

London Examinations GCE Ordinary Level

Bangladesh Studies (7038)

For first examination in May/June 2005

September 2004

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Teacher's Guide

London Examinations Ordinary Level

Bangladesh Studies (7038)

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Publications Code: UG013038

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Introduction

This Teacher's Guide has been produced for teachers preparing students for London Examinations O Level in Bangladesh Studies. This syllabus will be examined for the first time in 2005.

The syllabus will provide opportunities for students to develop their knowledge and understanding of the geography and history of the People's Republic of Bangladesh.

Purpose of the teacher's guide

This guide is intended to help teachers prepare candidates for both examination papers. The purpose of the guide is to:

- explain the structure of the syllabus and of the examinations;
- set out in more detail the content for both examination papers;
- provide detailed information about the types of questions in the examinations;
- advise on the most effective ways of tackling the questions;
- provide explanation of the way that candidates' responses will be marked and of the way that grades will be awarded
- provide guidance and support for teachers in preparing students for examination, and suggest strategies that can be employed in class;
- provide guidance on the standards of responses required in the examination papers;
- provide guidance on course planning;
- outline further support that will be available from London Examinations.

The Guide is in two sections, corresponding to the two examination papers:

Paper 1: The History and Culture of Bangladesh

Paper 2: The Land, People and Economy of Bangladesh.

Grading

Grades will be awarded from A to E. Candidates who fail to achieve grade E will be awarded 'Ungraded'. The grade awarded will be based on the candidate's combined mark for Paper 1 and Paper 2.

Grade boundaries will be decided after candidates' work has been marked, and the exact marks at each boundary will be decided for each examination session. The grade boundaries will be published in the Examiners' report for each examination session.

Paper 1: The History and Culture of Bangladesh

Assessment objectives

1. Recall, select and use knowledge of the syllabus content

- Candidates will be expected to have acquired a knowledge of some periods of the history of Bangladesh included in the syllabus. Where specific individuals events or changes are mentioned, these should be given special attention.
- Candidates will be expected to be able to describe important events, individuals and changes in the history of Bangladesh since the Bengali Sultanate. Credit will be given to candidates who are able to set events in the correct chronological sequence and describe the contribution of key individuals to the development of Bangladesh.

2. Demonstrate an understanding of this knowledge

- Candidates will be expected to be able to make use of the knowledge and understanding acquired in explaining the past. Candidates who are able to relate their knowledge and understanding to specific issues, events or changes will be more successful than those who are simply able to recount details of past events.
- Candidates will be expected to set events and the contributions of individuals into the overall context of the development of Bangladesh. They should be able to explain why events and changes took place and list their consequences or effects.
- In the case of key individuals, candidates should be able to assess the significance of their contribution to the development of Bangladesh.

3. Evaluate differing explanations, interpretations and points of view

- Candidates should have developed an understanding that accounts of the past may differ for valid reasons. They should be able, where relevant, to show understanding of the reasons for differing explanations of the past.
- For example, candidates should be aware of differing explanations of the effects of the British occupation of Bengal. They should also be aware that Bangladesh has a varied population and that the interests of different ethnic groups have resulted in disagreements about the past, some of which continue today.

Syllabus content

- The History and Culture syllabus has eight sections. Each section covers a chronological period in the history of Bangladesh.
- Each section contains five sub-sections. The first four define the overall coverage and the fifth lists the names of three (four in the case of Section 7) key individuals.
- Specific questions may be set on these individuals, but candidates may be given a choice from at least two people.
- Students will be assessed on their knowledge and understanding of the history of Bengal and Bangladesh. Whilst background knowledge of the history of other areas, such as the Mughal Empire and the Indian sub-continent, may be helpful, **it will only be essential in the period from 1935 to 1947.**

Section 1, Bengal before the Mughals, is intended to be a general introduction to the syllabus. The first sub-section will not require candidates to have detailed knowledge and understanding of the Hindu and Buddhist periods of Bangladeshi history. They should be aware of the characteristics of Hindu and Buddhist rule and the influence that these periods have had on the subsequent history of Bangladesh.

- Questions will be set on the Pala Dynasty and on the reasons for the success of the Muslim invasion from the beginning of the thirteenth century.
- Candidates should also be able to explain the distinctive characteristics of the Muslim Bengali Sultanate. Questions set on this sub-section will usually be of a broad, general nature.
- Candidates should therefore understand the different ways that Bengal was governed during the Buddhist and Muslim periods and be able to explain the ways that those periods have influenced modern Bangladesh.

Section 2, Bengal in the Mughal Empire, will deal exclusively with Bengal and candidates will not be expected to have any knowledge and understanding of the Mughal Empire as a whole except insofar as it affected Bengal. For example, some understanding of the reasons for decline from the late seventeenth century **will be useful but not essential.**

- Credit will be given if candidates are able to set Bengal in the overall context of the Empire, but this will not be expected for any grade.
- Candidates should be able to explain how the Mughals were able to occupy Bengal and also the distinctive characteristics of Mughal rule. They should understand the reasons why the Mughals were able to take control of Bengal in the sixteenth and seventeenth centuries and the opposition that they faced.
- Candidates should also be able to explain why Mughal control became weaker by the early eighteenth century.

Section 3, Bengal under British rule, will deal in the main with the way that Bengal was governed and developed under British rule. However, questions will be set on the development of the Bangla language and of national identity in Bengal in the nineteenth century.

- Candidates should have some knowledge of the rule of the Nawabs in the first half of the eighteenth century and also understand how the British took control of Bengal and how it was governed, including the Permanent Settlement, by the East India Company until 1857.
- Candidates should be able to explain how and why Bangla developed into a formal language during the nineteenth century and the impact that this development had in Bengal. References to individual writers will not be expected; however, candidates should be able to make use of their knowledge of the work of Rabindranath Tagore even though his name is listed in Section 8 of the syllabus.
- Candidates should also understand the way that Bengal was governed, as part of India, from 1858 by the British government.
- Candidates should also understand the development of the Indian National Congress.

Section 4, Bengal from partition to partition: 1905-1947, will be mainly concerned with the attempts by the British government to find a way of governing India and with the growing demands for a separate Muslim state.

- Candidates should understand the differences between the Morley-Minto Reforms and the two Government of India Acts.
- Candidates will not be expected to be able to explain the differing campaigns for independence, but should be able to explain the growing popularity of the All India Muslim League from 1935.
- In particular, candidates should be able to explain how and why support for the Muslim League, and for an independent Pakistan, increased during and as a result of the Second World War.
- Candidates should also be able to explain why India was partitioned in 1947, the impact of partition and, in particular, the division of Bengal.

Section 5, Undivided Pakistan, will be primarily concerned with the origins and development of the conflict between East and West Pakistan.

- Candidates should be able to explain the parts played by different cultural and linguistic backgrounds and the effects of the constitution of Pakistan.
- Questions will focus upon the difficulties surrounding the production of the Bangladesh Constitution and disagreements over the choice of a national language.
- Questions may be set on the Language Movement, even though it is only specifically mentioned in Section 8.
- Candidates should understand the causes, nature and development of the Language Movement, even though it is listed in Section 8.
- The role of political parties and the impact of elections should also be understood. In particular, the impact of the formation of the Awami League and the United Front should be understood and the general election of 1954. Particular attention should be paid to the rule of Ayub Khan and events in 1966 by way of background to the War of Liberation.

Section 6, The struggle for independence and the creation of the People's republic of Bangladesh, will deal exclusively with events at the end of the 1960s, the War of Liberation and the foundation of the People's Republic of Bangladesh in the years to 1975.

- Candidates should be able to explain the events that led to the crisis in 1970-1 and the reasons for Pakistani defeat.
- Candidates should be familiar with the major aspects of the Bangladeshi constitution and the problems faced by the new nation in the first few years of its existence.
- It is possible that there will be some overlap from one year to another in questions set on this and the previous sections. Teachers are advised that it would be best to take this overlap into account in their teaching and preparation.

Section 7, Bangladesh since 1975, will deal with events in Bangladesh since 1975.

- Questions will not be set on the most recent history of Bangladesh, i.e. since 1996. Candidates will be able, however, to draw on and make use of their knowledge of most recent events if they are relevant to the questions set.
- Questions set on sub-section (d) may include other contemporary issues, such as the role and status of women. Students should be encouraged to take interest in current developments in Bangladesh. A full list of the topics that may be chosen is given in the syllabus.
- Teachers are advised that there will not be any extension of the syllabus, for example the adoption of a later finishing date, without due warning and at least three years' notice.

Section 8, The heritage, language and culture of Bangladesh, will primarily deal with the cultural heritage of Bangladesh. However, knowledge and understanding gained from a study of this section may well be relevant to questions set in other sections.

- For example, candidates might use sub-section (a) in answers on Hindu and Buddhist Bangladesh in Section 1, or sub-section (b) in Section 5.
- In answers to questions on the influence of religion on art and culture, students are encouraged to refer to local examples of architecture that they have visited rather than attempt a general account of religious influences.
- They should also make use of their own knowledge and understanding of religious influences on novels, plays and poetry.
- Some questions will focus on contemporary issues in Bangladesh and candidates should be encouraged to use relevant knowledge and understanding based on current events and experiences in their answers.
- Questions will focus on such issues as the media, education, popular culture, music, the role of women, the press, agriculture, industry and social and political issues. Students will be able to use knowledge and understanding of recent events in their answers. At least two of the topics will always be chosen from the list given in the syllabus.
- Questions will be set on the folk literature, music and culture of Bangladesh. Students may answer these questions by using any knowledge and understanding of any relevant aspect of these areas. They will not be expected to display overall understanding of the any of the topics.
- For example, students could refer to folk songs or tales or folk festivals or dances.
- In general, candidates who can describe accurately aspects of traditional or contemporary Bangladesh culture will be awarded Band 2 in the mark scheme.
- Candidates who can explain the importance in Bangladesh of their chosen aspect of culture will be awarded Band 3 in the mark scheme.
- Generalised answers that do not refer to any specific examples of culture will be usually be awarded Band 1.
- If candidates use the content of this section to substantiate answers to questions in other sections they will receive appropriate credit.
- Candidates will also be given credit if they make use of the content of Paper 2, the Land, People and Economy of Bangladesh, in answers to this section.

General Points

While the outline of content is meant to provide guidance to teachers, answers which make use of other aspects or details of the history and culture of Bangladesh will always be accepted and credited so long as they are relevant to the questions set on the examination papers.

Candidates should, therefore, be encouraged to develop their own interest in the content of the syllabus and may make use of any own knowledge and understanding wherever appropriate.

Paper 1

- Paper 1 in Bangladesh Studies will contain sixteen questions, two for each of the eight sections in the syllabus. In each section, the two questions will be different in nature.
- It is important to note that there will always be two questions on each section in every session. In other words there will be two guaranteed questions on each section in every examination paper. This means that teachers can be confident that, if a section is covered satisfactorily, students will be able to complete the paper.
- This is intended to provide teachers with flexibility and choice in the selection of the material that they wish to cover. It will also allow candidates greater opportunity to display what they know and can do, rather than identify what they cannot do.
- Candidates will be required to answer three questions, each from a different section on the syllabus.
- The first question in each section will always be a straightforward essay question, which will usually ask candidates to explain why something happened or why something was important.
- The essay question will be supported by stimulus material which will provide students with guidance as to the focus required for a sound answer.
- In some cases, normally when questions are set on key individuals, there will be a choice of two people. These questions will require developed answers in the form of an essay.
- The second question in each section will ask candidates to write about two factors, events or people. There will always be three alternatives provided in the question and candidates will only need to write about two of them. This will allow candidates an opportunity to write shorter answers with limited development.
- It is important to note, therefore, that candidates will not necessarily need to have studied all eight sections of the syllabus in order to answer three questions. Indeed, it would probably be extremely difficult, given that the History and Culture paper comprises half of the complete syllabus, for teachers and students to cover all eight sections in sufficient depth in order to tackle the paper satisfactorily.
- Teachers, therefore, may choose to select a minimum of three sections for detailed coverage safe in the knowledge that candidates will be able to complete the paper satisfactorily. However, teachers are advised that it would be better if a minimum of four sections is covered. This will allow candidates an extra degree of flexibility.

The different types of questions in Paper 1

Essay questions

These questions will be supported by stimulus material which will be in the form of bullet points. There will be no credit given to candidates who simply repeat the bullet points.

The straight essay questions will be marked out of twenty. Candidates' responses will be assessed by being allocated to one of four mark bands.

1. Simple statements (1-6)

Candidates are able to provide information about the event/issue in the form of sentences or short statements. One mark will be awarded for each relevant point made. Answers in this band will often look like a list.

Candidates are able to offer some knowledge of the event/issue.

2. Developed statements (7-12)

Candidates are able to explain aspects of the topic by backing up initial statements with further knowledge and understanding in the form of paragraphs. Two marks will be awarded for each paragraph or area of knowledge. Candidates will therefore be expected to be able to develop at least three points if they are to reach the top of the band.

Candidates are able to offer detailed knowledge of some aspects of the event or issue.

3. Explanation (13-17)

Candidates are able to present ordered answers by establishing a clear understanding of chronology or sequence and by explaining how events and factors were linked together.

Candidates are able to offer structured understanding of the event/issue.

4. Argument (18-20)

Candidates are able to construct an argument to support why they believe an individual or an event was of particular importance.

Candidates are able to offer a coherent understanding of the event/issue.

The purpose of this structure is to reward candidates' knowledge of the syllabus but at the same time to give greater credit to candidates who are able to make use of their knowledge and understanding to produce organised answers to the questions that have been set.

Two-part questions

Questions in which candidates are asked to write about more than one sub-topic will be marked using these mark bands.

1. Simple statements (1-5)

Candidates are able to provide information about the event, issue or individual in the form of sentences or short statements.

They are able to offer isolated knowledge of the event, issue or individual.

2. Developed statements (6-8)

Candidates are able to explain aspects of the topic by backing up initial statements with further knowledge and understanding in the form of paragraphs.

They are able to offer detailed knowledge of different aspects of the event, issue or individual.

3. Explanation (9-10)

Candidates are able to present ordered answers by establishing a clear understanding of chronology or sequence and by explaining how events and factors were linked together.

They are able to offer structured understanding of the event, issue or individual.

Transferable bonus marks

The two sub-topics will each be marked out ten, but there will be three transferable marks which examiners will be able to award to any either of the sub-sections if candidates have shown particular knowledge and understanding of that issue.

These marks can be awarded to either of the sub-sections providing that candidates have shown satisfactory knowledge and understanding of the topic. This means that candidates can spend more time on one of the two sub-topics and be confident that they will receive appropriate credit. The maximum mark available for each question remains 20.

Preparing candidates for Paper 1

On the next few pages there are a number of exercises that teachers can use to help prepare candidates for the examination. The principle aim of these exercises is to encourage students to take a more active role in their studies and also to provide a means of revision prior to the examination.

The exercises can of course be used as they stand or teachers may wish to adapt them to be used in any medium that is available. They are also intended to be used as models for the development of other possible exercises, which either use different subject matter or extend and develop the approaches adopted further.

Exercise 1. The Government of India Acts

This exercise is intended to help candidates understand the differences between the two Government of India Acts. The details of the two Acts are listed and candidates should try to work out which detail belongs to which Act. They should be advised that in most cases there are two similar statements about voting, the Viceroy, etc., and those which gave Indians more influence will be from the 1935 Act. Candidates should write 1919 or 1935 in the left-hand margin. They should then fill in the details of the two Acts in the table on the next page.

Exercise 2. Congress and the Muslim League

This exercise asks students to explain key differences between Congress and the Muslim League. Candidates should fill in the details of Congress and the Muslim League in the appropriate places in the table. For example, they should explain the different policies adopted by the two organisations towards the British.

Exercise 3. Clive, Hastings and Cornwallis

This exercise asks candidates to identify aspects of work of the three men. They should indicate in the margin which leader was responsible for each change or development and should then explain what they believe was the most important contribution in the right-hand column of the table.

Exercise 4. Planning an essay

On page 18 is an exercise which asks candidates to plan an answer to a question using the material on the page.

Exercise 1: The Government of India Acts 1919 and 1935, which is which?

1. There would also be a central parliament in Delhi, with two chambers. In both chambers there were elected and appointed members.
2. The Assembly contained 250 seats for Indian constituencies and 125 seats for the Indian princes.
3. Large numbers of Indians could vote for the first time.
4. The Viceroy would have to follow the advice of an Executive Committee, which was mostly Indian.
5. Provincial governments would now have both Indian and British ministers.
6. A Council of State was set up, with 61 members. This was to review legislation passed by the Assembly.
7. Each province would have an appointed governor, who retained the power to act in an emergency, for example to protect the interests of minorities, or maintain law and order.
8. In the Indian provinces an Executive Council appointed by the Governor would be responsible to a Legislative Council elected by popular vote.
9. An Executive Council was set up to advise the Viceroy. It included the Viceroy himself and the commander-in-chief and six other members, including three Indians.
10. Only 2.8% of Indians could vote.
11. The British members of the Council dealt with areas such as defence, foreign relations and taxation; the Indian members dealt with education, sanitation and agriculture.
12. India was divided into eleven provinces, each of which had a legislative assembly and a provincial government.
13. The provinces would control almost all policies, with the exception of defence and foreign affairs.
14. The Legislative Assemblies would be mostly Indian.
15. The Viceroy would still be appointed by Westminster and would be responsible for defence and foreign affairs.
16. The Imperial Legislative Council was renamed the Imperial Legislative Assembly and was enlarged to 146, with 106 elected members. This was to be the lower house of parliament.

Now fill in the information in the correct columns of the table

1919		1935
	Viceroy	
	Central Government	
	Parliament	
	Ministries	
	Provinces	
	Elections	

Exercise 2: Congress and the Muslim League

Describe the differences between the two organisations

Congress		Muslim League
	Leaders	
	Members	
	Methods	
	Aims for India	
	Attitudes towards the British	
	Second World War	
	Success?	

Exercise 3: Clive, Hastings and Cornwallis

Are the following pieces of information about Clive, Hastings or Cornwallis?

1. He worked as a clerk for the East India Company.
2. He set up a regular, paid police force.
3. He was appointed Governor-General in 1786.
4. He was accused of corruption by members of the Council.
5. He introduced the system of 'Double Government'.
6. He won the battle of Palashi.
7. He separated the East India Company trade from administration.
8. He introduced the Permanent Settlement.
9. He declared that Bengal should be governed according to Indian methods of government and Indian traditions.
10. He set up a professional, paid civil service.
11. He became Governor-General in 1774.
12. He refused to allow Bengalis to occupy places in the administration.
13. He captured Chandannagar.
14. He agreed to pay the Mughal Emperor 2.6 million rupees a year for control of Bengal.
15. He was appointed Governor-General of Bengal in 1764.
16. He introduced a tax-farming system in 1772.
17. He introduced a four-tier system of courts and justice.
18. He declared that Bengal was a British possession.

Fit the information into the correct places in the “Information” column. Then select what you believe was the most important contribution by each of the three and explain that in the right-hand column.

	Information	Importance
Clive		
Hastings		
Cornwallis		

Answering questions

Candidates will need to be prepared for the two different types of questions in Paper 1, The History and Culture of Bangladesh.

In order to produce answers that fit into the higher bands in the mark scheme, candidates will need to spend some time planning and organising material.

Answers that are written without some form of planning are likely to be assessed in Band 2. This will be particularly important in the 'essay' questions. It will be less important in the 'two-or-more-part' questions because there will be less time to spend on planning when sub-sections have to be completed.

Teachers are advised to make use of the essay templates on the next two pages in order to prepare candidates for Paper 1.

In answering 'part' questions, candidates should be aware that there will be additional marks that will be awarded to outstanding answers on one of the three topics. It is, therefore, worth spending longer on one topic if candidates are able to write and explain more about it.

Teachers will notice that the highest grade can be gained by students whose answers are awarded Band 3. At first sight, this would appear to make Band 4 irrelevant. There are several reasons why Band 4 has been inserted in the mark scheme.

1. Candidates whose work reaches Band 4 will be assured of Grade A.
2. Band 4 is ideal preparation for higher levels of study should candidates decide to continue with their education. It will provide continuity with the approaches adopted at higher institutions.

Band 4 could, however, be ignored by teachers where it was felt to be too demanding for their students.

Essay writing

The ability to write clear and well-organised essays will be very important if students are to be awarded high grades in Paper 1.

What are the key features examiners will be looking for?

1. An essay should begin appropriately

The simplest way of beginning an answer is to use the words from the question. This has two benefits.

- (i) It ensures that candidates actually answer the question that is on the examination paper. Very often examiners find that candidates have not read the question carefully enough and therefore answer the question that they **think** is on the paper.
- (ii) It will also 'catch the examiner's eye'. Examiners like to be convinced as soon as possible that answers are on the right track. It is very important to get down to business as soon as possible.

2. If possible, an essay should be planned

At the very least, events should be in the correct order so that an examiner can understand what the candidate is describing or explaining. If candidates wish to reach Bands 2 and 3, there must be some degree of organisation.

3. An essay should be concluded satisfactorily

Often candidates will finish with a short paragraph which begins with words such as 'In conclusion...'. However this frequently does little more than tell the examiner that the answer is coming to an end. Candidates would be better advised to stop and think briefly before writing their final paragraph and try to sum up the most important reasons, effects or changes.

4. Key words

Teachers may like to make use of key words to encourage their students to write more effectively. My recommendation for a key word to remember when beginning an answer is '**smack**'. Smack the examiner between the eyes in order to show that the correct question is being answered. The key word for finishing an answer is '**overall**'. This suggests that there should be some form of summing up.

On the next page is an exercise to help students develop the ability to write good essays.

Exercise 4: Planning an essay

Explain the importance of Robert Clive in the development of British rule in Bengal.

Below is an answer to this question. It is the Band 3 answer used in the marking exercise below, but it has been cut up and re-arranged. Candidates can be asked to re-organise this answer into a form that makes sense as a way of practising essay writing.

1. Clive returned to Bengal in 1765 and began to reorganise the administration. Although the Mughal Emperor was virtually powerless, he persuaded him to accept 2.6 million rupees a year in exchange for Bengal and took the title of Diwani.
2. Clive realised that the East India Company army was far too small to defeat Sirajuddaula's and so persuaded Mir Jafar to defect. This enabled Clive to win the battle of Palashi. Sirajuddaula and was arrested soon afterwards by Mir Jafar's son. Clive had now won control of Bengal against overwhelming odds but was recalled to London in 1760.
3. The East India Company took a share of the taxes but did not have to spend any time, effort or money in collecting them. This became known as the Clive System or Double Government. Overall, Clive had showed both military and political skill in ensuring that the British won control of Bengal.
4. Robert Clive played a very important role in the development of British rule in Bengal. After working as a clerk in the East India Company, he then joined the army and was able to defend Madras from French attacks in the early 1750s. His success resulted from his brave leadership and readiness to take risks.
5. He became responsible for the civil government and used traditional Bengali methods. Clive therefore interfered as little as possible in the administration of Bengal which reduced opposition to British rule.
6. When Kolkata fell to Sirajuddaula in 1756, Clive was given command of the army that was sent to recapture it. Clive was able to retake Kolkata but then showed his political skill by forming a secret treaty with Mir Jafar.
7. This again showed Clive's political skill because it ensured that British rule of Bengal would not be challenged. He also appreciated that he did not have the resources or knowledge to govern Bengal and, therefore, appointed a deputy, Syed Muhammad Reza Khan.

Essay plan frameworks

On the next pages are three essay plan frameworks. These show how answers can be organised in order to achieve marks in Bands 2, 3 and 4.

The frameworks can be used in a variety of ways.

1. Students can be given a framework, an essay title and a list of relevant factors out of sequence. Students should arrange the factors in the most appropriate order.
2. Students can be given a framework, an essay title and a list of factors, some of which are relevant and some of which are not, and asked to select and organise the relevant material.
3. Students can be given two essay titles (which may be related) and two frameworks with the materials for both, and asked to sort the materials appropriately.
4. Related titles could cover the causes, events and results of an incident or issue. This has the added advantage of enabling students to gain a wider understanding of an issue or topic.
5. Students can be given two frameworks and two essay titles with a list of materials, which includes irrelevant content. Students now have to sort and evaluate the materials appropriately.
6. The essay frameworks can be used to make the above processes more complex. Students may begin by using the Band 2 framework, but then be asked to use the Band 3 and Band 4 frameworks. Decisions on the suitability of levels for individual candidates are important and will need to be taken by teachers.
7. The process can therefore be made increasingly complex with very little additional work for the teacher. What happens is that the requirements for levels are broken down into small, manageable steps that students can take gradually.
8. The over-riding concern is that it is better for a student to be able to work confidently at a level, rather than be exposed to a level at which he or she lacks confidence.

Essay framework exercise

This is an example of an exercise for an essay framework.

Why did opposition in Bengal grow to Pakistani rule in the 1950 and 1960s?

Candidates have to decide what would be the most appropriate order for the following pieces of information. They also need to write notes on the importance of each of the points.

1. Ekushey February
2. The Founding of the Awami League
3. The Six-Point Programme
4. The Lahore Conference
5. The Language Movement
6. The formation of the United Front
7. The Constitution of Pakistan

Essay Plan Framework, Band 2

Title: _____

Introduction: It is important to try to make sure that you start at the beginning. Don't just jump into writing without a little thought. If you are describing an event, make sure you get first things first.

Write down at what point you are going to start your answer.

Body: This is the main part of your answer. You need to write a series of paragraphs describing what happened, or, if you can, giving a reason why something happened. The number of paragraphs may vary depending on the topic that you are writing about.

In each paragraph you should try to write about a different issue or reason or aspect of the topic.

Write down what you are going to mention in each paragraph.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Conclusion: In this section you finish off your answer. Try not to stop dead. Try to make sure that you finish at the end.

Write down what you are going to say to round off your answer.

Essay Plan Framework, Band 3

Title: _____

Introduction: This must be the beginning of the topic. Look for the key word, such as 'Why' and try not to leave the examiner guessing as to what you are going to say. Make sure that you begin at the beginning. If possible, explain any words or terms in the question.

Body: This must cover the main points that you want to make. It is very important that the paragraphs are arranged logically, which means that you must work out the sequence before you actually start writing. For example, if you are referring to long and short-term causes, make sure that you explain the long term causes first. But, if you are referring to long and short-term effects, make sure that you refer to the short-term effects first.

Write down what you are going to mention in each paragraph, and how you are going to link it to the next one.

Paragraph 1:

Link

Paragraph 2:

Link

Paragraph 3:

Link

Paragraph 4:

Link

Conclusion: In this section you finish off your answer. Try not to stop dead and make sure that you end with the last reason or event in chronological order. Make it clear to the examiner that you have brought your answer to a logical conclusion.

Essay Plan Framework, Band 4

Title: _____

Introduction: In this section you must make it clear to the examiner that you understand the question. You must explain any names, dates or terms and also refer to the main points that you are going to make in your answer. You should be aware of what you are going to include in your conclusion.

Argument: In this section you explain your answer in detail. It is essential that you refer to all of the points that you made in the introduction and that they are dealt with in a logical sequence. The examiner should be in no doubt about what you believe are the most important factors, events or consequences and these must be explained in this section and also referred to in the conclusion.

The most important quality of a Band 4 answer is that it is clear that the student has planned it fully beforehand.

Paragraph 1:

Link

Paragraph 2:

Link

Paragraph 3:

Link

Paragraph 4:

Link

Conclusion: In this section you finish off your answer. Refer back to the points that you made in the statement and explained in the support. Make absolutely clear what you believe to be the main reasons etc. Do not introduce any new information at this point.

Assessment of Paper 1

The probable relationship between mark bands in the mark scheme and final grades is explained in the table below. Candidates will need to be performing securely within each of the bands in order to obtain the relevant grade.

It should not be assumed that this correlation will always be accurate, but it is one way of encouraging students to make progress in their studies.

Band achieved overall	Grade Awarded
1	E
2	C
3	A

This means that candidates will benefit from being informed of the band into which their work is falling on a regular basis. If candidates are keen to obtain particular grades, they will need to make sure that their work matches the descriptors of the appropriate grade. This will also assist teachers in their efforts to encourage candidates to be more diligent and careful in their studies.

Candidates will, therefore, need to be advised of the exact demands of the grades and, accordingly, a generic mark scheme has been included in this guide. It is recommended that candidates be given copies of this generic mark scheme and that regular reference to it should be made during the course.

Generic band mark scheme: students' version

Band 1: This means that you are able to write some sentences to answer the question, but you are not able to develop any of them into a paragraph. If you do write paragraphs, you do not really add anything more to what you have said in the first sentence. You may make generalisations; for example, you may suggest that everyone was treated the same, without explaining how or why. You may also write something that could be true of other periods of history.

To improve to Band 2, you need some detailed information to help you back up or explain your answer.

Band 2: This means that you are able to back up your answer with knowledge and understanding in paragraph form. You are now showing that you know and understand more about the topic. But, what you put in the paragraph must be relevant to the topic. You cannot just write anything. For example, you could back up your answer by providing more detail about an event, a person or a date.

Band 2 answers will usually look like a series of paragraphs which are not linked together in any way. They are often quite long answers because you write everything that you know about the topic, rather than choosing the information which is most important.

To improve to Band 3, you will need to take time to plan your answer and get the paragraphs in the correct order.

Band 3: This means that you have taken the trouble to write a sequence of paragraphs with detailed knowledge and understanding and also to organise the paragraphs in a way that makes sense. For example, you can do this by making links between events and putting forward an explanation of why something happened.

The most important feature of a Band 3 answer is that it reads much more fluently and it is obvious that you have planned the answer, rather than just writing it straight away. This is because you have taken the trouble to plan and think about your answer before you start.

To improve to Band 4, you will need to organise your answer so that you write an introduction, an argument and a conclusion.

Band 4: This means that you have read the question very carefully and are then able to organise your answer properly. Your answer should have an introduction, which sets the scene by explaining any names, dates and events mentioned in the question. You should then write a series of linked paragraphs which support the argument that you put forward. Finally, you should write a conclusion which makes the main points over again.

Marking

All answers in Paper 1 will be marked in accordance with the four bands listed in this guide. The process will follow these steps.

1. Examiners will be asked to decide initially into which of the four bands an answer fits.
2. They will then award that answer a notional mark as follows:
Band 1: 4 marks
Band 2: 10 marks
Band 3: 15 marks
Band 4: 19 Marks
3. Examiners will then decide if the answer represents a better or weaker answer within that band. This will be decided by reviewing the accuracy, fluency and thoroughness of the answer.
4. Marks will then be adjusted up or down in accordance with the overall quality of the answer. If no adjustment is required, the notional mark will be the mark that is finally awarded.

This means that teachers and candidates need to be as fully aware of the requirements of the four bands as possible. It is therefore recommended that all marking of candidates' work, whenever appropriate, should be undertaken using the four bands in the mark scheme. That is to say that any tests, essays completed in class or for homework, examination questions or practice examinations should all be marked exclusively using the generic mark scheme.

Work that would not be marked using the generic mark scheme would be notes, diagrams, preparatory work or ordinary class work.

To help teachers with marking, a generic mark scheme covering the four bands is provided on the next page. This is the teachers' equivalent of the students' version that is reproduced earlier in this guide.

If the bands in the mark scheme are used consistently, teachers will find that students have a clearer idea of what is required in order to achieve particular grades. They may also find that students become more independent and take more responsibility for their studies.

One further step could be to ask candidates to record the bands that they have been awarded and to try to ensure that they improve steadily.

Generic band mark scheme: teachers' version

Band 1: Answers come in the form of unsupported statements, which are appropriate, but which lack any depth of knowledge or understanding, OR in the form of generalisations that could refer to any period or time.

There is no attempt to back up initial statements with any form of explanation or to supply further explanation in the form of knowledge and understanding that would make the answer relevant to a specific period.

Band 1 answers are usually short, unsupported statements OR generalised accounts which may be lengthy, but which lack contextual knowledge and understanding.

Band 2: Answers come in the form of developed paragraphs in which students are able to back up initial statements with relevant supporting knowledge and understanding. These answers will often look as if the student has written all he or she knows, with little or no attempt to discriminate in terms of content OR in terms of the focus of the question.

Band 2 answers may well be lengthy, but are usually undirected descriptive accounts of events with a series of relevant but unconnected paragraphs.

Band 3: Answers take the form of a series of inter-linked paragraphs which show that the student has clearly taken the trouble to impose a degree of planning on the response. There is a clear focus on the demands of the question and the answer reads logically. The student has attempted to explain how one thing led to another and has selected his or her knowledge and understanding appropriately.

Band 3 answers are usually a series of linked paragraphs which focus upon the key issue of the question, such as causation, change etc.

Band 4: These answers show clear understanding of the focus of the question and are structured accordingly. Students show clear and consistent evidence of a planned and logical approach and use knowledge and understanding of the topic with discrimination.

The key words and terms in the question are explained in the introduction, along with the main points to be made in the body of the answer. The main body of the answer refers to the factors identified in the introduction, and these are subsequently referred to in the conclusion.

In Band 4 answers, students clearly know where they are going to end up before they begin writing.

Specimen answers with commentaries

The purpose of this section is to explain to teachers the ways that different answers will be marked and assessed. Here are four answers to the same question. Each answer has been allocated to a different band in the mark scheme. In each case, the reasons for the differing assessment of the answer are explained. The question is:

Explain the importance of Robert Clive in the development of British rule in Bengal

You may use the following information to help you in your answer in addition to your own knowledge:

- 1743 Robert Clive arrived in India;
- 1756 Sirajuddaula became Nawab of Bengal;
- 1757 Robert Clive recaptured Kolkata.

Answer 1

Robert Clive was important because he won the battle of Palashi and defeated the French. He won Bengal for the British. He sorted out the finances of the East India Company and became very rich.

Examiner's comment

The candidate has made four simple statements which are accurate but which are not supported or explained in any way. Consequently, this answer falls into Band 1 and would receive a mark of 4.

Answer 2

Robert Clive worked as a clerk in the East India Company but then joined the army. He defended Madras in the early 1750s. When Kolkata fell to Sirajuddaula, he was given command of the army that was sent to recapture it. Clive was able to retake Kolkata and then formed a secret treaty with Mir Jafar. He agreed to back Clive and consequently Sirajuddaula was defeated at Palashi and was arrested soon afterwards. Clive had now won control of Bengal but was recalled to London in 1760.

Clive returned to Bengal in 1765 and began to reorganise the administration. He persuaded the Mughal Emperor to accept 2.6 million rupees a year in exchange for Bengal and took the title of Diwani. However, he realised that he had no knowledge of the way that Bengal was governed and also did not have the manpower to take over. Therefore, Clive appointed a deputy, Syed Muhammad Reza Khan, who was responsible for the civil government and left the administration to him. The East India Company took a share of the taxes but did not have to spend any time, effort or money in collecting them. This became known as the Clive System or Double Government.

Examiner's Comment

This candidate has clearly been well taught and has revised carefully for the examination. The answer is essentially a narrative and describes Clive's career in Bengal. Although the account is accurate, the candidate does not attempt to explain the importance of events or how they were linked together. However, at least three points are developed and so this answer would have reached the top of Band 2. This answer was therefore awarded a Band 2 mark of 12.

This candidate would probably have been awarded a Grade B.

Answer 3

Robert Clive played a very important role in the development of British rule in Bengal. After working as a clerk in the East India Company, he then joined the army and was able to defend Madras from French attacks in the early 1750s. His success resulted from his brave leadership and readiness to take risks. When Kolkata fell to Sirajuddaula in 1756, he was given command of the army that was sent to recapture it. Clive was able to retake Kolkata but then showed his political skill by forming a secret treaty with Mir Jafar. Clive realised that the East India Company army was far too small to defeat Sirajuddaula's and so persuaded Mir Jafar to defect. This enabled Clive to win the battle of Palashi. Sirajuddaula was arrested soon afterwards by Mir Jafar's son. Clive had now won control of Bengal against overwhelming odds but was recalled to London in 1760.

Clive returned to Bengal in 1765 and began to reorganise the administration. Although the Mughal Emperor was virtually powerless, he persuaded him to accept 2.6 million rupees a year in exchange for Bengal and took the title of Diwani. This again showed Clive's political skill because it ensured that British rule of Bengal would not be challenged. He also appreciated that he did not have the resources or knowledge to govern Bengal and therefore, appointed a deputy, Syed Muhammad Reza Khan. He became responsible for the civil government and used traditional Bengali methods. Clive therefore interfered as little as possible in the administration of Bengal which reduced opposition to British rule. The East India Company took a share of the taxes but did not have to spend any time, effort or money in collecting them. This became known as the Clive System or Double Government. Clive had showed both military and political skill in ensuring that the British won control of Bengal.

Examiner's comment

This candidate has used much the same information as the previous answer but has made a distinct effort to explain the importance of Clive's contribution to the development of British rule in Bengal. Both the military and political skills of Clive are highlighted and the importance of key actions is explained. Consequently this answer has been placed in Band 3 and awarded a mark of 16.

This candidate would probably have been awarded a Grade A on the basis of this answer.

Answer 4

The most important reasons why Robert Clive played a significant role in the development of British rule in Bengal were his military daring and his political skill in appreciating and overcoming the weakness of the position of the East India Company.

Clive's military skill was in evidence in his defence of Madras and in the recapture of Kolkata in 1757. He was a daring leader and took risks against much larger forces. He clearly enjoyed battle and exposing himself to danger. But he was also aware of potential disaster and made every effort to avoid it. Instead of fighting the massive army of Sirajuddaula, he formed a secret agreement with Mir Jafar who then defected at a key moment. Had Clive attempted to fight Sirajuddaula at Palashi, he might well have been overwhelmingly defeated.

The agreement with Mir Jafar also showed Clive's political skill which enabled him to take advantage of the rivalries between Nawabs. This became very important when Clive returned to India in 1765. Although it meant very little in practical terms, he agreed to pay the Mughal Emperor 2.6 million rupees to be recognised as Diwani of Bengal. This ensured British control free from any possible Mughal interference, however unlikely that might have been.

Having established British control, Clive was quick to see that it was control in name only. He did not possess either the manpower or the knowledge to govern Bengal. Consequently he appointed Syed Muhammad Reza Khan as Deputy Diwani and left him to run the country. Reza Khan used the existing Bengali administration and met little opposition. The East India Company was able to make considerable profits from the taxes collected without having to take any part in revenue collection. This became known as the Clive System or Double Government and was a supreme example of Clive's ability to adapt to and make use of existing circumstances. Clive himself became very wealthy as a result of the arrangement.

By the time that Clive returned to Britain in 1767, British control of Bengal was secure and the fortunes of the East India Company were established. His early military successes and his political skill had enabled the British to take control of vast areas of India and laid the foundations for future developments.

Examiner's comment

This is a very well thought out answer. Instead of adopting a chronological approach, the candidate has attempted to deal with the two aspects of Clive's policy that led to his success. In each case, the candidate has explained the significance of the policy and has supported his answer with appropriate examples. The result is a well-argued and convincing answer which would have been awarded a maximum Band 4 mark of 20.

This quality of answer would guarantee a candidate a Grade A.

Planning for delivery

Organising a scheme of work

Teachers are strongly advised to take note of the structure of the question paper when devising a scheme of work for the History and Culture section of the syllabus. It is not necessary for teachers to cover all eight sections of the syllabus because there will always be two questions set on each of the eight sections. It will only be necessary, therefore, for teachers to cover a minimum of three sections. However, it will probably be advisable to cover four in order to give candidates more flexibility and choice.

Teachers are of course free to make their own decisions about the choice and number of units. However, the scheme of work outlined below is provided by way of exemplification. It covers Sections 3, 4, 5 and 6, which may well prove to be the most popular options in many schools.

Section 3: Bengal under British rule

- a) The British conquest of Bengal
- b) The government of Bengal by the East India Company
- c) The development of the Bangla language, Bengali nationalism and the Indian National Congress
- d) The government of Bengal from 1858 to the beginning of the twentieth century
- e) The role of key individuals: Robert Clive, Warren Hastings, Lord Cornwallis

Section 4: Bengal: from Partition to Partition: 1905-1947

- a) The first partition of Bengal, the birth of the All-India Muslim League, the annulment of partition
- b) British attempts to reform the government of India: 1909, 1919 and 1935
- c) The impact of the Lahore Declaration and the Pakistan Movement
- d) The Indian Independence Act and the second partition of Bengal
- e) The role of key individuals: M. A. Jinnah, Jawaharlal Nehru, Subhas Chandra Bose

Section 5. Undivided Pakistan

- a) Constitutional differences between East and West Pakistan
- b) Linguistic and cultural differences between East and West Pakistan
- c) The foundation of the Awami Muslim League
- d) The Lahore Conference and the Six-Point Programme
- e) The role of key individuals: M. A. Jinnah, Sheikh Mujibur Rahman, President Ayub Khan

Section 6. The struggle for independence and the creation of the People's Republic of Bangladesh

- a) The impact of the 1970 National Assembly elections
- b) The War of Liberation
- c) Immediate problems faced by the Republic of Bangladesh
- d) The Bangladesh Constitution
- e) The role of key individuals: Sheikh Mujibur Rahman, President Yahya Khan, Indira Gandhi

A five-term scheme of work

This scheme of work divides the content of the above four sections into five units. Each unit could be covered in one term.

Unit 1: Bengal in the eighteenth century

- The rule of the Nawabs (by way of introduction)
- Reasons for the arrival of Europeans, establishment of trading posts
- War between the French and British (outline only as far as it affects Bengal)
- The military and political achievements of Robert Clive; Double Government; relations with the Mughal Empire
- The reforms of Warren Hastings; tax farming; law courts
- The reforms of Cornwallis to the police, law and order and civil service
- Separation of East India Company administration from trade
- The Permanent Settlement
- Exclusion of Indians from administration

Unit 2: Bengal in the nineteenth century

- The government of the East India Company to 1857
- Reasons for the removal of the East India Company
- Government by Westminster from 1858
- The powers of the Viceroy
- The administration of India
- Indian involvement in the government of Bengal
- The foundation of the Indian National Congress and its impact
- The development of the Bangla language – promotion by the East India Company
- The work of Rabindranath Tagore and other writers and poets.

Unit 3: Bengal 1900 to 1947

- The partition of Bengal 1905 and the foundation of the Muslim League
- The Morley-Minto reforms and the end of partition
- The Government of India Act 1919
- The Government of India Act 1935
- Reasons for the growth of support for Pakistan
- Impact of war on support for the Muslim League
- The Lahore Declaration
- The role and impact of Subhas Chandra Bose
- Reasons for partition – failure of the Cabinet Mission; communal violence; Mountbatten
- Impact of the Partition of Bengal

Unit 4: Pakistan

- The constitution of Pakistan
- The foundation and impact of the Awami League
- Cultural and linguistic differences
- Ekushey February
- The Language Movement
- The United Front and the election of 1954
- The Lahore Declaration and the Six Point Programme
- The role of Sheikh Mujib

Unit 5: Liberation

- The role of President Ayub Khan
- Impact of the 1970 election
- Tactics of the Pakistan army
- The Bangladeshi holocaust
- Indian and international involvement
- Independence
- Post-war difficulties
- Economic and political problems 1971-75

If centres wish to study other sections of the syllabus, assistance will be provided by London Examinations in drawing up an appropriate scheme of work.

Textbooks and resources for Paper 1

There will be a Student Study Guide providing coverage of the content for both examination papers, with exercises for students designed for either class or individual use. The Student Study Guide will be written by senior examiners for this syllabus, and will be available from Edexcel Publications (see Appendix 1).

The following websites may prove useful:

<http://banglapedia.com.bd>

This is a comprehensive encyclopaedia of Bangladesh history, geography and current affairs. It contains entries on all of the topics in the syllabus and is strongly recommended.

<http://www.artsci.wustl.edu/~ssen/Bengal1.htm>

This site offers a useful survey of Bengal under the Mughal Empire. Further pages cover other aspects of the history of Bengal.

<http://brandt.kurowski.net/projects/lisa/wiki/view.cgi?doc=814>

This is a very useful site that covers all aspects of the history of Bengal. There is a series of chapters, each covering key periods. There are links to other sites and pages.

<http://www.une.edu.au/~arts/SouthAsiaNet/publications/bangladeshandindianocean/1bangladeshor1.html>

This site has a useful section on the growth of Bengali nationalism in the nineteenth century and also on the development of Bangla. There are further sections on more recent periods.

<http://members.tripod.com/scohel/page04.html>

This website has many articles on the history of Bangladesh.

http://www.lib.berkeley.edu/SSEAL/SouthAsia/sahist_bangladesh.html

This site has sections on Bangladesh since 1947 and links to many other articles.

<http://inic.utexas.edu/asnic/countries/bangla/bangladeshm.html>

This site has a good overview of the history of Bangladesh since early times.

Paper 2: The Land, People and Economy of Bangladesh

Author's Notes

1. It is important to note that in the following notes for guidance, the term 'geography' is sometimes used as a shorthand reference for this paper with its three components: the Land, People and Economy of Bangladesh.
2. 'South Asian' is used to describe what is widely known elsewhere as the 'Indian' sub-continent.
3. Every effort has been made to use the correct spellings of Bangla place-names in this guide. In most instances, reference has been made to current Bangladeshi publications and to the *Banglapedia*.

Assessment objectives

1. Recall, select and use knowledge of the syllabus content

- Candidates will be expected to acquire a knowledge of selected topics, as specified in the syllabus, that relate to three aspects of modern Bangladesh – its land, people and economy.
- Ways of demonstrating this knowledge include using appropriate terminology (see Glossary) and being able to select, organise and present relevant facts in written form.

2. Demonstrate an understanding of this knowledge

- Candidates will be expected to be able to make use of their knowledge in explaining geographical aspects of Bangladesh. Candidates who are able to demonstrate this understanding will be more successful than those who simply recount factual details.
- Candidates will be expected to set details of the country's land, people and economy into the context of the overall development of Bangladesh.
- Candidates should understand the links that exist (i) between the three main units and (ii) between topics within individual units. An example of the former might be the significance of natural resources to the economic development of Bangladesh. The impact of rural-urban migration on population distribution and urban settlement might serve as an example of the latter.
- Included under this heading is the expectation that candidates will be able to interpret and use information conveyed in a range of resource materials, from maps and graphs to statistical tables and photographs.

3. Evaluate differing explanations, interpretations, explanations and points of view

- Candidates should be aware that there are particular topics within the syllabus on which there are divisions of opinion. Some of those divisions stem from the fact that people can perceive or interpret the same situation or data in different ways (for example, the importance of the informal sector or the form of international aid most appropriate to Bangladesh's current needs). Other divisions of opinion relate to the explanations given for a particular phenomenon (for example, the causes of global warming or poverty).

Syllabus content

The syllabus comprises three sections: the Land, the People and the Economy of Bangladesh. Each section contains 4 topics. The content of all of the 12 topics is detailed below.

Section 1 – The Land

1.1 Location, Relief and Drainage

- **Basic dimensions:** area, latitudinal and longitudinal extent. A comparative look at neighbouring states in South Asia in terms of size, physical environments, population and economic development.
- The physical characteristics of the main components of the **pattern of relief:** the present flood plains (90% of land area), the scattered Tertiary hills and the Pleistocene terraces.
- The **principal rivers** of Bangladesh and their seasonal regimes; the work of rivers; their management (anti-flooding measures, dams, reservoirs and water abstraction).
- **River landforms:** valleys, meanders, flood plains and deltas.
- The **influence of rivers** on human activities, particularly agriculture and settlement.

1.2 Climate

- Plotting and interpreting **temperature and precipitation graphs.**
- Bangladesh's **climatic characteristics** (temperature, humidity, precipitation and seasonality).
- The **monsoon mechanism:** the seasonal shifts in atmospheric pressure, air masses and wind direction.
- **Climatic variations** within Bangladesh – identifying and explaining the differences between two or more weather stations (e.g. Dhaka, Chittagong and Sylhet).
- The causes of **global warming** and possible outcomes for Bangladesh.

1.3 Natural Resources

- The **resource base** of Bangladesh (biotic and mineral); the significance of the distinction between renewable (fish, soils, forests) and non-renewable resources (fossil fuels).
- **Soils:** different types; maintaining soil fertility; the problem of salinisation.
- **Forests:** the range of products derived from the three main forest ecosystems (tropical evergreen, tropical deciduous and mangrove).
- **Fish stocks:** the principal biotic resource; the distinction between marine and fresh-water fisheries; aquaculture.

- **Minerals and energy:** the location and importance of fossil fuels (coal, oil and natural gas) and other minerals of significance (limestone, china clay, silica sand); the main sources of energy supply.

1.4 Natural Hazards

- A **country of hazards:** the principal natural hazards that confront Bangladesh (cyclones, floods, storm surges, droughts, earthquakes and landslides).
- **Cyclones, storm surges and floods:** the most destructive of the hazards, but they do bring some benefits (groundwater recharge, soil replenishment, the survival of wetland ecosystems, water for agriculture and other human uses).
- The causes of, and the scale of damage inflicted by, **tornadoes, droughts, earthquakes and landslides.**
- **The human hand in hazards:** how people can turn natural events into hazards; man-made hazards (pollution, road accidents).
- **Living with hazards:** the challenges of risk assessment, adjustment and prediction; minimising the negative impacts of natural hazards.

Section 2 – The People

2.1 Population Growth and Distribution

- The rising rate of **population growth** over the last 100 years; steps to be taken to avoid overpopulation (development, family planning).
- **Population rates:** birth and death rates (including infant mortality rate); their significance and the factors affecting them.
- Bangladesh's **population structure** (age and sex) present and future.
- The factors (physical and economic) causing **population densities** to vary from place to place.
- The present pattern of **population distribution.**

2.2 Migration

- Migration as a response to **push and pull factors.**
- **Migration types:** forced and voluntary, internal and international.
- **Rural-urban migration:** causes and consequences.
- **International migration:** principal destinations and their particular attractions (e.g. family ties in UK; job opportunities in Middle East).
- The **selectivity of migration** in terms of age and sex.

2.3 Settlement

- The **settlement hierarchy**: from farmsteads and hamlets to towns and cities.
- The process of **urbanisation**.
- **Comparative case studies** of two major cities: their location, functions and internal layout (the arrangement of different land uses and occurrence of different social groups).
- **Urban challenges** (poverty, housing, traffic, pollution) and steps being taken to deal with them.
- The advantages and disadvantages of **urban** and **rural life**.

2.4 Society and Welfare

- An **homogeneous society** in terms of ethnicity, language and religion. Minority groups and their place in modern society.
- The **class hierarchy**: its structure and manifestations; its strengths and weaknesses.
- Other **social inequalities** (poverty, illiteracy): their roots and steps being taken to reduce them.
- The present **status of women** and ways of raising their profile in the social and economic life of Bangladesh; equal opportunities.
- Possible measures of **welfare and quality of life** (percentage of the population with access to safe water and proper sanitation, adequate housing and secure employment, medical care and education, leisure time and recreational opportunities).

Section 3 – The Economy

3.1 Agriculture

- The three main **economic sectors** (primary, secondary and tertiary), their distinctive activities and their relative importance to the Bangladeshi economy.
- **Agricultural systems** (subsistence/commercial; arable/pastoral); the two main cash crops.
- The **Green Revolution**: its developments, achievements and challenges.
- **Irrigation**: overcoming seasonal extremes and unreliable monsoons; methods and costs.
- **Fertilisers and pesticides**: the reasons for using them (maintaining soil fertility; reducing losses to pests) and unwanted consequences (eutrophication; loss of biodiversity and poisoning of food chains). Is there an alternative way?

3.2 Manufacturing

- the **leading manufactures** of Bangladesh (jute, cotton textile, paper, sugar, fertiliser and cement).
- **location factors** affecting manufacturing: raw materials, power, land, labour and transport.
- **craft or cottage industries**: their nature and significance.
- the challenge of **increasing manufacturing output** (need for enterprise, capital, technology, skills and improved transport).
- **labour issues** (skills training, unionisation, use of child and female labour).

3.3 Services

- The **diversity of services** within the tertiary sector.
- The **location of services** within towns and cities, particularly the concentration in central areas (for reasons of access to customers and labour).
- **Informal activities** and their importance in Bangladesh.
- The **transport networks** of Bangladesh; the advantages and disadvantages of different modes of transport.
- Bangladesh's **international trade**: major exports and imports, the trade balance, main trading partners.

3.4 Development

- The nature of the **development process**: the recognition of development groups (LEDCs, RICs, NICs, MEDCs, etc.).
- **Measuring development** and making international comparisons.
- **Economic globalisation** (the forces behind it) and Bangladesh's involvement (source of resources and cheap labour; market for imported manufactured goods).
- **Regional differences** within Bangladesh, particularly between urban and rural areas; thumbnail sketches of the distinctive character and challenges facing each of the six divisions.
- The environmental impacts development; **making development more sustainable** (ensuring the future for tomorrow's citizens).

The words in **bold** above indicate the topics that form the contents of the Student Study Guide. Each topic will be covered by a two-page spread.

By the end of the course, students should be able to demonstrate

- a knowledge of the basic geographical features of Bangladesh
- an understanding of the interrelationships between the physical environment and human activities, particularly the impact of people on the environment
- an awareness of some current important national issues
- an ability to use maps, diagrams, statistics and case studies.

Paper 2

Paper will 2 will comprise 7 questions. The first of these (Section A) will be compulsory; the remaining six will be divided into three sections, B, C and D, with two questions set in each. These sections coincide with the three syllabus sections: the Land, the People and the Economy.

In addition to the compulsory Question 1, candidates will be required to answer three more questions, selecting one from each of the three sections B, C and D. Each question will be marked out of 15, making a total of 60 marks for the paper as a whole.

Given that all the questions carry equal marks, candidates should be advised to give them equal attention in terms of time spent in the examination room. The time allowed for this paper is 90 minutes. This suggests that candidates should devote about 20 minutes to each question, whilst recognising that it will probably take at least five minutes at the beginning to read through the examination paper and to make question choices.

All questions are of the structured, short-answer kind. Each will incorporate some sort of stimulus material that will, in some way or another, test the skills of interpreting resource materials (thematic maps, diagrams, photographs, statistical tables) or of drawing sketch maps and graphs.

The compulsory question in Section A will test the candidate's general knowledge of the basic geography of Bangladesh, particularly the locations of key features such as rivers and hilly tracts, resource source areas, cities and ports (see Specimen Paper 2). Some sort of map will be involved. It might be an outline map for plotting locations or a topographic map extract for some sort of interpretation exercise.

The six questions that make up Sections A, B and C will all be of similar style and format:

- each will comprise three main parts, a), b) and c). Parts a) and b) may have further subdivisions;
- in most instances, there will be a resource (map, diagram or table) that acts as a stimulus in part a); occasionally candidates will be required to complete a diagram or compile a sketch map;
- parts a) and b) will mainly involve two types of response: i) the identification and listing of facts or factors, and ii) brief explanations involving no more than a few lines of prose;
- part c) will normally require some sort of explanation and there will be an expectation of extended writing (i.e. continuous prose). Something in the order of 10 lines of normal-sized writing would be a crude indicator of the length of expected response.

It needs to be stressed that each of these six questions will take into account more than one section topic. This is simply to warn of the dangers of teaching too few of the topics in any

particular section. To be reasonably secure, teachers would be advised to ignore no more than one topic in each section.

Answers will be written in the standard London Examinations answer book. It is important that teachers remind their candidates of two particular requirements:

- to ensure their answers to parts of questions are clearly indicated in the left-hand margin
- to affix to their answer book any detachable sheets from the examination paper on which they have been required to plot, draw or write.

Assessment of Paper 2

The marking of the compulsory Question 1 and much of the marking of parts a) and b) of the six section questions will be of the point-scoring type. It is reasonable for candidates to assume that it is a matter of one mark per valid point. Therefore, the number of marks allocated to each question part indicates the number of points that the examiners are expecting the candidate to make.

It is important to inform candidates that where a question requires a stated number of items (as in Specimen Paper 2, Questions 1b), they should present **exactly** that number and **not** an extra one or two just in case one of the earlier ones is wrong.

The marking of part c) of questions in Sections B, C and D is significantly different. The assessment strategy involves recognising and defining three bands or levels of attainment, each worth two marks.

This may be illustrated by identifying typical responses to three of the Specimen Paper 2 questions.

Question 2(c)

Discuss the causes of global warming and the likely consequences for Bangladesh.

Band 1 (1 – 2 marks) – simple statements:

'Global warming is due to there being more CO^2 in the atmosphere. There will be a rise in sea-level and this will drown many parts of Bangladesh.'

Band 2 (3 – 4 marks) – developed statements, but 'causes' and 'consequences' may not receive equal treatment:

'Global warming is due to there being more CO^2 in the atmosphere. The CO^2 comes from the burning of fossil fuels and from deforestation. Sea level rises because the higher temperatures lead to the melting of the world's ice sheets and glaciers. These rises will drown much of coastal Bangladesh.'

Band 3 (5 – 6 marks) – full exposition of both question elements:

'The burning of fossil fuels and deforestation lead to an increase in the amount of CO^2 in the atmosphere. The gas acts as a blanket preventing heat escaping from the atmosphere and out into space. The resulting warming leads to the melting of the Earth's ice sheets and glaciers. More water in the oceans means higher sea levels. In Bangladesh higher sea levels will result in the loss of large areas of low-lying land. This will lead to the movement of people and the raising of population densities on the remaining land. Higher sea-levels will also mean that the country's rivers will flood more often and to an increasing extent.'

Question 4(c)

Babies born to landless rural families have an infant mortality rate that is much higher than those babies born to land-owning families. Explain why this is so.

Band 1 (1 – 2 marks) – simple statements:

'Landless families are poorer than land-owning families. This means that they do not have enough food and babies will starve.'

Band 2 (3 – 4 marks) – developed statements:

'Landless families are poor, have little food and live in unsatisfactory housing. All this means that babies are more likely to become ill. When they do, the lack of money means that babies are less likely to get medical treatment and so increasing their chances of dying.'

Band 3 (5 – 6 marks) – full explanation:

'Landless families are more likely to suffer from poverty. This means that often they do not have the food needed to make babies into healthy children. Poor housing, as well as a poor diet, increases the chances of illness. So when their babies become sick, these families are unlikely to have the money to pay for medical treatment. These families are also likely to be less well educated, so do not fully understand the importance of a good diet and hygienic living conditions.'

Question 7(c)

Examine the problems associated with the growth of manufacturing industry in Bangladesh.

Band 1 (1 – 2 marks) – simple statements:

'The growth of manufacturing will lead to more pollution. Better transport and more trained labour are needed. There is tough competition from goods manufactured overseas.'

Band 2 (3 – 4 marks) – developed statements, but possible distinction between present and future growth not drawn:

'Manufacturing is a polluter both of air and water, and it is responsible for consuming non-renewable resources and scarce energy supplies. The growth of manufacturing has in some instances led to the exploitation of child and female labour. Bangladesh does not sell much of its manufacturing output overseas.'

Band 3 (5 – 6 marks) – thorough examination:

'Environmental pollution, the exhaustion of natural resources and the exploitation of child and female labour are three particular problems associated with manufacturing today. If manufacturing is to expand, it needs to become more competitive both on the home market and overseas. It will not become that until transport, energy supplies, production methods, factories and labour skills are improved. Enterprise is also needed to identify new lines of manufacturing.'

From these three examples, it is possible to see the generic characteristics of the three mark bands:

Band 1: Simple statements

Candidates provide relevant information, but in short and essentially descriptive statements.

Band 2: Developed statements

Candidates show knowledge and understanding of some aspects of the question topic. There may be elements of exposition and explanation.

Band 3: Thorough response

Candidates cover all the important aspects of the question in a fairly balanced way. A sound understanding and exposition of the relevant subject matter is readily evident.

Planning for delivery

Drawing up a teaching programme

The most likely approach to teaching the Bangladesh Studies course will be to teach the content of Paper 1 and Paper 2 in parallel, with a lesson or two a week devoted to the content of each paper. This will encourage interesting cross-referencing between the two components, bearing in mind that there are points of contact between Bangladesh's history and various aspects of its geography.

It is assumed that about two hours per week will be allocated to the teaching of Bangladesh Studies. Teaching will normally be spread over two years, or five terms, though it is possible to teach the course in a single year. If each term comprises roughly 12 weeks of teaching, there will be about 60 hours of teaching time to cover the content of each of the two components. The sixth term would be taken up by a period of class and individual revision followed by the examination itself.

The syllabus shows Paper 2 as being made up of 3 sections. There is no reason why there should not be an equal allocation of time to these sections and to each of their component topics. In short, teachers are recommended to think broadly in terms of 20 hours for each section, and five hours for each topic. However, such a recommendation should not be regarded as a straightjacket. Teachers should feel able to relax those guidelines somewhat to allow them to teach to their particular strengths and interests, or to capitalise on particular opportunities and resources that exist in and around their school.

The most straightforward approach is to teach the three sections in the order in which they are set out in the syllabus, namely to start with the physical environment and finish with the overarching topic of development (see Planning Sheet 1).

Paper 2 Planning Sheet (1)

(content taught in syllabus order)

	Topics
Term 1	1.1 Location, relief and drainage 1.2 Climate 1.3 Natural resources
Term 2	1.3 Natural resources (continued) 1.4 Natural hazards 2.1 Population growth and distribution
Term 3	2.2 Migration 2.3 Settlement (might benefit from more than 5 hours)
Term 4	2.4 Society and welfare 3.1 Agriculture 3.2 Manufacturing
Term 5	3.2 Manufacturing (continued) 3.3 Services 3.4 Development

The links between Paper 2 topics

It is possible to order the teaching of the topics of Paper 2 in a variety of ways. As shown below, the many links and points of contact that exist between the topics can provide and justify a range of different delivery pathways.

A. Links within sections

Section 1 – The Land

- Location, relief and drainage affect climate, particularly the amount of precipitation and its subsequent disposal.
- Climate creates events that become natural hazards.
- Climate is both a natural resource and a factor affecting biotic resources (soils, vegetation, wildlife).
- The accessibility of natural resources is conditioned by location, relief and drainage.
- The impact of natural hazards (floods and tidal waves) is affected by relief and drainage.

Section 2 – The People

- Migration is an important influence on changing population distribution.
- Rural-urban migration fuels the growth of urban settlements.
- It is in large settlements that many of the current issues of society and welfare are most keenly felt.
- The environments created by settlements are a major influence on society and welfare, particularly the latter.
- Population growth goes hand in hand with the growth of settlements.

Section 3 – The Economy

- Development involves rising expectations in terms of services.
- Agriculture yields raw materials for manufacturing.
- Marketing the outputs of manufacturing generates a range of services.
- The growth of manufacturing and services places demands on commercial agriculture to feed a rising number of non-agricultural workers and their families.
- The improvement of transport services is a vital part of the development process.

B. Links between sections

Land and People

- Location, relief and drainage affect the locations and built-up areas of settlements.
- Location, relief and drainage help mould population distribution.
- Population growth means increased exploitation of natural resources.
- Natural hazards have an adverse effect on population growth and distribution.
- Natural hazards can trigger migration.
- The reliability of climate is important to modern society and welfare.

Land and Economy

- Location, relief and drainage are important considerations in the location of manufacturing.
- Natural hazards can impede development.
- Climate is a major influence on agriculture (what is grown and when).
- Natural resources are crucial to development.
- Development leads to the depletion of natural resources.
- Changes in climate (global warming) could have serious consequences for development.

People and Economy

- Population growth increases the demands placed on agriculture.
- Development is necessary to support population growth.
- Development should benefit both society and welfare (reducing poverty and illiteracy).
- Manufacturing and services are mainly located in urban settlements.
- The changing pattern of demand for services reflects both population growth and shifts in society and welfare.
- Migration is one way of meeting the changing labour patterns that are a part of development.

Paper 2 Planning Sheet (2)

This sheet sets out a sequencing of topics that starts with 3.4 Development. Here the thread that links the remainder is the development process itself – its causal factors, its outcomes and its challenges.

	Topics
Term 1	3.4 Development (as the launch topic, it might benefit from more than five hours of teaching) 1.3 Natural resources
Term 2	1.2 Climate 3.1 Agriculture 3.2 Manufacturing
Term 3	3.2 Manufacturing (continued) 2.3 Settlement 3.3 Services
Term 4	2.1 Population growth and distribution 1.1 Location, relief and drainage 1.3 Natural hazards
Term 5	1.3 Natural hazards (continued) 2.2 Migration 2.4 Society and welfare

Paper 2 Planning Sheet (3)

This sheet starts with 2.1 Population Growth and Distribution and the remaining topics are seen as factors affecting the Bangladeshi people in terms of where they live, what they do and their quality of life.

	Topic
Term 1	2.1 Population growth and distribution (as the launch topic, it might benefit from more than 5 hours of teaching) 1.1 Location, relief and drainage
Term 2	1.4 Natural hazards 1.2 Climate 1.3 Natural resources
Term 3	1.3 Natural resources (continued) 3.1 Agriculture 2.2 Migration
Term 4	3.2 Manufacturing 3.3 Services 2.3 Settlement
Term 5	2.3 Settlement (continued) 2.4 Society and welfare 3.4 Development

A one-year or two-year course?

The teaching programmes outlined above assume that Bangladesh Studies will be taught as a two-year (five-term) course. It has to be said, however, that the course might be covered in one year, but this will depend on the curriculum time available. The availability of a winter examination in January also opens up yet another possibility, namely of teaching the course over four terms.

The above programmes assume that all 12 topics are to be taught. However, given the structure of Paper 2, with its requirement of answering one question from a choice of two, it should be possible to reduce the content by one topic in each of the three units. Clearly, there are risks attached to this. Because each question will embrace more than one of a section's topics, candidate choice in the examination will become more restricted.

Reducing the number of topics to be taught should make teaching the course in one year more feasible.

Skills training

It is recommended that during the course of covering the syllabus content, candidates should be made aware of, and have the opportunity to practise, a number of skills. These include:

- communication skills – develop proficiency in the English language through the medium of class discussions of relevant topical issues, essay writing, compiling continuous prose answers to the final parts of questions and using appropriate terminology (see Glossary)
- map skills – with particular reference to topographic maps, recognising landforms and human features of the landscape;
- atlas skills – using an atlas wherever relevant in the course;
- sketching skills – communicating ideas through simple sketch maps and diagrams;
- graphic skills – plotting graphs, using proportional symbols, annotating diagrams;
- statistical skills – using simple statistical measures, such as means and percentages;
- ICT skills – accessing the Internet to gain information about Bangladesh and its place in the modern world.

Glossary

This Glossary covers over 150 terms. It contains terms used in setting out the essential content of the three sections. It is hoped that candidates will become familiar with, and gain some understanding of them.

Words in **bold** within each entry draw attention to the fact that those terms are covered elsewhere in the Glossary.

abstraction Removal of water from rivers, lakes or **groundwater** for human use.

accessibility The ease with which people can get to a particular place.

affluence The general level of prosperity enjoyed by a population.

agro-forestry Combining agriculture and forestry, as in the planting of windbreaks in areas suffering from wind erosion or growing trees for fuel.

aid Help provided by more wealthy nations (**MEDCs**) to less well off nations (**LDCs** and **LEDCs**), mainly to encourage **development**.

alternative energy **Energy resources**, such as solar, tidal and wind power, that are **renewable** and offer an alternative to **fossil fuels**.

appropriate technology Know-how and equipment, provided as part of **aid** programmes, that are suited to the basic conditions prevailing in the receiving country.

arable farming A type of agriculture in which the emphasis is on the growing of crops.

atmosphere The mixture of gases, predominantly nitrogen, oxygen, argon, carbon dioxide and water vapour, that surrounds the Earth.

bar graph A diagram made up of bars that are drawn proportional in length to the quantities they represent.

base-level The lowest level to which a stream or river can erode its valley.

biodiversity The variety of species in an ecosystem.

biomass The total amount of living material found in a given area.

built-up area The man-made landscape of a town or city with its buildings, transport networks and urban land uses.

capacity (of a stream) The **load** of a river at a particular time or location.

carnivores Animals or plants that eat animals.

central business district (CBD) The central area of a town or city dominated by shops, restaurants, cinemas, offices and hotels.

channel The part of a valley floor occupied by the flowing water of a stream or river.

channelisation The straightening, deepening, widening or lining of a river's course, mainly to reduce the risk of flooding.

choropleth map A map that shows spatial information by means of a scheme of shadings (or colours) that represent different degrees of density, e.g. of population.

commuter A person travelling daily to and from a place of work located some distance from their home.

confluence The meeting of a river and its **tributary**.

conservation The protection of such things as wild animals and plants, their habitats, fine scenery, historic buildings, etc. This is because of a growing awareness of their **amenity** and value, and often because they are scarce or threatened.

conservative margin A plate boundary where two tectonic plates are moving parallel to it but in opposite directions.

convectonal rainfall Rain caused by uplift and the condensation of moisture.

cross-section (1) The profile revealed when a section is taken through a feature, such as across a valley. (2) A 'snapshot' or typical sample of society at a moment in time.

crude birth rate The number of births in a year per 1000 of the total population.

crude death rate The number of deaths in a year per 1000 of the total population.

cycle of deprivation A sequence of events experienced by disadvantaged people and areas in which one problem leads to another and so makes this worse.

cyclone see **tropical cyclone**.

decentralisation The movement of people, shops, offices and factories away from city centres and the **inner city** towards suburban and edge-of-city locations.

delta A low-lying area found at the mouth of a river and formed of material deposited by the river.

deforestation The felling and clearance of forested land.

dependency ratio The number of children (aged under 15) and old people (aged 65 and over) related to the number of adults of working age (between 15 and 64).

deprivation The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment.

development The progress of a country in terms of economic growth, the use of technology and human welfare.

development gap The difference in standards of living and **well-being** between the world's richest and poorest countries (between **MEDCs** and **LDCs/LEDCs**, between the **First World** and the **Third World**).

discharge The quantity of water that passes a given point on the bank of a stream or river within a given period of time.

dot map A map showing the distribution of something (e.g. volcanoes, people) by the location of dots of uniform size.

drainage basin The area drained by a river and its tributaries, bounded by a **watershed**.

drought A long, continuous period of dry weather.

earthquake A **natural hazard** caused by a sudden or violent movement within the Earth's crust, often along a **plate boundary**, followed by a series of shocks.

economic globalisation The economic processes that are causing higher levels of interdependence between the countries of the world. These processes include **trade**, overseas **foreign investment** and **aid**. **Transnational companies** play an important role in promoting economic globalisation.

economic sector A major division of an economy. Most commonly four sectors are recognised: **primary** (agriculture, fishing, mining), **secondary** (manufacturing), **tertiary** (services) and **quaternary** (research and development, information processing).

ecosystem An organic community of plants and animals interacting with their environment.

ecotourism A form of tourism which aims to conserve fragile ecosystems and ensure that its benefits (jobs, income) are retained within the local area.

energy resources The means of providing motive force, heat or light. They include electricity, gas, steam and nuclear power, together with fuels such as coal, oil and wood.

epicentre The point on the Earth's surface which is directly above the focus of an **earthquake**.

erosion The wearing down of the land by water, ice, wind and gravity.

ethnic group A group of people sharing the same characteristics of race, nationality, language or religion.

evaporation The changing of a liquid into vapour or gas at a temperature below its boiling point.

evapotranspiration The transfer of water to the **atmosphere** by evaporation and plant **transpiration**.

exports Items transported out of a country for sale abroad as part of its **trade**.

eye of storm The calm area at the centre of a **tropical cyclone** (typhoon).

First World This comprises the industrialised countries (**MEDCs**) of North America, W. Europe, Japan, Australia and New Zealand.

flood plain That part of a valley floor over which a river spreads during seasonal floods.

focus The point of origin of an **earthquake**.

food chain A sequence in which organisms serve as the food for the next in the chain, as grass does for **herbivores**, and herbivores do for **carnivores** and humans.

forced migration A movement of people caused by a **push factor** such as religious persecution or famine.

foreign investment Undertaken by companies to extend their business interests overseas. It might involve creating a new source of raw materials (e.g. a mine), setting up a branch factory, opening new retail outlets or buying shares in a foreign company.

fossil fuel Combustible materials made from the fossilised remains of plants and animals, e.g. peat, coal, oil and natural gas.

free trade When trade between countries is not restricted by **quotas**, **tariffs** or the boundaries of **trade blocs**.

genetically modified (GM) food Food coming from crops and livestock that have been genetically engineered to improve productivity and disease-resistance. The scientific techniques include either transferring genes from one organism to another or changing genetic materials within an organism.

ghetto Part of a town or city containing a high proportion of one particular **ethnic group**.

global warming A slow but significant rise in the Earth's temperature. It may be caused by the build up of excessive amounts of carbon dioxide in the atmosphere which increase the **greenhouse effect**.

globalisation see **economic globalisation**.

green belt A mainly rural area around a city in which development is strictly controlled to prevent the further outward spread of the **built-up area** and two neighbouring towns from coalescing.

green revolution The application of modern farming techniques in **Third World** countries. This includes particularly the cultivation of high-yielding varieties of crops, the use of fertilisers and pesticides, water control and the introduction of machinery. Whilst it has done much to raise food production, there have been costs such as environmental damage, rising farmer debt and increased **rural-urban migration**.

greenfield site A plot of land in a rural area that has not yet been subject to any urban development.

greenhouse effect The warming of the Earth's atmosphere because pollution is preventing heat from escaping into space.

gross domestic product (GDP) The total value of goods and services produced by a country during a year. When expressed as per head of population (per capita), it provides a widely used measure of national prosperity and **development**.

groundwater Water held below the **water table**.

heavy industry An industry involving large quantities of materials, such as steel-making, shipbuilding and petrochemicals.

herbivore An animal that obtains most its food from eating plants.

high-tech industry Manufacturing involving advanced technology, such as the making of microchips and computers. It also includes genetic engineering, communications and information technology.

honeypot A place of particular appeal and interest that attracts large numbers of visitors.

human development index (HDI) Used as measure of **development** in a country and for making international comparisons.

hydrograph A graph on which variations in a river's discharge are plotted against time.

hydrological cycle The unending movement of water between land, sea and atmosphere.

impermeable Rocks that do not allow water to pass through them.

imports Goods and services brought into a country from another as part of **trade**.

infiltration The movement of water from rain or melting snow into the ground.

infant mortality The average number of deaths of infants under 1 year of age per 1000 live births per year.

informal sub-sector This is largely made up of jobs over which there is little or no official control. It includes jobs such as child-minding, domestic cleaning and street vending.

inner city That part of the **built-up area** and close to the **CBD**, often characterised by old housing and poor services.

interdependence The drawing together of the countries of the world by the processes of **economic globalisation**.

intermediate technology The simple, easily learned and maintained technology used in a range of economic activities serving local needs in LEDCs.

irrigation The supply of water to the land by means of channels, streams and sprinklers in order to permit the growth of crops in dry areas or at dry times of the year.

isopleth A line drawn on a map joining points of equal value, as on a contour map or a weather chart showing atmospheric pressure.

LDC An abbreviation of 'least developed country' – one of the world's poorest countries.

LEDC An abbreviation of 'less economically developed country'. One of a number of terms (along with 'developing country') used when referring to the countries of the **Third World**.

levee A bank of sediment formed along the edge of a river **channel** deposited by floodwater.

life expectancy The average number of years a person might be expected to live.

light industry The manufacture of products that are light in bulk and use small amounts of raw materials.

line graph Used to plot the relationship between two variables, as between population and time.

load The materials transported by a stream or river.

malnutrition Ill-health resulting from a diet that is inadequate in terms of either quantity or vital minerals and vitamins.

meander A pronounced bend in a river.

MEDC An abbreviation of 'more economically developed country'. One of a number of terms (along with 'developed country') used when referring to the countries of the **First World**.

migration The permanent or semi-permanent movement of people from one location to another.

million city A city with a population exceeding 1 million.

mixed farming A type of commercial agriculture concerned with the production of crops and the rearing of livestock on one farm.

natural hazard A natural event (e.g. earthquake, flood, landslide, volcanic eruption) that threatens or causes damage, destruction and death.

natural increase A growth in population produced when the **crude birth rate** exceeds the **crude death rate**.

natural resource Anything that occurs in a natural state and that is useful to people.

NIC An abbreviation of 'newly industrialising country'. A term used to describe certain countries (mainly in SE Asia) which over the last 30 years have shown high rates of economic **development**.

non-renewable resource A material that cannot be restored after use. Examples include **fossil fuels** and minerals.

overgrazing Putting too many animals on grazing land so that the vegetation cover is gradually destroyed.

overpopulation Too many people living in an area than can be supported by it.

pastoral farming A type of agriculture concerned mainly with the rearing of livestock, for meat, milk, wool or hides.

peak flow The maximum **discharge** of a river after heavy **precipitation**.

percolation The process by which water seeps downward through rock.

permeable The quality of rocks and deposits that allows water to pass through them.

pie graph (diagram) A diagram in which a circle is divided into sectors. The circle represents the total values; the sectors are proportional to each value expressed as a percentage of the total.

plate boundary The line separating two adjacent **tectonic plates**.

pollution A condition when environments (particularly air and water) become adverse to the normal existence of living organisms. Sources of pollution range from sewage outflows and agricultural fertilisers to factory chimneys and motor vehicle exhausts.

porous The ability of rocks and deposits to hold water.

precipitation The deposition of moisture on the Earth's surface, in the form of dew, frost, rain, hail, sleet or snow.

primary sector see **economic sector**.

pull factor Something that attracts a migrant to a new location (e.g. freedom, a better job).

push factor Something in the home area that forces or persuades a migrant to move away (e.g. persecution, poverty).

quality of life Difficult to define, but it is often thought of as an umbrella term that takes into account **standard of living**, **welfare** and **well-being**.

quaternary sector see **economic sector**.

quota A limit imposed on the quantity of goods produced, purchased or sold, as often applies in international **trade**.

redevelopment When applied to the **built-up area**, it means demolishing all existing buildings and starting afresh.

refugee A person who flees their country to avoid war, the threat of death, oppression or persecution.

renewable resource A resource which is not diminished when it is used; it recurs and cannot be exhausted (e.g. wind and tidal energy).

resource Something which meets the needs of people.

Richter scale A scale, ranging from 0 to 10, used in measuring the magnitude of **earthquakes**.

risk assessment Judging the amount of damage an area might expect from any given **natural hazard**.

runoff The amount of water leaving a drainage basin over or through the ground.

rural-urban fringe A zone of transition between the edge of the **built-up area** and the surrounding countryside.

rural-urban migration The movement of people from the countryside into towns and cities; an important part of **urbanisation**.

scale The relationship between a distance on a map or plan and the corresponding distance on the ground.

secondary sector see **economic sector**.

seismograph An instrument used for measuring the occurrence and magnitude of an **earthquake**'s shock waves.

services A range of activities making up the tertiary economic sector.

settlement hierarchy A grouping of the settlements of an area according to any one of a number of criteria, including population size, extent and the services provided. In many countries the hierarchy runs: hamlet – village – town – city – metropolis or capital city.

shanty town An area of makeshift and unsanitary housing, often occupied by **squatters**, and found mainly in and around **LEDC** cities.

socio-economic group A group of people distinguished by employment, income and social characteristics such as education and family status.

soil erosion The removal of soil by wind and water and by the movement of soil downslope.

squatter Anyone who occupies a building or land without the legal right to do so.

standard of living The degree to which the needs and wants of a population are satisfied. This degree is one of the measures of **development**.

suburbs The mainly residential parts of a town or city at or close to the edge of the built-up area.

sustainable development A form of **development** involving a wise use of **resources** and **appropriate technology** without badly damaging the environment. It meets the needs of today without preventing future generations from meeting theirs.

tariff A duty or tax charged by a country on its **imports** from other countries; a customs duty.

tectonic plate A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates.

tertiary sector see **economic sector**.

Third World A term used rather loosely (along with 'developing country' and **LEDC**) to denote the relatively poor and less-developed countries located mainly in Africa, Asia and Latin America.

trade The buying and selling of goods and services between countries.

trade balance The difference between a country's imports and its exports. Where the former exceed the latter, the balance is referred to as 'unfavourable', and 'favourable' when the situation is reversed.

trade bloc A group of countries bound together by free trade agreements that exclude others.

transnational company (TNC) A huge enterprise which operates on a global scale and is involved in a wide variety of businesses.

transpiration The loss of water vapour from a plant.

transport The movement of people and commodities from one location to another.

tributary A river which flows into another, usually a larger one.

tropical cyclone A weather system of intense low pressure and violent winds formed over tropical seas. When they reach land, their energy rapidly disappears, but not before causing considerable damage.

typhoon The name given to **tropical cyclones** in Asia.

urban Relating to, or characteristics of, a town or city.

urban fringe The outer edge of the **built-up area**.

urban renewal The revival of old parts of the **built-up area** by either installing modern facilities in old buildings (known as 'improvement') or opting for **redevelopment**.

urban sprawl A haphazard and loose spreading of the built-up area.

urbanisation The process of becoming more urban, mainly through more and more people living in towns and cities.

voluntary migration This involves people who have chosen (not been forced) to move. Perhaps they have been persuaded to migrate by **pull factors** such as better housing or a higher paid job.

water table The level below which the ground is saturated.

watershed The dividing line between one **drainage basin** and another.

welfare The general condition of a population in terms of diet, housing, healthcare, education, etc.

well-being Similar to **welfare**, but more about personal satisfaction, happiness and **quality of life**.

Textbooks and resources for Paper 2

There will be a Student Study Guide providing coverage of the content for both examination papers, with exercises for students designed for either class or individual use. The Student Study Guide will be written by senior examiners for this syllabus, and will be available from Edexcel Publications (see Appendix 1).

Textbooks specific to Bangladesh

These books may prove useful either in general terms or in providing information specific to Bangladesh:

Development Issues of Bangladesh, by Ali, A. et al. (eds), (University Press Dhaka, 2003)
ISBN: 9840513729

Bangladesh Environment: Facing the 21st Century, by Gain, P. (Society from Environment and Human Development, 2002)

Secondary Geography for Classes IX and X, by Islam, N. et al. (eds), (National Curriculum and Textbook Board, 1997)

Secondary Economics for Classes IX and X, by Jalil, M. A. (National Curriculum and Textbook Board, 1998)

Social Science for Classes IX and X, by Md Mofizuddin et al. (eds), (National Curriculum and Textbook Board, 2002)

Geography of Bangladesh, by Rashid, H. (University Press Dhaka, 1991), ISBN: 9840511599

General geography textbooks

There are many general Geography textbooks available, such as the following:

Tomorrow's Geography, Harcourt, M. and Warren, S. (Hodder and Stoughton, 2001)

It's a World Thing, Digby, R. et al. (Oxford University Press, 2001)

Further support can be obtained from the following websites:

<http://banglapedia.com.bd>

<http://www.loc.gov>

This is the website of the Library of Congress in the USA. Typing in 'Bangladesh' in the query box on this site retrieves 10 pages of sources providing information about the country. However, not all the statistics are very up-to-date.

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

The Bangladesh Bank provides statistics on the national economic performance.

<http://www.devdata.worldbank.org>

A source of statistics on development and environmental issues.

Appendices

Appendix 1: Contact details, support and training

London Examinations will provide support and training in a variety of ways.

- There will be occasional INSET (teacher training) courses run in Bangladesh by senior examiners. These will provide teachers with feedback on examinations and advice on the preparation of candidates.
- Further materials will be published to support teachers in schools. These may be posted on the London Examinations website.
- On-line support may be available through the Internet.
- Teachers may request advice and support by contacting a London Examinations Regional Adviser, or by contacting London Examinations in London.

The contact details for London Examinations are given below.

International Customer Relations Unit
Edexcel International
190 High Holborn
London WC1V 7BE
United Kingdom

Tel: +44 (0) 190 884 7750

E-mail: international@edexcel.org.uk

Edexcel publications

The following are available from Edexcel Publications:

Bangladesh Studies (7038) Syllabus (Publication code: UO014827)

Specimen Papers and Mark Schemes (Publication code: UO014828)

Teacher's Guide (Publication code: UO015661)

Edexcel Publications

Adamsway

Mansfield

Notts NG18 4LN

United Kingdom

Tel: +44 (0) 1623 450 781

Fax: +44 (0) 1623 450 481

E-mail: intpublications@linneydirect.com

Appendix 2: Topic Planning Sheet for Bangladesh Studies

Teachers can use these sheets to plan the teaching of topics.

	History	Geography
Term 1		
Term 2		
Term 3		
Term 4		
Term 5		

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Further copies of this publication are available from
Edexcel International Publications, Adamsway, Mansfield, Notts, NG18 4FN, UK

Telephone: 44 (0) 01623 450 781
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Order Code UO015661 September 2004, Issue 1

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