

Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE
in
Bangladesh Studies (4BN0)

Paper 2: The Land, People and
Economy of Bangladesh

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
- 2 mark bands
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- 3 mark bands
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- 4 mark bands
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

Question Number	Answer	Mark
1(a)(i)	<ul style="list-style-type: none"> • Myanmar (Burma) 	(1)

Question Number	Answer	Mark
1(a)(ii)	<ul style="list-style-type: none"> • Bay of Bengal 	(1)

Question Number	Answer	Mark
1(a)(iii)	<ul style="list-style-type: none"> • Keokradong (Saka Haphong • also allow Mowdok Mual or Dumlong 	(1)

Question Number	Answer	Mark
1(b)(i)	<ul style="list-style-type: none"> • 160 million (+ or – 10%) 	(1)

Question Number	Answer	Mark
1(b)(ii)	<ul style="list-style-type: none"> • Chittagong 	(1)

Question Number	Answer	Mark
1(b)(iii)	<ul style="list-style-type: none"> • Textiles or ready made clothing/garments 	(1)

Question Number	Answer	Mark
1(c)(i)	<ul style="list-style-type: none"> • Gross domestic product 	(1)

Question Number	Answer	Mark
1(c)(ii)	<p>Any three of the following:</p> <ul style="list-style-type: none"> • life expectancy • literacy rate • persons per doctor • infant mortality • daily calorie intake. <p>Allow any other more general indicator such as industrialisation, good transport network, slowing rate of population increase, etc..</p>	(3)

Question Number	Answer	Mark
1(c)(iii)	<ul style="list-style-type: none"> • Economic globalisation (globalisation) 	(1)

Question Number	Answer	Mark
1(d)(i)	<ul style="list-style-type: none"> • Saudi Arabia; • Malaysia • Middle East states (Dubai, Qatar etc.) 	(2)

Question Number	Answer	Mark
1(d)(ii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • remittances or send money back to family/community • eases under- and un-employment in Bangladesh • returning emigrants bring back skills and education. 	(2)

Question Number	Answer	Mark
2(a)(i)	<ul style="list-style-type: none"> • North-east Bangladesh (Sylhet region). 	(1)

Question Number	Answer	Mark
2(a)(ii)	<p>Must make reference to intensity of rainfall plus comment on slope steepness.</p> <p>Might also make the point that flash floods are also encouraged on bare slopes.</p>	(2)

Question Number	Answer	Mark
2(a)(iii)	<ul style="list-style-type: none"> • earthquake • landslide • tsunami • tornado 	(1)

Question Number	Answer	Mark
2(b)(i)	<ul style="list-style-type: none"> • seasonal reversal of wind direction (SE to NW) • summer rain • winter drought 	(3)

Question Number	Answer	Mark
2(b)(ii)	<ul style="list-style-type: none"> • slightly warmer in winter and cooler in summer; • higher rainfall <p>Look for any other reasonable marking points.</p>	(2)

Question Number		Indicative content
2(c)		<ul style="list-style-type: none"> • Strengthen river banks by raising levees. • Building sea walls. • Keeping settlement away from the lowest lying high risk parts of flood plains/coast. • Managing or replanting mangrove forests. • Improving warning systems. • Providing emergency shelters away from flood zones. <p>Be sure to reward answers that make a distinction between coastal and river flooding..</p>
Level	Mark	Descriptor
Level 1	1-2	Simple statements about 1 or 2 ways.
Level 2	3-4	Developed statements about at least 2 ways.
Level 3	5-6	Thorough response appreciating that some ways are more feasible and likely than others. Specific references to both deaths and damage, one example of each at least.

Question Number	Answer	Mark
3(a)(i)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • sediment • deposition • coastal; • many distributaries • flat • low-lying • area crossed by many rivers. 	(2)

Question Number	Answer	Mark
3(a)(ii)	<p>Any one of the following:</p> <ul style="list-style-type: none"> • both are accumulations of sediment deposited by rivers • both are relatively flat areas • both are low-lying • both in lower courses of rivers. 	(1)

Question Number	Answer	Mark
3(a)(iii)	<ul style="list-style-type: none"> • Flood plains are built up by rivers on valley floors during times of flooding; deltas develop where a river enters the sea. 	(1)

Question Number	Answer	Mark
3(b)(i)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • mangrove • tropical deciduous • tropic evergreen (allow monsoon forest). 	(2)

Question Number	Answer	Mark
3(b)(ii)	<p>Any three of the following:</p> <ul style="list-style-type: none"> • timber for building • timber for furniture • fuelwood • medicines • food (honey, fruit, nuts) 	(3)

Question Number	Indicative content	
3(c)	<ul style="list-style-type: none"> • Increasing demand for food. • Fish are a vital part of basic (balanced) diet. • Over-fishing of wild stocks. • Valuable export of crustaceans. 	
Level	Mark	Descriptor
Level 1	1-2	Simple statements about 1 or 2 reasons.
Level 2	3-4	Developed statements about at least 2 reasons.
Level 3	5-6	Thorough response with some evidence of evaluation. Should make reference to both fish and crustaceans.

Question Number	Answer	Mark
4(a)(i)	<ul style="list-style-type: none"> • 16.8 per 1000 	(1)

Question Number	Answer	Mark
4(a)(ii)	<ul style="list-style-type: none"> • In all developing countries, the death rate is lower than the birth rate. • The death rate has been lowered by better healthcare and diet. • Birth rate remains high as it has not been greatly affected by birth control. <p>Look for any other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
4(a)(iii)	<ul style="list-style-type: none"> • Dhaka 	(1)

Question Number	Answer	Mark
4(a)(iv)	<p>Any two of the following.</p> <ul style="list-style-type: none"> • lack of employment • overloaded health and educational services • insufficient and inadequate housing • overstretched physical infrastructure. 	(2)

Question Number	Answer	Mark
4(b)(i)	<ul style="list-style-type: none"> • It is the number of children who die before their first birthday. The number is usually expressed per 1000 live births 	(1)

Question Number	Answer	Mark
4(b)(ii)	It shows the make-up of a population in terms of gender and age.	(2)

Question Number	Indicative content	
4(c)	<p>Bangladesh is often claimed to be very homogenous society, but that really only holds for religion – there is a small Hindu component which has its own divisive caste system.</p> <p>There are at least three strong divisions within contemporary society between: 1) a rich elite and the masses of the poor, and 2) males and females – the latter continue to be denied equal opportunities. There are also some ethnic minorities. 3) Between urban and rural areas.</p> <p>Look for any other reasonable marking points.</p>	
Level	Mark	Descriptor
Level 1	1-2	Simple statements about one aspect of diversity - most likely rich and poor.
Level 2	3-4	Developed statements about one or two aspects of diversity.
Level 3	5-6	Some degree of qualification – e.g. whether diversity is increasing / decreasing; emphasis on religious unity, etc. Should address the rich/poor divide and the gender issue.

Question Number	Answer	Mark
5(a)(i)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • transport • high-rise development • mix of high-rise and lower buildings • litter • shops and a variety of catering outlets • advertising • electricity supply. 	(2)

Question Number	Answer	Mark
5(a)(ii)	<ul style="list-style-type: none"> • It is the process by which an increasing percentage of the population lives in towns and cities. 	(1)

Question Number	Answer	Mark
5(a)(iii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • economic development, especially the expansion of secondary and tertiary activities • rural-urban migration • high rate of natural increase. 	(2)

Question Number	Answer	Mark
5(b)(i)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • less pollution • less congestion and possible better housing • extended family/community support. 	(2)

Question Number	Answer	Mark
5(b)(ii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • more advertising of the 'costs' of urban living • improving social services • encouraging economic activities other than farming • improving agriculture • improving infrastructure of rural areas. 	(2)

Question Number	Indicative content	
5(c)	<p>Problems:</p> <ul style="list-style-type: none"> • too much slum housing • high levels of water and air pollution; • traffic congestion; • inadequate social services • unemployment and under-employment. 	
Level	Mark	Descriptor
Level 1	1-2	Simple statements about 1 or 2 problems
Level 2	3-4	Developed statements about at least 2 problems
Level 3	5-6	Thorough response involving at least 3 problems. May attempt to evaluate.

Question Number	Answer	Mark
6(a)(i)	<ul style="list-style-type: none"> • Rice 	(1)

Question Number	Answer	Mark
6(a)(ii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • HYV seedstock • mechanisation • pesticides & herbicides • irrigation. 	(2)

Question Number	Answer	Mark
6(a)(iii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • overuse of artificial fertilisers causing water pollution • farmers ran into debt paying for HVY seeds, fertilisers and pesticides • overuse of irrigation causing salinisation • raised the cost of food. 	(2)

Question Number	Answer	Mark
6(b)(i)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • textile (cotton) • jute (sisal) • sugar (cane) • food and drink (fruit, vegetables, tea) • paper (i.e. based on cultivated trees) 	(2)

Question Number	Answer	Mark
6(b)(ii)	<p>Any of two of the following:</p> <ul style="list-style-type: none"> • small-scale family-run operations • produce a variety of goods • use many different raw materials • often provide employment for women • originated in rural areas but many found now in towns and cities. 	(2)

Question Number	Indicative content	
6(c)	<ul style="list-style-type: none"> • It provides employment. • It means regular wages for employees. • Produces goods for export that can earn foreign currency. • Reduces the need to import goods. • Reduces the dependency on agriculture. • Improvement in infrastructure to help manufacturing. <p>Reward any other credible reasons.</p>	
Level	Mark	Descriptor
Level 1	1-2	Simple statements about 1 or 2 reasons.
Level 2	3-4	Developed statements about at least 2 reasons.
Level 3	5-6	Thorough response involving at least 3 reasons. May attempt to evaluate.

Question Number	Answer	Mark
7(a)(i)	<p>Any one of the following:</p> <ul style="list-style-type: none"> • river / water transport (incl. ferries) • pipelines. 	(1)

Question Number	Answer	Mark
7(a)(ii)	<ul style="list-style-type: none"> • Provides 'door-to-door' transport. • Reaches remote areas that have no rail connection. 	(2)

Question Number	Answer	Mark
7(a)(iii)	<ul style="list-style-type: none"> • Can carry much bigger loads (of people and goods). • Cheaper per unit of distance covered. 	(2)

Question Number	Answer	Mark
7(b)(i)	<p>Any one of the following:</p> <ul style="list-style-type: none"> • retailing • professional services (solicitor, etc.) • commercial services (banking, etc.) • administration / government • transport • any other valid service 	(1)

Question Number	Answer	Mark
7(b)(ii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • the larger the sector in terms of % contribution to GDP, the higher the level of development • it indicates that people have money to spend on non-essential services; • the larger the amount of disposable income the higher the level of development. 	(3)

Question Number	Indicative content	
7(c)	<ul style="list-style-type: none"> • Foreign companies becoming involved in production of primary commodities (jute, tea, natural gas). • New factories being set up by both domestic and TNC owners to produce goods that are sold both in Bangladesh and overseas. • Imports of foreign manufactured goods. • Bangladesh receives foreign aid. • Economic migrants from Bangladesh finding work overseas. • Remittances • Foreign tourists visiting Bangladesh. • Examples of global culture (e.g. Figure 4, Burger King, Co-ca Cola etc). 	
Level	Mark	Descriptor
Level 1	1-2	Simple statements about 1 or 2 ways.
Level 2	3-4	Developed statements about at least 2 ways.
Level 3	5-6	Thorough response involving at least 3 different ways. May attempt to evaluate.

