

# Syllabus

Cambridge IGCSE Bangladesh Studies  
Syllabus code 0449  
For examination in June 2012



UNIVERSITY *of* CAMBRIDGE  
International Examinations



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# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

### Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge IGCSE Bangladesh Studies?

Cambridge IGCSE Bangladesh Studies is accepted by universities and employers as proof of knowledge and understanding. The IGCSE Bangladesh Studies syllabus introduces candidates to the country's history, culture, geography, environment, economy and development.

Candidates learn about Bangladesh's rich heritage and cultural influences, and about events which have shaped national identity. Through their studies, candidates also gain an understanding of historical skills and concepts, and examine different interpretations of historical events. Candidates also consider the environmental and development issues facing Bangladesh. This will encourage a better understanding of the interaction between economy and environment, an understanding enhanced by the study of different source materials and perspectives.

This syllabus will give candidates an appreciation of the heritage, the challenges and opportunities facing Bangladesh.

IGCSE Bangladesh Studies is one of the suite of area studies offered by CIE.

## 1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Bangladesh Studies (0449) falls into Group II, Humanities and Social Sciences.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

# 1. Introduction

## 1.4 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

# 2. Assessment at a glance

## Cambridge IGCSE Bangladesh Studies Syllabus code 0449

All candidates take Papers 1 and 2. All answers must be written in English.

### Paper 1: History and Culture of Bangladesh

(1½ hours)

Candidates must answer Question 1 and two from a choice of three other questions. Each answer has a maximum of 25 marks.

#### Question 1 – 25 marks

A compulsory three-part question on the **Culture and Heritage of Bangladesh (Topic 1)**.

Part (a) five multiple choice questions (1 mark for each = 5 marks)

Part (b) describe and comment on the contribution of one of the major cultural figures specified in the syllabus (8 marks)

Part (c) make a judgement on the importance of different cultural figures **or** different aspects of the culture and heritage of Bangladesh (12 marks)

#### Questions 2 to 4 – 50 marks

A choice of two out of three questions on the **History of Bangladesh (from three of the four Topics 2 to 5)** (25 marks each).

Each three-part question will have a stimulus passage of not more than 150 words.

Part (a) provide additional information about the topic covered in the passage (5 marks)

Part (b) explain things mentioned in the passage (10 marks)

Part (c) show an understanding of different points of view about the topic covered in the passage (10 marks)

Weighting: 50% of total marks

### Paper 2: Environment and Development of Bangladesh

(1½ hours)

Candidates must answer three questions from a choice of five.

Each answer has a maximum of 25 marks.

Each question may be based on one or more of the ten topics in the syllabus and may involve the interpretation of resource materials.

Weighting: 50% of total marks

# 2. Assessment at a glance

## Availability

This syllabus is examined in the May/June examination session. However, an October/November examination session will be considered in the future, if there is sufficient demand.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website [www.cie.org.uk](http://www.cie.org.uk) for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 7094 O Level Bangladesh Studies

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.



# 3. Syllabus aims and objectives

## 3.1 Aims

The Bangladesh Studies IGCSE syllabus is divided into two main parts:

### Part 1: History and Culture of Bangladesh (Paper 1)

This part of the syllabus aims to provide candidates in Bangladesh with an understanding of their history and heritage and an appreciation of the internal and external influences that have shaped Bangladesh today. Candidates are encouraged to acquire knowledge of the main events in Bangladesh's history and use this in demonstrating an understanding of historical concepts and skills, and to show awareness of differing interpretations of events. Candidates are also introduced to the key cultural influences shaping modern Bangladesh.

Whilst introducing candidates to the history and culture of their country, the syllabus aims to:

- stimulate interest and enthusiasm for the study of the past
- promote the understanding of the development of Bangladesh and its culture from ancient times to 1971
- promote the understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- encourage the development of skills in the selection, organisation, analysis and synthesis of historical information
- develop an understanding of the ways in which the study of History is concerned with opinion and argument, as well as acknowledged fact
- promote a knowledge of the key cultural figures and an appreciation of the different influences on the culture of modern Bangladesh.

### Part 2: Environment and Development of Bangladesh (Paper 2)

This part of the syllabus aims to give candidates a knowledge and understanding of the physical and human environment of Bangladesh and its economic development. The aim is for candidates to develop an understanding of the inter-relationship between people's economic activities and their environment, together with an awareness of some of the challenges and opportunities that arise from living in Bangladesh.

# 3. Syllabus aims and objectives

## 3.2 Assessment objectives

Each paper has the following broad assessment objectives:

Assessment Objective	Paper 1 History and Culture	Paper 2 Environment and Development
Knowledge and understanding	65%	50%
Judgement and decision-making	25%	20%
Resource skills	10%	30%

### Paper 1: History and Culture of Bangladesh

The objectives of Paper 1 are to test the candidates' proficiency in the following skills:

Assessment Objective	Description	Approx. Weighting
AO1: knowledge	<ul style="list-style-type: none"><li>recall factual information</li></ul>	45%
AO2: understanding	<ul style="list-style-type: none"><li>use factual knowledge to demonstrate an understanding of concepts, such as cause and consequence, continuity and change, similarity and difference</li></ul>	20%
AO3: judgement and decision-making	<ul style="list-style-type: none"><li>analyse and evaluate differing interpretations and points of view relating to the material specified in the syllabus</li></ul>	25%
AO4: resource skills	<ul style="list-style-type: none"><li>comprehend and interpret historical documents</li></ul>	10%

# 3. Syllabus aims and objectives

## Paper 2: Environment and Development of Bangladesh

The objectives of Paper 2 are to test the candidates' proficiency in the following skills:

Assessment Objective	Description	Approx. Weighting
AO1: knowledge with understanding	<ul style="list-style-type: none"><li>recall specific facts relating to the topics in the syllabus content</li><li>demonstrate locational knowledge and knowledge of broad economic trends in Bangladesh's development</li><li>show an understanding of environmental and developmental features and their inter-relationships</li></ul>	50%
AO2: resource skills	<ul style="list-style-type: none"><li>select, organise and present environmental and developmental facts in written, map and diagrammatic forms</li><li>use a variety of source materials, including maps, graphs, photographs, diagrams, statistics and written accounts, to interpret and extract relevant information</li><li>use appropriate terminology</li></ul>	30%
AO3: judgement and decision-making	<ul style="list-style-type: none"><li>express opinions and give evaluations on topics in the syllabus content</li><li>understand and evaluate different perspectives on topics in the syllabus content</li></ul>	20%

**On both papers, marking is not broken down per Assessment Objective but is holistic.**

# 4. Syllabus content

## 4.1 Paper 1: History and Culture of Bangladesh

The syllabus is divided into five topics. It is anticipated that each topic will take approximately one term to teach.

### Guidance for teachers

1. Teachers should plan their scheme of work on the assumption that each topic identified in the syllabus will be one term's work.
2. In addition to the compulsory Topic 1 (The Culture and Heritage of Bangladesh), teachers are strongly advised to teach **all** of the historical Topics 2 to 5, so that they prepare candidates to be able to answer questions from across the whole syllabus content; otherwise they may find their choice of questions restricted.
3. Topic 1 (The Culture and Heritage of Bangladesh) is designed to give teachers the opportunity to draw from a wide variety of cultural experiences. Candidates must be familiar with the contributions made by those exponents specifically listed in the syllabus. Questions will also provide the opportunity for candidates to provide supporting evidence from any relevant examples. Consequently, teachers might like to include a study of poetry, song, dance, drama and visits to local sites of cultural interest to enhance their candidates' understanding and interest.
4. Topics 2 to 5 outline the historical detail which candidates are expected to be familiar with. Centres should note that their teaching of this material should reflect the weightings of the Assessment Objectives in section 3.2. Whilst factual recall is important, more marks will be awarded for demonstrating an understanding of concepts such as causation and change, as well as an appreciation that history involves differing points of view. Where appropriate, teachers should take the opportunity to point out that different groups of historians may have interpreted events differently.
5. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital to pay close attention to past papers, mark schemes and reports as well as the other support resources endorsed by CIE. Candidates should also be encouraged to look at the mark allocations for the questions and to plan their length of response and time accordingly.
6. A Scheme of Work, with suggested teaching activities, is available from CIE.

# 4. Syllabus content

## Topic 1: The Culture and Heritage of Bangladesh

### 1 (a) Influence of major cultural figures

Candidates should be familiar with the influence of major exponents of the culture of Bangladesh. Questions will be set specifically on the contributions made by:

- Alaol;
- Mir Mosharraf Hossain;
- Kazi Nazrul Islam;
- Jasimuddin;
- Begum Rokeya;
- Lalon Shah;
- Rabindranath Tagore;
- Zainul Abedin.

Candidates are **not** expected to have studied the works of such exponents in detail, but should be able to comment on their contribution to developments in, for example, language, literature, drama, dance, music, painting or architecture.

### 1 (b) General background

- the emergence and development of Bengali language, literature, art and architecture from the ancient and medieval periods onwards
- the particular contributions of different periods, such as the pre-Islamic, Sultanate, Mughal, British colonial and the post-1947 Language Movement on different aspects of the culture of contemporary Bangladesh
- the importance of folk culture and other cultural practices in shaping the culture of Bangladesh

Questions will be more open-ended and of a general nature, and will allow for a wide variety of examples to be used to support answers. In addition to the exponents listed in (a) above, candidates may therefore find it useful to have a general understanding of the contributions made by some of the following:

- Farrukh Ahmed; Abbas Uddin Ahmed; Munir Chowdhury; Michael Madhusudan Dutta; Jibananda Das; Ahsan Habib; Sufia Kamal; Hasan Raja; Zahir Raihan; Muhammad Shahidullah; S.M. Sultan.

*Centres should take the opportunity in their teaching to make use of poetry, song, dance, drama, visits to historical sites, etc. to enhance the understanding of their candidates.*

## Topic 2: Pre-Mughal Bengal (4th century BC to 16th century AD)

### 2 (a) Ancient Bengal

- the Bangladesh region from the 4th century BC (roughly the time of Alexander the Great's invasion of Northern India) to the Mauryas and Guptas
- differing views on the political evolution of the Bangladesh region during this period

# 4. Syllabus content

## **2 (b) Early kingdoms in Bengal**

- the empire of Sasanka, the Pala dynasty, the Senas
- the independent kingdoms of South-East Bengal

## **2 (c) The establishment and consolidation of Muslim Rule in Bengal 1204–1342**

- Muhammad Bakhtiyar and the Turkish conquest
- the Sufis and the spread of Islam in Bengal

## **2 (d) The rule of the independent Sultans**

- the Ilyas Shahi dynasty
- the Ganesh dynasty
- the Hussain Shahi dynasty

## **Topic 3: The Mughal Period (c.1526–c.1757)**

### **3 (a) The establishment of the Mughal Empire in India and its expansion into Bengal**

- Emperor Babur and the Battle of Panipath
- Afghan (Pathan) resistance to the Mughals in Bengal
- Emperor Humayan and the Afghan resistance
- Sher Khan and the rule of the Afghans
- Akbar and the beginnings of Mughal rule in Bengal
- Akbar and the Bara Bhuiyans
- Jahangir, Shah Jahan, Aurangzeb and their achievements in Bangladesh and elsewhere
- the decline of the Empire after Aurangzeb

### **3 (b) Reasons for the decline of the Mughal Empire**

- administrative weakness
- military costs
- succession disputes
- declining military expertise
- weak control
- the arrival of the British

### **3 (c) The decline of the Mughals in Bengal and the growth of the Nawabs**

- the impact of the Mughal decline
- regional independence of Bengal under the Nawabs
- changes in administration, politics and society

# 4. Syllabus content

## Topic 4: The British Period (c.1757–1947)

### 4 (a) The arrival of the British

- the East India Company and reasons for British involvement in the subcontinent
- the course of, and reasons for, British annexation of the sub-continent
- the consolidation of British political and economic power in Bengal
- the British use of internal divisions in Bengal
- the Battle of Palashi
- the consolidation of British economic and political power and the role and impact of the Permanent Settlement of 1793

### 4 (b) Opposition to the British

- resistance to the British: the Fakir-Sanyasi movement
- Titu Meer
- the Faraizi movement
- the War of Independence of 1857–58: causes of the war, events of the war, reason for its failure
- the impact of the war on the Muslims of the subcontinent
- different interpretations of the war

### 4 (c) British government in the sub-continent and events leading to independence in 1947

- the Partition of Bengal in 1905 and its aftermath with a focus on the Muslim League, Swadeshi movement and armed resistance
- the Lucknow Pact of 1916
- the Montagu-Chelmsford Reforms 1919
- the Khilafat movement
- the Bengal Pact
- the Simon Commission 1927
- the three Round Table Conferences 1930–32
- the Government of India Act 1935
- provincial government and politics in Bengal 1937–47, with a particular focus on the Krishak-Praja Party and its agenda
- the Lahore (Pakistan) Resolution 1940
- the Second World War and the move towards partition
- the Cabinet Mission Plan 1946
- causes and consequences of the partition of Bengal 1947

# 4. Syllabus content

## Topic 5: From Pakistan to Bangladesh (1947–1971)

### 5 (a) Problems facing the new nation of Pakistan

- inter-communal violence
- refugees
- the division of assets
- social issues (health, education, national language)

### 5 (b) Problems of national integration between East and West Pakistan

- the Language Movement
- emerging disparities between the two wings of Pakistan in terms of economic development, defence and other sectors

### 5 (c) Political mobilisation and events leading to independence

- formation of the Awami Muslim League
- the United Front
- the Six Points movement
- the mass uprising of 1969
- the 1970 election and its aftermath
- Central Government reaction to political mobilisation in East Pakistan (Bangladesh)
- the freedom struggle and independence



# 4. Syllabus content

## 4.2 Paper 2: Environment and Development of Bangladesh

The syllabus is divided into two parts, containing a total of 10 topics:

- Environment (Topics 1–4)
- Economy and development (Topics 5–10)

It is anticipated that each topic will take approximately half a term to teach.

### Guidance for teachers

1. Teachers are advised to plan their scheme of work on the assumption that each topic will take approximately half a term to teach. As the topics are inter-related, teachers are encouraged to produce as much cohesion as possible between the topics.
2. Examples of these inter-relationships:
  - natural topography [1a] with agriculture [6a,b,c]
  - climate [2] with storms, floods and drought [4b,c,d] and agriculture [6a,b,c]
  - natural resources [3] and environmental challenges [4] (e.g. forests and deforestation)
  - structure and change [5c,d,e] and population structure and growth [9a,b,c]
  - industry [7a,b] and literacy [10b]
3. Case studies should be used when planning lessons wherever possible – e.g. examples of farms, industries, pollution, floods, droughts. Field trips, site visits and work in the community can also be used to exemplify topics in the syllabus.
4. The candidates should use and understand the specialist vocabulary for this syllabus. Such examples include: physical factors, human factors, distribution patterns, aquaculture, deforestation, technology, capital, population structure, infant mortality, literacy.
5. Teachers should use diagrams, graphs, maps, tables, newspaper articles, photographs, etc. wherever possible. This will enable the candidates to extract information from them in order to develop their understanding of the topics covered.
6. The syllabus is concerned with a knowledge of broad trends and not necessarily up-to-date statistics.
7. Teachers should note that their teaching of this material should reflect the weightings of the Assessment Objectives set out in the syllabus. Whilst knowledge and understanding are important, the syllabus also aims to develop skills in using resources such as maps and graphs. It also aims to stimulate discussion on the issues and challenges raised. Teachers should, therefore, also develop candidates' resource skills and should encourage candidates to express their opinions and make evaluations (e.g. on environmental challenges, or health and education).

# 4. Syllabus content

8. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital that to pay close attention to past papers, mark schemes and reports as well as the other support resources endorsed by CIE. Candidates should also be encouraged to look at the mark allocations for the questions and to plan their length of response and time accordingly.
9. A Scheme of Work, with suggested teaching activities, is available from CIE.

## Environment

<b>Topic 1: Physical Features</b>
<b>1 (a) Natural topography</b> <ul style="list-style-type: none"><li>• location and characteristics of the main landforms: uplands, hills, flood plains, deltaic plains and coastal plains</li></ul>
<b>1 (b) Drainage system</b> <ul style="list-style-type: none"><li>• names and locations of the main rivers: Jamuna-Brahmaputra, Padma, Meghna, Tista and Karnaphuli</li><li>• characteristics and formation of the main features of these rivers: flood plains, meanders, braiding, ox-bow lakes, deltas</li></ul>
<b>Topic 2: Climate</b>
<b>2 (a) Characteristics of tropical monsoon climate</b> <ul style="list-style-type: none"><li>• temperature, rainfall, seasonal variation</li></ul>
<b>2 (b) Factors which contribute to monsoon, depression and thunderstorm rainfall, as well as cyclones</b>
<b>Topic 3: Natural Resources</b>
The importance to Bangladesh and its sustainable development of each of the following:
<b>3 (a) Forests and biomass</b> <ul style="list-style-type: none"><li>• types, distribution and uses (e.g. wood and dung as energy)</li></ul>
<b>3 (b) Fish</b> <ul style="list-style-type: none"><li>• inland and marine fishing, the main fishing methods and types of fish caught</li><li>• developments such as aquaculture</li></ul>
<b>3 (c) Water</b> <ul style="list-style-type: none"><li>• uses of the rivers and groundwater (e.g. irrigation, hydro-electric power, transport)</li></ul>
<b>3 (d) Minerals</b> <ul style="list-style-type: none"><li>• locations and uses (e.g. gas, coal, oil, limestone, china clay, glass/silica sand)</li></ul>

# 4. Syllabus content

<b>Topic 4: Environmental Challenges</b>
The causes, effects, problems and/or benefits and possible solutions of the following:
<b>4 (a) Climate change</b> <ul style="list-style-type: none"><li>• global warming/greenhouse effect</li></ul>
<b>4 (b) Storms</b>
<b>4 (c) Floods</b> <ul style="list-style-type: none"><li>• river flooding</li><li>• coastal flooding</li></ul>
<b>4 (d) Droughts</b>
<b>4 (e) Arsenic in groundwater</b>
<b>4 (f) Deforestation</b>
<b>4 (g) Pollution</b> <ul style="list-style-type: none"><li>• water pollution</li><li>• air pollution</li></ul>

## Economy and Development

<b>Topic 5: Structure and Change in the Economy since 1947</b>
<b>5 (a) The changing share of primary, secondary and tertiary sectors</b>
<b>5 (b) Economic growth in Bangladesh and comparisons with other countries</b>
<b>5 (c) Trends in human development indicators (e.g. health, literacy, life expectancy, poverty, per capita incomes)</b>
<b>5 (d) Trends in urbanisation, migration and landlessness</b>
<b>5 (e) Trends in birth rate, death rate and population growth</b>

# 4. Syllabus content

## Topic 6: Agriculture – the Importance of Agriculture to Bangladesh

### 6 (a) Factors affecting agricultural production

- physical factors (e.g. relief, climate, soil)
- human factors (e.g. labour, technology, capital, land fragmentation, chemicals, seeds, irrigation, aid)

### 6 (b) Subsistence/food crops

- a study of rice, wheat, pulses and oil seeds showing an awareness of the different environmental requirements of each crop and the processes involved

### 6 (c) Cash/commercial crops

- a study of jute, tea, and sugar cane
- the importance of growing such crops
- the constraints on the expansion of cash crops
- the links with industry

### 6 (d) The impact of new technologies in agriculture – the Green Revolution

## Topic 7: Industry

### 7 (a) The importance of industrialisation to Bangladesh's development

- the obstacles to overcome and Bangladesh's success as a rapidly growing economy
- the role of the State, the private sector and Multinational Corporations/Companies (MNCs)
- the impact of policy changes (e.g. the changing role of the public sector, infant industry protection and privatisation)

### 7 (b) Types of industries

- cottage industry (e.g. handicrafts)
- small-scale industry (e.g. garment making)
- large-scale industry (e.g. jute)
- the characteristics of each type of industry and their importance for employment (e.g. gender, age), trade, income and productivity growth

# 4. Syllabus content

## Topic 8: The Service Sector

### 8 (a) The informal service sector (e.g. includes domestic servants, rickshaw drivers, shop workers)

- its importance in the Bangladesh economy
- the importance and challenges of moving to high-value added services (e.g. IT related industries)

### 8 (b) Non-governmental Organisations (NGOs) as service delivery organisations

- e.g. BRAC, Proshika

### 8 (c) The importance of the financial sector

- its importance for enabling investment and mobilising savings (e.g. private sector banks, public sector banks and micro-credit such as Grameen Bank)

## Topic 9: Population Structure and Growth

### 9 (a) Structure

- age/sex, rural/urban, ethnic/religious
- demographic concepts of birth rate, death rate, dependency ratio, infant mortality, life expectancy and natural increase

### 9 (b) Population growth of Bangladesh

- reasons (birth and death rates, religious and cultural influences, health and education facilities, etc.)
- problems caused by growth and possible solutions/policies

### 9 (c) Rural-urban and international migration

- the reasons for population movements and their consequences

## Topic 10: Health and Education

### 10 (a) The health care delivery systems (e.g. hospitals, private clinics, NGOs)

- disease control
- ways of improving the quality of life (e.g. nutrition)

### 10 (b) The provision and delivery of education (primary, secondary and tertiary)

- the public sector versus the private sector
- the role of the NGOs and the government in improving literacy
- different educational challenges and their priority
- improving literacy
- developing occupational skills and developing professional skills (e.g. professionals and scientists)

# 5. Resource list and teacher support

## 5.1 Resources for Paper 1

Author	Title	Date	Publisher	ISBN
<b>Reference works for candidates and teachers</b>				
	<i>History of Bangladesh and Ancient World Civilizations</i> (Second edition)	2002	National Curriculum & Textbook Board, Dhaka	
	<i>Secondary Civics</i> (Second edition)	2002	National Curriculum & Textbook Board, Dhaka	
S Ahmed	<i>Bangladesh: Past and Present</i>	2004	Paragon, Dhaka or APH Publishers, New Delhi	8 17 648469 5
C Baxter	<i>Bangladesh: From a Nation to a State</i>	1998	Westview Press	0 813 33632 5
R Eaton	<i>Rise of Islam in the Bengal Frontier 1204–1760</i> (This may be read online at <a href="http://ark.cdlib.org/ark:/13030/ft067n99v9/">http://ark.cdlib.org/ark:/13030/ft067n99v9/</a> )	1996	University of California Press, Berkeley	0 520 20507 3
S Islam (ed)	<i>Banglapedia: National Encyclopaedia of Bangladesh</i> (10 volumes) (also available on CD – see website below)	2003	Asiatic Society of Bangladesh	
M Kazimi	<i>A Concise History of Pakistan</i>	2008	OUP Pakistan	0 19 547506 2
A Karim	<i>Bamlara itihasa. Sultani Amala</i> [History of Bengal During Sultanate Period] (in Bengali)	1977	Bangla Academy, Dhaka	
S Mahmood	<i>Pakistan: Political Roots and Development 1947–1999</i>	2003	OUP Pakistan or OUP	0 19 579806 7 0 19 579373 0
T Maniruzzaman	<i>The Bangladesh Revolution and its Aftermath</i>	2003	South Asia Books	0 836 40766 0

# 5. Resource list and teacher support

M Rahim	<i>Muslim Society and Politics in Bengal A.D. 1757–1947</i>	1978	University of Dhaka Press	
N Ray & J Hood	<i>History of the Bengali People (Ancient Period)</i>	1994	Orient Longman, Hyderabad	0 863 11378 8
F Robinson (ed)	<i>Cambridge Encyclopaedia of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives</i>	1989	Cambridge University Press	0 521 33451 9
B Umar	<i>The Emergence of Bangladesh Vol 1: Class Struggles in East Pakistan 1947–1958</i> <i>Vol 2: The Rise of Bengali Nationalism 1958–1971</i>	2004	OUP Pakistan	0 19 579571 4
		2006	OUP or OUP Pakistan	0 19 597908 7 0 19 597908 4
W van Schendel	<i>A History of Bangladesh</i>	2009	Cambridge University Press	0 521 67974 5
	<i>History of Bangladesh 1704–1971 (3 volumes) (Second edition)</i>	1997	Asiatic Society of Bangladesh	
<b>Fictional resources</b>				
J Imam	<i>Of Blood and Fire, The Untold Story of Bangladesh's War of Independence (Second edition)</i>	1998	South Asia Books	9 840 51423 7
N Zaman (ed)	<i>1971 and After, Selected Stories</i>	2001	University of Dhaka Press	
N Zaman	<i>A Divided Legacy: The Partition of 2001 in Selected Novels of India, Pakistan &amp; Bangladesh</i>	2001	OUP	0 19 5799535 0

# 5. Resource list and teacher support

## Useful websites

These are just a few examples of useful websites:

Online pilot textbook and scheme of work from CIE:

**[www.cie.org.uk](http://www.cie.org.uk)** [Teacher Support section – please apply to **[international@cie.org.uk](mailto:international@cie.org.uk)** for a password]

*Banglapedia: National Encyclopedia of Bangladesh* – for additional information on many of the people and events set out in the syllabus.

**<http://www.search.com.bd/banglapedia>**

Bibliographic references:

**<http://www.questia.com/SM.qst>**

Information, from maps to music, about Bangladesh, useful mainly for cultural aspects:

**<http://www.bangladesh.com>**

Bangladeshi festivals:

**<http://www.blss.portsmouth.sch.uk/hsc/cultural/bangladesh.html>**

Aspects of society and culture:

**<http://www.virtualbangladesh.com>**

A brief government report on the background of UN Mother Language Day:

**<http://www.pmo.gov.bd/21february/index.htm>**



# 5. Resource list and teacher support

## 5.2 Resources for Paper 2

These are some examples of the teaching resources available:

Author	Title	Date	Publisher	ISBN
<b>Standard textbooks for candidates</b>				
N Islam & R Begum (eds)	<i>Secondary Geography</i> (Classes IX–X)	1997	National Curriculum & Textbook Board, Dhaka	
M Jalil (ed)	<i>Secondary Economics</i> (Classes IX–X)	1998	National Curriculum & Textbook Board, Dhaka	
M Mofizuddin, A Haq, K Nahar & M Haque (eds)	<i>Social Science</i> (Classes IX–X)	1997	National Curriculum & Textbook Board, Dhaka	
<b>Reference works for candidates and teachers</b>				
A Ali, R Kuddus & S Andaleeb (eds)	<i>Development Issues of Bangladesh II</i>	2003	University of Dhaka Press	
P Gain (ed)	<i>Bangladesh Environment: Facing the 21<sup>st</sup> Century</i> (Second edition)	2002	Society for Environment and Human Development, Dhaka	
M Hossain (ed)	<i>World Atlas</i>	2003	Graphosman, Dhaka	984 8108 02 5
S Islam (ed)	<i>Banglapedia: National Encyclopaedia of Bangladesh</i> (10 volumes) (also available on CD – see website below)	2003	Asiatic Society of Bangladesh	
H Rashid	<i>Geography of Bangladesh</i> (Second edition)	1991	University of Dhaka Press	984 0511 59 9
H Rashid	<i>Economic Geography of Bangladesh</i>	2005	University of Dhaka Press	984 0517 28 7

# 5. Resource list and teacher support

## Useful websites

These are just a few examples of useful websites:

Online pilot textbook and scheme of work from CIE:

**www.cie.org.uk** [Teacher Support section – please apply to **international@cie.org.uk** for a password]

*Banglapedia: National Encyclopedia of Bangladesh:*

**http://www.search.com.bd/banglapedia**

World Bank Group, for statistical purposes, particularly on development and environmental issues:

**http://devdata.worldbank.org**

Maps of Bangladesh:

**http://www.bangladeshgov.org/bdmaps**

Economy of Bangladesh:

**http://www.nationmaster.com/encyclopedia/Economy-of-Bangladesh**

Information, data and statistics on aspects of national economic performance, with useful links, from The Central Bank of Bangladesh:

**http://www.bangladesh-bank.org**

'Cry of the Forest. The Forest and her Children – Images of Pain', online exhibition of 2003 from the Society for Environment & Human Development, Dhaka:

**http://www.sehd.org/exhibition.htm**

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

## 5.3 Teacher support

The IGCSE Bangladesh Studies syllabus is supplemented by a teachers' support package, consisting of:

- a dedicated email discussion group
- an online pilot textbook, with contributions from teachers in Bangladesh
- a scheme of work, containing suggested teaching activities
- past papers, mark schemes and examiner reports.

Further information is available from: **international@cie.org.uk**

# 6. Additional information

## 6.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

## 6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Bangladesh Studies or related subjects previously.

## 6.3 Progression

IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in IGCSE Bangladesh Studies are well prepared to follow courses leading to AS and A Level in related subjects, or the equivalent.

## 6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## 6.5 Grading and reporting

IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, Grade A\* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

# 6. Additional information

Percentage uniform marks are also provided on each candidate's Statement of Results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
  - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

## 6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **[www.cie.org.uk](http://www.cie.org.uk)**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centres.

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