

BANGLADESH STUDIES

Paper 0449/01

History and Culture of Bangladesh

The most popular choice of question was **Question 2** and the least popular was **Question 3**. Candidates displayed good knowledge, particularly in the short answer questions and those requiring factual knowledge. **Question 2 (b) (i)** was answered fully and candidates knew a lot about aspects of cultural life in **Question 1** and about the main activities of the leaders in **2(c)**. Where selection and deployment of knowledge was required, there was a more variable response and generally assessment was considerably weaker than the imparting of knowledge. Most candidates wrote too much on the first question and there were some rushed final answers, so time management is an issue. Generally, candidates would do better if they thought exactly what questions require rather than being concerned to set down what they have learnt. Higher level marks can only be gained by responding to the questions set and offering sustained explanations. This requires thought rather than a mass of writing. In terms of knowledge, some areas seemed more familiar to candidates than others and generally **Question 3** suffered from factual weakness more than the other questions. Presentation was usually clear, but it would be helpful if candidates wrote the answers in the order that they are set out on the question paper and did not offer fragmented papers.

Question 1

- (a) This part question was generally done well.
- (b) Many candidates appear to have little understanding of what is meant by “culture” – they would state that Zainul Abedin was culturally important and then do little more than produce a list of his achievements, without much attempt to relate what they were identifying back to the question. Thus a lot of knowledge was sometimes produced on his life and work without really explaining his significance.
- (c) Most candidates were very knowledgeable about the topic, and could write extensively on the subject of festivals, language and music, describing their history and development, but generally found it difficult to assess the importance of the topic to the culture of Bangladesh in order to reach Level 2, while Level 3 was beyond more than a handful of candidates. It is important that candidates should be able to consider the relative importance of elements in the question rather than simply reproducing learnt factual content.

Question 2

- (a) This part question was generally done well.
- (b)(i) The majority of candidates were able to earn the 5 marks available for writing all they know about the Bara Bhuiyans. The knowledge was often strong here and few resorted to generalisations.
- (ii) Candidates appear to have learned Aurangzeb’s religious policy, often reproducing the wording of the text-book, but some neglected explanation and missed the point about why this made the policy unpopular. The stress should be in this section more on explanation than just factual recall.
- (c) While most candidates could write a few sentences about the three Emperors listed and their actions, and generally succeeded in being historically accurate, few could assess the importance of these achievements to the Empire, with few being able to access Level 3 by making a valid comparison between the choices. There was a tendency to devote too much time to merely narrating events and too little to considering why these rulers were important. Most saw Babur as being significant for the establishment of Mughal rule, but offered little comment on the other two and did not discuss Jahangir’s relations with Britain and the future importance of that.



Question 3

- (a) This was generally done well.
- (b)(i) Too many candidates read this question as an opportunity to write about the causes of the War of Independence and it was not done as well as the equivalent sections in 2 and 4.
- (ii) This was answered more directly and generally sensible reasons offered, but the explanations were not always well developed, and the answers were sometimes rather general.
- (c) There were some good explanations and comparisons, but too many answers merely described these elements, taking explanation for granted and few assessed their relative importance. There was some knowledge about the attempts to introduce British culture, though often quite general. There was quite a lot about sepoy grievances and some, though not all, knew about the Doctrine of Lapse. However, most did not attempt to offer any judgement about which was more important, despite the very clear instruction in the question.

Question 4

- (a) This was generally done well.
- (b)(i) Caused problems for many candidates because while they could write about the numbers of refugees created in both India and Pakistan, very few could relate this to how this vast number of refugees created difficulties for the newly-created country, and hence restricted what marks they could gain. More thought about the question would have been beneficial here. It was good to know the scale of the influx and it should have been possible to infer problems from this.
- (ii) Writing at length about the Canal Water Dispute caused few problems, but actually explaining why it was an important issue in the history of Pakistan did seem to be more difficult for some and stopped them reaching a Level 3 mark. Again more reflection was needed on the implications of the problem.
- (c) This question was not as well answered as it could have been; while most candidates could describe the areas of disagreement, few explained how the alternatives contributed to the desire for independence to access the upper range in Level 2, and not enough candidates accessed Level 3 by prioritising the reasons. It is necessary not only to describe situations but to explicitly link what happened to the outcome, not merely to assume that this will be clear to the reader. This is an important area for candidates to work on in order to improve their performance in the (c) sections of the paper.

Generally, it is important for candidates to plan their time to allow more time for thinking about the question and less time writing everything they know. Explanations should not be taken for granted but should be made explicitly. There should be no fear of selecting the wrong choice in (c). There is no 'right answer' and what is looked for is an ability to offer a view and support it. More confidence is needed and it is important that candidates give themselves time and opportunity to answer the more demanding and higher-scoring final sections.

BANGLADESH STUDIES

Paper 0449/02

Environment and Development of
Bangladesh

General

The number of candidates has increased in 2010.

Choice of questions tended to vary by Centre but overall **Questions 3, 4 and 5** proved the most popular. **Question 1** was probably the least popular but candidates in some Centres, who had clearly studied fishing, scored highly on this question. Where weaker candidates chose **Question 1**, they tended to struggle.

Most candidates managed to complete three questions in the time available with only slight evidence of a few candidates rushing towards the end of their third question.

Some general points of guidance for candidates are:

- Use the mark allocations as a rough guide to how much to write. Some candidates wrote excellent and detailed answers to questions where a maximum of two marks could be awarded. Conversely a brief answer is unlikely to score high marks for a question with three or four marks available.
- Look carefully at all parts of a question before choosing it. Some candidates scored well for the first parts of a question but then had little knowledge or understanding to demonstrate when it came to sections about, for example, health or agriculture.
- Try to avoid vague generalisations such as 'foreign investment will (or will not) help Bangladesh to develop' or 'rainfall is very important for crops to grow'. On their own, such statements show little understanding. The important aspect is to say how and why there is a link with investment and development or farming and rainfall.
- The use of bullet points is acceptable for longer answers, but candidates must ensure that each bullet provides a sentence of description or explanation. A bulleted list of words or brief phrases is rarely sufficient to achieve high marks.
- For the last section of each question, which assesses the objective of judgement and decision making, candidates can score marks for saying what they do not agree with as well as for writing their reasons for what they do agree with.

Some extracts from candidates' scripts have been included in the report. They are identified in *italics*. These are intended to show the sort of responses that gained good marks. They are NOT in any way intended to be perfect or definitive answers and may well include some inaccuracies and weaknesses.

Question 1

This question appeared to attract either very good candidates who scored highly on it or weak candidates who floundered, showing both limited skills and limited knowledge.

Most scored a mark for **(a)(i)** but for **(a)(ii)** surprisingly few referred to the Sylhet hills. Whilst the satellite image may have been unfamiliar, the weaker candidates failed to describe the pattern of rivers, particularly the very evident braiding. Most referred to the delta but explanations of delta formation for part **(iv)** was often very brief or vague. Weaker candidates concentrated more on the coastal erosion than the river deposition. For part **(v)** many candidates referred to depth, which was accepted whilst better candidates wrote about silt carried by the rivers.

For part **(vi)** many referred to the mixing of salt and fresh water but only better candidates wrote about nutrients and limited currents. The example below achieved all 3 marks.

(a) (vi) *D is a brackish water region. The rivers meet the sea and form a region with nutrients that enable the fish to thrive. The current of the sea is also lower at D, that keeps the nutrients available and cycling within the area.*

For **(b)(i)**, most gained one mark for referring to increases and decreases but fewer mentioned the change in total number of boats. A good answer which achieved both marks is below.

(b) (i) *In 1975 although there were many more boats than 1995, there were few mechanised boats. By 1995 although the total number of boats decreased, numbers of mechanised boats increased almost 5 times and the number of non- mechanised boats decreased drastically.*

For **(b)(ii)** weaker candidates just referred to inland and marine, rather than methods.

Understanding of aquaculture varied greatly with consequent effects on the marks scored for part **(d)**.

The examples below show how successful candidates gained full marks. The second example of **(d)(iii)** is brief but contained enough salient points for 4 marks.

(d) (i) *In inland aquaculture, the species of fish can be controlled. Sustainable development is possible as the problem of over fishing in rivers is reduced.*

(iii) *Examiner agree with the statement because:*

- *In inland aquaculture, only the desired species are bred so that there is no waste.*
- *The water is monitored so that fish produced is safe and not polluted. This increases its market demand.*
- *By genetic modification, better fish can be bred. These fish are in high demand.*
- *Lastly, by using inland aquaculture, fishing activities in the rivers decreases. This allows sustainable development as the problem of over fishing is solved.*

(d) (iii) *Yes, Examiner agree with the statement. Bangladesh is a river dominated country, the huge delta region in south has large potential of inland aquaculture. Fishing at sea is often risky and requires sophisticated technologies to be implemented properly.....*

Question 2

Part **(a)(i)** was a straightforward opening question but a number of candidates read 'when' instead of 'what' and thus answered July. Part **(ii)** was answered well, although for the future it should be noted that answers should refer to months, rather than seasons. A good answer to **(a)(iii)** is given below.

(a) (iii) *This pattern of rainfall affects subsistence farmers by:*

- *Enough rainfall in the monsoon season aids in wet rice cultivation.*
- *No rainfall in December leads to a good harvest or rice as sunny and dry weather is needed for harvesting.*
- *The farmers are able to plant wheat in the winter season and there is less rainfall so the condition is suitable.*
- *They may also grow vegetable pulses during the winter seasons.*
- *However there may be droughts in winter and water has to be provided by irrigation.*

Answers to **(b)(i)** varied greatly. Candidates who scored few marks gave very brief answers. For 6 marks considerable detail is required.

Despite the instruction 'other than availability of water', many weaker candidates chose rainfall. An answer which gained full marks is given below.

(b) (ii) *The factor that affects subsistence farming is availability of money. It affects by:*

- *Those who have money can invest in green revolution and get profits.*
- *Some farmers have to borrow money from money lenders and this is not enough for investment.*
- *As a result they cannot buy the HYV seeds, fertilisers and so production is less.*

- *Poor farmers do not have enough money to develop infrastructure facility or buy machinery such as pumps, tractors and thus production is hampered.*

Part (c) was mostly well answered but some weaker candidates reversed the order and put crops first and water hyacinths last.

Part (d)(i) showed some good answers, especially on flooding being a major problem and selling surpluses, though (d)(ii) was weaker, with some candidates tending to think that it was a permanent solution and therefore not a good idea as floods only happened for part of the year and the gardens could not be used once flood water had subsided. There was evidence of clear reasoning for part (iii), with many supporting the statement and covering a wide variety of points. The following example for (d)(iii) achieved full marks.

(d)(iii) *Examiner agree with the statement. Floating gardens can make the crops survive the flood. After the flood is over, the garden can be planted on the ground where it can grow to proper size. Thus the farmer will have a source of earning and will not suffer greatly during and after the floods and will earn more. This will increase the overall national income and thus the standard of living of subsistence farmers and the people of Bangladesh in general will improve.*

Question 3

Good use was made of the graph in all 3 questions.

Many candidates gave 13 hectares as the answer to part (b)(i) rather than 13 000. Correct use of units as shown on the scale is crucial.

There were good accounts of forest loss, especially the increased pressure on land from rising population and various uses of timber. An answer which achieved high marks is shown below:

(b)(ii) *Bangladesh is losing its forests due to increasing demand for land for agriculture, industry and homes. Forests are cleared out to make room for these things. Forest resources are also used for making several things like furniture and construction material and it is sold on the black market. This has caused a fast depletion of forests. Unplanned and uncontrolled growth of shrimp enclosures has also contributed to the depletion of forests.*

For (b)(iii), candidates showed a very good knowledge of the problems caused by deforestation. Weaker candidates only named the problems, rather than describing them. The following candidate scored full marks for describing the problems of soil erosion and climate change:

(b)(iii) *Deforestation can lead to many environmental problems. Deforestation leads to soil erosion. Soil is washed or blown to the rivers which causes floods or the river bed rises, it also reduces the fertility of the soil. Deforestation results in global warming, as trees are not there to reduce levels of carbon dioxide in the atmosphere. There is also a reduction in rainfall as transpiration reduces. Forests shelter innumerable species or organisms. Deforestation leads to disturbance of the ecology as these species lose their habitat.*

For part (c), most candidates recognised the mangrove or tidal forest. In describing the location of such forest, some candidates failed to gain a mark by naming a relevant province but not referring to its coastal region. For part (iii), good answers referred to shrimp fishing, rising sea level and increased threat from typhoons. Some candidates just stated deforestation or other generic points. The question referred to 'this type of forest'.

Part (d)(i) elicited good answers, particularly on maintaining biological diversity, whilst (ii) was also well answered, with many references to population pressure.

For (d)(iii) there were well supported arguments for both points of view. Some candidates gave reasons for supporting both statements which achieved credit. The example below achieved full marks:

(d)(iii) *Examiner agree with statement A because:*

- *Forest provides us with herbs and shrubs that can be used as medicine.*
- *Forests decrease the impact of cyclones and storm surges.*
- *Forests help to maintain ecological balance.*
- *Forests prevent the earth from over heating or global warming.*

- *Forests can be used for many purposes like fuel, furniture etc. but Examiners must ensure sustainable development.*
- *Forests prevent drought and help to reduce surface run off during floods.*

Question 4

Answers to **(a)(i)** were reasonable, although some just copied names from the map. There was some confusion at times between east and west for some weaker candidates.

Whilst most were able to relate the pipeline network to centres of demand, there was misunderstanding on the part of some candidates who saw it as 'why pipelines were used' (safety, etc.), rather than the distribution pattern.

(a)(iii) was mainly well answered, although there were some vague answers – 'used as energy' or 'used in industry', without saying how/what for.

(b) was answered reasonably well, the weakest point being a simple reference to 'demand' for part **(ii)**, without stating what was causing the demand. Candidates wrote about the exhaustion of gas reserves and the need to conserve resources for future generation.

(c) discriminated well, with good candidates scoring highly but others showing a poor understanding of the role of Petrobangla and its links to supporting the needs of Bangladesh. The role of multinational companies was actually better understood.

An example of an answer which achieved full marks is show below:

(c) *The advantages of the state owned companies is that the state can use the money they earn from the company to develop the country, and as the companies are state owned, Bangladesh can directly sell the natural gas or use it for any other purpose. The advantages of multinational companies are that Bangladesh earns foreign exchange from them and the state does not have to pay for the setting up of refineries.*

Answers to **(d)(i)** focused particularly on receiving foreign exchange, whilst the need to conserve gas for future generations featured highly in answers to part **(ii)**. There were well supported arguments for both statements in part **(iii)**. A typical example of a high scoring answer is given below:

(d)(iii) *Natural gas is a non-renewable resource, and so Examiners agree with statement B. Around 70% of the country's industries are fuelled by natural gas, and so Examiners have to save that gas instead of selling it off to other countries. Even though the country need foreign exchange Examiners can get that from other sources as well but once the gas finishes Examiners do not have anywhere else where Examiners can obtain that fuel. Examiners are not rich enough to import gas from other countries.*

Question 5

For **(a)(i)** most noted the decline in IMR but fewer quoted figures on the degree of decline. Some candidates wasted time by explaining why the IMR had declined.

Part **(ii)** was well answered. It was pleasing to see that most candidates did provide genuine comparisons.

(a)(ii) *The infant Mortality Rate (IMR) of Bangladesh and Pakistan was more than India's in 1990..... In the years up to 2015 the IMR of all the countries decreased. The changes in India and Pakistan were similar while Bangladesh showed a more drastic change. By 2015 it is predicted that the IMR of Bangladesh will be lower than India's and Pakistan's at 32 deaths per 100 000 births. Pakistan's will be highest at 66 deaths and India's is predicted to be 46 deaths per 100 000 births.....*

For **(iv)** the most common correct answers were 'life expectancy' and 'literacy rates'. GNP or GDP was accepted but vague answers about 'poverty' or 'living standards' were not.

In **(b)(i)** weaker candidates showed a surprising lack of any thorough knowledge about the role of the public health system, with many vague statements.



For **(ii)** knowledge about NGOs was better, though some got stuck in details about the funding of NGOs. Other candidates limited themselves by not going beyond the confines of IMR into health and NGOs in general.

Part **(c)** was generally answered well, with sound interpretation of the diagrams.

Part **(d)(i)** elicited mainly good answers, particularly on naming water borne diseases. There were a variety of answers to part **(ii)**, but mainly candidates gave the reason that more healthcare was needed generally.

There were well supported arguments for both points of view in part **(iii)**, but particularly for Statement A. Some gave reasons for supporting both statements. An example awarded the 3 marks is shown below:

(d)(iii) *The best way to improve people's health is by providing clean water and better sanitation facilities because:*

- *As sanitation improves, spread of water borne diseases such as typhoid and cholera will decrease.*
- *Clean water will decrease spread of diseases further.*
- *Diarrheal diseases that are a major concern for Bangladesh and one of the main causes of a high infant mortality rate, will decrease.*
- *As fewer people fall sick, fewer people will require medical help.*