

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Specimen for 2006**

**GCE O LEVEL**

<b>MARK SCHEME</b>
<b>MAXIMUM MARK: 75</b>
<b>SYLLABUS/COMPONENT: 7094</b> <b>BANGLADESH STUDIES</b> <b>Environment and Development of Bangladesh</b> <b>PAPER 2</b>



**UNIVERSITY of CAMBRIDGE**  
**International Examinations**

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – 2006</b>	<b>7094</b>	<b>2</b>

This specimen marking scheme is neither exhaustive nor prescriptive. It is an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners award marks. It only provides notes and does not give detailed sample answers. It does not indicate the details of the discussions that take place at an Examiners' meeting before marking begins; it would be amended at this meeting prior to marking the candidates' scripts.

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.

- 1 (a) (i)** W – delta  
X – oxbow lake  
Y – meander  
Z – braiding/island **[4]**

- (ii) Delta –**  
deposition  
heavy load carried by river  
river's speed checked as it enters the sea  
no currents/strong tides to remove deposition  
salt water causes fine mud to coagulate  
deposition along tributaries  
distributaries  
advances seaward

**Ox-bow lake –**  
erosion on outer/concave bank  
deposition on inner bank  
pronounced meander  
neck narrows  
river breaks through in times of flood  
river flows straight  
ends of former meander silt up

**Meander –**  
concave/outer bank – faster flow  
– more volume  
– erosion/undercutting  
convex/inner bend – slow flow  
– shallow/friction  
– deposition

**Braiding –**  
deposition in channel  
shallow water/friction  
no longer able to transport load  
channel choked  
splits into smaller channels then rejoins  
creates islands

Credit labels on diagrams if drawn

5 at 1 mark **[5]**

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – 2006</b>	<b>7094</b>	<b>2</b>

- (b) (i) inland – carp, shrimp, etc.  
marine – catfish, bream, mackerel, etc. [2]
- (ii) loss of wetlands  
flood control measures  
disrupted flow of rivers and dried up water bodies  
land reclamation  
irrigation schemes  
chemicals used in farming  
loss of mangroves  
disease  
Allow development  
5 at 1 mark [5]
- (iii) aquaculture in derelict pond, canals, etc.  
development of nutritious fish food  
improved breeding techniques  
genetically engineered species  
rotation with agriculture  
e.g. shrimp and rice depending on water salinity  
Allow development  
5 at 1 mark [5]
- (iv) Allow any sensible comment either in favour of the measure or against it  
e.g.  
new species threaten indigenous ones  
expense of aquaculture  
Allow development  
4 at 1 mark [4]

**TOTAL 25 MARKS**

- 2 (a) (i) Increasing temperatures  
greenhouse gases acting as blanket  
to keep in infra-red radiation  
trapped heat  
Labelled diagram necessary for full marks  
4 at 1 mark [4]
- (ii) Increased carbon dioxide in atmosphere  
exhaust fumes from road transport  
burning fossil fuels  
deforestation and burning  
methane from animal manure and farms  
4 at 1 mark [4]
- (iii) rising sea levels caused by melting ice-caps  
submerge low-lying areas  
southern Bangladesh at risk  
increase in cyclones because of increased sea temperatures  
leading to more flooding and disease – malaria, cholera  
loss of Sundarbans  
4 at 1 mark [4]

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – 2006	7094	2

(iv) Allow reasoned comments on the fact that it is a world problem  
Accept possible solutions to increased flooding  
Allow development

4 at 1 mark [4]

(b) (i) develop over warm oceans – surface temperature over 27° C  
air over sea heated  
expands  
warm moist air rises quickly  
condenses to form clouds and rain  
air rushes in a spiral manner to replace rising air

5 at 1 mark [5]

(ii) ocean surface raised – a giant wave  
death and injury  
destroys crops, trees, fish farms  
contaminates drinking water  
destroy buildings  
carry boats inland

4 at 1 mark [4]

**TOTAL 25 MARKS**

3 (a) (i) Primary – concerned with using natural resources. Plus example

(ii) Secondary – process and manufacture primary products. Plus example

(iii) Tertiary – provide services. Plus example. [6]  
2 marks each – 1 for definition, 1 for example.

(b) (i) Decrease in primary  
Increase in secondary  
Increase in tertiary

3 at 1 mark [3]

(ii) Primary - not valuable usually  
colonial heritage – agrarian base  
move to secondary to become richer  
increase demand for consumer goods  
new industries e.g. garments – cheap labour for export to developed countries  
tertiary sector – variable – informal and formal  
increased education

6 at 1 mark [6]

(c) (i) Average income per head of a country  
Divide gross national income by total population

[2]

(ii) No mark for yes or no. Credit both positive and negative reasons. Allow reasoned arguments e.g.  
not perfect indication – broad idea  
no indication how wealth distributed  
Allow development

4 at 1 mark [4]

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – 2006</b>	<b>7094</b>	<b>2</b>

- (d) health care  
housing  
infrastructure  
life expectancy  
literacy  
energy

1 mark for each description. [5]

**TOTAL 25 MARKS**

- 4 (a) (i) grown for cash/to sell [1]
- (ii) Sylhet, Chittagong, Comilla, etc. [1]
- (iii) in the east  
majority in NE  
hilly areas [3]
- (b) (i) 16° C to 27° C  
1500 - 2500 mm rainfall  
alluvial, loamy soil – with humus and iron  
highland  
sloping land  
4 at 1 mark [4]
- (ii) machinery not suitable - hilly land  
need to choose the leaves to be picked  
2 at 1 mark [2]
- (c) agricultural supplies needed e.g. fertilisers, insecticides, implements, etc.  
raw materials for many industries e.g. jute, sugar, cotton, etc.  
food industries e.g. dairy products, flour mills, bakeries, etc.  
saves cost of importing raw materials/goods  
Allow development  
6 at 1 mark [6]
- (d) (i) handlooms, pottery, bamboo, cane, silk, copper, brass, etc.  
2 at 1 mark [2]
- (ii) employment  
women employed  
supplements agricultural earnings  
uses local raw materials  
development of rural areas  
low capital input  
supply local market  
Allow development  
6 at 1 mark [6]

**TOTAL 25 MARKS**

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – 2006</b>	<b>7094</b>	<b>2</b>

- 5 (a) (i) not run by the government  
registered as a voluntary organisation  
non-profit making  
any profit re-invested rather than go to directors  
3 at 1 mark [3]
- (ii) fills in the gaps left by the state  
aimed at helping the poor  
emphasis on empowerment  
efficiency  
higher pay for workers often – affects quality of staff employed by state  
sector  
depend on foreign donors – vulnerable to change  
5 at 1 mark [5]
- (b) (i) steady increase 1981-1988  
rapid increase 1988-1993  
very steep increase 1993-1994  
then fluctuates 1994-2000  
4 at 1 mark [4]
- (ii) increased NGOs involvement  
increased drive for enrolment  
particularly from poor families  
and for girls  
flexible times of lessons to allow the poor to work  
support from government towards teachers salaries for all providers  
5 at 1 mark [5]
- (c) (i) unemployment at home  
low wages  
career prospects  
education  
higher standard of living  
join relatives  
4 at 1 mark [4]
- (ii) shortage of skilled workers  
shortage of professional workers  
impact on economy  
population imbalance – mainly males migrate  
Allow development  
4 at 1 mark [4]

**TOTAL 25 MARKS**