

MARK SCHEME for the May/June 2008 question paper

0449 BANGLADESH STUDIES

0449/01

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

| | | | |
|--------|-----------------------|----------|-------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | IGCSE – May/June 2008 | 0449 | 01 |

1 The Culture and Heritage of Bangladesh

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

- (i) Choice B
- (ii) Choice B
- (iii) Choice D
- (iv) Choice A
- (v) Choice A

(b) *Level 1: Answers which give a generalised comment about the contribution of Begum Rokeya, but do not give examples.* [1–2 marks]
Reserve one mark for very simplistic statements.

Level 2: Answers which describe the work of Begum Rokeya. [3–5 marks]
E.g. Her writing of stories and satire and against the purdah system, commitment to education, forming girl's school, foundation of Muslim women's society.
Mark within the level should be based upon the amount of supporting detail provided.

Level 3: Answers which use their knowledge of the work of Begum Rokeya to show her importance. [5–8 marks]
E.g. Acted as inspiration to others, showed woman that they could play role, helped provide education for women with social impact of such policies.
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 1: Answers which do no more than describe the three areas without considering their importance.* [1–5 marks]
Up to 3 marks for each area. Therefore 2 detailed descriptions would score 5 marks.
E.g. Lists of different types of religious festivals, explanations of different types of songs or descriptions of the various periods of Bangla literature and important authors.

Level 2: Answers which assess the importance of the areas given. [6–9 marks]
E.g. Answers will explain importance of religious festivals or songs and music in increasing communal identity, providing non-working opportunities for enjoyment, or role of different authors/types of writing in helping bring literature to where it is today

Up to two marks for each example assessed. Therefore:

One exponent assessed = 6–7 marks.

Two exponents assessed = 7–8 marks.

Three exponents assessed = 8–9 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). Possible argument is that song is more important because it also contributes to the religious festivals and is/was a means of keeping language alive where writing skills are poor.

| | | | |
|--------|-----------------------|----------|-------|
| Page 3 | Mark Scheme | Syllabus | Paper |
| | IGCSE – May/June 2008 | 0449 | 01 |

2 Pre-Mughal Bengal

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

- (i) One of Gauda, Kornosubora, Murshidabad
- (ii) One of Vanga, Khadga, Deva, Harikela, Chandras, Varman
- (iii) Hindusim
- (iv) Lawlessness/anarchy/literally 'the law of the fish'
- (v) Mahipala

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

- (ii) The following levels are used:
 E.g. Reasons why it was a golden age could be:
 prosperity through trade.
 strong central government brings peace.
 religious toleration.
 artistic excellence.

Level 1: Answers which write about the designated topic with no explanation or list reasons rather than explain them [1–2 marks]

Level 2: Answers which explain ONE reason [3–4 marks]

Level 3: Answers which explain TWO OR MORE reasons [5 marks]

(c) *Level 1: Answers which do no more than describe the example(s) 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. Gopala brought an end to disorder, Dharmapala extended kingdom increased trade, Devapala, long reign, conquests.

Level 2: Answers which assess the importance of the examples given. [5–8 marks]

Up to three marks for each example assessed. Therefore:

E.g. Gopala important because he founded dynasty and laid foundations for others, Dharmapala important because of his work in establishing Buddhism, Devapala important because ruled so long and consolidated relationships with other Buddhist kingdoms.

One example assessed = 5–6 marks

Two examples assessed = 6–7 marks

Three examples assessed = 7–8 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 their contribution) [9–10 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). Possible argument is that Gopala is the most important because without him dynasty would not have existed as he brought disunity and chaos to an end.

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | IGCSE – May/June 2008 | 0449 | 01 |

3 The British Period

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

- (i) East India Co.
- (ii) Famine
- (iii) Haji Shariatullah
- (iv) It was non-violent
- (v) 1857

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

(ii) The following levels are used:

E.g. Reasons why people supported the Fakir-Sayasi Movement could be
 Hatred of British.
 Disruption after famine.
 Banning of collection of alms.
 Peasant discontent.

Level 1: Answers which write about the designated topic with no explanation or list reasons rather than explain them. [1–2 marks]

Level 2: Answers which explain ONE reason. [3–4 marks]

Level 3: Answers which explain TWO OR MORE reasons. [5 marks]

(c) *Level 1: Answers which do no more than describe the example(s) given in the question without considering their importance* [1–4 marks]

E.g. At this level, candidates will explain the Doctrine of Lapse, detail the British reforms or relate the problems of the Sepoys.

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

Level 2: Answers which assess the importance of the examples given. [5–8 marks]

Up to three marks for each example assessed. Therefore:

One example assessed = 5–6 marks.

Two examples assessed = 6–7 marks.

Three examples assessed = 7–8 marks.

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

E.g. The Doctrine of Lapse was an important cause of the war because it offended the Indian princes, the social and religious reforms were important because they fuelled Indian fears that their way of life and religions were under threat. The discontent of the Sepoys was important because it led to uprisings.

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | IGCSE – May/June 2008 | 0449 | 01 |

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.

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). Possible argument is that the Doctrine of Lapse was the most important because it offended those with power and influence. Equally, the discontent of the Sepoys could be seen as the trigger for the uprisings.

4 From Pakistan to Bangladesh

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

- (i) 14 August 1947.
- (ii) Jinnah.
- (iii) Liat Ali Khan.
- (iv) International Court of Justice (or UNO or UN).
- (v) Awami (Muslim) League.

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

(ii) The following levels are used:

E.g. Reasons why the arrival of refugees caused difficulties might be:

Size of the problem (more than 10 million refugees).

Poverty of the new nation.

New country lacked political and administrative development.

Level 1: Answers which write about the designated topic with no explanation or list reasons rather than explain them [1–2 marks]

Level 2: Answers which explain ONE reason [3–4 marks]

Level 3: Answers which explain TWO OR MORE reasons [5 marks]

(c) *Level 1: Answers which do no more than describe the example(s) 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. At this level candidates, will give details of the Urdu / Bangla debate, the social problems facing the new government and the lack of finances and economic development.

Level 2: Answers which assess the importance of the examples given. [5–8 marks]

E.g. Candidates will explain that the issue of the national language was resolved in Urdu's favour, but had long-term consequences in driving a further wedge between West and East Pakistan. The health and education problems were important because they stopped Pakistan's development as a nation. Economic problems were important because they hindered development and were to exacerbate the ill-feeling of Bengalis.

| | | | |
|---------------|------------------------------|-----------------|--------------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | IGCSE – May/June 2008 | 0449 | 01 |

Up to three marks for each example assessed. Therefore:

One example assessed = 5–6 marks.

Two examples assessed = 6–7 marks.

Three examples assessed = 7–8 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 their contribution) [9–10 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). Possible argument is that the issue of the national language was most important as it was to play a significant role in the future division of Pakistan.