

Mark Scheme January 2007

GCE O Level
Bangladesh Studies

GCE O Level Bangladesh Studies (7038)

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Bangladesh Studies Paper 1 Mark scheme

The History and Culture of Bangladesh

1:

Band 1: Simple statements giving examples of changes, e.g. Buddhism was supported, admin was improved, art and architecture flourished etc.

(1-6)

Band 2: Developed statements describing changes, e.g. Bangladesh became a centre for Buddhist studies, scholars travelled, admin stable, coinage, painting literature developed etc.

(7-12)

Band 3: Explanation of changes, e.g. coinage showed a developed regime, lists of officials with responsibilities, scholars travelled from many areas to study in Bangladesh, religious tolerance established, philosophical and medical texts written etc.

(13-17)

Band 4: Sustained argument assessing changes, e.g. Bangladesh was the centre of the Buddhist world and reached a high degree of sophistication, scholars came to study from all over Buddhist world, tolerance for Hindus and Hindus used in admin, which was complex, roads, ferries water supply all supervised etc.

(18-20)

2:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some effects, e.g. Sufis spread Islam, Hindus were used as administrators, local government kept order etc.

(1-4)

Band 2: Developed statements describing some effects, e.g. Sufis were used to strengthen authority, Hindus were useful because they were neutral, local government created loyalty because it protected from Delhi influence etc.

(5-8)

Band 3: Explanation of effects, e.g. Sufis established the legitimacy of the regime by linking it to Islam, Hindus owed their position to the Sultans and therefore were loyal, local government attracted support for the Sultans by establishing a Bengali nature to the regime etc.

(9-10)

3:

Band 1: Simple statements giving examples of reasons, e.g. MQK took over, European merchants dealt locally, Nawabs became independent etc.

(1-6)

Band 2: Developed statements describing reasons, e.g. MQK reorganised the admin and finances, European merchants wanted to deal with the local ruler, incentive to separation, Nawabs ruled instead of Mughal emperor etc.

(7-12)

Band 3: Explanation of reasons, e.g. Aurangzeb was weak, MQK a good administrator, developed from the Diwani, merchants offered wealth and prestige, Bengal remote and difficult to control etc.

(13-17)

Band 4: Sustained argument assessing reasons, e.g. Bengal had only been loosely under the control of the Mughals, much opposition, poorly governed after Shaista Khan, MQK sent to sort out finances, European wealth very tempting etc.

(18-20)

4:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some effects, e.g. taxation reformed, merchants welcomed, agriculture improved etc.

(1-4)

Band 2: Developed statements describing some effects, e.g. illegal taxes abolished, collection system reorganised, customs duties levied on European merchants who were granted rights to trade, agriculture became staple crops, wheat and rice produced in abundance etc.

(5-8)

Band 3: Explanation of effects, e.g. Bengal became a very wealthy province, the wealthiest in Mughal Empire (?), trade with Europeans encouraged, roads built, English favoured, financial reforms encouraged stability, which in turn allowed agriculture and trade to develop etc.

(9-10)

5:

Band 1: Simple statements giving examples of reasons, e.g. set up Board of Revenue, separated Private and company trade, Permanent Settlement etc.

(1-6)

Band 2: Developed statements describing reasons, e.g. set up paid civil service, ended corruption, PS gave power to traditional zamindars, impact of Boards of Revenue and Trade etc.

(7-12)

Band 3: Explanation of reasons, e.g. rule organised and stabilised, corruption stamped out, Regulating Act enforced, etc.

(13-17)

Band 4: Sustained argument assessing reasons, e.g. upset the traditional balance of central and local administration, power exclusively in the hands of Europeans, Bengali contribution disappeared, built up trouble for the future etc.

(18-20)

6:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some effects, e.g. DG was Clive's way of running Bengal, Regulating Act appointed councillors, India Act reorganised the administration of Bengal etc.

(1-4)

Band 2: Developed statements describing some effects, e.g. DG left admin in the hands of Bengali officials and handed revenue to EIC, Regulating Act set controls on the Governor-General through three councillors,

India Act 1: A government minister would be responsible for checking on the activities of the East India Company.

2: The Governor-General would work with a Council of three people and decisions would be based on majority voting.

3: There would have to be a permanent solution of the taxation problems.

4: Judicial and administrative systems would have to be set up.

5: All officials and military officers must disclose full details of the property that they owned in India

6: Anyone found guilty of corruption would be dismissed and imprisoned.

7: Gifts and rewards were banned under all circumstances.

(5-8)

Band 3: Explanation of effects, e.g. DG was a temporary solution, led to corruption, RG was an attempt to solve the problems caused but led to friction, IA intended as a permanent solution etc.

(9-10)

7:

Band 1: Simple statements giving examples of reasons, e.g. supported war, appealed for separate Muslim state, QI made Congress unpopular etc.

(1-6)

Band 2: Developed statements describing reasons, e.g. ML supported declaration of war while Congress demanded Indian involvement, Lahore attracted the support of many Muslims for the first time, QI meant that leaders were arrested, Congress weakened etc.

(7-12)

Band 3: Explanation of reasons, e.g. ML had been a minority organisation in 1930s, war gave it opportunities to increase numbers and influence, 2,000,000 members by 1945 etc.

(13-17)

Band 4: Sustained argument assessing reasons, e.g. key factor gaining backing from British in 1930s British only dealt with Congress, after 1945 with both organisations etc.

(18-20)

8:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some effects, e.g. CM led to divisions, DA led to violence, violence forced leaders to agree to partition etc.

(1-4)

Band 2: Developed statements describing some effects, e.g. CM proposed a federal India with areas controlled by Muslims, rejected by Nehru and then by Jinnah, DA to force the pace, but created trouble, communal violence forced leaders to accept that a united India was impossible etc.

(5-8)

Band 3: Explanation of effects, e.g. overall breakdown on relations because Congress refuses to deal with ML and ML tries to force the pace and situation gets out of control etc.

(9-10)

9:

Band 1: Simple statements giving examples of reasons, e.g. it would mean separation, less power for West Pakistan etc.

(1-6)

Band 2: Developed statements describing reasons, e.g. increased power for East Pakistan would mean home rule, separate finance would stop exploitation by West Pakistan, free trade would mean that EP goods would be cheaper in WP etc.

(7-12)

Band 3: Explanation of reasons, e.g. 6PP would have meant the separation of WP and EP and would have ended the dominance of the WP elite, EP would have been able to develop effectively for the first time etc.

(13-17)

Band 4: Sustained argument assessing reasons, e.g. the 6PP would have meant the end of centralised Pakistan, EP was more numerous and wealthier and had been exploited by WP, this situation had been maintained by the Pakistan constitution etc.

(18-20)

10:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some effects, e.g. he imposed martial law which limited political parties, took over the ML, arrested Sheikh Mujib the EP leader etc.

(1-4)

Band 2: Developed statements describing some effects, e.g. ML prevented the Awami League from exercising influence, ended elections, tried to use the ML for his own purposes, arrest of SM showed that he was prepared to use force to crush opposition etc.

(5-8)

Band 3: Explanation of effects, e.g. actions were designed to prevent Awami League from exercising power under the constitution in delayed elections, attempts to modify martial law only served to increase opposition etc.

(9-10)

11:

Band 1: Simple statements giving examples of reasons, e.g. Pakistan relied on terror, guerrilla warfare very successful, Indian forces invaded in December 1971 etc.

(1-6)

Band 2: Developed statements describing reasons, e.g. Operation Searchlight, forces too small for the operation, guerrillas operated in countryside, India offered refuge, base for refugees, military support etc.

(7-12)

Band 3: Explanation of reasons, e.g. Pakistan forces lost support of moderates by genocide, cut off from their bases, difficulties of supply, mass support for resistance, guerrilla forces widely supported and well organised throughout Bangladesh, India provided moral support although reluctant to recognise at first, intervention decisive etc.

(13-17)

Band 4: Sustained argument assessing reasons, e.g. key factors Pakistani genocide and military support from India which meant that Pakistani forces were outnumbered and cut off etc.

(18-20)

12:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some effects, e.g. RB paramilitary force, BAKSAL one-party system, Special Powers Act allowed arrests etc.

(1-4)

Band 2: Developed statements describing some effects, e.g. RB was used to try to seize illegal arms and arrest smugglers, surrounded and searched village, SPA arrests without trial, BAKSAL was a 'dictatorship' etc.

(5-8)

Band 3: Explanation of effects, e.g. attempts to deal with instability in the new country, problems appeared to justify decisive action outside the constitution etc.

(9-10)

13:

Band 1: Simple statements giving examples of role, e.g. key supporter of UN, founder member of SAARC, improved relations with I and P etc.

(1-6)

Band 2: Developed statements describing role, e.g. very prominent in UN peace-keeping missions, has been President of General Assembly and twice on Sec Council, prominent in SAARC, meeting in Dhaka in 2005, deals with regional issues, India has supplied aid and water-sharing, P recognised BD in 1974 and visits in 1980s and 1990s etc.

(7-12)

Band 3: Explanation of role, e.g. impact far greater than anticipated, despite internal difficulties, international contribution very important etc.

(13-17)

Band 4: Sustained argument assessing reasons, e.g. has adopted a neutral standpoint, relations with neighbours stabilised, support from USA, USSR and China, support for UN very important, third largest contributor to peace-keeping forces etc.

(18-20)

14:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some changes, e.g. education more widespread, trade has developed, music has become more cosmopolitan etc.

(1-4)

Band 2: Developed statements describing some changes, e.g. education of girls, learning of English, emphasis on culture and traditions of Bengal and Bangladesh, trade in textiles, imports of raw materials for processing etc.

(5-8)

Band 3: Explanation of changes, e.g. government policy to encourage education and literacy to enable BD to compete internationally etc.

(9-10)

15:

Band 1: Simple statements giving examples of reasons, e.g. candidates to use own local knowledge to answer this question e. g. lists examples of religious influence on architecture etc

(1-6)

Band 2: Developed statements describing effects, e.g. describes examples of religious influence on architecture etc.

(7-12)

Band 3: Explanation of effects, e.g. explains effects of different styles of architecture etc.

(13-17)

Band 4: Sustained argument assessing effects, e.g. contrasts effects of different periods and religions on Bangladesh etc.

(18-20)

16:

This mark scheme is to be used for both parts of the answer.

Band 1: Simple statements giving some effects, e.g. Awami League founded to protest for Bangla, students were very important in protests, Sufia Kamal took leading role etc.

(1-4)

Band 2: Developed statements describing some effects, e.g. Awami League campaigned for Bangla during the period of constitutional meetings, opposed Urdu as a national language, students protested and resulted in Ekushey, Sufia Kamal major proponent of the use of Bangla etc.

(5-8)

Band 3: Explanation of effects, e.g. LM campaigned for Bangla and against Urdu as the sole national language, Awami L and students opposed the policies of MAJ and West Pakistan elite etc.

(9-10)

Bangladesh Studies Paper 2 Mark scheme

The Land People and Economy of Bangladesh

For the purposes of marking, it has been agreed that the marks indicated for questions and their parts should be doubled. Thus each question should be marked out of 30, so that the total mark for the paper becomes 120. The total marks awarded to candidates will subsequently be halved and, where necessary, rounded up.

1. Study Figure 1 below, a map extract of Gazipur Sadar in the Gazipur District.

(a)(i) What is an 'upazila'? (2)

An administrative subdivision of a district.

(ii) What is the approximate north-south length of this upazila? (2)

24 km

(iii) Gazipur is the district's administrative centre. Give two reasons for this. (4)

It is fairly centrally placed. It is a nodal point in the road network and accessible by rail. It is a river-crossing point. Any two points, 2 marks each.

(iv) Some areas on Figure 1 have been left white on the map. Suggest two reasons for this. (4)

Assumed to be agricultural land; could be high-risk flood areas. 2 marks each.

(b)(i) Which Bangladesh river has the highest annual discharge? (2)

Brahmaputra

(ii) What are 'chars'? (2)

Islands formed by the deposition of riverine silt.

(iii) Suggest two reasons why it is difficult to use Bangladesh's rivers for transport. (2)

Their seasonality; shifting shoals resulting from high sediment load; shifting courses. 1 mark for each reason.

(c)(i) Bangladesh is divided into six divisions. Dhaka and Chittagong are two of them. Name two more. (2)

Barisal; Khulna; Rajshahi and Sylhet. 1 mark each

(ii) Contrast the Dhaka and Chittagong divisions in terms of:

1. their physical environments;

D mainly flood plain, C more hilly; C wetter;

2. their main human activities.

C less intensively cultivated; D rice is main crop, in C cotton, etc. (10)

Suggest give overall mark, and award 2 marks for each explicit contrast.

(Total 30 marks)

SECTION B

2. Study Figure 2 below which shows the three main seasons in Bangladesh.

(i) What is the main cause of rainfall during the summer season? (2)
Thunderstorms due to the clash of warm tropical maritime area and cold continental air.

(ii) Describe how 'rainy' season rainfall differs from 'summer' season rainfall. (4)
Rainy season fall is heavier, more intense; convectional in origin. 2 differences to 2 marks each.

(iii) Give one reason for the low rainfall of the 'winter' season. (4)

North-east monsoon wind prevails; cold, but warming as it moves - picks up moisture rather than precipitates.

(b)(i) Draw an annotated cross-section to show the main features of a cyclone. (8)

Should show the following features: overall low pressure; vigorous spiralling up-draught in eye; extent increasing with altitude. Good responses will give indication of scale and speed of movement.

(c) Describe and explain the hazards caused by a passing cyclone. (12)

Heavy rain and flooding; high winds; storm surges; landslides.

Levels marking:

Band 1: Simple statements (1 - 4 marks)

Lists two or three hazards.

Band 2: Developed statements (5 - 9 marks)

Two or three hazards quite well explained - i.e. linked to the cyclone.

Band 3: Thorough response (10 - 12 marks)

Covers at least three hazards with some sound explanation.

(Total 30 marks)

3. Study Figure 3 which is about deforestation in Bangladesh.

(a)(i) Identify one major forest resources. (2)

Timber for construction and fuelwood.

(ii) Name and explain one hazard caused by deforestation. (8)

Landslides - removal of trees from slopes mean loss of binding provided by roots and greater exposure to lubricating effect of rainfall.
Global warming and soil erosion admissible.

(iii) Identify two effects deforestation on Bangladesh's rivers? (4)

Increased supply of silt and soil carried by runoff on more exposed slopes.
2 marks each.

(b) Identify two benefits of mangroves to people. (4)

Supply of timber for newsprint and hardboard; fish & crustaceans; coastal protection. 2 marks each.

(c) What is 'aquaculture'? Explain why it has become necessary. (12)

The cultivation of fish in ponds, lakes and cages anchored to the sea-bed. Has become necessary because of over-fishing; pollution of rivers; rising demand for food from an expanding population

Band 1: Simple statements (1 - 4 marks)

Vague idea of what aquaculture is about; may latch onto one possible explanation of necessity.

Band 2: Developed statements (5 - 9 marks)

Clear understanding; at least two explanations touched on.

Band 3: Thorough response (10 - 12 marks)

Differentiated by cover of all three reasons.

(Total 30 marks)

SECTION C

4. Study Figure 4 which gives information about a Bangladeshi migrant worker.

(a) (i) What term describes this type of migrant? (2)
Temporary emigrant / migrant.

(ii) Suggest one 'push' factor that encouraged Haroun Afsar to work outside Bangladesh? (2)

Unemployment; low wages in Bangladesh.

(iii) Young woman might emigrate from Bangladesh for social reasons. Give two such reasons. (4)

To be married to someone living overseas; to continue higher education; discrimination on the basis of gender in Bangladesh.
2 marks each.

(b) (i) What is meant by 'urbanisation'? (2)
A process of change whereby an increasing percentage of the population live in an urban environment.

(ii) Rural-urban migration is one cause of urbanisation. Give two other causes. (8)
Industrialisation; increase prosperity and rising demand for services; decline in farming as a livelihood. 4 marks each, but must contain an element of explanation.

(c) Describe the urban problems caused by rural-to-urban migration. Give two reasons for the problems. (12)

Problems - increased pressure placed on the resources of towns and cities - from housing and jobs to schools and hospitals. Congestion and pollution.

Reasons - the volume of rural-urban migration; everyone wants to move into a city; insufficient resources to cope with and provide for the new arrivals

Band 1: Simple statements (1 - 4 marks)
Simple description of up to two problems.

Band 2: Developed statements (5 - 9 marks)
Attempts to give reasons for identified problems.

Band 3: Thorough response (10 - 12 marks)
Wider cover of problems and fuller explanation.

(Total 30 marks)

5. Study Figure 5 which shows birth and death rates in Bangladesh between 1950 and 2000.

(a) (i) What happened to birth rates between 1950 and 2000? (2)

Slowly rose to a peak in 1970, but declined rapidly in the 1990s. 2 observations for 1 mark each.

(ii) Suggest three reasons for the decrease in death rates between 1950 and 2000. (6)

Better medical care helping to prolong life; better diet; better hygiene. 2 marks each.

(iii) Calculate the rate of natural increase in 2000. (2)

BR 19 - DR 5 = NI 14/1000

(b) Identify four consequences of a rise in population. (8)

Rise in population densities; more pressure on housing; increased demand for food, for jobs and services. 2 marks each.

(c) 'Bangladeshi society contains a number of inequalities'. Explain this statement with the help of some examples. (12)

It means that all are not equal; society is polarised on at least three different counts - wealth, gender, caste and class. Most will focus on the first.

Band 1: Simple statements (1 - 4 marks)

Descriptive accounts of the gulf between small number of rich and large number of poor.

Band 2: Developed statements (5 - 9 marks)

Hints that there is more than one basis.

Band 3: Thorough response (10 - 12 marks)

Understands different bases - may link to class to caste and/or wealth.

(Total 30 marks)

SECTION D

6. Study Figure 6 which shows how the relative importance of the four economic sectors changes with development.

[Figure 7]

(i) What is the tertiary sector? (2)

It is concerned with the provision of services - commercial, cultural and social.

(ii) What happens to the tertiary sector during development? (2)

It increases in importance and becomes the dominant sector.

(iii) Where is the tertiary sector normally located and why? (4)

In towns and cities and usually in the CBD. Because many of the services also exist for the benefit of rural people and therefore the services are most readily accessible if concentrated in towns and cities.

(b)(i) Give two examples of 'informal activities'. (4)

Jobs which are commonly found in LEDC cities where people have had to find work for themselves, often illegally, on the streets or in small workshops. The work is largely unskilled and semi-skilled. The jobs are not officially recognised and the people involved rarely pay taxes. A significant amount of the labour is provided by children. 2 marks for each example, plus an element of explanation.

(ii) Why are 'informal activities' so important in Bangladesh? (6)

It offers poor families a way to support themselves where there is much unemployment and few opportunities to break out of the vicious circle of poverty. In short, it offers a chance to survive.

(b) What is the best measure of Bangladesh's level of development? Give reasons for your answer. (12)

Whole range of indicators from GDP per capita and HDI to literacy rate and life expectancy. A key issue may be - is an economic measure better than a social one. Per capita GDP clearly indicates what development has achieved through the economy; literacy and calorie intake indicate what it has achieved for the people.

Band 1: Simple statements (1 - 4 marks)

Little more than saying measure x is best.

Band 2: Developed statements (5 - 9 marks)

Explicit attempt to justify.

Band 3: Thorough response (10 - 12 marks)

Persuasive.

(Total 30 marks)

7. Study Figure 7 which shows changes in the productivity of selected industries in Bangladesh between 1988 and 2000.

(a)(i) Which industry kept its output at the same level between 1998 and 2000?
(2)

Fertilizers.

(ii) Suggest two reasons for the success of the garment industry. (4)
Cheap labour; expertise of labour force in this industry; good access to raw materials; production of competitively priced articles for sale on global market. 2 marks each.

(iii) Which industry in Figure 7 requires the most educated labour force. Give reasons for your answer. (4)

Pharmaceuticals. A high-tech industry requiring scientific knowledge and precision.

(b)(i) Name two disadvantages of using chemical fertilizers and pesticides to raise food production. (4)
Pollute the environment; disrupt food chains; reduce biodiversity. 2 marks each.

(ii) 'Agriculture can be made more sustainable by reducing chemical fertilisers and pesticides.' Suggest two other ways of increasing sustainability. (4)

Rely more on organic fertilizers; recycle waste; crop rotation. In short, back to basics. 2 marks each.

(c) Describe the important features of craft or cottage industries in Bangladesh. Why are they so important for the economy. (12)

Typically based on local raw materials, inherited artistic skills and simply local technology. Examples: textiles, leather, wooden and paper goods; printing and dyeing; making cosmetics, etc.

Importance: provides sources of income in remoter rural areas, especially where poor subsistence farming prevails. Also creates jobs. Not very important in terms of exports.

Band 1: Simple statements (1 - 4 marks)

Mainly description of products; no attention to importance.

Band 2: Developed statements (5 - 9 marks)

Good description; simple attempt at importance.

Band 3: Thorough response (10 - 12 marks)

Still likely to be biased towards description, but also shows good grasp of importance.

(Total 30 marks)

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