



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

BANGLADESH STUDIES

**7094/02
0449/02**

Paper 2 Environment and Development of Bangladesh

**May/June 2009
1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper



READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **three** questions.
Sketch maps and diagrams may be drawn to illustrate an answer.
You are advised to spend about 30 minutes on each question.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **11** printed pages and **1** blank page.



- 1 (a) Study Fig. 1, which shows some features of a river and its valley.

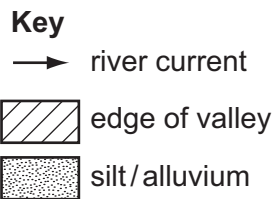
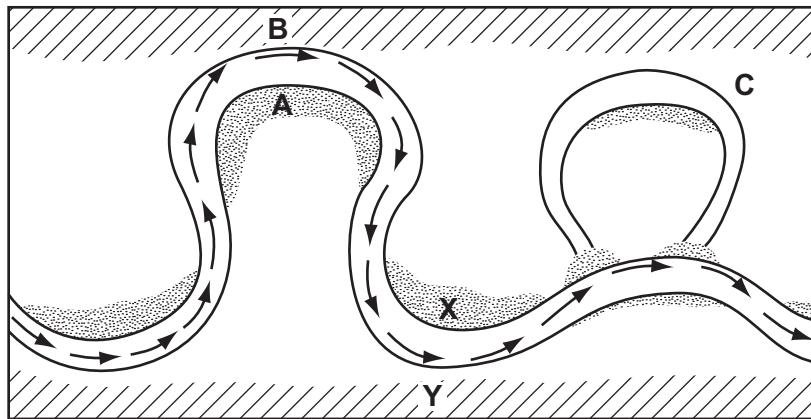


Fig. 1

- (i) Name each of the features labelled **A**, **B** and **C**. Choose your answers from the following list:
- Slip-off slope
 Ribbon lake
 Ox-bow lake
 Moraine
 Delta
 River cliff. [3]
- (ii) Describe the processes that are taking place at each of the places marked **X** and **Y**. [4]
- (iii) Explain how the feature labelled as **C** was formed. Credit will be given for an accurate diagram. [4]
- (b) Study Fig. 2 opposite, a map showing the main rivers of Bangladesh and the areas most suitable for agriculture.
- (i) Name the river marked **D**. [1]
- (ii) Describe the distribution of land **most suitable** for agriculture. [3]
- (iii) Explain why **each** of areas **F** and **G** is **less suitable** for agriculture. [4]

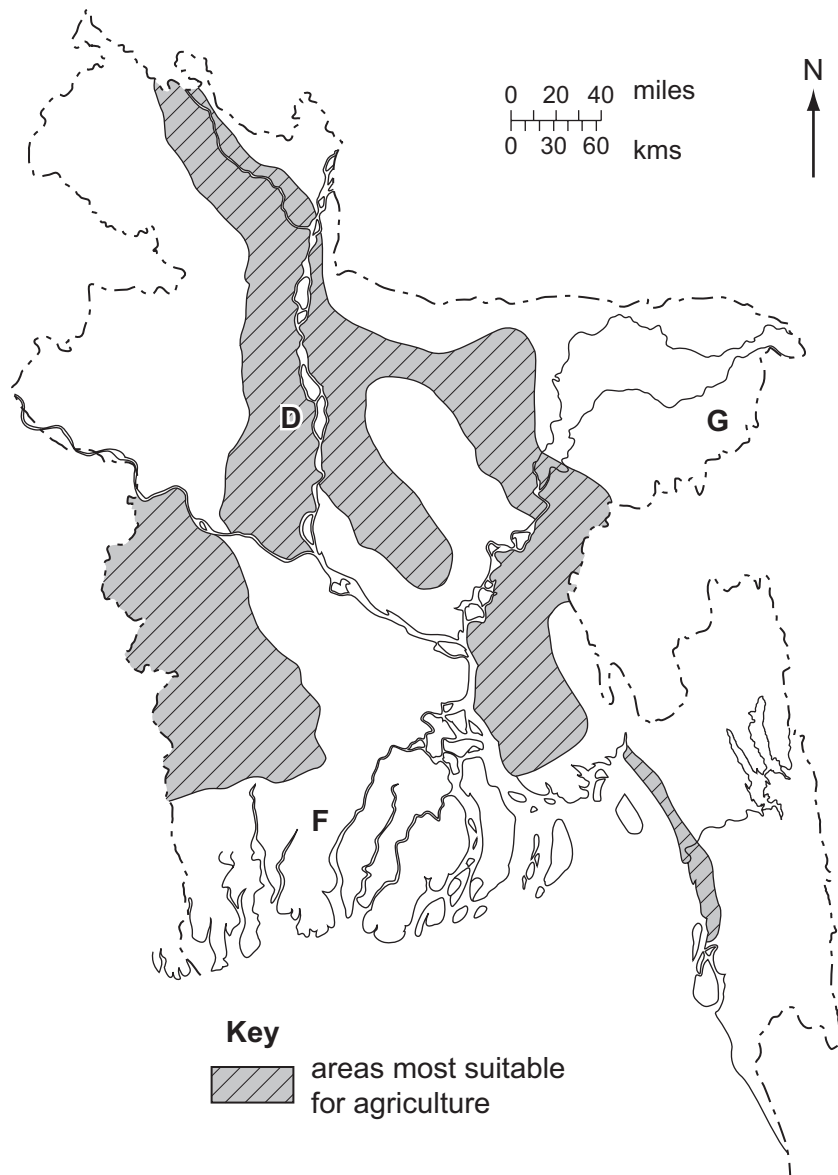


Fig. 2

(c) Study the following statement:

'Rivers are Bangladesh's principal resource but also its greatest hazard.'

- (i) Give **one** piece of evidence which supports the idea of rivers being the 'principal resource.'
[1]
- (ii) Give **one** piece of evidence which supports the idea of rivers being the 'greatest hazard.'
[1]
- (iii) What do you consider to be the best way of reducing the hazards? Give reasons for your answer.
[4]

[Total: 25]

2 (a) Study Fig. 3, a map showing areas of Bangladesh affected by cyclones.

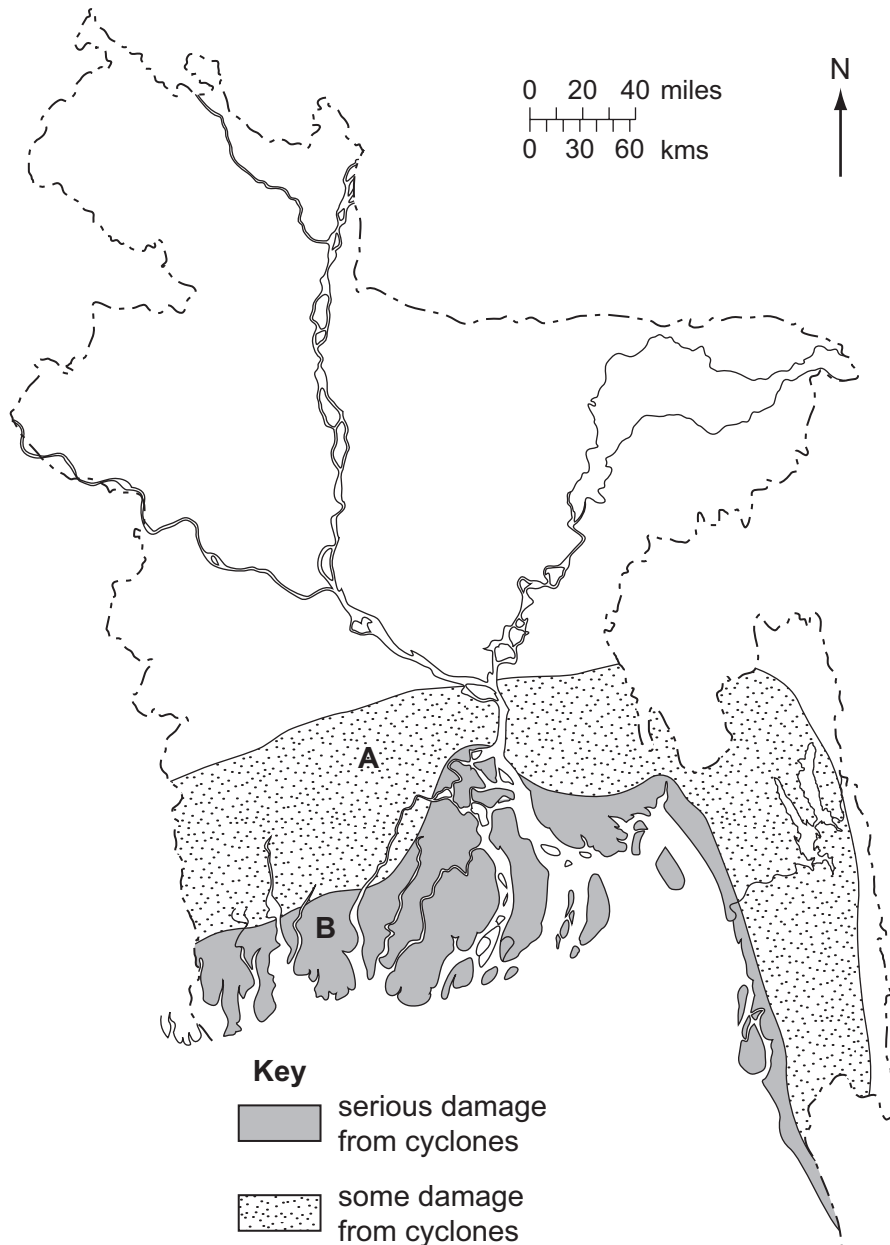


Fig. 3

- (i) Describe the distribution of the areas affected by cyclones. [3]
- (ii) Describe the different types of damage that would be caused by a cyclone at **each** of areas **A** and **B**. [3]
- (iii) Explain how a cyclone is formed. Credit will be given for the use of diagrams. [4]
- (iv) In what ways might global warming affect cyclones? [2]

(b) Study Fig. 4, which shows the development of a thunderstorm.

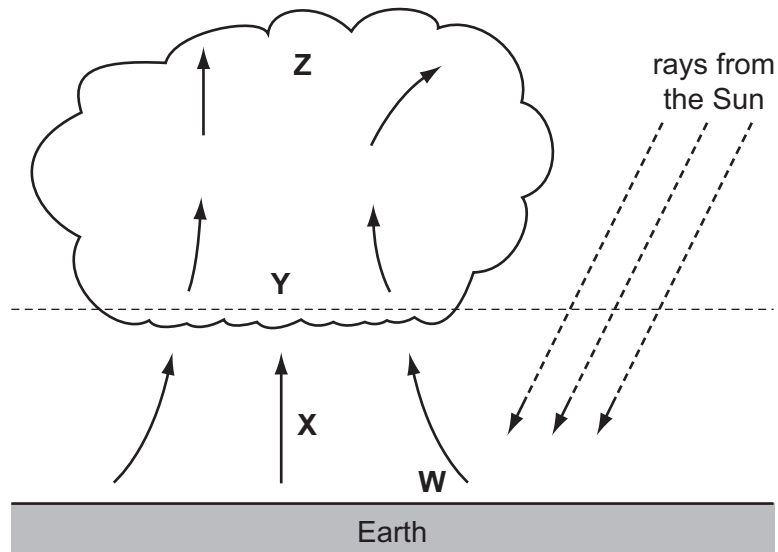


Fig. 4

- (i) List the processes taking place at **each** of the points labelled **W**, **X**, **Y** and **Z**. [4]
- (ii) Explain how the processes you have described give rise to a thunderstorm. [3]

(c) Study the following statement:

'There is little that can be done to lessen the impact of cyclones on Bangladesh.'

- (i) Give **one** piece of evidence which supports this statement. [1]
- (ii) Give **one** piece of evidence which does **not** support the statement. [1]
- (iii) Do you agree with the statement? Give reasons for your answer. [4]

[Total: 25]

- 3 (a) Study Fig. 5, which shows the population structure of Bangladesh in 2005.

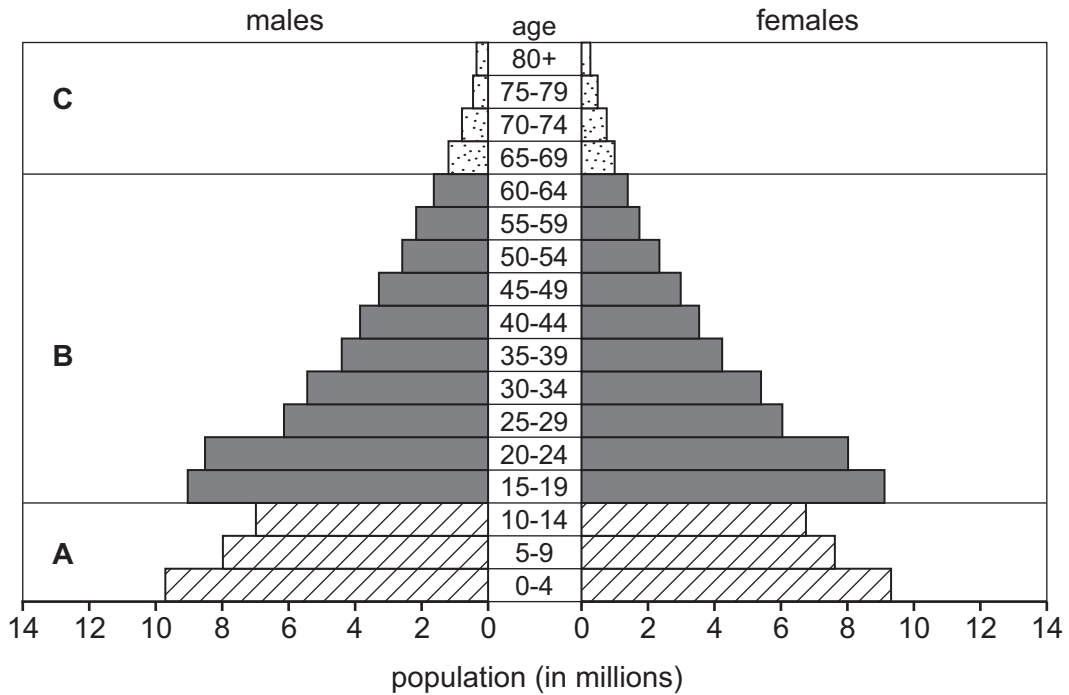


Fig. 5

- (i) • Estimate how many males were aged between 20 and 24. [2]
 • Estimate how many females were aged between 20 and 24. [2]
- (ii) What were the two largest age groups? [2]
- (iii) There are three main bands of age groups labelled **A**, **B** and **C**.
 What names could be given to **each** of these bands? [3]
- (iv) Describe the pattern of age groups in band **B**. [2]
- (v) For band **B**, suggest **how** and **why** that band is likely to change by 2015. [4]

(b) Study Fig. 6, which shows how Bangladeshi children aged under 10 are being educated.

10%	Educated by NGOs
14%	Educated in private schools which are partly funded by the government
25%	Educated in private schools
40%	Educated in government-funded schools
11%	Not in education.

Fig. 6

- (i) What percentage of Bangladeshi children have their education paid for at least in part by the government? [1]
- (ii) What is an NGO and what is the role of an NGO in educating children? [3]
- (iii) The **adult** literacy rates for Bangladesh in 2005 were:
 Male 49%
 Female 30%
- Use Fig. 6 to suggest why the adult literacy rates will be much higher by 2015. [2]

(c) Study the two statements below:

A. *'The only way to improve education is to increase the role of the private sector.'*

B. *'The only way that education can be improved is by a major government-funded campaign.'*

- (i) Give **one** piece of evidence which supports statement **A**. [1]
- (ii) Give **one** piece of evidence which supports statement **B**. [1]
- (iii) What do you think is the best way to improve education? Give reasons for your answer. [4]

[Total: 25]

- 4 (a) Study Fig. 7, which shows information about employment and output for industry in Bangladesh.

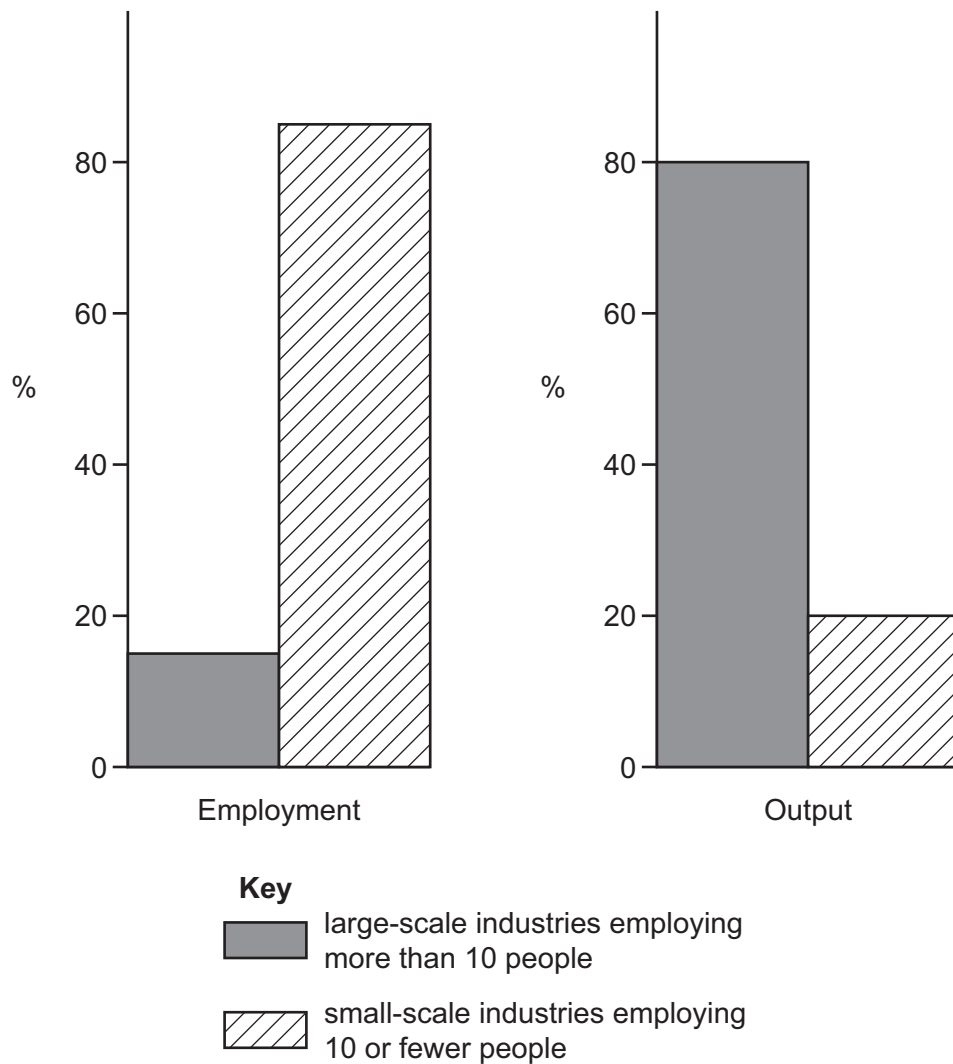


Fig. 7

- (i) In which type of industry do most people work? [1]
- (ii) Which type of industry contributes the most to the economy? [1]
- (iii) Name **two** types of industries that are classed as small-scale or cottage industries. [2]

(iv) Study Fig. 8 about the garment industry.

Over half the export earnings of Bangladesh come from the garment industry. Factories producing garments are mostly classed as large scale. The garment industry employs over two million people.

Fig. 8

Explain why the garment industry has become so important in Bangladesh. [4]

(b) Bangladesh plans to become more industrialised.

Describe how **each** of the following can help with the development of industry:

- Government
- Private investment
- Multinational companies.

[6]

(c) (i) Study Fig. 9, which shows information about Bangladesh, Pakistan and India in 2006.

Country	Population (millions)	Foreign investment (\$million)	GNP per person \$	Growth rate %
Bangladesh	147	47	440	6.3
Pakistan	164	823	600	6.4
India	1135	3030	620	6.9

Fig. 9

Which country had the highest GNP per person? [1]

(ii) Compare Bangladesh with Pakistan using the information in Fig.9. [4]

(d) Study the two statements below:

A. *'Attracting more foreign investment will provide the best future for Bangladesh.'*

B. *'Foreign investment can have serious drawbacks.'*

(i) Give **one** piece of evidence which supports statement **A**. [1]

(ii) Give **one** piece of evidence which supports statement **B**. [1]

(iii) Which statement do you agree with the most? Give reasons for your answer. [4]

[Total: 25]

5 Study Fig. 10, which shows changes in the production of Bangladesh's two main crops.

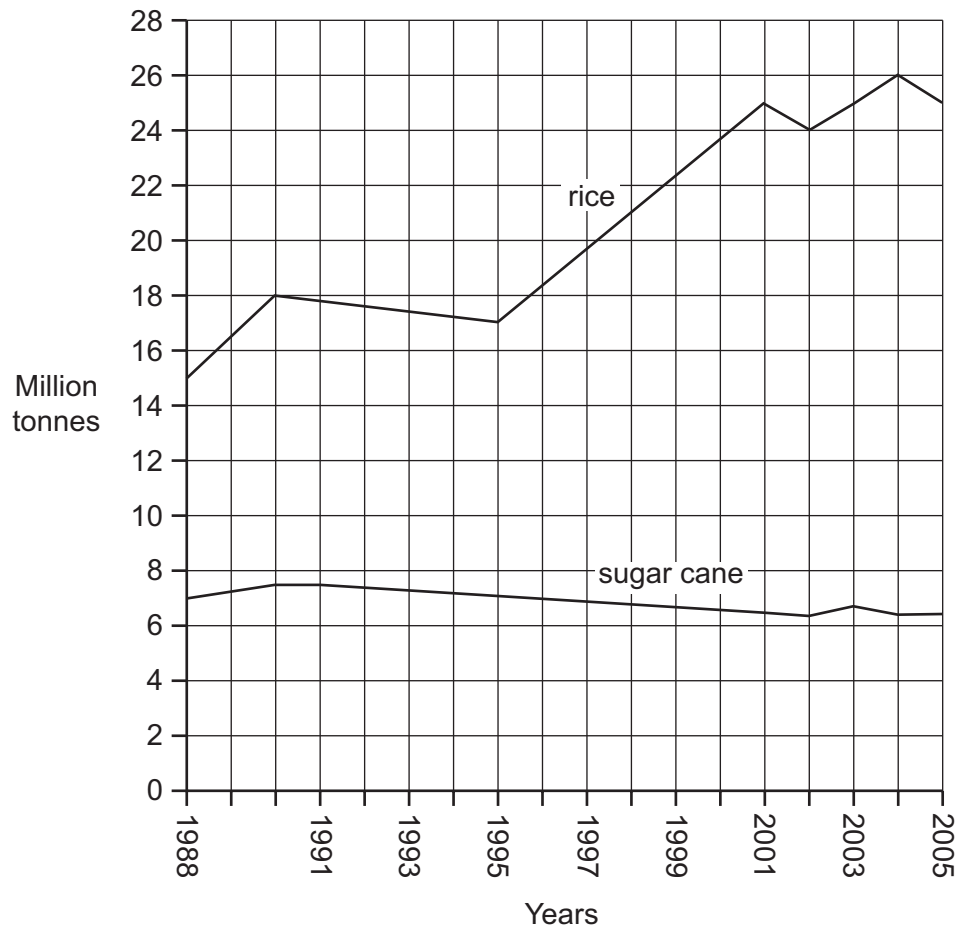


Fig. 10

- (a) (i) Describe changes in the production of rice from 1988 to 2005. [2]
- (ii) Describe changes in the production of sugar cane from 1988 to 2005. [2]
- (b) (i) Explain why rice production increased overall from 1988 to 2005. [4]
- (ii) Suggest **three** ways that food production could be increased. [3]
- (c) Study Fig. 11 opposite, a map showing arsenic contamination in Bangladesh.
- (i) Describe the distribution of the areas affected by arsenic pollution of tube wells. [3]
- (ii) Explain the causes of arsenic pollution. [3]
- (iii) What can be done to reduce the effects of this pollution? [2]



Fig. 11

(d) Study the two statements below:

A. *'The best future for Bangladesh would be to have fewer but larger farms.'*

B. *'Supporting the small farmers is the key to Bangladesh's future.'*

- (i) Give **one** piece of evidence which supports statement **A**. [1]
- (ii) Give **one** piece of evidence which supports statement **B**. [1]
- (iii) What do you think is the best way forward for agriculture in Bangladesh? Give reasons for your answer. [4]

[Total: 25]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.