyses at least one factor with detailed and relevant supporting evidence. 	5–6
Level 2	<p>Analysis and explanation of one factor</p> <ul style="list-style-type: none"> Partially answers the question. Explains one factor/side of the question with supporting evidence. Partial analysis of one factor with some relevant supporting evidence. 	3–4
Level 1	<p>Description with unsupported assertion</p> <ul style="list-style-type: none"> Description relevant to the topic but does not make reference to the question. Limited or no analysis present. 	1–2
Level 0	No creditable response.	0

Table B AO3 Change and continuity

Candidates should be able to:

- explain change and continuity within past periods using supporting evidence
- evaluate the extent of change and continuity within past periods using supporting evidence.

Use this table to give marks for each candidate response for part **(c)(ii)** questions.

Level	Description	Marks
Level 3	<p>Evaluates and explains change <u>and</u> continuity</p> <ul style="list-style-type: none"> • Fully answers the question. • Explains what has changed and what has remained the same using relevant supporting evidence. • Evaluates what has changed and/or what has remained the same within the period with relevant supporting evidence to address the extent of change. 	5–6
Level 2	<p>Explains change <u>or</u> continuity</p> <ul style="list-style-type: none"> • Partially answers the question. • Explains what has changed or what has remained the same with supporting evidence. • Attempts to evaluate what has changed or remained the same within the period with some relevant supporting evidence to partially address the extent of change. 	3–4
Level 1	<p>Description with unsupported assertion</p> <ul style="list-style-type: none"> • Description relevant to the topic but does not make reference to the question. • Limited or no attempt to evaluate what has changed or remained the same within the period. 	1–2
Level 0	No creditable response.	0

1 The struggle for control of the Indian subcontinent, 1204–1784

Question	Answer	Marks	Guidance
1(a)(i)	Identify the founder of the Mughal Empire. Tick (✓) the correct answer in <u>one</u> of the boxes below. Babur	1	
1(a)(ii)	Identify the year the Mughal Empire was founded. Tick (✓) the correct answer in <u>one</u> of the boxes below. 1526	1	
1(a)(iii)	Name <u>two</u> methods of fighting used in the First Battle of Panipath. Award one mark for each valid point up to a maximum of two marks. <ul style="list-style-type: none"> • Fighting with swords • Fighting with pikes • Fighting with bows and arrows • Fighting with bamboo rods/sticks • Use of gunpowder • Use of canons • Use of firearms and artillery Accept any other valid points.	2	

Question	Answer	Marks	Guidance
1(a)(iv)	<p>Describe Emperor Akbar's religion, Din-i-Ilahi.</p> <ul style="list-style-type: none"> • It contained elements of Islam and Hinduism (1) aiming to bring his people under one belief (1) • Emperor Akbar was its leader (1) giving him control of religion and empire (1) • Killing cows was banned (1) recognising his Hindu subjects (1) • Selling slaves was banned (1) • Suttee was banned (1) • Tax on pilgrimages was banned (1) • Jizya was banned (1) <p>Accept any other valid points.</p>	2	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p>
1(a)(v)	<p>Explain how Emperor Akbar improved the administration within the Mughal Empire.</p> <ul style="list-style-type: none"> • The Dahsala system was introduced (1) to collect land tax from non-Muslims (1) • He standardised land measurement (1) creating 15 (started with 12) subahs (1) • He introduced a land tax (1) based on how productive the land was (1) • Civic administration was improved (1) supported by the system of mansabdars (1) • Tax collection was changed (1) to take it away from being a military role (1) <p>Accept any other valid points.</p>	3	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p> <p>For full marks at least two points must be stated. Three points without development can be awarded three marks.</p>

Question	Answer	Marks	Guidance
1(b)(i)	<p>Describe how Emperor Jahangir supported trade with the English.</p> <ul style="list-style-type: none"> • Emperor Jahangir allowed the English to establish a factory at Surat (1) by issuing a farman in 1613 (1) • Emperor Jahangir met Thomas Roe to discuss trade (1) • In 1615 Emperor Jahangir signed a commercial treaty with the English (1) giving the English exclusive rights to trade to and from the Indian subcontinent (1) <p>Accept any other valid points.</p>	2	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p>
1(b)(ii)	<p>Examine the achievements of Emperor Jahangir in the Indian subcontinent.</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <ul style="list-style-type: none"> • Emperor Jahangir was concerned about people's health and banned the manufacture of drugs and wine to protect their health • He maintained public buildings • He gave people the right to seek justice from him (the bell) by having 60 bells tied to a gold chain that the people could ring • The Deccan and Bengal became part of his Empire 	6	
1(c)(i)	<p>State <u>two</u> products of cottage industry in 1204–1784.</p> <p>Award one mark for each valid point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Cotton goods • Spices • Cotton fabric • Farming tools <p>Accept any other valid points.</p>	2	

Question	Answer	Marks	Guidance
1(c)(ii)	<p>How far did the arrival of the British change cottage industry up to 1784?</p> <p>Use Table B to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p><u>Continuity:</u></p> <ul style="list-style-type: none"> • Farming tools remained • The focus remained on cotton <p><u>Change:</u></p> <ul style="list-style-type: none"> • The cottage industry made cotton clothes and cotton cloth for local manufacture in the early 1700s. The British changed the law so that Britain could buy cotton in its raw state from the Indian subcontinent. This made cottage industry in the Indian subcontinent less profitable • Before the British arrived the local farmers and manufacturers were wealthy, but after the British arrived they became poor 	6	

2 The years of growing opposition, 1784–1911

Question	Answer	Marks	Guidance
2(a)(i)	Identify the year the Independence Struggle began. Tick (✓) the correct answer in <u>one</u> of the boxes below. 1857	1	
2(a)(ii)	Identify <u>one</u> of the leaders who fought in the Independence Struggle. Tick (✓) the correct answer in <u>one</u> of the boxes below. Tatya Tope	1	
2(a)(iii)	State <u>two</u> features of the 1852 Doctrine of Lapse. Award one mark for each valid point up to a maximum of two marks. <ul style="list-style-type: none"> • It was a law introduced by the British for their own gain • When a ruler died without a natural heir, the land fell to the British • It was annexation • It denied ancient practices • It meant that land could not be left to a nominee/the child of a friend • It was open to misuse Accept any other valid points.	2	

Question	Answer	Marks	Guidance
2(a)(iv)	<p>Describe the changes made to the way Bengal was ruled as a result of the Independence Struggle.</p> <ul style="list-style-type: none"> • The Allahabad proclamation declared that the British recognised their failings (1) and would mend their ways (1) • Rule would be by the Queen (1) through a Secretary of State (1) • The British promised rights for Bengal (1) stating they would not interfere in religion (1) • Property rights were to be respected (1) • Further territorial gains were ruled out (1) • Local communities would have the right to apply for jobs in the government service (1) <p>Accept any other valid points.</p>	2	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p>
2(a)(v)	<p>Describe the impacts of the Independence Struggle on relations between the Muslim community and the British.</p> <ul style="list-style-type: none"> • Relations worsened (1) as the British blamed the Muslim community for the uprising (1) • There was a lack of trust between the two (1) • The Muslim community held itself away from the British (1), no longer accepting education (1) • There were fewer employment opportunities for Muslims (1) <p>Accept any other valid points.</p>	3	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p> <p>For full marks at least two points must be stated. Three points without development can be awarded three marks.</p>
2(b)(i)	<p>Describe the actions of Mangal Pandey at the beginning of the Independence Struggle.</p> <ul style="list-style-type: none"> • He attempted to incite others to rise up against the British (1) • He refused to use the greased cartridges (1) • He tried to shoot himself (1) but was arrested (1) <p>Accept any other valid points.</p>	2	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p>

Question	Answer	Marks	Guidance
2(b)(ii)	<p>Examine how the lack of a common purpose affected the outcome of the Independence Struggle.</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <ul style="list-style-type: none"> • The main communities could not work together as they wanted different outcomes • Muslim communities wanted their Emperor reinstated, while the princes wanted the British to stay • Hindus did not want the Mughal Emperor reinstated as they had been challenging Muslim rule throughout the Empire, e.g. the Deccan Wars • Areas such as the Punjab and Sindh that had been conquered by sepoys were unwilling now to support them • The Maharajah of Kashmir supported the British with 2000 troops 	6	
2(c)(i)	<p>Give <u>two</u> reasons why people needed to be able to travel more widely in the Indian subcontinent during the 1784–1911 period.</p> <p>Award one mark for each valid point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Traders needed to transfer cotton to ports • Traders needed to transfer cotton goods from the ports • Food needed to be imported and exported in greater quantities • The British had to move food and support to areas of famine • The British had to move soldiers to ensure public safety during uprisings <p>Accept any other valid points.</p>	2	

Question	Answer	Marks	Guidance
2(c)(ii)	<p>To what extent did travel and communication within the Indian subcontinent change between 1784 and 1911?</p> <p>Use Table B to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p><u>Continuity:</u></p> <ul style="list-style-type: none"> • The postal service remained • Many areas remained dependent on travel by foot or horse and cart • The needs of rural areas changed little during this period. Animals, grain and other farm produce continued to be carried by cart pulled by beast or man <p><u>Change:</u></p> <ul style="list-style-type: none"> • Travel was made easier by the tarmacking of some of the main roads • Railways made it quicker and cheaper for large and bulky goods to be carried for trade or for families from other parts of the Indian subcontinent to meet up • The introduction of trains meant that food could be carried quickly to areas struggling because of frequent famines • The introduction of trains gave more opportunities for work on the many railway lines that developed quickly. New jobs like collecting tickets were created • The telegraph was introduced • The new means of transport and communication made trade with other parts of the Indian subcontinent possible. People had access to goods they had not seen before 	6	

3 In search of independence, 1911–71

Question	Answer	Marks	Guidance
3(a)(i)	Identify the year the Lucknow Pact was agreed. Tick (✓) the correct answer in <u>one</u> of the boxes below. 1916	1	
3(a)(ii)	Identify <u>one</u> of the people who developed the Lucknow Pact. Tick (✓) the correct answer in <u>one</u> of the boxes below. Bal Gangadhar Tilak	1	
3(a)(iii)	State <u>two</u> demands made to the British in the Lucknow Pact. Award one mark for each valid point up to a maximum of two marks. <ul style="list-style-type: none"> • Some degree of partition • Separate electorates • Minorities in the provinces should be protected • Muslims should have one-third of the seats in councils Accept any other valid points.	2	

Question	Answer	Marks	Guidance
3(a)(iv)	<p>Describe one of the proposals in the Montagu–Chelmsford Reforms of 1919.</p> <ul style="list-style-type: none"> • 33/60 Council members would be elected (1) • Separate electorates for Muslims (1) and Sikhs (1) • A Council of Princes was to be set up (1) but it was to have no power to make or change law (1) • The Viceroy could override any decisions (1) meaning the control remained with the British (1) • Reserved subjects (such as justice, police, land revenue, irrigation and the press) (1) remained in the control of the British (1) • Transferred subjects (such as local government, education, public health, public works and forests) (1) were in the control of local councils (1) • There was some extension of voting rights to 2 per cent of the population (1) but this was lower than had been demanded (1) <p>Accept any other valid points.</p>	2	<p>Award one mark for a correctly identified proposal.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p> <p>Only one example of the reserved subjects or transferred subjects needed to gain one mark.</p>
3(a)(v)	<p>Explain why the communities in the Indian subcontinent rejected the proposals in the Montagu–Chelmsford Reforms of 1919.</p> <ul style="list-style-type: none"> • There was no local authority (1) – the Viceroy kept total control (1) • Congress found it to be ‘inadequate, unsatisfactory and disappointing’ (1) and lacking in developments towards self-rule (1) • It failed to recognise the demands of other communities (1) who wanted separate electorates as well (1) • It failed to recognise the demands of other communities (1) such as Eurasians (1) • The Muslim League and Congress expected more (1) after supporting Britain during the First World War (1) <p>Accept any other valid points.</p>	3	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p> <p>For full marks at least two points must be stated. Three points without development can be awarded three marks.</p>

Question	Answer	Marks	Guidance
3(b)(i)	<p>State <u>two</u> of the emergency measures included in the Rowlatt Act of 1919.</p> <p>Award one mark for each valid point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Arrest without warrant • Detention without bail • People could be ordered where to live • Gatherings were banned • The press was controlled <p>Accept any other valid points.</p>	2	
3(b)(ii)	<p>Analyse the impacts of the Rowlatt Act on the Indian subcontinent.</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <ul style="list-style-type: none"> • Riots broke out against the powers given to the British by the Rowlatt Act and Gandhi started a hartal • The justice system in Britain was trial by jury and representation by legal advice. Yet Britain was imposing a system where arrest could happen at the will of the authorities without any chance of bail or legal representation • When two nationalist leaders were deported, rioting spread • The Amritsar Massacre took place following a peaceful gathering in a park 	6	

Question	Answer	Marks	Guidance
3(c)(i)	<p>State <u>two</u> of the demands made in the Nehru Report of 1928.</p> <p>Award one mark for each valid point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Immediate dominion status • India to be a federation with two chambers of parliament • Reserved seats to be used to protect minorities • The vote for all adult men and women <p>Accept any other valid points.</p>	2	
3(c)(ii)	<p>‘By 1929 the Muslim League and Congress had to state their demands separately.’</p> <p>To what extent did this show that the relationship between the two communities had changed since the Lucknow Pact?</p> <p>Use Table B to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p><u>Continuity:</u></p> <ul style="list-style-type: none"> • There was still the expectation of a federation with both communities in the same country • The two communities still recognised the strength of Congress • It was still urgent that demands were made clearly to the British <p><u>Change:</u></p> <ul style="list-style-type: none"> • Ali Jinnah demanded separate electorates again. This was agreed at Lucknow but was not part of the Nehru Report • Muslims should have one-third of the seats in councils. This was agreed at Lucknow but was not part of the Nehru Report • There was no compromise between the communities • Congress no longer accepted minorities 	6	

4 Post-independence Bangladesh, 1971–2001

Question	Answer	Marks	Guidance
4(a)(i)	Identify the party that won the 1973 elections in Bangladesh. Tick (✓) the correct answer in <u>one</u> of the boxes below. Awami League	1	
4(a)(ii)	Identify the leader of Bangladesh between 1975 and 1982. Tick (✓) the correct answer in <u>one</u> of the boxes below. Ziaur Rahman	1	
4(a)(iii)	State <u>two</u> freedoms given to the people during the 1975–82 period. Award one mark for each valid point up to a maximum of two marks. <ul style="list-style-type: none"> • Freedom of speech • Freedom of the press • Freedom to vote • Freedom to buy from abroad Accept any other valid points.	2	
4(a)(iv)	Describe <u>one</u> method used to support the development of food production between 1975 and 1982. <ul style="list-style-type: none"> • The Bangladesh Jute and Rice Research Institutes were opened (1) to investigate scientific methods of farming (1) • An ambitious rural development programme was launched in 1977 (1), which included a food-for-work programme (1) • There was a focus on growing grains (1) • Rural development was integrated with population planning (1) Accept any other valid points.	2	Award one mark for a correctly identified method. If the point is developed with an explanation and/or further detail to support the response, award two marks.

Question	Answer	Marks	Guidance
4(a)(v)	<p>Describe the benefits of the free market policy by 1982 in Bangladesh.</p> <ul style="list-style-type: none"> • Inward investment was brought in (1) • Good relations with foreign countries were encouraged (1) such as with Britain, the US and Pakistan (1) • It resulted in increased employment (1) <p>Accept any other valid points.</p>	3	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p> <p>For full marks at least two points must be stated. Three points without development can be awarded three marks.</p>
4(b)(i)	<p>Describe the educational reform that took place during the 1975–82 period.</p> <ul style="list-style-type: none"> • Adult education was promoted (1) by government investment (1) • Primary education was promoted (1) • Islamic education became compulsory (1) <p>Accept any other valid points.</p>	2	<p>Award one mark for each relevant point.</p> <p>If the point is developed with an explanation and/or further detail to support the response, award two marks.</p>
4(b)(ii)	<p>Examine the social impacts of the government's policies during the 1975–82 period.</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <ul style="list-style-type: none"> • Bangladesh benefited from economic reforms which supported social improvements • People supported policies instilling Islamic culture • Bangladesh saw social improvements during this period. In particular, adults benefited from access to education giving them access to roles outside the rural communities 	6	

Question	Answer	Marks	Guidance
4(c)(i)	<p>Give <u>two</u> features of the policy of domestic decentralisation during the period 1982–90.</p> <p>Award one mark for each valid point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • It was a policy designed to share administrative responsibilities outside of the capital • It aimed to improve the living conditions of the population of rural areas • It aimed to strengthen the economies of rural areas • It aimed to reduce the difficulties in the capital, e.g. the influx of refugees • It aimed to put money into rural areas <p>Accept any other valid points.</p>	2	

Question	Answer	Marks	Guidance
4(c)(ii)	<p>To what extent was there social change in Bangladesh in the period 1971 to 2001?</p> <p>Use Table B to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p><u>Continuity:</u></p> <ul style="list-style-type: none"> • It was still mainly a rural population • Social change was limited in rural areas, held back by the huge distances and the demands of an agrarian society <p><u>Change:</u></p> <ul style="list-style-type: none"> • There was a great drive to develop education, especially of women – adults and girls • Women and girls in towns had better access to education and jobs • There was a drive towards urban development, with more job opportunities • The was still a difference between what was possible in rural areas and in towns, but the trend was towards social improvement 	6	

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