CAMBRIDGE
International Education

Cambridge O Level

BANGLADESH STUDIES **7094/01**

Paper 1 History and Culture of Bangladesh **May/June 2026**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
✓	Correct point
✗	Incorrect point
L3	Level 3
L2	Level 2
L1	Level 1
Highlight	Creditworthy part of an extended response
DEV	Developed point
EVAL	Evaluation
NAQ	Material that does not answer the question
SEEN	Indicates that a response or a blank page has been noted, but no credit has been given.

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Annotation	Meaning
	Content lacking relevance to the point

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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	**Analysis and explanation of more than one factor** • 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	**Analysis and explanation of one factor** • 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	**Description with unsupported assertion** • 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

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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	**Evaluates and explains change <u>and</u> continuity** • 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	**Explains change <u>or</u> continuity** • 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	**Description with unsupported assertion** • 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

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Question	Answer	Marks	Guidance
1(a)(i)	**Identify the year the Ilyas Shahi dynasty was founded.** **B** 1342	**1**	
1(a)(ii)	**Name the founder of the Ilyas Shahi dynasty.** **C** Shamsuddin Ilyas Shah	**1**	
1(a)(iii)	**Identify <u>two</u> ways the Ilyas Shahi dynasty strengthened its control over Bengal.** Award one mark for each valid point up to a maximum of two marks. • Sikander built the Adina Mosque and forts • Ilyas Shahi took control of Satgaon/Saptagram • Shamsuddin Ilyas Shah defeated the sultans of Lakhnauti and Samargaon • The result formed Bengal • Firuz Shah Tughluq/Sultan of Delhi fought two inconclusive battles and then recognized Ilyas Shahi as an independent ruler • Rule by justice attracted a loyal following. Accept any other valid points.	**2**	

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Question	Answer	Marks	Guidance
1(a)(iv)	**Describe <u>one</u> way education was developed during the Ilyas Shahi dynasty.** • They sponsored madrasas in Makkah (Ghiyasia Madrasa), and Medina (Bangaliyyah Madrasa) and Hejaz. • They employed Hindu scholars to teach. • They encouraged parents to send children to be educated. • Sufis also taught, e.g. Shaykh Ala-ul Haq, funded by landowners. Accept any other valid points.	**2**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.
1(a)(v)	**Describe international trade during the Ilyas Shahi dynasty.** • Trade with China initially, including exports of textiles/thread/food. • The Portuguese established diplomatic relations (Alauddin Hussain Shahi), that arranged duty free trade between Bengal and Portugal, aiding both sides of the arrangement. • Trade was stopped when Nuṣrat Shah expelled them, but it was reinstated later. • Trade with Iran included jewels, gold. Accept any other valid points.	**3**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks. Note: Country of origin must be stated.

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Question	Answer	Marks	Guidance
1(b)(i)	**State <u>two</u> reasons why Mumtaz Mahal was important enough to have the Taj Mahal built to commemorate her.** Award one mark for each valid point up to a maximum of two marks. • She was the wife of Shah Jahan. • He loved her very much, and it was built in memory of her after she died in childbirth. • She had 14 children, other wives had very few. • She was mother to his heir. • She was the main administrator to his Empire. • He wanted her to be remembered by the people. Accept any other valid points.	**2**	

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Question	Answer	Marks	Guidance
1(b)(ii)	**Analyse the reasons why monuments were built during the Mughal period.** Use Table A to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. • To show the importance of their culture and arts, e.g. Shalimar Gardens. • To show their royalty, e.g. through royal mausoleums such as the Taj Mahal. • To celebrate their religion, e.g. the Jama Masjid in Delhi. • To show their power, e.g. renovating the Royal Red Fort. • To show their status, e.g. Akbar built Fatehpur Sikri when the city became his capital for a while. • To be centres of empire-level administration, e.g. the Red Fort. • Entrances to cities, such as gates, were elaborate, to show the importance of trade to visitors.	**6**	

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Question	Answer	Marks	Guidance
1(c)(i)	**Identify <u>two</u> features of Vaishnavism.** Identifies two of: • Told/sang the romantic story of Radha and Krishna. • They made readings more accessible, e.g. Baru Chandidas, by translating stories of Radha and Krishna from Sanskrit into Bangla. • People told Hindu stories, passing history between generations. • It focused on strengthening culture. • It was a strand of Hinduism. • It centred on the god of Vishnu. Accept any other valid points.	**2**	

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Question	Answer	Marks	Guidance
1(c)(ii)	**How far did developments in the arts change between 1204 and 1538?** Use Table B to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. <u>Continuity:</u> • The architecture and building design still focused on religion. • Paintings continued to tell stories of people's lives. • Folk songs continued to tell of people's history. • Literature focused on stories/works with cultural significance. • Songs shared stories of the past. <u>Change:</u> • The Bangla language appeared in literature, e.g. in literature from the Court in the fourteenth century. • Mosques started to be finely decorated, first in Arabic and then in Bengali. • More people could access printed works. The written word became more important.	**6**	

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Question	Answer	Marks	Guidance
2(a)(i)	**Identify the year the All-India Muslim League was established.** **D** 1906	1	
2(a)(ii)	**Identify the leader of the Muslims at the Simla Deputation.** **A** Aga Khan III	1	
2(a)(iii)	**Give <u>two</u> reasons why the All-India Muslim League was established.** Award one mark for each valid point up to a maximum of two marks. • The British/Muslim intellectuals were keen to prepare the Muslim community for having a political voice or show loyalty to Britain. • The Muslim community recognised it needed a voice to engage with the British, and Congress was not speaking for them. • The British were still suspicious of Muslim intentions and needed to hear from the Muslim communities. • They had seen Hindu reactions to Partition and knew Congress no longer spoke for them. Accept any other valid points.	2	

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Question	Answer	Marks	Guidance
2(a)(iv)	**Describe one reason why Muslims suffered after the Independence Struggle, 1857–58.** • The English blamed Muslims for the Independence Struggle because it was a Muslim riot that set it all off. • Hindus strived to engage with the British after the Independence Struggle and took up education and jobs working with the English, shutting Muslims out of employment opportunities. • Muslims feared the British and refused to send their children to English schools, sending them instead to religious schools. As a result, Britain cut off funding for madrasas. • Muslims felt themselves sidelined from government jobs. Accept any other valid points.	**2**	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.
2(a)(v)	**Describe how Sir Syed Ahmad Khan tried to improve relations with the British.** • He travelled to England to gain an understanding of the British and their education system. • He wrote books showing that Muslims were not to blame for the Independence Struggle: 1860 *Loyal Mohammedans of India*, 1859 *Essay on the Causes of the Indian Revolt of 1857*. • He encouraged Muslims to engage with British education. • He built schools for Muslims that followed English methods; Muradabad and Ghazipur, Aligarh. • He founded the Scientific Society in 1864 in Ghazipur to translate international texts for local use. Accept any other valid points.	**3**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks.

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Question	Answer	Marks	Guidance
2(b)(i)	**State <u>two</u> actions taken by Hindus in the Swadeshi Movement.** Award one mark for each valid point up to a maximum of two marks. • Refused to work for the British in shops, in homes and in offices. • Encouraged local cotton makers (weavers and manufacturers) to make cotton goods for local use. • Burnt British clothing/cloth. • Withdrew support for government offices/weakened the administration. • Withdrew trade with the British. • Held protest meetings. Accept any other valid points.	**2**	

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Question	Answer	Marks	Guidance
2(b)(ii)	**Analyse the reasons why the British accepted the Muslim request to establish the All-India Muslim League.** Use Table A to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. • The British had been made aware of the need by Aga Khan and a formal deputation. • Muslims were asking for political representation – they needed a body to organize this and include all Muslims. • The British had been made aware of the extent of the Hindu reaction to the Muslims' gains in Partition of Bengal by the force of the demonstrations. • The British wanted to raise the political awareness of the Muslim population. • The British wanted to work with all the communities and it was now clear that Congress did not support Muslim views or interests.	**6**	

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Question	Answer	Marks	Guidance
2(c)(i)	**Explain why Bengal was partitioned in 1905.** • The size of Bengal made it difficult to administer. • One Lieutenant Governor could not administer such a large area. • Law and order issues demanded a closer management than was possible with a large state. • The British believed they were not looking after both communities. • Some believed it was to 'Divide and Rule'. • Some believed it was to weaken nationalism/unity of Hindu and Muslim intellectuals. • To weaken the power base of nationalists in Kolkata. Accept any other valid points.	**2**	Award one mark for the relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

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Question	Answer	Marks	Guidance
2(c)(ii)	**How far did the Partition of Bengal (1905–11) affect relations between the people of Bengal and the British?** Use Table B to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. <u>Change</u>: • The people went from feeling the support of the British to not trusting the British at all. • The people went from knowing that the British understood their plight to knowing that the British were more concerned about their own situation. • They went from seeing political life encouraged at Simla, to having political strength taken away. <u>Continuity</u>: • They knew that the British would not withstand the pressure the Hindus could put onto Britain. • They knew that Muslims could not bring the same pressure to bear on the British as Congress could. • They knew that their lives would never be tolerable whilst they were under the Hindu majority, and that the British did not have acting on this as a priority.	**6**	

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Question	Answer	Marks	Guidance
3(a)(i)	**Identify the year Urdu was first proclaimed to be the state language of Pakistan.** **B** 1948	1	
3(a)(ii)	**Identify the person who declared that Urdu would be the state language for Pakistan.** **C** Muhammad Ali Jinnah	1	
3(a)(iii)	**State <u>two</u> reasons for Jinnah's visit to Dhaka in 1948.** Award one mark for each valid point up to a maximum of two marks. • He was touring the country after gaining independence. • He was Governor General and wanted to be seen. • He wanted to understand his country. • It was a country of many cultures and he wanted to unify these. • He wanted to spread the message that the people were Pakistani first and foremost. • He wanted to establish the use of Urdu as the national language. • He was to speak at a conference at the University. Accept any other valid points.	2	

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Question	Answer	Marks	Guidance
3(a)(iv)	**Describe how the lives of people in East Bengal were affected by having Urdu as the state language.** • The people could not live/work in roles where Urdu was the language because they could not communicate fluently in Urdu. • Access to the most lucrative jobs was limited. • Access to formal education was limited. • Protests/the Student Movement began. Accept any other valid points.	**2**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.
3(a)(v)	**Describe the contribution of students to the movement for Bangla as a state language.** • Students established the Sangram Committee. • Students went on strike for their rights/fought/gave their lives (21 February 1952). • They marched to the Provincial Assembly to make their demands. • They kept their action strong for days. • They did not give up until they had been won victory. Accept any other valid points.	**3**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks.

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Question	Answer	Marks	Guidance
3(b)(i)	**Identify <u>two</u> features of Operation Searchlight, 1971.** Award one mark for each valid point up to a maximum of two marks. • Pakistani troops imposed a curfew at 0110 hrs, closed telephone/telegraph/radio stations and shut all presses down. • They sealed off the city by taking over road, rail and river communication and patrolled rivers under cover of darkness • Arrested Sheikh Mujib and 15 top Awami League leaders during operation. • Conducted house to house searches in Dhanmondi and Hindu areas. • Subdued Dhaka University, EPR HQ and Rajarbagh police line; they disarmed 2nd and 10th EBR. • Took over and protected the ammunition factory at Gazipur and the arms depot at Rajendrapur. • In anticipation of this, India lent its support and skills to train. Accept any other valid points.	**2**	

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Question	Answer	Marks	Guidance
3(b)(ii)	**Analyse the reasons why East Pakistan won its freedom in 1971.** Use Table A to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. • Determination to control their own destiny. • The strength of public anger at their treatment by the government of Pakistan. • The knowledge from the election results that they would never be allowed take a major part in the government of their country. • Anger at the treatment of Sheikh Mujibur Rahman. • The support (weapons and personnel) and training of troops by Indian forces; international support. • The Bengali freedom fighters.	**6**	
3(c)(i)	**State <u>two</u> charges made against Sheikh Mujibur Rahman in the Agartala Conspiracy Case, 1968.** Award one mark for each valid point up to a maximum of two marks. • He was charged with treason. • He was accused of being an agent of India/plotting with Indira Gandhi. • He was accused of trying to destabilise Pakistan by leading anti-government movements. • He was charged with working against the government. Accept any other valid points.	**2**	

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Question	Answer	Marks	Guidance
3(c)(ii)	**How far did the Agartala Conspiracy Case change the relationship between East and West Pakistan?** Use Table B to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. <u>Continuity</u>: • East Pakistan understood that the government of Pakistan was overwhelmingly supporting West Pakistan's agenda. • East Pakistan was still pressing for an improved status. <u>Change</u>: • The movement to improve the political situation in East Pakistan grew violent. • The streets of Dhaka saw clashes between the government's military and the people of East Pakistan. • There was a death whilst in custody of a supporter of Sheikh Mujibur Rahman, adding to the temper of the riots.	**6**	

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Question	Answer	Marks	Guidance
4(a)(i)	**Identify the year when Rabindranath Tagore's poem *Amar Sonar Bangla* was adopted as the national anthem of Bangladesh.** **A** 1971	**1**	
4(a)(ii)	**Name the National Poet of Bangladesh.** **A** Kazi Nazrul Islam	**1**	
4(a)(iii)	**Identify <u>two</u> of Subir Nandi's achievements.** Award one mark for each valid point up to a maximum of two marks. • He won Bangladesh's National Film Award for best male playback singer five times. • He performed in films, e.g. *Mahanayak*, *Shuvoda*, *Mohua Sundori* and others • He was internationally acclaimed. • He was a role model for young people who thought film success was for Westerners. • He was awarded Ekushey Padak for music in 2019. Accept any other valid points.	**2**	
4(a)(iv)	**Describe the role of opposition parties between 1982 and 1990.** • To point out the effects of government policies. • To show what options were available to government. • To lead the movement for democratic government. • To lead the movement for political development. Accept any other valid points.	**2**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

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Question	Answer	Marks	Guidance
4(a)(v)	**Describe the importance of Bangladesh having women in government.** • Internationally, it brought acclaim to Bangladesh – few countries were as socially advanced in terms of gender equality. • It encouraged families to educate women and girls. • It encouraged girls to think more widely about their futures. • It encouraged women to participate in politics. Accept any other valid points.	**3**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks. For full marks at least two points must be stated. Three points without development can be awarded three marks.
4(b)(i)	**Describe the purpose of the 7 Party Alliance.** • It had a role in working with the Awami League for a 15 Party Alliance. • It was pushing for a strike November 1993. • It organised/coordinated rallies and demonstrations. • It worked with others developing a 5-point demand against military rule. Accept any other valid points.	**2**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

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Question	Answer	Marks	Guidance
4(b)(ii)	**Analyse the importance of democracy to Bangladesh in the 1990s.** Use Table A to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. • It drew people together. Bangladesh successfully consolidated its democracy in the 1990s, an example of the importance of democratic consolidation. • Bangladesh's democracy is based on four fundamental principles: nationalism, socialism, democracy, and secularism. • The country's political system is a parliamentary representative democratic republic, with the Prime Minister as the head of government. This gives voice to the people. • However, critics say that democracy is divisive, damaging society.	**6**	
4(c)(i)	**Describe <u>one</u> main feature of the 'Look East Policy'.** • Neighbourly relations are key – to work with, not against, the interests of neighbouring countries. • To support measures that encourage regional cooperation. • To renounce the use of force to settle disputes. • To encourage trade and prosperity for all. • To participate in UN peacekeeping activities. Accept any other valid points.	**2**	Award one mark for each relevant point. If the point is developed with an explanation and/or further detail to support the response, award two marks.

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Question	Answer	Marks	Guidance
4(c)(ii)	**To what extent has there been progress in education in Bangladesh since 1971?** Use Table B to mark candidate responses to this question. Answers may include some of the following ideas, but all valid material must be credited. <u>Change</u>: • Education: Governments have allowed freedom to groups to establish schools, especially primary schools, as the growth of a teaching profession has not been quick enough to deliver education for all. • Equality: Gender gap statistics show that Bangladesh leads the way in South Asia, including in education. • Politically: Women have equal rights in all spheres of the State and public life, including education. • Employment: Vocational courses were introduced. IT and power form major opportunities for well paid jobs. • People working abroad to support the Bangladesh economy has been a growth area. <u>Continuity</u>: • Education: Primary education is a requirement, though in places it is still inconsistently taken up. • Secondary education is still growing, supported internationally. • Equality/Politics: As everywhere, it is still inconsistently taken up/available. Whether someone lives in an urban or rural area affects availability/willingness to participate, gender and attitudes. • Employment: Access to certain types of job can only be found in cities. • Many travel to cities only to find job opportunities not as easy to find as expected. • Migration has made this more difficult.	**6**	

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