

International General Certificate
of Secondary Education

Syllabus

BANGLADESH STUDIES 0449

For examination in June 2009

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BANGLADESH STUDIES

IGCSE PILOT

Syllabus code 0449

Available in the June examination
For first examination in May/June 2008

CONTENTS

	Page
Introduction	1
Aims	1
Scheme of Assessment	1
Assessment Objectives	2
Teacher Support	2
Paper 1: History and Culture of Bangladesh	3
Aims	3
Assessment Objectives	4
Scheme of Assessment	4
Syllabus Content	5
Advice for Teachers	7
Resources for Teachers and Students	8
Paper 2: Environment and Development of Bangladesh	10
Aims	10
Assessment Objectives	10
Scheme of Assessment	11
Syllabus Content	11
Advice for Teachers	14
Resources for Teachers and Students	15
Appendix	17
Paper 1: Specimen Paper	
Paper 1: Specimen Mark Scheme	
Paper 2: Specimen Paper	
Paper 2: Specimen Mark Scheme	
Grade Descriptions	

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus. This syllabus is available for examination in the June session.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Bangladesh Studies falls into Group II, Humanities and Social Sciences, of the International Certificate of Education (ICE) subjects.

The booklet *IGCSE: An Introduction* gives fuller details of ICE and the general pattern of the syllabuses.

AIMS

The Bangladesh Studies IGCSE syllabus is divided into two main parts, which are each examined by a corresponding examination paper:

1. **History and Culture of Bangladesh (Paper 1)** aims to provide candidates with an understanding of Bangladeshi history and culture, together with an appreciation of the richness of their heritage and of events that have shaped national identity.
2. **Environment and Development of Bangladesh (Paper 2)** aims to provide candidates with an understanding of the environment and development issues of Bangladesh, together with an appreciation of the challenges and opportunities of where and how Bangladeshis live.

SCHEME OF ASSESSMENT

Assessment will be by written examination. All answers must be written in English.

Candidates will be required to take **two** papers.

To be awarded a final grade, candidates **must** take **both** papers:

Paper 1 History and Culture of Bangladesh	1 hour 30 minutes	75 marks
Paper 2 Environment and Development of Bangladesh	1 hour 30 minutes	75 marks

ASSESSMENT OBJECTIVES

Each paper has the following broad assessment objectives:

Assessment Objective (AO)	Paper 1 History and Culture	Paper 2 Environment and Development
Knowledge and understanding	65%	50%
Judgement and decision-making	25%	20%
Resource skills	10%	30%

TEACHER SUPPORT

The syllabus is supplemented by a teachers' support package, consisting of:

- an email discussion group
- an online pilot textbook with contributions from teachers in Bangladesh
- a scheme of work containing suggested teaching activities
- a forthcoming online student revision checklist.

Further information is available from: international@cie.org.uk

Notes

This syllabus will be examined in the May/June session. However, an October/November examination will be considered in the future if there is sufficient demand.

Comments on the syllabus and suggestions for future syllabus revision are welcome – via the email discussion group mentioned above, please.

This syllabus has been developed in partnership with private schools in Bangladesh and experts on Bangladesh in the UK.

Copies of syllabuses, past papers and Examiners' Reports are available on CD ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.

PAPER 1 (0449/01)

History and Culture of Bangladesh

AIMS

This part of the syllabus aims to provide candidates in Bangladesh with an understanding of their history and heritage and an appreciation of the internal and external influences that have shaped Bangladesh today. Candidates are encouraged to acquire knowledge of the main events in Bangladesh's history and use this in demonstrating an understanding of historical concepts and skills, and to show awareness of differing interpretations of events. Candidates are also introduced to the key cultural influences shaping modern Bangladesh.

Whilst introducing candidates to the history and culture of their country, the syllabus aims to:

- stimulate interest and enthusiasm for the study of the past
- promote the understanding of the development of Bangladesh and its culture from ancient times to 1971
- promote the understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- encourage the development of skills in the selection, organisation, analysis and synthesis of historical information
- develop an understanding of the ways in which the study of History is concerned with opinion and argument, as well as acknowledged fact
- promote a knowledge of the key cultural figures and an appreciation of the different influences on the culture of modern Bangladesh.

ASSESSMENT OBJECTIVES

The objectives of the examination are to test the candidates' proficiency in the following skills:

Objective (AO)	Description	Approx. Weighting
Objective 1: knowledge	recall factual information	45%
Objective 2: understanding	use factual knowledge to demonstrate an understanding of concepts, such as cause and consequence, continuity and change, similarity and difference	20%
Objective 3: judgement and decision-making	analyse and evaluate differing interpretations and points of view relating to the material specified in the syllabus	25%
Objective 4: resource skills	comprehend and interpret historical documents	10%

SCHEME OF ASSESSMENT

Paper 1	1 hour 30 minutes	4 questions set	3 questions answered (Question 1 compulsory)	25 marks per question	75 marks total
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Question 1 is a compulsory question on the **Culture and Heritage of Bangladesh (Topic 1)**, with three separate parts:

Question 1 compulsory	Culture and Heritage of Bangladesh (Topic 1)	25 marks
Part (a)	five multiple choice questions	1 mark each = 5 marks
Part (b)	describe and comment on the contribution of one of the major cultural figures specified in the syllabus	8 marks
Part (c)	make a judgement on the importance of different cultural figures or different aspects of the culture and heritage of Bangladesh	12 marks

Questions 2 to 4 are on the **History of Bangladesh (from three of the four Topics 2 to 5)**. Candidates must choose to answer **two** of these questions. Each question will have a stimulus reading passage of not more than 150 words and will have three separate parts:

Questions 2 to 4	History of Bangladesh (choose two from three of Topics 2 to 5)	25 marks each
Part (a)	provide additional information about the topic covered in the passage	5 marks
Part (b)	explain things mentioned in the passage	10 marks
Part (c)	show an understanding of different points of view about the topic covered in the passage	10 marks

SYLLABUS CONTENT

The syllabus is divided into five topics. It is anticipated that each topic will take approximately one term to teach.

Topic 1: The Culture and Heritage of Bangladesh

(a) Influence of major cultural figures

Candidates should be familiar with the influence of major exponents of the culture of Bangladesh. Questions will be set specifically on the contributions made by:

Alaol; Mir Mosharraf Hossain; Kazi Nazrul Islam; Jasimuddin; Begum Rokeya; Lalon Shah; Rabindranath Tagore; Zainul Abedin.

Candidates are **not** expected to have studied the works of such exponents in detail, but should be able to comment on their contribution to developments in, for example, language, literature, drama, dance, music, painting or architecture.

(b) General background

The emergence and development of Bengali language, literature, art and architecture from the ancient and medieval periods onwards; the particular contributions of different periods, such as the pre-Islamic, Sultanate, Mughal, British colonial and the post-1947 Language Movement on different aspects of the culture of contemporary Bangladesh; the importance of folk culture and other cultural practices in shaping the culture of Bangladesh.

Questions will be more open-ended and of a general nature and will allow for a wide variety of examples to be used to support answers. In addition to the exponents listed in (a) above, candidates may therefore find it useful to have a general understanding of the contributions made by some of the following:

Farrukh Ahmed; Abbas Uddin Ahmed; Munir Chowdhury; Michael Madhusudan Dutta; Jibananda Das; Ahsan Habib; Sufia Kamal; Hasan Raja; Zahir Raihan; Muhammad Shahidullah; S.M. Sultan.

Centres should take the opportunity in their teaching to make use of poetry, song, dance, drama, visits to historical sites, etc. to enhance the learning of their candidates.

Topic 2: Pre-Mughal Bengal (4th century BC to 16th century AD)

(a) Ancient Bengal

The Bangladesh region from the fourth century B.C. (roughly the time of Alexander the Great's invasion of Northern India) to the Mauryas and Guptas; differing views on the political evolution of the Bangladesh region during this period.

(b) Early Kingdoms in Bengal

The empire of Sasanka, the Pala dynasty, the Senas; the independent kingdoms of South-East Bengal.

(c) The establishment and consolidation of Muslim Rule in Bengal 1204-1342

Muhammad Bakhtiyar and the Turkish conquest; the Sufis and the spread of Islam in Bengal.

(d) The rule of the independent Sultans

The Ilyas Shahi dynasty; the Ganesh dynasty; the Hussain Shahi Dynasty.

Topic 3: The Mughal Period (c. 1526–1757)

- (a) The Establishment of the Mughal Empire in India and its expansion into Bengal

Emperor Babur and the Battle of Panipath; Afghan (Pathan) resistance to the Mughals in Bengal; Emperor Humayan and the Afghan resistance; Sher Khan and the rule of the Afghans; Akbar and the beginnings of Mughal rule in Bengal.

Akbar and the Bara Bhuiyans; Jahangir, Shah Jahan, Aurangzeb and their achievements in Bangladesh and elsewhere; the decline of the Empire after Aurangzeb.

- (b) Reasons for the decline of the Mughal Empire

Administrative weakness; military costs; succession disputes; declining military expertise; weak control; the arrival of the British.

- (c) The decline of the Mughals in Bengal and the growth of the Nawabs

The impact of the Mughal decline; regional independence of Bengal under the Nawabs; changes in administration, politics and society.

Topic 4: The British Period (c. 1757–1947)

- (a) The Arrival of the British

The East India Company and reasons for British involvement in the subcontinent; the course of, and reasons for, British annexation of the sub-continent; the consolidation of British political and economic power in Bengal; the British use of internal divisions in Bengal; the Battle of Palashi; the consolidation of British economic and political power and the role and impact of the Permanent Settlement of 1793.

- (b) Opposition to the British

Resistance to the British: the Fakir-Sanyasi movement; Titu Meer; the Faraizi movement; the War of Independence of 1857 – the causes of the war; the events of the war; the reason for its failure; the impact of the war on the Muslims of the subcontinent; different interpretations of the war.

- (c) British government in the sub-continent and events leading to independence in 1947

The Partition of Bengal in 1905 and its aftermath with a focus on the Muslim League, Swadeshi movement and armed resistance; the Lucknow Pact of 1916; the Montagu-Chelmsford Reforms 1919; the Khilafat movement; the Bengal Pact; the Simon Commission 1927; the three Round Table Conferences 1930-32; the Government of India Act 1935; provincial government and politics in Bengal 1937-47, with a particular focus on the Krishak-Praja Party and its agenda; the Lahore (Pakistan) Resolution 1940; the Second World War and the move towards partition; the Cabinet Mission Plan 1946; causes and consequences of the partition of Bengal 1947.

Topic 5: From Pakistan to Bangladesh (1947–1971)

- (a) Problems facing the new nation of Pakistan
Inter-communal violence; refugees; the division of assets; social issues (health, education, national language).
- (b) Problems of national integration between East and West Pakistan
The Language Movement; emerging disparities between the two wings of Pakistan in terms of economic development, defence and other sectors.
- (c) Political mobilization and events leading to independence
Formation of the Awami Muslim League; the United Front; the Six Points movement; the mass uprising of 1969; the 1970 election and its aftermath; Central Government reaction to political mobilization in East Pakistan (Bangladesh); the freedom struggle and independence.

ADVICE FOR TEACHERS

1. Teachers are advised to plan their scheme of work on the assumption that each topic identified in the syllabus will be one term's work.
2. In addition to the compulsory Topic 1, 'The Culture and Heritage of Bangladesh', teachers are also strongly advised to teach all of the historical Topics 2 to 5 so that candidates are prepared to be able to answer questions from across the whole syllabus content; otherwise they may find their choice of questions restricted.
3. Topic 1, 'The Culture and Heritage of Bangladesh', is designed to give teachers the opportunity to draw from a wide variety of cultural experiences. Candidates must be familiar with the contributions made by those exponents specifically listed in the syllabus. Questions will also provide the opportunity for candidates to provide supporting evidence from any relevant examples. Consequently, centres might like to include in their teaching a study of poetry, song, dance, drama and visits to local sites of cultural interest to enhance their students' understanding and interest.
4. Topics 2 to 5 outline the historical detail with which candidates are expected to be familiar. Centres should note that their teaching of this material should reflect the weightings of the Assessment Objectives set out in the syllabus. Whilst factual recall is important, more marks will be awarded for demonstrating an understanding of concepts such as causation and change, as well as an appreciation that history involves differing points of view. Where appropriate, centres should take the opportunity to point out that events may have been interpreted differently by different groups of historians.
5. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital that close attention is paid to the specimen question paper at the end of this booklet and to other support resources endorsed by the University of Cambridge International Examinations. Candidates should also be encouraged to look at the mark allocations for the questions and plan their length of response and time accordingly.
6. A Scheme of Work, with suggested teaching activities, is available from the University of Cambridge International Examinations.

RESOURCES FOR TEACHERS AND STUDENTS

These are some examples of the teaching resources available:

Bamlara itihasa. Sultani Amala/ History of Bengal During Sultanate Period; Abdul Karim; Bangla Academy; Dhaka; 1977 (in Bengali)

Bangladesh Past and Present; Salahuddin Ahmed; Paragon Publishers, Dhaka, 2004

The Bangladesh Revolution and its Aftermath; Talukder Maniruzzaman; University Press Ltd; Dhaka, Second impression, 2003

Banglapedia: National Encyclopaedia of Bangladesh; 10 vols.; ed. Sirajul Islam; Asiatic Society of Bangladesh, 2003. This is also available on CD (see also website below).

Cambridge Encyclopaedia of India, Pakistan, Bangladesh, Srilanka, Nepal, Bhutan and the Maldives; ed. Francis Robinson; Cambridge University Press, 1989

Dynastic History of Bengal, c. 750-1200 A.D.; Abdul Momin Chowdhury; Asiatic Society of Pakistan, 'Dacca', 1967 (includes an outline discussion of the pre-750 AD period)

History of Bangladesh 1704-1971; ed. Sirajul Islam (3 volumes); Asiatic Society of Bangladesh, Second Edition, 1997

History of Bangladesh and Ancient World Civilizations; National Curriculum & Textbook Board, Dhaka, Second Edition, 2002

History of Bengal, Mughal Period 1526-1765; Atul Chandra Ray; Nababharat Publishers, 'Calcutta', 1968

History of the Bengali People; Niharranjan Ray; Orient Longman, Hyderabad, 1994

Muslim Society and Politics in Bengal A.D. 1757-1947; Muhammad Abdur Rahim; University of 'Dacca', 1978

Rise of Islam in the Bengal Frontier 1204-1760; Richard M Eaton; Berkley; University of California Press, 1993. This book can be read online at <http://ark.cdlib.org/ark:/13030/ft067n99v9/>

Secondary Civics; National Curriculum & Textbook Board, Dhaka, Second Edition, 2002

Fictional resources

Of Blood and Fire, The Untold Story of Bangladesh's War of Independence; Jahanara Imam; University Press Ltd, Dhaka, 1998

1971 and After, Selected Stories; ed. Niaz Zaman; University Press Ltd, Dhaka, 2001

Web support

These are just a few examples of useful websites:

Online pilot textbook and scheme of work from CIE:

<http://projects.cie.org.uk/banglao>

For additional information on many of the people and events set out in the syllabus, see *Banglapedia: National Encyclopedia of Bangladesh*. It can be most easily accessed on:

<http://www.search.com.bd/banglapedia>

A useful site for bibliographic references: <http://www.questia.com/SM.qst>

Information, from maps to music, about Bangladesh; see mainly for cultural aspects:

<http://www.bangladesh.com>

Interesting reading of Bangladeshi festivals:

<http://www.blss.portsmouth.sch.uk/hsc/cultural/bangladesh.html>

Covering aspects of society and culture:

<http://www.virtualbangladesh.com>

A brief government report on the background of UN Mother Language Day:

<http://www.pmo.gov.bd/21february/index.htm>

PAPER 2 (0449/02)

Environment and Development of Bangladesh

AIMS

This part of the syllabus aims to give candidates a knowledge and understanding of the physical and human environment of Bangladesh and its economic development. The aim is for candidates to develop an understanding of the inter-relationship between people's economic activities and their environment, together with an awareness of some of the challenges and opportunities that arise from living in Bangladesh.

ASSESSMENT OBJECTIVES

The objectives of the examination are to test the candidates' proficiency in the following skills:

Objective (AO)	Description	Approx. Weighting
Objective 1: knowledge with understanding	<ul style="list-style-type: none"> recall specific facts relating to the topics in the syllabus content demonstrate locational knowledge and knowledge of broad economic trends in Bangladesh's development show an understanding of environmental and developmental features and their inter-relationships 	50%
Objective 2: resource skills	<ul style="list-style-type: none"> select, organize and present environmental and developmental facts in written, map and diagrammatic forms use a variety of source materials, including maps, graphs, photographs, diagrams, statistics and written accounts, to interpret and extract relevant information use appropriate terminology 	30%
Objective 3: judgement and decision making	<ul style="list-style-type: none"> express opinions and give evaluations on topics in the syllabus content understand and evaluate different perspectives on topics in the syllabus content 	20%

SCHEME OF ASSESSMENT

Paper 2	1 hour 30 minutes	5 questions set	3 questions chosen	25 marks per question	75 marks total
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Each question may be based on one or more of the ten topics in the syllabus and may involve the interpretation of resource materials.

SYLLABUS CONTENT

The syllabus is divided into two parts, containing a total of 10 topics:

- Environment (Topics 1 to 4)
- Economy and Development (Topics 5 to 10).

It is anticipated that each topic will take approximately half a term to teach.

Environment

Topic 1: Physical features

- (a) Natural topography – location and characteristics of the main landforms: uplands, hills, flood plains, deltaic plains and coastal plains.
- (b) Drainage system
 - i. names and locations of the main rivers – Jamuna-Brahmaputra, Padma, Meghna, Tista and Karnaphuli.
 - ii. characteristics and formation of the main features of these rivers – flood plains, meanders, braiding, ox-bow lakes, deltas.

Topic 2: Climate

- (a) Characteristics of tropical monsoon climate – temperature, rainfall, seasonal variation.
- (b) Factors which contribute to monsoon, depression and thunderstorm rainfall, as well as cyclones.

Topic 3: Natural resources

Their importance to Bangladesh and its sustainable development.

- (a) Forests and biomass – types, distribution and uses (e.g. wood and dung as energy).
- (b) Fish – inland and marine fishing, the main fishing methods and types of fish caught. Developments such as aquaculture.
- (c) Water – uses of the rivers and groundwater (e.g. irrigation, hydro-electric power, transport).
- (d) Minerals – locations and uses (e.g. gas, coal, oil, limestone, china clay, glass/silica sand).

Topic 4: Environmental challenges

The causes, effects, problems and/or benefits and possible solutions of the following:

- (a) Climate change – global warming/greenhouse effect
- (b) Storms
- (c) Floods – rivers, coastal
- (d) Droughts
- (e) Arsenic in groundwater
- (f) Deforestation
- (g) Pollution – water and air.

Economy and Development

Topic 5: Structure and change in the economy since 1947

- (a) The changing share of primary, secondary and tertiary sectors.
- (b) Economic growth in Bangladesh and comparisons with other countries.
- (c) Trends in human development indicators (e.g. health, literacy, life expectancy, poverty, per capita incomes).
- (d) Trends in urbanisation, migration and landlessness.
- (e) Trends in birth rate, death rate and population growth.

Topic 6: Agriculture – the importance of agriculture to Bangladesh

- (a) Factors affecting agricultural production – physical factors (e.g. relief, climate, soil) and human factors (e.g. labour, technology, capital, land fragmentation, chemicals, seeds, irrigation, aid).
- (b) Subsistence/food crops. A study of rice, wheat, pulses and oil seeds showing an awareness of the different environmental requirements of each crop and the processes involved.

- (c) Cash/commercial crops. A study of jute, tea, and sugar cane including the importance of growing such crops and the constraints on the expansion of cash crops. The links with industry.
- (d) The impact of new technologies in agriculture – the Green Revolution.

Topic 7: Industry

- (a) The importance of industrialization to Bangladesh's development. The obstacles to overcome and Bangladesh's success as a rapidly growing economy. The role of the State, the private sector and Multinational Corporations/Companies (MNCs). The impact of policy changes (e.g. the changing role of the public sector, infant industry protection and privatisation).
- (b) Types of industries – cottage industry (e.g. handicrafts), small-scale industry (e.g. garment making) and large-scale industry (e.g. jute). The characteristics of each type and their importance for employment (e.g. gender, age), trade, income and productivity growth.

Topic 8: The service sector

- (a) The informal sector (e.g. includes domestic servants, rickshaw drivers, shop workers) and its importance in the Bangladesh economy. The importance and challenges of moving to high-value added services (e.g. IT related industries).
- (b) Non-governmental Organisations (NGOs) as service delivery organisations (e.g. BRAC, Proshika).
- (c) The importance of the financial sector for enabling investment and mobilising savings (e.g. private sector banks, public sector banks and micro-credit such as Grameen Bank).

Topic 9: Population structure and growth

- (a) Structure – age/sex, rural/urban, ethnic/religious. Demographic concepts of birth rate, death rate, dependency ratio, infant mortality, life expectancy and natural increase.
- (b) Population growth of Bangladesh – reasons (birth and death rates, religious and cultural influences, health and education facilities, etc.), problems caused by growth and possible solutions/policies.
- (c) Rural-urban and international migration. The reasons for population movements and their consequences.

Topic 10: Health and education

- (a) The health care delivery systems (e.g. hospitals, private clinics, NGOs), disease control and ways of improving the quality of life (e.g. nutrition).
- (b) The provision and delivery of education (primary, secondary and tertiary), the public sector versus the private sector, the role of the NGOs and the government in improving literacy. Different educational challenges and their priority. Improving literacy, developing occupational skills and developing professional skills (e.g. professionals and scientists).

ADVICE FOR TEACHERS

1. Teachers are advised to plan their scheme of work on the assumption that each topic will take approximately half a term to teach. As the topics are inter-related, teachers are encouraged to produce as much cohesion as possible between the topics.
2. Examples of these inter-relationships:
 - i. natural topography [1a] with agriculture [6a,b,c].
 - ii. climate [2] with storms, floods and drought [4b,c,d] and agriculture [6a,b,c].
 - iii. natural resources [3] and environmental challenges [4]. (e.g. forests and deforestation).
 - iv. structure and change [5c,d,e] and population structure and growth [9a,b,c].
 - v. industry [7a,b] and literacy [10b].
3. Case studies should be used when planning lessons wherever possible – e.g. examples of farms, industries, pollution, floods, droughts. Field trips, site visits and work in the community can also be used to exemplify topics in the syllabus.
4. The candidates should use and understand the specialist vocabulary for this syllabus. Such examples include: physical factors, human factors, distribution patterns, aquaculture, deforestation, technology, capital, population structure, infant mortality, literacy.
5. Teachers should use diagrams, graphs, maps, tables, newspaper articles, photographs, etc. wherever possible. This will enable the candidates to extract information from them in order to develop their understanding of the topics covered.
6. The syllabus is concerned with a knowledge of broad trends and not necessarily up-to-date statistics.
7. Centres should note that their teaching of this material should reflect the weightings of the Assessment Objectives set out in the syllabus. Whilst knowledge and understanding are important, the syllabus also aims to develop skills in using resources such as maps and graphs. It also aims to stimulate discussion on the issues and challenges raised. Teachers should therefore also develop candidates' resource skills and should encourage candidates to express their opinions and make evaluations (e.g. on environmental challenges, or health and education).
8. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital that close attention is paid to the specimen question paper at the end of this booklet and to other support resources endorsed by the University of Cambridge International Examinations. Candidates should also be encouraged to look at the mark allocations for the questions and plan their length of response and time accordingly.
9. A Scheme of Work, with suggested teaching activities, is available from the University of Cambridge International Examinations.

RESOURCES FOR TEACHERS AND STUDENTS

These are some examples of the teaching resources available:

Bangladesh Environment: Facing the 21st Century; ed. Philip Gain; Society for Environment and Human Development, Dhaka, 2002

Banglapedia: National Encyclopaedia of Bangladesh; 10 vols.; ed. Sirajul Islam; Asiatic Society of Bangladesh, 2003. This is also available on CD (see also website below).

Development Issues of Bangladesh II; eds. A Ali, R Kuddus, SS Andaleeb; University Press Ltd, Dhaka, 2003

Geography of Bangladesh; Haroun Er Rashid; University Press Ltd, Dhaka, 1991

Secondary Economics (Classes IX - X); ed. Dr MA Jalil; National Curriculum and Textbook Board, Dhaka, 1998

Secondary Geography (Classes IX - X); eds. Nazrul Islam, Rowshan Ara Begum; National Curriculum and Textbook Board, Dhaka, 1997

Social Science (Classes IX - X); eds. M. Mofizuddin, A. Haq, K. Nahar, M. Haque; National Curriculum and Textbook Board, Dhaka, 1997

World Atlas; ed. Mosharraf Hossain; Graphosman, Dhaka, 2003

Web support

These are just a few examples of useful websites:

Online pilot textbook and scheme of work from CIE:

<http://projects.cie.org.uk/banglao>

Banglapedia: National Encyclopedia of Bangladesh:

<http://www.search.com.bd/banglapedia>

World Bank Group, for statistical purposes, particularly on development and environmental issues:

<http://devdata.worldbank.org>

Maps of Bangladesh:

<http://www.bangladeshgov.org/bdmaps>

Economy of Bangladesh:

<http://www.nationmaster.com/encyclopedia/Economy-of-Bangladesh>

The Bangladesh Bank, the Central Bank of Bangladesh, has information, data and statistics on aspects of national economic performance and with useful links:

<http://www.bangladesh-bank.org>

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

BANGLADESH STUDIES

0449/01

Paper 1: History and Culture of Bangladesh

May/June

SPECIMEN PAPER

1 hour 30 minutes

Additional Materials: Answer Paper/Booklet

READ THESE INSTRUCTIONS FIRST

Answer **three** questions.

Answer **Question 1** and **two** other questions.

You are advised to spend about 30 minutes on each question.

This document consists of **6** printed pages.

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International Examinations

[Turn over

You must answer this question. Answer ALL parts.

Question 1: The Culture and Heritage of Bangladesh

Part (a)

(i) Who won the Nobel Prize for Literature in 1913?

- A** Farrukh Ahmed
- B** Ahsan Habib
- C** Begum Royeka
- D** Rabindranath Tagore

[1]

(ii) In which field did Jasimuddin contribute to the culture of Bangladesh?

- A** architecture
- B** dance
- C** painting
- D** poetry

[1]

(iii) What is unusual about the songs of Lalon Shah?

- A** He made no written copies of them.
- B** He wrote them all in the same year.
- C** They are all about war.
- D** They were all published abroad.

[1]

(iv) Who wrote 'Kabar', a poem about an old man talking to his grandson in front of his wife's grave?

- A** Jasimuddin
- B** Sufia Kamal
- C** Muhammad Shahidullah
- D** S.M. Sultan

[1]

(v) Begum Rokeya was most famous for her work in which field?

- A** child labour
- B** housing
- C** sanitation
- D** womens' rights

[1]

Part (b)

Why were the poems of Kazi Nazrul Islam important in the culture of Bangladesh?

[8]

Part (c)

Which of the following do you think has played the most important part in shaping the culture of Bangladesh? Explain your answer by writing about all three choices. You must give examples to support your answer.

- folk craft
- religious festivals
- the songs of Rabindranath Tagore

[12]

Choose TWO of Questions 2 to 4.
Answer ALL parts of the two questions you choose.

Question 2: Pre-Mughal Bengal

We know very little about the history of Bengal before the arrival of the Aryans. When the Greeks invaded the north-west of India their writers told of a powerful kingdom in Bengal, but we do not have detailed information about this kingdom. 1

We do know that during the third century BC the Mauryas ruled in north Bengal and spread their influence across other parts. We also know that Bengal became part of the Gupta Empire until the sixth century. After this period there were few capable rulers until Gopala established the Pala dynasty in the eighth century. Later, the Sena dynasty spread across a vast area of Bengal. 5

From the mid-fourteenth century, Bengal experienced a period of independent rule which ended when Ghiyasuddin Mahmood was defeated by Afghan forces in 1538. 10

Part (a)

- (i) When did the Aryans first enter Bengal? [1]
- (ii) Who led the Greek forces which invaded India in 327 BC? [1]
- (iii) During the reign of which emperor was Maurya rule established in north Bengal? [1]
- (iv) Which son of Gopala was the greatest of the Pala rulers? [1]
- (v) Which Afghan leader defeated Ghiyasuddin Mahmood in 1538 AD? [1]

Part (b)

- (i) Describe what you know about the Sena dynasty which 'spread across a vast area of Bengal'. (lines 7-8) [5]
- (ii) Explain why the Pala dynasty was able to establish itself in Bengal and expand its territories up to 781 AD [5]

Part (c)

Which of the following do you think was the greatest Sultan of the Hussain Shahi dynasty?

Explain your answer by writing about all three Sultans.

- Alauddin Hussain Shah
- Nasiruddin Abdul Nusrat Shah
- Ghiyasuddin Mahmood Shah [10]

Question 3: The British Period

Reasons for the War of Independence against the British

British rule in the Indian sub-continent was very unpopular. The local people thought that the British treated them as if they were inferior. The Doctrine of Lapse was particularly unpopular. 1

There were also reasons for discontent amongst members of the armed forces. Most of the soldiers in the East India Company's army were Indian, but the officer class was almost entirely British. This caused great resentment. The war finally began over the issue of greased cartridges. 5

The Indians thought that they had been forced to rise up by British mistreatment. But the British thought that the war was a sign of disloyalty and punished the Indians severely.

Part (a)

- (i) In what year did this War of Independence begin? [1]
- (ii) Who was Governor-General at that time? [1]
- (iii) Who was the Mughal Emperor at that time? [1]
- (iv) What name did the British give to the War of Independence? [1]
- (v) What happened to the East India Company after the War of Independence? [1]

Part (b)

- (i) Describe what you know about the 'Doctrine of Lapse'. (line 2) [5]
- (ii) Why did the 'issue of greased cartridges' (lines 5-6) make the war start? [5]

Part (c)

'The Indians thought they had been forced to rise up against the British, but the British thought that the war was a sign of disloyalty'. Explain these differing views, remembering to include reasons that are **not** given in the passage. [10]

Question 4: From Pakistan to Bangladesh

In 1947, East Bengal became part of the new country, Pakistan. However, it soon found that it did not always agree with decisions made by the Pakistan central government and relations between West Pakistan and East Bengal (East Pakistan) were often very poor. 1

In 1966, Sheikh Mujibur Rahman issued a charter of demands which became known as the Six Point Programme. The Pakistan government arrested Sheikh Mujibur Rahman and many other leaders of the Awami League. Two years later the government tried to have him convicted in a false treason case. 5

Relations between East and West Pakistan further deteriorated when the Awami League scored an overwhelming victory in the 1970 elections to the National Assembly. Yahya Khan took steps to prevent Sheikh Mujibur Rahman from becoming Prime Minister and in 1971 the people of East Pakistan were forced to engage in a freedom struggle to establish an independent Bangladesh. 10

Part (a)

- (i) Which language was made the state language of Pakistan in 1947? [1]
- (ii) Which organisation was set up to support the cause of Bangla as a state language? [1]
- (iii) What was the name of the false treason case against Sheikh Mujibur Rahman and other officials from East Pakistan? [1]
- (iv) How many of East Pakistan's 169 National Assembly seats were won by the Awami League in 1970? [1]
- (v) Why did Major Ziaur Rahman appear at Kalurghat Swadhin Bangla Radio Station on 26 March 1971? [1]

Part (b)

- (i) Write what you know about Sheikh Mujibur Rahman's Six Point Programme. (lines 4-5) [5]
- (ii) Why did Yahya Khan take steps to prevent Sheikh Mujibur Rahman from becoming Prime Minister of Pakistan after the 1970 elections? [5]

Part (c)

Which of the following do you think was the most important reason for the success of Bangladesh in winning its independence from Pakistan? Explain your answer by writing about **all three** choices.

- help received by Bangladesh from other countries
- the freedom struggle organized by the Bangladeshi government in exile
- the spirit of determination of the people of Bangladesh [10]

SPECIMEN MARKING SCHEME

0449/01

History and Culture of Bangladesh

This specimen marking scheme is neither exhaustive nor prescriptive. It is an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners award marks. It only provides notes and does not give detailed sample answers. It does not indicate the details of the discussions that take place at an Examiners' meeting before marking begins; it would be amended at this meeting prior to marking the candidates' scripts.

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.

INTRODUCTION

The questions on Specimen Paper 1 divide into three distinct types:

- questions which are either correct (and score one mark) or are incorrect (and score zero). These can be found in **Part (a)** of each of the four questions on the paper.
- questions which require candidates to relate historical information without analysis. These will usually be found in **Part (b) (i)** of **questions 2 to 4** and will be marked on a 'one point = one mark basis'.
- questions where there is a hierarchy of correct responses, usually in **Part (b) of Question 1, Part (b) (ii) of Questions 2 to 4** and in all **Part (c)** questions. For such answers, a 'levels of response' mark scheme is used. The candidate's response is placed in a level **according to the best part of the answer** and the mark within that level is awarded according to the criteria set out in the mark scheme.

Question 1 The Culture of Bangladesh

Part (a)

One mark is awarded for each correct answer.

The correct answers are:

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

Part (b)

Level One: Answers which give a generalised comment about the importance or work of Kazi Nazrul Islam, but do not give examples of his work or importance. 1-2 marks

Reserve one mark for very simplistic statements.

Level Two: Answers which describe the work of Kazi Nazrul Islam but make no comment on his importance. 3-5 marks

Marks within the level should be based upon the amount of supporting detail provided.

Level Three: Answers which use their knowledge of the work of Kazi Nazrul Islam to show his importance. 5-8 marks

Marks within the level should be based upon the number of evaluative comments made and the degree of support given to those comments.

Part (c)

Level One: Answers which do no more than describe the example(s) given in the question without considering their importance 1-6 marks

Up to 2 marks for each example. Therefore three detailed descriptions would score 6 marks.

Level Two: Answers which assess the importance of the example(s) given. 7-12 marks

Up to 2 marks for each example assessed. Therefore:

- One example assessed = 7/8 marks
- Two examples assessed = 9/10 marks
- Three examples assessed = 11/12 marks.

N.B. Assessment must be fully explained and supported to reach this level. General comments such as 'religious festivals are very important in drawing people together and making them united' should be marked at Level One.

QUESTIONS 2 TO 4

All Part (a) answers are marked in the same way. One mark is awarded for each correct answer up to a maximum of five marks.

All Part (b) answers are usually marked in the same way:

- (i) One mark is awarded for each explained fact up to a maximum of 5 marks.
- (ii) For the explanation, a 'levels of response' mark scheme is used up to a maximum of five marks.

All Part (c) answers will be marked in a similar way (according to level of response) up to a maximum of 10 marks. However, differences in question types will necessitate some variations.

Question 2: Pre-Mughal Bengal

Part (a)

One mark is awarded for each correct answer.

The correct answers are:

- (i) before 2000 B.C.
- (ii) Alexander (the Great)
- (iii) Asoka
- (iv) Dharmapala
- (v) Sher Shah

Part (b)

- (i) 1 mark is awarded for each explained fact, up to a maximum of five marks.
- (ii) The following levels are used:

Level One: Answers which write about the designated topic with no explanation, or list reasons rather than explain them 1-2 marks

Level Two: Answers which explain ONE reason 3-4 marks

Level Three: Answers which explain TWO OR MORE REASONS 4-5 marks

Part (c)

Level One: Answers which do no more than describe the life or work of the example(s) given in the question without considering their 'greatness' 1-5 marks

Up to 2 marks for each example up to a maximum of 5 marks. Therefore three detailed descriptions would score 5 marks.

Level Two: Answers which assess the 'greatness' of the example(s) given. 5-10 marks

Up to 2 marks for each example assessed. Therefore:

One example assessed = 5/6 marks

Two examples assessed = 7/8 marks

Three examples assessed = 9/10 marks.

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

Question 3: The British Period

Part (a)

- (i) 1857
- (ii) Lord Canning
- (iii) Bahadur Shah II
- (iv) the Indian Mutiny or the Indian Revolt
- (v) It was dissolved

Part (b)

- (i) 1 mark is awarded for each explained fact up to a maximum of 5 marks.
- (ii) The following levels are used:

Level One: Answers which write about the designated topic with no explanation, or list reasons rather than explain them 1-2 marks

Level Two: Answers which explain ONE reason 3-4 marks

Level Three: Answers which explain TWO OR MORE REASONS 4-5 marks

Part (c)

Level One: Answers which describe one or both attitudes 1-3 marks

One attitude described = 1-2 marks

Two attitudes described = 2-3 marks

Level Two: Answers which use the information in the passage to explain the difference. 4-5 marks

Level Three: Answers which use contextual knowledge to support reasons for one/both attitudes 6-10 marks

Up to 3 marks for each attitude explained. Therefore:

One attitude explained 6-8 marks

Both attitudes explained 8-10 marks

The number of marks given to each explanation should be based on the degree to which contextual knowledge is used.

Question 4: From Pakistan to Bangladesh

Part (a)

- (i) Urdu
- (ii) the Language Movement
- (iii) the Agartala Conspiracy Case
- (iv) 167
- (v) to make a declaration of independence

Part (b)

- (i) 1 mark is awarded for each explained fact up to a maximum of 5 marks.
- (ii) The following levels are used:

Level One: Answers which write about the designated topic with no explanation, or list reasons rather than explain them 1-2 marks

Level Two: Answers which explain ONE reason 3-4 marks

Level Three: Answers which explain TWO OR MORE REASONS 4-5 marks

Part (c)

Level One: Answers which do no more than describe the example(s) given in the question without considering their importance in bringing success 1-5 marks

Up to 2 marks for each example to a maximum of 5 marks. Therefore, three detailed descriptions would score 5 marks.

Level Two: Answers which assess the importance of the example(s) given. 7-10 marks

Up to 2 marks for each example assessed. Therefore:

One example assessed = 5/6 marks

Two examples assessed = 7/8 marks

Three examples assessed = 9/10 marks.

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

Mark allocations in this specimen paper against weightings for Assessment Objectives (AOs)

The allocation of marks across the assessment objectives (AOs) in this specimen paper is shown in the table below:

	AO1	AO2	AO3	A04	Marks
1 a	5				5
b	3	5			8
c	3	2	7		12
2 a	3			2	5
b (i)	4			1	5
b (ii)	2	3			5
c	2	2	6		10
3 a	3			2	5
b (i)	4			1	5
b (ii)	2	3			5
d	2	2	6		10
4 a	3			2	5
b (i)	4			1	5
b (ii)	2	3			5
c	2	2	6		10
Total	44	22	25	9	100
Percentage	44%	22%	25%	9%	100%

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

BANGLADESH STUDIES

0449/02

Paper 2: Environment and Development of Bangladesh

May/June

SPECIMEN PAPER

1 hour 30 minutes

Additional Materials: Answer Paper/Booklet

READ THESE INSTRUCTIONS FIRST

Answer any **three** questions.

Sketch maps and diagrams may be drawn to illustrate an answer.

You are advised to spend about 30 minutes on each question.

This document consists of **9** printed pages.

IB04 06_0449_02/RP
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UNIVERSITY of CAMBRIDGE
International Examinations

[Turn over

Answer any THREE questions.
Answer ALL parts of the questions you choose.

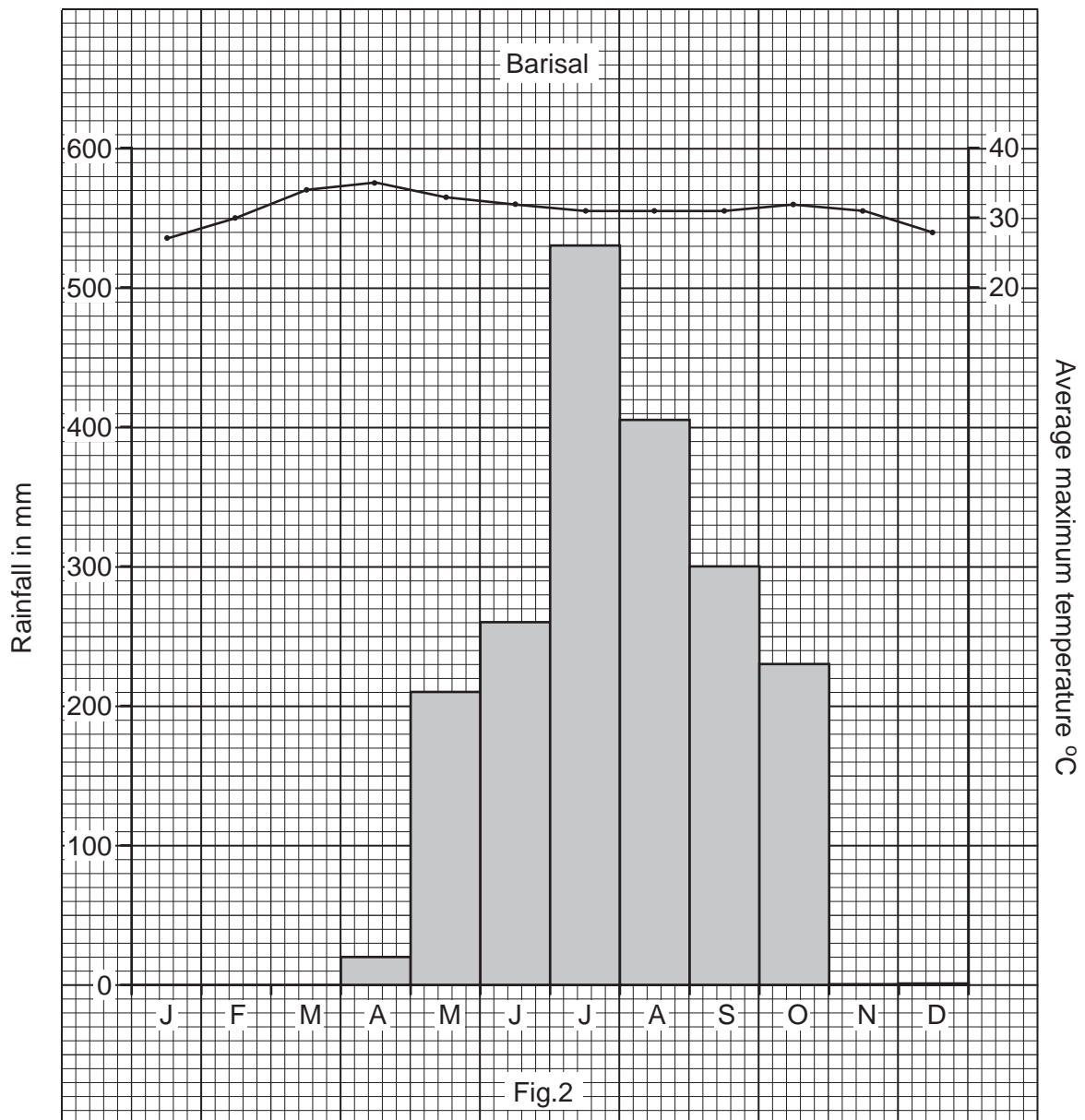
1 (a) Study Fig.1.



Fig.1

- (i) Describe the main physical features of the shaded area **A**. [5]
- (ii) Why is area **A** suitable for the generation of hydro-electric power? Give **two** reasons. [2]
- (iii) Name rivers **B** and **C**. [2]
- (b) The delta of the Ganges-Brahmaputra river system covers a large area of Bangladesh. With the aid of a labelled diagram(s) describe how a delta is formed. [6]
- (c) Flooding by rivers, especially August to October, is a serious problem in Bangladesh.
- (i) Explain why the rivers flood. [5]
- (ii) How effective are the methods used to control floods? Give reasons for your answer. [5]

2 (a) Fig.2 is a climate graph for Barisal.



- (i) What is the rainfall in the wettest month? [1]
- (ii) Using Fig.2 only, describe the distribution of rainfall in Barisal. [3]
- (iii) Describe the temperature pattern for Barisal, including the range of temperature. [3]
- (b) The heaviest rainfall occurs in the monsoon season.
- (i) What is meant by the term 'monsoon'? [2]
- (ii) Explain how the reversal of winds causes monsoons. [5]

- (c) What effects do you think droughts have on farmers' lives? [4]
- (d) Installing deep tube wells to help overcome the effects of droughts has resulted in arsenic contamination in the water. Explain the causes of arsenic contamination **and** describe its effects. [7]

3 (a) Describe **two** differences between subsistence agriculture and commercial agriculture. [2]

(b) The main food crop of Bangladesh is rice.
State the natural inputs that allow rice to be grown in Bangladesh. [5]

(c) Fig. 3A shows rice production in Bangladesh and Fig. 3B shows the acreage of rice.

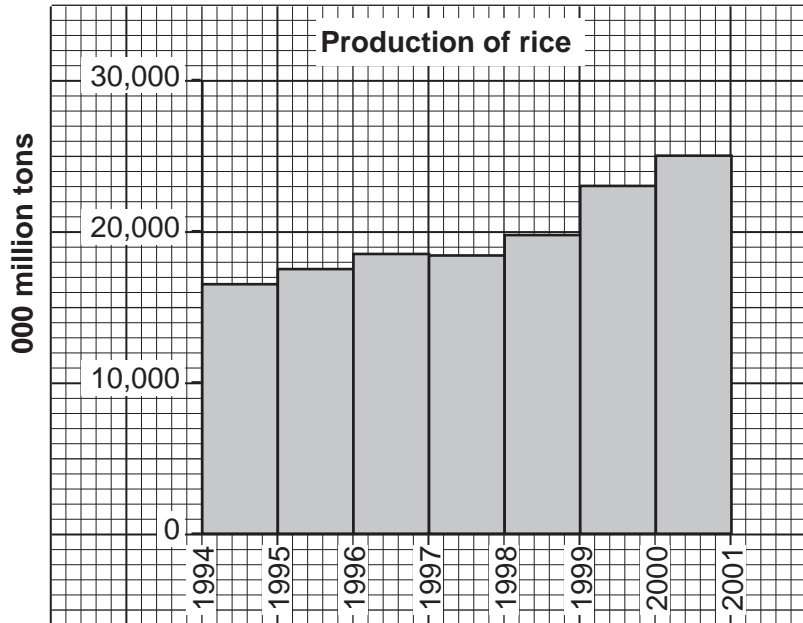


Fig.3A

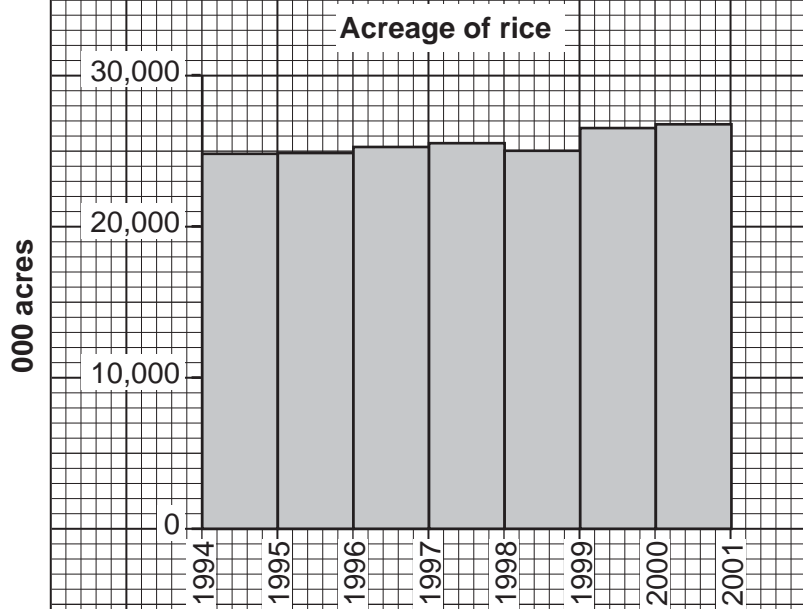
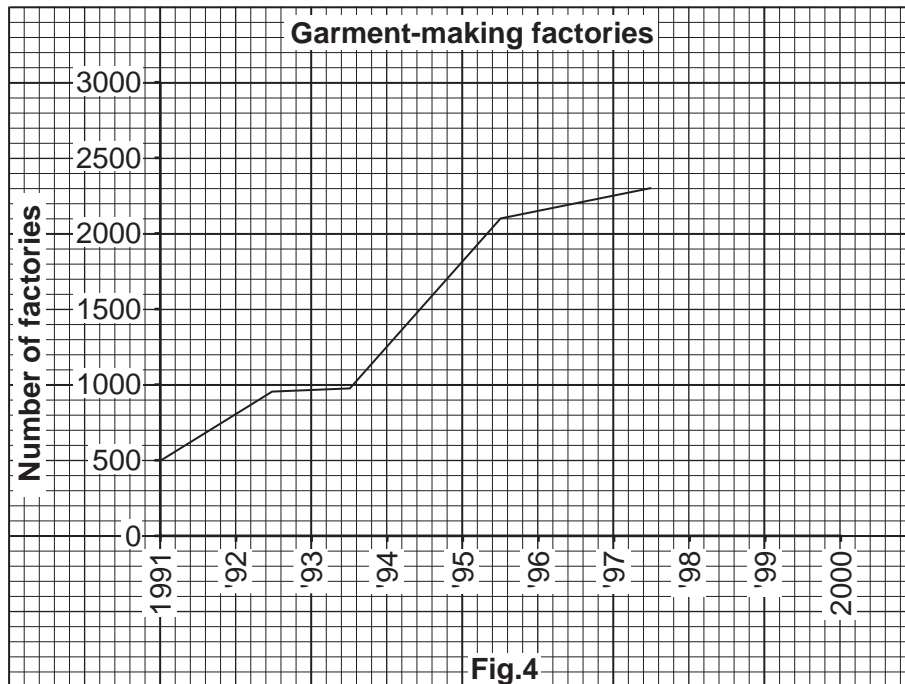


Fig.3B

- (i) Using Figs 3A and 3B, describe the trends shown in rice production and acreage. [4]
- (ii) How does Fig. 3 show that the yield (the amount produced per acre) of rice has changed between 1994 and 2001? [2]
- (iii) Explain how new developments such as the 'Green Revolution' have resulted in the trends shown in rice production. [6]
- (d) Do you consider that it is important to increase **both** food **and** cash crop production in Bangladesh? Give reasons for your answer. [6]

- 4 (a) (i) With the use of examples, describe the main features of cottage industries in Bangladesh. [4]
- (ii) In which ways do you think cottage industry helps women in Bangladesh? [4]

(b) Fig. 4 shows the number of garment-making factories between 1991 and 1998.



With the help of Fig.4, describe the importance of the ready-made garment industry to Bangladesh, including employment and trade. [4]

(c) Using Fig. 4, predict the likely number of garment-making factories in Bangladesh in the year 2000. Explain your answer. [2]

(d) One of the environmental problems of industrialisation has been pollution.

With reference to examples, describe the impact industry has had on the environment. [4]

(e) Other industries are not progressing at such a fast rate as the garment industry.

What could the government do to help to encourage industrialisation in Bangladesh? [7]

5 (a) What is meant by:

(i) birth rate

[1]

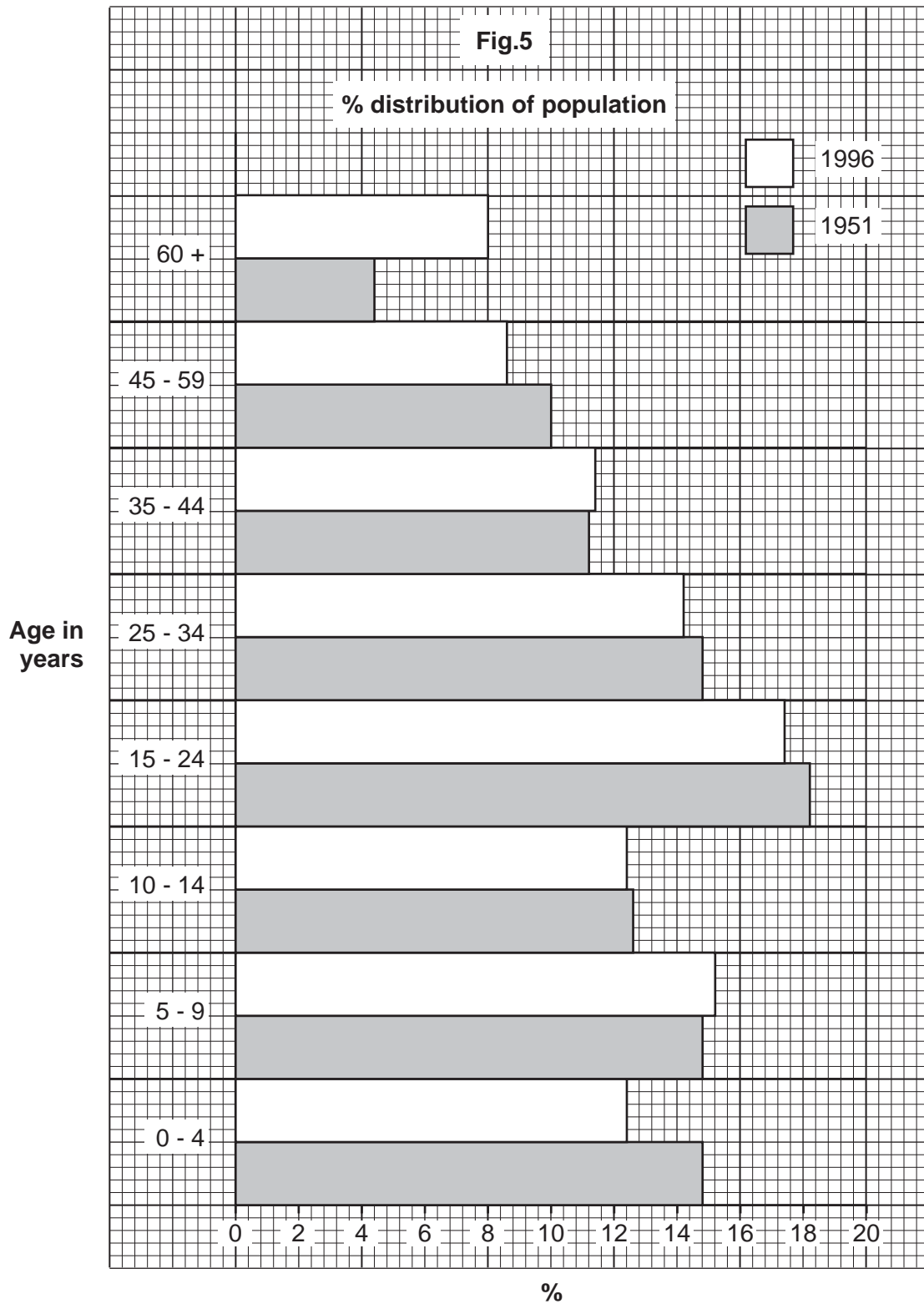
(ii) infant mortality

[1]

(iii) natural increase?

[2]

(b) Fig.5 shows the percentage distribution of population by age groups.



(i) Which age group had the largest increase between 1951 and 1996? Give reasons for this increase. [4]

(ii) Which age group had the largest decrease between 1951 and 1996? Give reasons for this decrease. [4]

(c) Some people emigrate from Bangladesh to Europe.

What are the advantages **and** disadvantages of this international migration for Bangladesh?[4]

(d) **Adult Illiteracy Rates for 2000**

	Rural	Urban
Male	43 %	24 %
Female	61 %	38 %

(i) Why is female illiteracy higher than male illiteracy? [4]

(ii) Why is illiteracy higher in rural areas than urban areas? [2]

(iii) How does illiteracy affect employment prospects? [3]

Copyright Acknowledgements:

Map (Fig. 1) adapted from World Atlas – Graphosman (ISBN-984-8108-02-5)

All data for graphs, Figs. 2,3,4 and 5, taken from 2001 Statistical Yearbook of Bangladesh – Bangladesh Bureau of Statistics (ISBN-984-508-507-5)

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SPECIMEN MARKING SCHEME

0449/02

Environment and Development of Bangladesh

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1. (a) (i) highland area
highest in the south-east
highest peak – 898 metres
steep slopes
in the west – rounded foothills
ravines/valleys
main river – Karnaphuli
waterfalls
trellis drainage pattern in the east
5 at 1 mark [5]
- (ii) suitable relief – steep-sided valleys
valley dammed – Lake Kaptai - many rivers feed into it
high rainfall
2 at 1 mark [2]
- (iii) B – Tista River
C – Padma River [2]
- (b) deposition
heavy load carried by river
river's speed checked as it enters the sea
shallow water
no currents/strong tides
sheltered/calm sea
salt water causes fine mud to coagulate
deposition along tributaries
distributaries
advances seaward
- For full marks there must be a labelled diagram. If there is text – mark the diagram first then the text, but no double marking.
6 at 1 mark [6]
- (c) (i) Deforestation in the Himalayas
less interception – more surface run-off
soil erosion – silting
heavy rainfall – rapid surface run-off
high water table
snow melt in the Himalayas
5 at 1 mark [5]
- (ii) No mark for 'not effective/very effective'. Need reasons.
Flood Action Plan – international organisation
embankments – allow elaboration – change environment, less silt, water logging
canals and channels
sluice gates
barrages
dams in India - Farraka
5 at 1 mark [5]
- Total 25 marks**

2. (a) (i) 530 mm [1]
- (ii) seasonal
 high March to October
 heaviest July and August
 no rain/drought January to March
 very little April, November and December
 3 at 1 mark [3]
- (iii) range of 8°C
 high temperature
 uniform May to November
 highest in April
 3 at 1 mark [3]
- (b) (i) seasonal winds that bring heavy rainfall [2]
- (ii) high pressure over Australia
 low pressure over Indian sub-continent because of high temperatures
 winds blow from high pressure to low pressure
 winds blow across Indian Ocean – moisture laden
 5 at 1 mark [5]
- (c) crops die
 livestock die
 lack of food/starvation
 malnutrition
 lack of income
 poor harvest
 4 at 1 mark [4]
- (d) increased use of groundwater
 iron and manganese compounds dissolve
 increased irrigation caused aquifers to drop – compounds exposed to
 oxygen and release arsenic
 percolate into water table during monsoon season
 poisons body – cancer of skin, lungs, bladder, kidneys
 changes skin pigmentation and thickens - gangrene
 kidney and liver problems
 breathing problems
 Allow elaboration
 7 at 1 mark [7]

Total 25 marks

3. (a) subsistence – used by farmer and family
 little surplus for sale
 commercial – grow to sell – income for farmer
 2 at 1 mark [2]
- (b) Flat, low-lying land
 alluvial soils – from flooding of rivers
 water retaining soils
 temperatures 16°C – 27°C
 rainfall high – 1000 to 3000 mm
 5 at 1 mark [5]
- (c) (i) production – increased
 steady at first/1994 to 1998
 highest increase after 1999
 acreage remained steady
 only slight increase
 decreased 1998 –1999 but rice production rose
 4 at 1 mark [4]
- (ii) Amount of land use similar, but more rice produced
 Therefore higher yield – more rice per acre of land
 2 at 1 mark [2]
- (iii) HYV seeds
 irrigation
 fertilisers
 insecticides/pesticides
 technology/machinery
 co-operatives
 loans
 Allow elaboration
 6 at 1 mark [6]
- (d) No mark for yes/no/ maybe. Mark reasons.
 Food crops – increased population
 improved standard of living
 better nutrition
 better state of health
 reduces imports – money could be spent on developments
 Cash crops – needed for industry as raw materials – examples
 increased income/GNP/foreign exchange
 leads to other industries – fertilisers, irrigation equipment, tractors
 Allow elaboration
 6 at 1 mark [6]
- Total 25 marks**

4. (a) (i) small
in the home
family labour
women and children employed
low capital
local raw materials
use traditional crafts and methods
examples to 2 marks max.
Allow elaboration
4 at 1 mark [4]
- (ii) employment
self esteem
helps family income
develop skills
Allow elaboration
4 at 1 mark [4]
- (b) high increase in number of factories
source of foreign exchange – 55% export earnings
exports to 50 countries – US, Canada, France, Italy, Germany, UK
increased employment
particularly women (80% workforce)
Allow elaboration
4 at 1 mark [4]
- (c) 2500 (accept up to 2700)
Based on same trend as middle 1995 onwards
2 at 1 mark [2]
- (d) waste and effluents from heavy industries e.g. along Karnaphuli River
lower oxygen levels
fish and aquatic life die
smells from effluents in reservoirs and rivers
air pollution – toxic gases
examples – 1 mark (e.g. tanneries, fertiiser factories, chemical works,
paper mills)
4 at 1 mark [4]
- (e) encourage technical education
encourage private and foreign initiatives (MNCs)
provide industrial loans
improve transport and communications
research relating to industry
infant industry protection
Allow elaboration
7 at 1 mark [7]
- Total 25 marks**

5. (a) (i) the number of babies born per 1000 of the population per year [1]
- (ii) the number of babies per 1000 who die before their first birthday [1]
- (iii) the difference between birth rate and death rate, not including migration [2]
- (b) (i) 60+ reserve 1 mark
- improved standard of living
- improved health care
- improved food/nutrition
- improved sanitation
- cleaner water supplies
- improved living conditions
- 3 at 1 mark [4]
- (ii) 0-4 reserve 1 mark
- family planning programmes
- education/awareness
- empowerment of women - careers
- lower infant mortality - fewer babies born
- 3 at 1 mark [4]
- (c) money sent back to family
- relieves population pressure
- relieves pressure on land/farms
- brain drain – professionals leave
- young men leave
- 4 at 1 mark [4]
- (d) (i) traditional beliefs
- low social status
- discrimination
- early marriages
- lack of schools
- Allow elaboration
- 4 at 1 mark [4]
- (ii) fewer schools
- lower skills required in employment
- Allow elaboration
- 2 at 1 mark [2]
- (iii) low paid jobs
- unskilled jobs
- newer jobs - e.g. IT - require education
- Allow elaboration
- 3 at 1 mark [3]
- Total 25 marks**

Mark allocations in this specimen paper against weightings for Assessment Objectives (AOs)

The allocation of marks across the assessment objectives (AOs) in this specimen paper is shown in the table below:

	AO1	AO2	AO3	Marks
1 a	6	3		9
b	2	4		6
c	5		5	10
2 a		7		7
b	7			7
c			4	4
d	7			7
3 a	2			2
b	5			5
c	6	6		12
d			6	6
4 a	4		4	8
b		4		4
c		2		2
d	4			4
e	5		2	7
5 a	4			4
b		8		8
c			4	4
d	9			9
Total	66	34	25	125
Percentage	52.8%	27.2%	20%	100%

GRADE DESCRIPTIONS

A **Grade A** candidate will be expected to:

- communicate in a clear and coherent manner using appropriate terminology
- accurately recall, select and deploy relevant knowledge and understanding
- make well-balanced judgements on environmental, developmental or historical issues, by evaluating differing viewpoints and solutions
- demonstrate a thorough understanding of concepts and themes such as inter-relationships, cause and consequence, continuity and change and similarity and difference, using accurate and relevant evidence
- accurately comprehend and analyse a variety of historical documents and geographical resources.

A **Grade C** candidate will be expected to:

- communicate in a coherent manner using appropriate terminology
- recall, select and deploy relevant knowledge and understanding
- make balanced judgements on environmental, developmental or historical issues by recognising differing viewpoints and solutions
- demonstrate an understanding of concepts and themes such as inter-relationships, cause and consequence, continuity and change and similarity and difference, using limited evidence
- comprehend and interpret a variety of historical documents and geographical resources.

A **Grade F** candidate will be expected to:

- communicate in an understandable form, using simple terminology
- recall a limited amount of accurate and relevant knowledge
- recognise at a basic level the existence of differing values that influence environmental, developmental or historical issues
- demonstrate a basic understanding of concepts and themes such as inter-relationships, cause and consequence, continuity and change and similarity and difference
- comprehend and interpret a variety of historical documents and geographical resources in a limited way.