

BANGLADESH STUDIES

Paper 7094/01

History and Culture of Bangladesh

Key Messages

- The new format of the paper encouraged more explanation and assessment.
- It is important to respond precisely to the demands of the question and to be aware of the distinction between description and explanation.
- Some candidates need to manage their time more effectively as they tend to spend too long on the first question and too little time on the last question.

General Comments

The new format encouraged more explanation and judgement and resulted in a greater number of high marks. One candidate achieved 75/75 showing that responding precisely to the demands of the question does lead to excellence. Greater use of key words from the question would help some answers to focus on the skill being assessed. For example in **Question 1(b)**, where many candidates repeated a well learned biography of Tagore, his importance in Bangladesh's culture could have been more directly explained by using the words: 'Tagore was important because...'. As it was, comments about significance tended to be embedded in a life story.

There were more attempts at evaluation in **part (c) (ii)** and this should be encouraged. Answers need not be long but they should be relevant and valid. Candidates should continue to spend time on developing the skills of judgement and the selection of material.

Generally the application of knowledge is stronger in the cultural section than in the historical section where candidates depend heavily on memorising the online text book. The higher marks in this year's examination show that it is possible for material to be absorbed and reflected on, for knowledge to be used to support explanations and for effective judgements to be made.

Much hard work and very serious effort was seen in answers which were factually sound. That is an excellent starting point for the development of more direct and extended explanation and consideration of the relative importance of different factors.

Comments on Specific Questions

Question 1

- (a) The vast majority of answers scored well here. The amount of detailed knowledge that the short answers demonstrated was impressive.
- (b) Answers were often of disproportionate length. The marks available for pure description are limited and there should be much more emphasis on explanation, which needs to lead the responses rather than being interspersed in a mass of description. Too much time spent on long biographical narrative also detracts from the time needed for later answers. When preparing for this sort of question, it is helpful for candidates to think in terms of significance as well as factual knowledge. A cultural figure's early life and career is not really the key to his or her significance; it is the contribution that has been made to the culture of Bangladesh that should be the focus of the answers. Candidates need to be more confident in moving away from a sequential description. To reach Level 2 or 3 they do not have to go through a Level 1 description.

- (c) Many responses consisted of little more than a list of the various periods of literature development, different styles of music and the buildings put up in different historical periods. This has value and gained marks, but was not really a direct response to the question. Candidates needed to make more references to the culture of Bangladesh to ensure that this was the focus of their answers and attain above Level 1.

Question 2

- (a) Generally done well by the majority of candidates. The amount of detailed knowledge that the short answers demonstrated was impressive.
- (b) (i) Answers to this question confirmed the point made above about the need to select material appropriately. Candidates had to select evidence, not write generally about the period. Knowledge was not the problem, as many cited the relevant information in (b) (ii), but they needed to think about what the question required. Good answers did identify the types of evidence, but lists and description of the six janapadas did not really provide an answer to the question.
- (ii) Knowledge of the topic shown in answers was satisfactory, but the better marks were gained by sustained explanation of the importance of the period. Stronger answers went beyond simply reproduced knowledge and reflected on significance.
- (c) (i) Candidates needed to make more direct reference to the question and to explain the importance of the three factors cited. Some answers were brief and needed to be expanded on to reach the higher levels.
- (ii) It was encouraging that many Candidates did attempt judgements.

Question 3

- (a) Generally done well by the majority of candidates. The amount of detailed knowledge that the short answers demonstrated was impressive.
- (b) (i) Some candidates did not gain marks as they focused on Aurangzeb's own fight for the throne rather than on his sons'. Those who addressed the question fully showed sound knowledge.
- (ii) Although knowledge was often sound, many candidates repeated material they had learned by heart, rather than applying it to develop an explanation.
- (c) (i) Some answers were too descriptive and did not directly address the question.
- (ii) It was encouraging that more attempted the evaluation needed in the second part, even if some answers did not go much beyond what had originally been stated. However, it was good that more judgements were offered this year.

Question 4

This question was markedly less popular than **Questions 2 and 3** and there was less knowledge and understanding shown. It is important that the later parts of the period are studied and that time is allocated effectively by candidates to answering final questions fully. Many responses were brief and even fragmentary compared to the often extensive knowledge shown about the earlier periods. Knowledge was better, generally, than explanation.

BANGLADESH STUDIES

Paper 7094/02

Environment and Development of Bangladesh

Key messages

- Candidates should answer questions succinctly using precise terminology and avoiding vague expressions.
- In the judgement section, at the end of each question, candidates should avoid repetition of the evidence already given and to expand on the reasons for supporting statements A and/or B.
- The skills questions on maps and graphs were well done.

Comments on specific questions

Question 1

- (a) (i) The high land areas were well known.
- (ii) This was very well answered on the whole, especially when selecting the three separate areas using compass directions to describe their location.
- (iii) The human and physical characteristics of the Chittagong Hill Tracts were well known. Some misinterpreted the question and concentrated too much on the physiological features of the people there. The best responses had a balance between human and physical features, such as relief, vegetation, soils and climate.
- (b) (i) Most candidates had a good knowledge of the formation of levees. As the question asked for an explanation of how levees were formed, no credit could be given for a pure description of their appearance.
- (ii) The answers were well expressed giving the general idea of erosion as the source of the silt and where it took place.
- (c) There was a good use of the resource in describing what was happening to the river bank and the consequences of its collapse. Occasionally the question was misread and coastal erosion was described.
- (d) (i) (ii) Excellent knowledge was shown of the advantages and disadvantages of rivers to Bangladesh.
- (iii) The best responses gave reasons for the candidates' choice and expanded on the ideas given for A and/or B, for example not just fish from the rivers but that they were a source of protein or income.

Question 2

- (a) (i) (ii) Candidates used the graph accurately with the correct units.
- (iii) Most candidates knew that there was a great variation in the predictions and worked out the differences, but many failed to notice the similarity of some of the predictions.
- (iv) A good knowledge of the effect of global warming on sea level was shown.
- (b) (i) The emphasis was on the word 'main' greenhouse gases as some listed minor gases and some could only name carbon dioxide.

- (ii) Although the greenhouse effect was generally well understood the process of explaining it step by step was often missing and gave rise to some confusing answers. Occasionally there was a misunderstanding by candidates who wrote about acid rain or the ozone layer.
- (iii) A wide ranging knowledge on the effects of global warming was evident in most responses. However some needed to read the question carefully as they mistakenly went into detail on rising sea levels.
- (c) There was excellent use of the account of the village of Sona Molar Dangi. The best responses went beyond the wording of the article, instead of just the gardens not being flooded emphasis was placed on the fact that food could still be grown and the people would not starve.
- (d)(i) There was good use of small schemes or actions to combat global warming.
 - (ii) The evidence for this section was too general, often repeating the wording of the statement and not saying what the investment was to be used for.
 - (iii) Good judgements were expressed well and developed points made for A and/or B, particularly those aimed at reducing greenhouse gases. The best responses took a balanced look at both statements.

Question 3

- (a)(i) This part was very well answered on the whole.
 - (ii) Knowledge of the physical requirements for growing wheat was weak. Giving definite requirements of at least two of temperature, rainfall and soil was needed to produce a satisfactory answer. Comments such as suitable climate, good soil were too vague to earn credit.
 - (iii) Again precise descriptions of the requirements of rice growing were missing from many answers. The best responses described the temperature and rainfall needed and the type of soil and relief that favoured rice growing.
- (b)(i) The graph was interpreted well, with many being able to compare accurately the % change between the two aspects.
 - (ii) There was a lack of understanding that the differences described so well in (b)(i) were the result of population growth.
- (c)(i) The responses to this question showed excellent knowledge of the green revolution and how it led to higher yields. Weaker answers were characterised by general comments which needed to link some aspects of the green revolution to increased yields. For example the mention of irrigation or fertilisers without saying how they improved yields could gain little credit.
 - (ii) The problems of the overuse of modern technology were generally well understood and expressed.
- (d)(i) There was excellent knowledge of the benefits of the green revolution for Bangladesh.
 - (ii) The evidence for B was not always related to sustainability in agriculture.
 - (iii) A good understanding of the ways to develop agriculture in Bangladesh was evident in the answers. A balanced approach which supported both statements A and B gave rise to the best responses.

Question 4

- (a) Good descriptions of population density along the river Padma were produced by many candidates. The best results were those that followed the river from the Bay of Bengal to the border with India, or vice versa, and then described where the three different densities in the key were found. Weaker answers referred to the whole of Bangladesh and not just the area specified in the question.

- (b) (i)** The graph was read accurately by nearly all candidates.
- (ii)** The best responses were those that broke the line of the graph into sections according to the rate of increase i.e. 1940–1960, 1960–1970, etc. and then used descriptive statements of the increase, i.e. steady, rapid, slow or measured the actual increases, such as 14 million.
- (iii) A** The reasons for population increase were usually well known. The best answers were those that gave three different reasons, such as health care, family planning and education, instead of elaborating on just one.
- (iii) B** The responses relating to improved health care with more doctors, hospitals, vaccinations, etc. and the resulting lower death rates and infant mortality produced good answers. However, this section proved to be slightly more difficult as candidates failed to explain how one of the reasons led to population growth and often reiterated part **A**.
- (iv) A** The problems caused by population growth were well known. Again the best answers were those that described three different aspects, such as unemployment, landlessness and deforestation, instead of elaborating on just one problem.
- (iv) B** Again there was a tendency for candidates to repeat part **A**, while the best responses concentrated on unemployment associated with poverty, crime and rural-urban migration.
- (c) (i) (ii)** There was excellent knowledge of why there may be large families and why family sizes may need to be reduced.
- (iii)** The best responses expressed well-developed viewpoints in favour of, or against, both statements.

Question 5

- (a) (i)** Good responses were those that broke the line of the graph into sections according to the rate of decrease/increase i.e. 1960–1980, 2000–2005, etc. They then used descriptive statements such as steep, slow or measured the actual change, such as 23%
- (ii)** There was a good response to this question with many focussing on the opportunities in towns and industry.
- (b) (i)** This part was very well answered.
- (ii)** The best responses were those that broke the line of the graph into four sections i.e. 1990–1995, 1995–2000, etc. and then described what happened in Japan and Bangladesh for that time period. This allowed a more accurate comparison instead of first describing Japan from 1990 to 2008 and then Bangladesh.
- (c) (i)** On the whole, this question was well answered but some unfortunately named four types or sectors of industry such as large scale, informal, secondary, etc.
- (ii)** The garment industry was a popular and well known example for this question with most marks being scored on employment and market characteristics.
- (iii)** The benefits of industrial development to the country were well known particularly those relating to employment and economic gains.
- (iv)** The obstacles to industrialisation were well expressed and covered a variety of reasons, such as lack of finance and poor infrastructure.
- (d) (i) (ii)** The evidence given for industrial expansion covered a wide range indicating a good knowledge of the topic. Likewise the evidence on the importance of agriculture was well detailed.
- (iii)** Candidates who gave balanced answers that developed the evidence for A and B, and made comments on both statements, produced good responses.