

# Cambridge O Level

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**BANGLADESH STUDIES****7094/01**

Paper 1 History and Culture of Bangladesh

**May/June 2024**

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 **14** 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 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 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.

**7094/01 (Paper 1) – Specific Marking Instructions**

Examiners must use the following annotations:

<b>Annotation</b>	<b>Meaning</b>
	Correct point
	Incorrect
<b>Highlight</b>	Section of text highlighted
	Developed point
	1 Answer has been seen but no specific credit given  Or  2 Blank page(s) in the provided generic answer booklet and/or extension answer booklet(s) have been checked
	Level 1 response
	Level 2 response
	Level 3 response

Question	Answer	Marks
1(a)(i)	<b>Which did Alaol not write?</b> <i>C Sojan Badiar Ghat</i>	<b>1</b>
1(a)(ii)	<b>Kazi Nasrul Islam was a renowned poet. What else was he renowned as?</b> A Songwriter	<b>1</b>
1(a)(iii)	<b>For which of the following is Rabindranath Tagore remembered?</b> D Contribution to the national anthem of India	<b>1</b>
1(a)(iv)	<b>Which of the following applies to the Jasimuddin Literary Award?</b> D It was given by the Bangla Academy	<b>1</b>
1(a)(v)	<b>In what field did Zainul Abedin contribute to the cultural life of Bangladesh?</b> A Painting	<b>1</b>
1(b)(i)	<b>Describe how Lalon Shah contributed to art and culture in Bangladesh.</b>  L1 1–2 marks L2 3–5 marks  L1: he was popular; he sang  L2: He was a humanist and so did not promote any religion, but rather goodwill to all people / equality for all, both men and women.  His songs were set in rural areas, but his messages were for everyone, and so he united rural and urban dwellers. He counted Hindus and Muslims amongst his followers, giving them a shared interest.  He, like bauls still, travelled the villages of Bengal, especially in Kushtia, Meherpur, Chuadanga, Jhenidah, Faridpur, Jessore and Pabna.  His works were passed down by word of mouth, and still are, so his contribution to the arts in Bangladesh is lasting.  His work influenced Rabindranath Tagore.	<b>5</b>

Question	Answer	Marks
1(b)(ii)	<p><b>Explain how Begum Rokeya is said to have ‘changed the lives of women’.</b></p> <p>L1 1 mark L2 2–3 marks</p> <p>L1: She wrote books, she talked to people.</p> <p>L2: She was a role model; her husband and her brother encouraged her to do what her family had prevented: to study English and Bangla and to read literary works from home and abroad. They also inspired her to write. She started writing in 1902 and continued to do so as long as she lived. Sultana’s Dream, challenging the idea of purdah.</p> <p>She established a girl’s school in Bhagalpur and afterwards in Kolkata, personally asking parents to allow their daughters to be educated.</p> <p>She founded an organisation called <i>Anjuman-e-Khawatin-e-Islam</i> (Muslim women’s society) to make women aware of their rights, and sheltered and gave care to the poor. She also set up businesses for impoverished women.</p>	<b>3</b>

Question	Answer	Marks
1(c)(i)	<p><b>Explain how each of the following contribute to people’s understanding of how the people of Bengal lived in the past:</b></p> <ul style="list-style-type: none"> <li>• <b>fairs</b></li> <li>• <b>festivals</b></li> </ul> <p>L1 1–4 marks, description L2 5–8 marks, explanation</p> <p>Fairs:</p> <p>L1: People go there to buy things for the year.</p> <p>L2: travel from place to place, able to engage the whole population. Fairs are where people meet to enjoy some fun. Fairs have traditional games and entertainment, and so attract large numbers of people to an earlier way of life. Fairs are also where artisans from rural areas bring products they have made and sell them. This does two things: it gives the artisans an outlet for the things they make, and it encourages respect for the traditional ways of making things in the past. As such, they are good for the artisans and good for the culture of Bangladesh. They also include games and plays.</p> <p>Festivals:</p> <p>L1: People go there to have fun.</p> <p>L2: Bangladesh enjoys a variety of festivals – Eid, Puja, New Year, Easter, Christmas, harvest, victory.</p> <p>The Bengali word for festival is <i>utsob</i>, which means assembly of people and merry-making. Traditional folk festivals have variety, colour, fun and entertainment.</p> <p>Other than the religious ones, most festivals are seasonal and are secular in nature. The religious festivals are practised to attain divine blessings, some of which are parts of religious traditions. Devotional lyrics addressed to the beauty of nature and the philosophy related to it serve as an inspiration to life.</p> <p>Some festivals are <i>Melas</i>. These could also include an exhibition of handicrafts of the cottage industries, folk crafts and games played as competitions, carnivals, dances, musical performances, comic plays, <i>jatra</i> (open stage Bengali drama), circus, fireworks and gambling, promoting understanding of the past.</p> <p>They demonstrate multiculturalism in action.</p>	8
1(c)(ii)	<p><b>Which of these two does more to contribute to people’s understanding of how people lived in the past?</b></p> <p>L1 1–2 marks, generalisations</p> <p>L2 3–4 marks, explanation, e.g. fairs model the past, helping us to engage fully with rural life.</p>	4

Question	Answer	Marks
2(a)(i)	<p><b>What is the name of the north-west region of Bengal where Shashanka ‘made his capital’? (line 4)</b></p> <p>Karnasubarna or Karnasuvarna in Murshidabad</p>	1
2(a)(ii)	<p><b>Name one of the kingdoms that flourished in south-east Bengal between 500 and 1100 AD (lines 5–6).</b></p> <p>Anga, Vanga, Pundra, Suharma</p>	1
2(a)(iii)	<p><b>What religion did Shashanka follow?</b></p> <p>Hinduism</p>	1
2(a)(iv)	<p><b>What does the term ‘matsyanyaya’ mean? (line 7)</b></p> <p>A period of chaos / disorder / unsettlement</p>	1
2(a)(v)	<p><b>Which king recaptured lost territories and ‘Pala rule was restored once more’ (line 11) in the 11th century AD?</b></p> <p>Mahipala</p>	1
2(b)(i)	<p><b>Describe living and working in Bengal during the Maurya Empire.</b></p> <p>Mainly agriculture; mainly subsistence, but some internal trade with centres of population; international trade across Asia; engaged with the arts and architecture, written works, black polished ware pottery, inscriptions in art; cotton; Buddhism arrived.</p>	5
2(b)(ii)	<p><b>Why is the Gupta period sometimes called the ‘Golden Age of India’?</b></p> <p>L1 1–2 marks L2 3 marks L3 4–5 marks</p> <p>L1: It was an age of learning.</p> <p>L2/3: Because of extensive inventions and discoveries in science, medicine, technology, engineering, art, dialectic, literature, logic, mathematics, astronomy, religion and philosophy.</p> <p>Also a time of strong government and peace.</p> <p>Also a time of prosperity as trade was carried out from the R Ganges.</p>	5

Question	Answer	Marks
2(c)(i)	<p><b>Explain the impact of the following kings on the establishment and growth of an empire in Bengal.</b></p> <ul style="list-style-type: none"> <li>• <b>Gopala</b></li> <li>• <b>Dharamapala</b></li> <li>• <b>Devapala</b></li> </ul> <p>L1 1–4 marks, description L2 5–8 marks, explanation</p> <p>L1: It was a time of dynasties, of fighting to win land. Gopala was from the East. Dharmapala founded a monastery, won and lost battles. Devapala won many places.</p> <p>L2: Gopala: Captured Varendra in N Bengal by defeating their army in battle, killing the queen and either being voted in by the local population or appointed by local landowners / feudal leaders.</p> <p>Dharmapala (781–821): He extended his kingdom.</p> <p>Importance: he consolidated rule; extended kingdom to Bihar; possibly influential as far as the Indian region of Kanauj; founded Bikramshila monastery – very important as centre of Buddhist learning. He also established shrines. His religious toleration was a major legacy.</p> <p>Devapala (821–861):</p> <p>Increased land under his influence: began extension of 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 Kamapura and large areas of Northern India.</p> <p>Strengthened Buddhism: he set up a Buddhist seat of learning at Nalanda; he established strong relations with other Buddhist kingdoms of south-east Asia; he patronised Viradeva, a major Buddhist scholar from Afghanistan.</p>	<b>8</b>
2(c)(ii)	<p><b>Which of these three had the greater lasting impact on Bengal? Explain your answer.</b></p> <p>L1: generalisations, e.g. Dharmapala had the most battles.</p> <p>L2: explanation, e.g. without threats after Devapala, or establishing the Empire initially.</p>	<b>2</b>

Question	Answer	Marks
3(a)(i)	<p><b>Identify one cause of the Great Famine</b></p> <p>British insistence on the growth of indigo instead of edible grains</p> <p>Drought over several seasons</p> <p>Reduced local stocks / reserves</p> <p>Smallpox / reduced farming</p>	<b>1</b>
3(a)(ii)	<p><b>What was meant by Dual Administration?</b></p> <p>The EIC got revenue and civil administration duties / duties of Mughal emperor and nawab of Bengal</p>	<b>1</b>
3(a)(iii)	<p><b>What was the law of 1793 that created a new role for Zamindars? (line 6)</b></p> <p>Charter Act or East India Company Act or Cornwallis Code</p>	<b>1</b>
3(a)(iv)	<p><b>What service did Zamindars provide to Britain in order to own their land? (line 7)</b></p> <p>Revenue collection</p>	<b>1</b>
3(a)(v)	<p><b>Identify one role of the Civil Service. (line 6)</b></p> <p>e.g. police and judicial, revenue, administration, management, the voice of India in London / caring role</p>	<b>1</b>
3(b)(i)	<p><b>Describe the reasons for Britain's interest in the subcontinent.</b></p> <p>It was about trade: spices mainly, but then cotton. It was about primacy: keeping e.g. France, Portugal, Netherlands, Denmark out. It was about keeping trade routes to China free. And it was used as a base to protect other interests e.g. Afghanistan.</p>	<b>5</b>
3(b)(ii)	<p><b>How did the way that Britain ruled the subcontinent change under Lord Cornwallis?</b></p> <p>L1 1–2 marks L2 3 marks L3 4–5 marks</p> <p>L1: It became more formal / more organised.</p> <p>L2/3: Governor General, asked by the EIC to overhaul its systems. Pay increases for civil servants in exchange for no private business; the introduction of regulation and justice system that are largely still there (still very EIC-staffed). Still EIC people.</p>	<b>5</b>

Question	Answer	Marks
3(c)(i)	<p><b>Explain how each of the following caused difficulties for the British:</b></p> <ul style="list-style-type: none"> <li>• <b>the Fakir-Sanyasi Movement</b></li> <li>• <b>the Faraizi Movement</b></li> </ul> <p>L1 1–4 marks, description L2 5–8 marks, explanation</p> <p>The Fekir-Sanyasi Movement:</p> <p>L1: It was an uprising.</p> <p>L2: Sanyasis (monks) had traditionally been able to collect a religious tax from landowners as they travelled through the subcontinent visiting shrines. Under the British, tax had risen so much that Zamindars or landowners were unable to pay both. Surprise attacks on the British, guerrilla type attacks in unexpected places, with a very mobile army. It must have been quite a large uprising, though numbers are unclear; 150 monks were put to death.</p> <p>The Faraizi Movement:</p> <p>L1: It was in Bengal, it challenged the British.</p> <p>L2: Led by Haji Shariatullah, the Muslim community in Bengal, mostly peasants, denied access to religious rights and tempted into Hinduism, stood up to their landowners and refused to pay taxes. Haji Shariatullah was driven out, but his son took over leadership of the movement, but it died out after him.</p>	<b>8</b>
3(c)(ii)	<p><b>Which of these had greater impact on the British? Explain your answer.</b></p> <p>L1: generalisation, e.g. Loss of tax was always a problem for the British.</p> <p>L2: explanation, e.g. The Fakir-Sanyasi Movement was based in religion and always concerned the British. This was widespread. The Faraizi Movement followed through by the son of Haji Sharriatullah, but then died out.</p>	<b>2</b>

Question	Answer	Marks
4(a)(i)	<b>What was the national language of Pakistan, chosen by Jinnah in 1948?</b> Urdu	<b>1</b>
4(a)(ii)	<b>Who was the first president of the Awami Muslim League? (line 8)</b> Moulana Abdul Hamid Khan Bhashani	<b>1</b>
4(a)(iii)	<b>What was the union of opposition parties called in 1954?</b> Jukto Front (United Front)	<b>1</b>
4(a)(iv)	<b>Name the conspiracy case which caused Sheikh Mujibur Rahman's arrest in 1968.</b> The Agartala Conspiracy Case	<b>1</b>
4(a)(v)	<b>Name the condition that Bhutto laid down in February 1970 under which he would meet with Sheikh Mujibur Rahman.</b> An agreement about power sharing	<b>1</b>
4(b)(i)	<b>Outline the main programmes of the United Front of 1953.</b> Any five of: 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 Rajshani Universities More economic and social rights for industrial workers Nationally set jute prices Price guarantees for producers Support for cooperatives and cottage industries	<b>5</b>

Question	Answer	Marks
4(b)(ii)	<p><b>Why was the United Front <u>not</u> more successful in achieving its aims?</b></p> <p>L1 1–2 marks L2 3 marks L3 4–5 marks</p> <p>L1: It was too weak; or the central government did not give in.</p> <p>L2/3: 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.</p> <p>The front was made up of four political parties – the Awami League, Nezam-e-Islam, Krishak Praja Party and the Democratic Party – and was formed in December 1953; it campaigned on a 21-point programme in the elections of 1954. Though it won 223 seats and one of its leaders, Fazul Huq, formed a government in East Bengal, it was dismissed by the central government in May 1954 and it only lasted a few weeks. There was no political will to allow E Pakistan to take any power from W Pakistan. The government was looking for an excuse to limit this. Riots among Jute and paper workers had seemed to show that the new Front could not keep order. This provided the excuse: the Central Government brought Bengal under its own control.</p>	<b>5</b>

Question	Answer	Marks
4(c)(i)	<p><b>Explain the importance of both of the following to Bengal/East Pakistan.</b></p> <p><b>The Language Movement 1948–1952</b></p> <p><b>The Mass Uprising of 1969</b></p> <p>L1 1–4 marks, description</p> <p>L2 5–8 marks, explanation</p> <p>L1: People challenged the government; many people took to the streets</p> <p>L2: The Language Movement 1947–1953</p> <p>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 in 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 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.</p> <p>The importance: major rift between East and West Pakistan; violence and broken promises made relations bad and paved way for future disagreements; mass protests united Bengal and showed power of public opinion – forerunner of later demands for independence. Showed gulf between east and west.</p> <p>Mass Uprising of 1969</p> <p>Led by Student Action Committee after rejected by Ayub Khan 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.</p> <p>The 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.</p>	8

Question	Answer	Marks
4(c)(ii)	<p><b>Which do you think had the greater importance in bringing about an independent Bangladesh? Explain your answer.</b></p> <p>L1: generalisations</p> <p>L2: explanation, e.g. might address the language as the starting point in rousing students. Alternatively, the size of the uprising and its effect on Pakistan's government might be the focus.</p>	<b>2</b>