

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

GCE O Level

**MARK SCHEME for the May/June 2006 question paper**

**7094 BANGLADESH STUDIES**

**7094/02**

**Paper 2**

**maximum raw mark 75**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 1	Mark Scheme	Syllabus	Paper
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- 1 (a) (i) winter in southern hemisphere/cooler  
air sinks  
high pressure over Australia/Indian Ocean  
high temperatures over Indian sub-continent /hot over land  
air rises  
low pressure over Indian sub-continent  
winds blow from high pressure to low pressure  
winds blow over Indian Ocean  
become moisture laden - rain
- 5 at 1 mark** **[5]**
- (ii) loss of life  
houses destroyed/homeless  
crops destroyed  
livestock killed  
poverty/famine  
loss of jobs  
lack of clean water/contamination  
disease - cholera, etc  
communications disrupted  
difficult for aid to be distributed
- 6 at 1 mark** **[6]**
- (b) flash floods  
storm surges  
tidal floods  
melting snow from Himalayas  
tsunami
- 2 at 1 mark** **[2]**
- (c) (i) Flood Action Plan  
dredging  
embankments  
barrages  
sluice gates  
drainage systems  
land management  
afforestation/re-afforestation  
plant flood resistant crops
- Allow elaboration
- 6 at 1 mark** **[6]**
- (ii) Allow both negative and positive points on the effectiveness of the measures to control floods
- Allow elaboration – how the measures work, e.g. embankments allow river to hold more water – e
- 6 at 1 mark** **[6]**

Page 2	Mark Scheme	Syllabus	Paper
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- 2 (a) (i) from the land, forests, water, minerals
- (ii) achieving development without harming the environment  
careful use of resources  
does not use up/deplete all resources  
possible for development to continue/enough left for future
- 1 mark for each of (i) and (ii), plus 2 marks in either section [4]**
- (b) (i) in the south-west  
Ganges-Brahmaputra delta/on coast  
in Khulna/Patuakhali/Noakhali
- 3 at 1 mark [3]**
- (ii) evergreen/mangroves  
pneumatophores  
3 storeys  
dense forest  
estuarine/swampy  
sundari/gewa/dhundul/amur/pasur - max 1 for example
- 3 at 1 mark [3]**
- (c) construction/building materials  
furniture  
vehicle construction  
agricultural implements  
pulp and paper  
wood products - plywood, hardboard, etc  
fuel and firewood  
golpata (roofing)  
medicines  
limit soil erosion  
flood control  
climatic effects on rainfall  
employment
- 6 at 1 mark [6]**
- (d) (i) population increase - land required for agriculture  
homes  
industry  
jhum/shifting cultivation  
increased shrimp culture  
increased salinity - Farraka Barrage - Sundarbans  
illegal/irresponsible logging
- 4 at 1 mark [4]**
- (ii) No marks for the measures - look for the effectiveness of such measures.  
afforestation  
re- afforestation  
strip plantations - along roads, railways, canals, etc  
rehabilitation of tribal groups in Chittagong Hill Tracts  
education/awareness  
Department of Forest
- Allow description of how the measures work but look for their effectiveness. E.g. 'cut one plant two' means more trees.
- 5 at 1 mark [5]**

Page 3	Mark Scheme	Syllabus	Paper
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- 3 (a) (i) Tangail/Dinajpur/Khulna/Jessore/Kushtia/Pabna/  
Rajshahi/Bogra/Rangpur/Faridpur/Dhaka [1]
- (ii) winter [1]
- (iii) flat/plain land  
well drained  
loamy soil  
temperature 16°C - 22°C/warm  
400 mm – 1000 mm rainfall/moderate

4 at 1 mark

[4]

- (b) (i) HYV seeds  
fertilisers  
insecticides/pesticides  
irrigation  
mechanisation  
co-operatives  
land consolidation  
loans

Look for an explanation of how these lead to an increase in yield. Maximum of 3 marks for a list.

7 at 1 mark

[7]

- (ii) debt  
expense – cause greater gap between rich and poor farmer  
unemployment  
disease - monoculture  
water pollution - fertilisers, etc

Allow elaboration

4 at 1 mark

[4]

- (c) (i) Jute:  
alluvial, loamy, sandy soil  
temperature 20°C - 26°C  
2000 mm - 2500 mm rainfall  
waterlogged conditions sometimes

Sugar cane:

alluvial, loamy, sandy soil  
temperature 24°C - 27°C  
1000 mm - 1500 mm rainfall

4 at 1 mark

[4]

- (ii) Jute:  
main cash crop  
contributes to GDP  
main world producer  
85% exported  
18% of export earnings  
employment in industry and fields

Sugar cane:

third most important cash crop  
raw material for industry  
employment  
own use

Allow elaboration

4 at 1 mark

[4]

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4 (a) (i) reasonable examples such as - shoe shining, selling fruit/vegetables on market, repairing clothes, street selling, cleaning cars, etc  
**2 at 1 mark** **[2]**

(ii) relies on local materials  
family run  
small scale  
no/simple technology  
traditional/life skills - not formal education  
unregulated/no government controls  
long working hours  
low wages

Allow elaboration

**5 at 1 mark**

**[5]**

(iii) no mark for yes/no  
helps development  
provides training/skills - carpentry, shoe mending, tailoring  
provides cheap food and market goods  
provides casual work - labouring  
can expand to small businesses - car repairs, furniture making  
provides income/decreases poverty  
decreases unemployment  
does not help economy – no taxes paid  
provides income

**5 at 1 mark**

**[5]**

(b) low capital  
scarcity of mineral resources  
shortage of power  
lack of technical knowledge  
lack of skilled labour  
poor transport systems  
inefficient management  
lack of planning  
political instability  
lack of government help

Allow elaboration or by implication an indication of the obstacles by mentioning ways they can be overcome

**8 at 1 mark**

**[8]**

(c) provide working capital e.g. loans repayable in 20 years  
low interest rates  
technical assistance free of charge  
assist in selection of projects  
accept different kinds of deposits  
create self-employment opportunities  
long term finance to buy machinery  
make/receive payments for imports/exports

Allow elaboration

**5 at 1 mark**

**[5]**

Page 5	Mark Scheme	Syllabus	Paper
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- 5 (a) (i) steady decline to 1992  
slightly steeper decline 1992-1996  
steeper decline 1996-1998

No marks for just quoting figures.

**2 at 1 mark [2]**

- (ii) improved standard of living  
improved health care/medication/more doctors  
improved food/nutrition  
improved sanitation  
cleaner water supplies  
improved living conditions

**4 at 1 mark [4]**

- (iii) 1996-1997  
5 per 1000

**2 at 1 mark [2]**

- (iv) family planning programmes  
education/awareness  
empowerment of women  
women more career-minded  
later marriage age  
lower infant mortality rate - fewer babies born

**4 at 1 mark [4]**

- (v) 15 per 1000

- (b) (i) movement of people from the countryside to the cities and towns  
movement of people to another country

**2 at 1 mark [2]**

- (ii) poor standard of living  
famine/crop failure  
natural disasters  
unemployment  
low paid jobs  
poor education  
poor health services  
poor living conditions - lack of water, electricity, sanitation  
prospects of higher pay for the same job elsewhere

Allow the converse of these points but do not double mark the same concept.

**5 at 1 mark [5]**

- (iii) no mark for yes or no  
mark both benefits and/or disadvantages  
money sent back  
less people to support  
males usually leave - elderly and children usually left  
less labour force  
birth rate decreases

Allow elaboration

**5 at 1 mark [5]**