

INTERNATIONAL GCSE

Bangladesh Studies (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Bangladesh Studies (4BN1)

For first teaching in September 2017

First examination June 2019



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1. Introduction

This Getting Started guide provides an overview of the new International GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

The specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all four key ideas (including all the detailed content) in each of the chosen topics must be taught.

Assessments: teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in the subject content section.

- **Planning**

In addition to the section in this guide, we will be providing a course planner and schemes of work that you can adapt to suit your department.

- **ResultsPlus**

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

- **Training events**

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

- **Get help and support**

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Pearson Edexcel newsletter for qualification updates and product and service news.

These support documents will be available on the International GCSE 2017 Bangladesh Studies pages: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-bangladesh-studies-2017.html>

2. Key features of the qualification

- **Two-paper assessment** – a two-paper model allows students to focus on the history and culture of Bangladesh, as well as its geography and economy. The qualification will test knowledge and understanding, as well as analytical and evaluation skills.
- **Flexible approach in teaching choice** – we have designed the qualification to enable students to study periods throughout the history of Bangladesh. We have made the first topic compulsory to ensure that students study the emergence of Bengali independence (1947–1975) in depth. Then there is a choice of topics in Sections B and C to give centres greater flexibility in choosing areas of study that they will enjoy teaching, and in choosing topics that are appropriate for their students.
- **Clear and straightforward question papers** – our question papers are clear and accessible for all students of all ability ranges and learning styles. Command words are used consistently to assess particular skills, making clear what type of response is required. Our mark schemes are explicit about the type of response and skills required, so that assessment requirements are straightforward.
- **Broad and deep development of students' skills** – the design of the revised International GCSE in Bangladesh Studies aims to extend students' knowledge and understanding by broadening and deepening skills, for example students will:
 - develop their knowledge, understanding, analysis and evaluation of the history, culture, geography and economics of Bangladesh
 - assess both historical and geographical concepts, giving them skills to interpret past events and explain change and interrelationships of people, places, environments and processes
 - understand the influence of factors previously and currently affecting individuals, communities and societies
 - reflect on and develop their understanding of what they have learned, and contribute to their preparation for adult life in a global community.
- **Progression to A Level** – International GCSEs enable successful progression to A Level and beyond, particularly to history, geography and other humanities subjects, as well as economics, business studies and politics. Through our world-class qualification development process we have consulted with teachers, university professors and subject experts to validate the appropriateness of this qualification for progression, including its content, opportunities for skills development and assessment structure.

More information about all of our qualifications can be found on our Edexcel International GCSE pages at: qualifications.pearson.com

3. What's new?

3.1 What are the changes to the International GCSE qualification?

International GCSE Bangladesh Studies is valid for first teaching from September 2017, with first assessment from June 2019 and first certification from August 2019.

- There will be a new 9–1 grading system, with 9 being the top level (see page 45).
- There will be no coursework or controlled assessment component: all assessment will be through external examinations.
- There will be a fully linear structure, with all exams sat at the end of the course.
- International GCSE Bangladesh Studies continues to be untiered.

3.2 Changes to Bangladesh Studies' (History and Culture of Bangladesh) content requirements

The content requirements for International GCSE Bangladesh Studies have been revised.

- There is a new compulsory topic: all students must study the emergence of Bengali independence (1947–1975) in depth.
- Teachers and students should choose two more topics for study, one from a Section B list of topics and one from a Section C list of topics.
- Content required in the 2009 syllabus has been repositioned in the 2017 syllabus. Centres should be aware of the topic dates, as the topics themselves may suggest a wider time span.

3.3 Changes to Bangladesh Studies' (landscape, people and economy of Bangladesh) content requirements

The content requirements for International GCSE Bangladesh Studies have been revised. There are three compulsory topics. All students must study:

- The Physical Environment of Bangladesh
- The Human Environment of Bangladesh
- Challenges for Bangladesh.

Much of the content required by the 2009 specification remains the same but has been allocated between the three sections of the 2017 specification.

3.4 Changes to Assessment Objectives

The International GCSE Bangladesh Studies Assessment Objectives have been revised. The following are now the assessment objectives for the qualification:

AO1 24%*	Demonstrate knowledge and understanding of key information, ideas, concepts and themes
AO2 44%	Analyse and explain key information, ideas, concepts and themes
AO3 32%	Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements

* 15 marks will assess recall of knowledge

Paper	Assessment objectives		
	AO1	AO2	AO3
Paper 1	12%	22%	16%
Paper 2	12%	22%	16%
Total for International GCSE	24%	44%	32%

NB Totals have been rounded to the nearest whole number.

3.5 What has changed in the Assessment Objectives for the History and Culture of Bangladesh component?

- AO1 is now very clear about marks available for recall of knowledge. The remaining marks for AO1 are to be awarded for understanding. This was found in the 2009 specification's AO2. The links between AO1 and other AOs now demonstrate the hierarchy of knowledge.
- AO2 is new and is about candidates' abilities to use their understanding to analyse and explain.
- AO3 is more clearly defined than in the 2009 specification. Candidates are expected to be able to use their knowledge and skills to assess, evaluate and interpret and also to make substantiated judgements. Candidates in previous years have been expected to compare interpretations, causes, effects and degrees of impact and comment, based on their analysis, on how factors contributed to an answer. The 2017 AO3 is asking candidates to do just this, justifying their comments and choices.

3.6 What has changed in the method of assessing the History and Culture of Bangladesh component?

- The 2009 syllabus required candidates to select and answer three questions. There were single questions and candidates wrote extended answers. Marks were awarded for each out of 20 marks. This is no longer the requirement.
- The 2017 syllabus requires candidates to answer three questions, but each question has four parts. Candidates should answer all parts of each question that they select.
- Examination papers are also different. The 2009 syllabus arranged for candidates to see all questions at the beginning of the exam paper and then answer their chosen questions, indicating which question they were attempting at the top of the answer page. The 2017

syllabus requires candidates to write their answers in spaces allocated after each question is set. Candidates should ensure that they scroll down to see and answer parts a, b, c and d of each of their chosen questions. They should not expect to fill all the space provided with an answer.

3.7 What has changed in the method of assessing the landscape, people and economy of Bangladesh component?

- The 2009 specification required candidates to answer one compulsory question and then to select and answer three additional questions. Question 1 was usually based on an outline map of Bangladesh. The remaining questions involved short-answer and more extended answers.
- The 2017 syllabus requires candidates to answer three questions. Each question is composed of a number of compulsory parts, composing of short- and longer-answer sections.
- Examination papers are also different. The 2009 syllabus arranged for candidates to see all questions at the beginning of the exam paper and then answer their chosen questions, indicating which question they were attempting at the top of the answer page. The 2017 syllabus requires candidates to write their answers in spaces allocated after each question is set. Candidates should ensure that they scroll down to see and answer parts a, b, c and d of each of their chosen questions. They should not expect to fill all the space provided with an answer.

3.8 What has changed in the assessment objectives for the landscape, people and economy of Bangladesh component?

- AO1 is now very clear about marks available for recall of knowledge. The remaining marks for AO1 are to be awarded for understanding. This was formerly found in the 2009 specification AO2 objective. The links between AO1 and other AOs now demonstrate the hierarchy of knowledge.
- AO2 is new and is about candidates' abilities to use their understanding to analyse and explain.
- AO3 is more clearly defined than in the 2009 syllabus. Candidates are expected to be able to use their knowledge and skills to assess, evaluate and interpret, and also to make substantiated judgements. Candidates in previous years have been expected to compare interpretations, causes, effects and degrees of impact and comment, based on their analysis, on how factors contributed to an answer. The 2017 AO3 is asking candidates to do just this, justifying their comments and choices.

4. Content guidance

4.1 What are the content requirements of the 2017 Bangladesh Studies (History and Culture paper 1) specification?

The content requirements for International GCSE Bangladesh Studies from Pearson have been revised.

Content overview for Paper 1: The History and Culture of Bangladesh (4BN1/01)

The content is divided into three sections. Students study one topic per section.

Section A – students must study the mandatory topic:

Towards Bengali independence (1947–1975)

Section B – students choose one topic:

Early Bengal (AD 600–c.1538)

The Mughal Empire (c.1550–1764)

Bengal under British rule (1764–1911).

Section C – students choose one topic:

The road to partition (1909–1947)

Bangladesh: establishing the new country (1975–2001).

4.2 What are the content requirements of the 2017 Bangladesh Studies (landscape, people and economy of Bangladesh paper 2) specification?

Content overview for Paper 2: The landscape, people and economy of Bangladesh

The content is divided into three sections:

The Physical Environment of Bangladesh

The Human Environment of Bangladesh

Challenges for Bangladesh.

4.3 What has changed in the content requirements for the History and Culture of Bangladesh component?

- The 2009 specification offered eight topics from which teachers and students could select enough to enable candidates to answer questions on three topics. There is no longer this degree of freedom. Centres are invited to choose their pathway to a coherent course of study into the History and Culture of Bangladesh.
- The first topic, Section A Topic 1, is compulsory, requiring all students to study the emergence of Bengali independence (1947–1975) in depth. The new Section A Topic combines Undivided Pakistan (Section 5) and The struggle for independence and the creation of the People's Republic

of Bangladesh (Section 6) from the 2009 specification, allowing a coherent study of the years 1947–1975.

- Candidates will be required to study two further sections of the specification, choosing one topic from each of Sections B and C.
- Section 6 of the 2017 specification, Bangladesh: establishing the new country 1975–2001 has taken the heritage, language and culture of Bangladesh from the 2009 syllabus, looking both at the importance of the diverse cultural history and at the significance of the rich literary tradition.

4.4 What has changed in the content requirements for the landscape, people and economy of Bangladesh?

- The 2009 specification (The Land, People and Resources of Bangladesh) offered five main topics most of which were subdivided into subsections. Candidates were required to study all of these topics. The 2017 specification is divided into three main sections, all of which are compulsory.
- The first topic, Section A, the Physical Environment, is compulsory. Candidates will acquire knowledge and understanding of key physical features of Pakistan, the processes, which form these features, the issues affecting them and the ways in which physical features are managed.
- Section B, the second topic, involves the study of the Human Environment of Bangladesh and includes population distribution and growth, social diversity, economic inequality and economic activity.
- Section C includes the greatest amount of material not previously covered by the 2009 specification. Candidates will be given the opportunity to study climate change, globalisation, economic development and urbanisation.
- In all sections (A, B and C) candidates will develop the skills of describing, explaining, assessing and evaluating concepts and processes.

4.5 Continuity with 2009 Bangladesh Studies (History and Culture of Bangladesh) specification 4PA0/01y

Comparison is made here between the 2009 syllabus content and the summary content from the 2017 syllabus. There is more detail to be found on pages 14–21 of the syllabus.

2009 Specification	2017 Specification
<p>Section 1: Bengal and the Mughals</p>	<p>Section B Topic 2: Early Bengal (AD 600–c.1538)</p> <p>Content detail has been rephrased, but coverage of the period is little different from the 2009 specification. The early kingdoms of Bengal and their development in the period before the Sultanate; the work of the Sufis and the spread of Islam; Bengal under the Sultanate.</p>

<p>Section 2:</p> <p>Bengal in the Mughal Empire</p>	<p>Section B Topic 3:</p> <p>The Mughal Empire (c.1550–1764)</p> <p>The content covers the same areas, but it has been rephrased to give more of a focus on themes. These are: resistance to the Mughals, the development and impact of the Mughal occupation of Bengal, the rule of Aurangzeb and the reasons for the decline of the Mughal Empire, and the arrival of the British. No individuals are listed for study: individuals will be studied as they fit into the history, rather than as biographies.</p>
<p>Section 3:</p> <p>Bengal under British rule This topic ended before the Partition of Bengal in 1905.</p> <p>Section 8:</p> <p>The heritage, language and culture of Bangladesh The language section</p>	<p>Section B Topic 4:</p> <p>Bengal under British rule (1764–1911)</p> <p>Themes replace the itemised content of the 2009 syllabus. The impact of British rule in Bengal, the War of Independence, the development of Bengali nationalism and the Bangla language and the first partition and its reversal are the wider themes studied.</p>
<p>Section 4:</p> <p>Bengal from partition to partition: 1905–1947 This topic began with the 1905 partition of Bengal</p>	<p>Section C Topic 5:</p> <p>The road to partition (1909–1947)</p> <p>While there are no events and Acts specified, the themes identified cover similar content areas after 1909 but not including the reversal of partition in 1911. The topic is defined as covering: the growth of nationalism in the sub-continent, British rule and attempts made by the British to reform the government in the 20th century; the growth of the Pakistan Movement; partition and independence in 1947.</p>
<p>Section 5:</p> <p>Undivided Pakistan</p> <p>Section 6:</p> <p>The struggle for independence and the creation of the People’s Republic of Bangladesh These no longer appear as separate topics.</p>	<p>Section A Topic 1: (compulsory)</p> <p>Towards Bengali independence (1947–1975)</p> <p>Division by content heading has been replaced by wider topics: Pakistan’s early problems and solutions, cultural, political and economic disparity between East and West Pakistan, the growth of Bengali demands for independence and the struggle to break free from West Pakistan, the War of Liberation, problems faced by the new republic.</p>
<p>Section 7:</p> <p>Bangladesh since 1975</p>	<p>Section C Topic 6:</p> <p>Bangladesh: establishing the new country (1975–2001)</p>

<p>Section 8: The heritage, language and culture of Bangladesh The heritage and culture sections.</p>	<p>There is less definition in the content of this section than in the 2009 Section 7 detail. Political changes in Bangladesh since 1975, the role of Bangladesh in world affairs, the heritage, language and culture of Bangladesh.</p>
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The syllabus makes it clear that dates given in the specification should be the dates studied for that topic, even though the span suggested by the topic headings may be longer.

4.6 Continuity with 2009 Bangladesh Studies (The Land, People and Resources of Bangladesh) specification 4PA0/01

Comparison is made here between the 2009 specification content and the summary content from the 2017 specification. There is more detail to be found on pages 14–21 of the specification.

Legacy 2009 GCSE subject content	New International GCSE specification content reference / rationale for removal
<p>Section 1 This section contains no specific content. In the examination, Section 1 contains a compulsory question. It will cover the basic geography of Bangladesh and will usually be based on a map. The content for the Section 1 question is found in Sections 2, 3 and 4.</p>	<p>This information will now be examined throughout the paper rather than in a specific section.</p>
<p>Section 2 The Land of Bangladesh</p>	<p>This section no longer exists. Section A The Physical Environment covers much of the previous content.</p>
<p>2.1 Location, Relief and Drainage Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate a knowledge of the location of Bangladesh • locate and name the main features of relief and drainage of Bangladesh, and discuss the influence of physical features and rivers on human activities. 	<p>1.1 Location, climate and biomes. This covers the location of Bangladesh, climatic features and the new topic: biomes.</p>
<p>2.2 Climate Students should be able to:</p> <ul style="list-style-type: none"> • describe and explain the main features of the climates of Bangladesh, including the nature and causes of seasonal and regional variations in rainfall • discuss the causes and possible outcomes of global warming • analyse and use climatic data. 	<p>This is covered in Section A 1.1</p>

<p>2.3 Natural Resources</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> explain the importance to Bangladesh of the following natural resources: soils, vegetation (forests and mangroves), wildlife (including fish), minerals and energy sources discuss the reasons why the use of these resources should be carefully managed. 	<p>1.4 Natural resources and their exploitation.</p>
<p>2.4 Natural Hazards</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> explain the causes, effects and responses to cyclones, tidal waves, floods, droughts and earthquakes. 	<p>1.2 Tectonic and glacial processes and landforms, and geophysical hazards</p> <p>1.3 Relief, drainage and hydro-meteorological hazards</p> <p>There is greater emphasis on responses to and management of hazards in the new specification.</p>
<p>Not covered</p>	<p>Section A. 1.2 Glacial processes that operate in the Himalayan landscape (long-term and seasonal accumulation/ablation of glacial systems).</p>
<p>Section 3 – The People of Bangladesh</p>	<p>This section no longer exists. Section B The Human Environment covers much of the previous content.</p>
<p>3.1 Population Growth and Distribution</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> discuss the problems caused by rapid population growth and the steps taken to reduce it analyse and use population data, including birth and death rates, natural growth rate, infant and maternal mortality rates and life expectancy; interpret population pyramids describe the distribution of population within Bangladesh, understand the factors causing spatial variations in population density. 	<p>Much of the content is covered in Section C: Challenges for Bangladesh. 3.1 Indicators of development, population patterns and trends</p>
<p>3.2 Migration</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> explain the reasons for, and effects of, migration within Bangladesh (particularly rural–urban) and migration to other countries. 	<p>Much of the content is covered in Section C: Challenges for Bangladesh.</p> <p>3.1 Indicators of development, population patterns and trends</p>

<p>3.3 Settlement</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> describe and explain the reasons for urbanisation, the problems associated with it and the steps taken to tackle those problems discuss the advantages and disadvantages of living in rural and urban areas locate, with reasonable accuracy, the main cities of Bangladesh and describe the site, situation and internal structure of any two major cities. 	<p>Much of the content is covered in Section C: Challenges for Bangladesh.</p> <p>3.2 Quality of life in rural Bangladesh: challenges of life in rural communities</p> <p>3.3 Quality of life in urban Bangladesh: challenges of life in urban communities</p> <p>Note: the revised specification gives additional guidance (for example named cities, strategies in response to the challenges of living in large urban areas)</p> <p>Students are no longer required to study the internal structure of cities.</p>
<p>3.4 Society and Welfare</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> describe the homogeneity and diversity of Bangladeshi society, culture and language discuss the problems caused by class differences and social inequalities (poverty and illiteracy) and describe the steps being taken to reduce them discuss the role of women in social and economic life, the attempts to improve their status and the difficulties encountered. 	<p>Much of the content is covered in Section B: The Human Environment.</p> <p>2.4 The challenges of economic development for Bangladesh, especially b) Challenges facing the economic development of Bangladesh (regional disparities, reliance on imported energy, loss of young skilled workers and gender equality).</p>
<p>Section 4 – The Economy of Bangladesh</p>	<p>This section no longer exists. Section B The Human Environment and Section C: Challenges for Bangladesh cover much of the previous content.</p>
<p>4.1 Agriculture</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> describe the distinctive character of agriculture as compared with other activities in the primary sector and with those of the secondary and tertiary sectors describe and understand the inputs, processes and outputs of different agricultural systems (particularly the production of commercial crops and livestock) explain why the use of irrigation, fertilisers and pesticides is necessary, and describe the problems associated with them describe the attempts and associated problems of increasing agricultural 	<p>Section B The Human Environment</p> <p>2.1 Bangladesh’s economy: the primary sector and the need for food security</p> <p>The revised specification provides guidance of factors to be studied.</p> <p>Agricultural systems are no longer required.</p> <p>The revised specification emphasises food security.</p>

<p>production and assess the contribution of the 'Green Revolution'.</p>	
<p>4.2 Manufacturing</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> locate the main manufacturing industries and describe the factors influencing their location discuss the problems associated with the growth of manufacturing, including pollution and access to capital, energy, skills and technology discuss labour issues, including skills training, unionisation and the use of female and child labour. 	<p>Section B The Human Environment</p> <p>2.2 Bangladesh economy secondary, tertiary/quaternary sectors and transport systems.</p> <p>2.3 Globalisation including TNCs (transnational corporations) can cause rapid change for economies such as Bangladesh</p> <p>Note the revised specification emphasises the role of TNCs</p>
<p>4.3 Services</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> describe the range and importance of tertiary sector activities in Bangladesh, paying particular attention to those of the informal sub-sector describe the networks of different modes of transport (rail, road, water, air and pipelines) and discuss the advantages and disadvantages of each identify the country's pattern of international trade (its main imports, exports and overall balance). 	<p>Section B The Human Environment</p> <p>2.2 Bangladesh economy secondary, tertiary/quaternary sectors and transport systems</p> <p>2.4 The challenges of economic development for Bangladesh</p>
<p>4.4 Development</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> compare the state of development in Bangladesh today with other countries, particularly in terms of per capita income, literacy, health and education explain the nature of economic globalisation and its impacts on Bangladesh describe and explain the reasons for, and problems caused by, the differential economic development within Bangladesh, as between regions and between urban and rural areas describe the impacts that development has on the environment, particularly pollution and the depletion of natural resources. 	<p>Section B The Human Environment</p> <p>2.3 Globalisation including TNCs (transnational corporations) can cause rapid change for economies such as Bangladesh</p> <p>2.4 The challenges of economic development for Bangladesh</p> <p>Section C: Challenges for Bangladesh</p> <p>3.2 Quality of life in rural Bangladesh: challenges of life in rural communities</p> <p>3.3 Quality of life in urban Bangladesh: challenges of life in urban communities</p> <p>The revised specification gives greater emphasis to strategies to support rural and urban areas.</p>
	<p>New for the revised specification:</p>

	Section C: Challenges for Bangladesh
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3.4 Present and future impacts of climate change on the people, economy and environment of Bangladesh and possible mitigation strategies

5. Assessment guidance

5.1 Implications of linear assessment

All assessment takes place at the end of the course. Teachers and students need to plan a course that prepares students for final assessment at the end of their period of study. Both exam papers must be taken in the same exam series.

5.2 Guidance on assessment

AOs & skills targeted in the History and Culture of Bangladesh and the landscape, people and economy of Bangladesh component:

AO1 12%*	Demonstrate knowledge and understanding of key information, ideas, concepts and themes
AO2 22%	Analyse and explain key information, ideas, concepts and themes
AO3 16%	Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements

* Half of the 15 marks allocated will assess recall of knowledge.

How has the structure of the exam changed?

Paper 1: History and culture of Bangladesh	* Paper code: 4BN1/01
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	50% of the qualification There were 60 marks available on the old specification.
Candidates must answer three questions. They should answer all parts of the questions that they select. Candidates must answer Question 1. Candidates must answer one question from questions 2, 3 and 4. Candidates must answer one question from questions 5 and 6.	Candidates continue to answer three questions. Now their questions are subdivided into parts a, b, c etc. Candidates must answer all parts of each question they choose.

Each question has four parts, a, b, c and d, worth a) 1 mark, b) 2 marks, c) 6 marks and d) 16 marks.	Candidates are still given space to write their answers in. Space relates to the length of answer that candidates may give. Candidates should be aware that they may not need all the space provided to answer a question fully.
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Paper 2: Landscape, people and economy of Bangladesh	* Paper code: 4BN1/02
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	50% of the qualification 60 marks were available for Paper 2 on the 2009 specification.
Candidates must answer all three questions in sections A, B and C. Candidates should answer all parts of each of the questions. Each question is worth 25 marks.	The number of questions that candidates must answer is reduced from four to three. However, candidates are no longer able to choose three questions to answer from a choice of seven (questions 2–8), but must answer the three compulsory questions.
Questions 1 and 2 (sections A and B) will be subdivided into six sections. Each question may include multiple-choice, short-answer, data-response and extended response questions. The longer questions (parts (e) and (f)) will use ‘explain’, ‘assess’ or ‘evaluate’ as the command word. Question 3 (section C) will be subdivided into five sections. Each question may include multiple-choice, short-answer, data response and extended response questions. The longer questions (parts (d) and (e)) will use ‘explain’, ‘assess’ or ‘evaluate’ as the command word.	Candidates are given space to write their answers. The amount of space relates to the length of answer that candidates might be expected to give. Candidates should be aware that they may not need all the space provided to answer a question fully.

How have questions on Paper 1 changed?

The 2017 Pearson Edexcel International GCSE in Bangladesh Studies, History and Culture of Bangladesh specification has a new structure for Paper 1. The table below lists the command words that may be used in question papers. It also gives an outline of what each type of question requires students to do.

Command word	This type of question will require students to:
Identify/Name/State	Recall or select one piece of information
Describe	Give an account of the main characteristics of something or the steps of a process. Statements in the response do not need to include a justification or reason.
Explain	Provide a reasoned explanation of how or why something occurs or an issue is managed. An explanation requires justification/ reasoning/ exemplification of a point.
Discuss	Measure the value of a statement drawing on key concepts and relationships in the period studied, and how aspects of the past have been interpreted in different ways, and ultimately provide a substantiated judgement/ conclusion.

From *Pearson Edexcel International GCSE in Bangladesh Studies Sample Assessment Materials 2017*:

Question 1: Towards Bengali independence (1947–1975)	What the candidate is being asked to do
(a) Identify the number of seats reserved for women in the Bangladesh Assembly as stated in the December 1972 Constitution. (1 mark)	Candidates are given four answers to choose from. They mark the box of the answer that they choose.
(b) State two ways in which India helped Bangladesh during the War of Liberation (1971). (2 marks)	Candidates have two sets of lines to write briefly two of the ways in which India helped Bangladesh during the War of Liberation. In the mark scheme, the points appear as bullet points. It is important that candidates know that they may not need to use all available space for their answers.
(c) Explain why Sheikh Mujibur Rahman declared a state of emergency in Bangladesh in December 1974. (6 marks)	Candidates should provide a reasoned explanation for this action. Their answer should show understanding of the purpose of the declaration at that time.
(d) 'The Six-Point Programme was the main reason for the outbreak of the War of Liberation in 1971'. Discuss how far you agree with this statement. (16 marks) You may use the following in your answer: <ul style="list-style-type: none"> • the Awami League • the Language Movement. 	Candidates should measure the value of the given statement by evaluating alternative reasons for the War of Liberation. They are invited to consider the Awami League and the Language Movement as two of the contributing factors that they evaluate. They are informed that they should draw on their own knowledge to identify further factors that they can explain as causes of the War of Liberation.

You must also use information of your own.	Candidates should offer a conclusion that answers the question, supported or substantiated by evidence from their argument.
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These are very different from the style of questions for which candidates were prepared according to the 2009 specification, e.g. from a 2009-style Paper 1:

Section 4: Bengal from partition to partition: 1905–1947	
4. Explain why Bengal was partitioned in 1947.	
In addition to your own knowledge, you may use the following to help in your answer:	
• Direct Action, 1946	
• Lord Mountbatten	
• The Radcliffe Commission, 1947	(Total for Question 4 = 20 marks)

The 2017 specification offers candidates from across the ability range the opportunity to make best use of a wide range of skills. They are asked to:

- select an answer from a list of alternatives in Part a questions
- identify factors in Part b questions
- explain why an event happened or was important in Part c questions
- discuss the importance of a range of factors in contributing to an event or an outcome in Part d questions.

What has changed in the mark scheme?

- The mark scheme is written in levels, for questions where more than two marks are awarded, as in the 2009-style mark schemes.
- Parts a and b of questions are to be marked using a points-based system.
- Guidance to examiners is to consider awarding marks in the middle of the level and to look at the quality of answer before deciding whether this mark is earned.
- Guidance about content is still just that – other appropriate issues that candidates raise or accurate knowledge that they include is accepted.

Points-based mark schemes

Questions' parts a and b are marked using points-based mark schemes, and so can be considered here first.

Question 1a
Towards Bengali independence (1947–1975)
Identify the number of seats reserved for women in the Bangladesh Assembly as stated in the December 1972 Constitution. (1)
A 10
B 30

C 50
D 70
Marking instructions
AO1 (1 mark) Answer: B 30

There is only one correct answer, so candidates who indicate by marking the correct X will be awarded a mark.

Question 1b
State two ways in which India helped Bangladesh during the War of Liberation (1971). (2)
Marking instructions
AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks. <ul style="list-style-type: none"> • Offered support (1) • Trained Mukti Bahini (1) • Accepted refugees (1) Accept any other valid response.

Candidates are asked to state only two ways, but three examples are given in the indicative content. Other appropriate features must be accepted. The examples in the indicative content above show that no development of answers is expected or rewarded. For example:

- Candidates would be awarded no more than 1 mark for describing how Mukti Bahini were trained.
- Candidates would be awarded no more than 1 mark for saying how many refugees were accepted into India.

Levels-based mark schemes

These are used to guide examiners in analysing the answers that they are given to mark.

Question 1c
Explain why Sheikh Mujibur Rahman declared a state of emergency in Bangladesh in December 1974. (6)
Marking instructions
AO1 (3 marks)/AO2 (3 marks) The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

- After the election of the Awami League in 1973, there was a breakdown of law and order as a result of activities and opposition of Rakshi Bahini.
- Bangladesh needed tough measures to restore law and order, so he originally passed a Special Powers Act, allowing government to arrest and hold suspects without trial, which was not fully effective.
- The Special Powers Act did not work, so a State of Emergency would allow him to have greater power to set up a one-party system; the Bangladesh Krishak Sramik Awami League (BAKSAL).
- Bangladesh was a new country and the Awami League held power for the first time. To ensure the credibility of the government at home and overseas, it was important that Sheikh Mujibur Rahman restore law and order.

Level	Marks	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1)• Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2)
2	3–4	<ul style="list-style-type: none">• Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1)• Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
3	5–6	<ul style="list-style-type: none">• Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1)• Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Candidates are expected to show some knowledge of the situation in 1974, e.g. that the Special Powers Act had not worked well and Sheikh Mujibur Rahman needed a stronger position to enable him to rule effectively. They are expected to link that to some benefit from the state of emergency, e.g. that it allowed the establishment of a one-party system, the Bangladesh Krishak Sramik Awami League (BAKSAL), allowing stronger law and order measures to be enforced.

And/ or, knowledge of the situation: Bangladesh was a new country and the Awami League held power for the first time. Benefit of state of emergency: To ensure credibility it was important that law and order be established, and that was proving difficult under the Special Powers Act.

And/ or knowledge of the situation: Opposition from Rakshi Bahini was proving difficult to contain. Benefit of state of emergency: Removing opposition parties made the Awami League stronger.

Note: Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) No background to the question is invited or rewarded. Introductions that do not address the question waste candidates' time and earn no credit.

Question 1d

'The Six-Point Programme was the main reason for the outbreak of the War of Liberation in 1971'. Discuss how far you agree with this statement. (16)

You may use the following in your answer:

- the Awami League
- the Language Movement.

You **must** also use information of your own.

Marking instructions

AO2 (8 marks)/AO3 (8 marks)

The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.

As the indicative content suggests, candidates do not need to make use of all of the offered factors in their answer. They should consider the part played by the Six-Point Programme in the outbreak of the War of Liberation and other factors.

Indicative content

Relevant points which support the statement may include:

- It was because the Awami League had exposed the unfair treatment of East Pakistan during the election campaign. Many people in East Pakistan were convinced that they had to break free from the rule of West Pakistan.
- The election had been fought on the Six-Point Programme to end the unfair advantages given politically to West Pakistan. It demanded a Federation of Pakistan where some areas of government would be handled by the individual states. East Pakistan should have its own military and currency, with free trade between East and West Pakistan.
- The election result meant that the Awami League was now obliged to carry out its policy. So the division of the country was inevitable, and if West Pakistan resisted there would be war.
- After the Awami League won nearly all the parliamentary seats in East Pakistan, and so a majority in the parliament of Pakistan, it was still prevented from forming a government because political leaders feared partition. Relations between political leaders in East and West Pakistan broke down, leading to the War of Liberation.

Relevant points to counter the statement may include:

- Bengalis already felt they were treated unfairly in their own country because of social and cultural differences, especially the language issue. It led to the imprisonment of Sheikh Mujibur Rahman, the growth of protest movements in East Pakistan, and repression.
- Although most of Pakistan's wealth was created by the jute trade in East Pakistan, resources seemed to be spent on West Pakistan, where people were, on average, 15% wealthier. This deep-seated resentment meant many Bengalis were prepared to go to war.

- Cyclone Bhola struck East Pakistan on 12 Nov 1970, ultimately killing nearly 500,000 people. President Khan admitted that mistakes were made in handling relief efforts, and was accused of neglect and indifference by the Awami League. This led to deep mistrust.
- East Pakistan was encouraged by India, which helped train the Bengali army, Mukti Bahini. This gave the people of East Pakistan a means of fighting back against West Pakistan's atrocities.

Level	Marks	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic, with no analysis of issues. (AO3) • An unbalanced argument; judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> <p>Answers at this level may list or describe a number of factors that had some relevance to the outbreak of the War of Liberation.</p>
2	5–8	<ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited, with partial analysis of issues. (AO3) • A partially balanced argument; judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> <p>Answers at this level may describe factors appropriate to the question, asserting or giving limited evidence as to why these factors had significance in the start of the war.</p>
3	9–12	<ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good, with some analysis of issues. (AO3) • A mostly balanced argument; judgements supported by some relevant evidence. (AO3)

		<p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> <p>Answers at this level will be more organised, some factors being considered/ analysed in relation to the question. Some judgements will be made about the significance of factors in causing the war; some of these will be supported by some evidence.</p>
4	13–16	<ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent, with thorough analysis of issues. (AO3) • A balanced argument; judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p> <p>Answers at this level will fully consider factors using evidence resulting from a thorough analysis of each factor in relation to the question. Balance and excellent organisation will be evident. Candidates will support their judgements with sound evidence that results from the analysis and interpretation that they have offered.</p>

Candidates should be aware that ‘You **must** also use information of your own’ means that they should consider other factors than those suggested in the question. Only to consider the two suggested factors limits marks available significantly, in all levels of answers. Candidates are unable to achieve maximum marks in any level without introducing appropriate factors from their own knowledge. They are not able to access Level 4 marks at all without considering fully factors that they have introduced into the answer.

Candidates should, therefore, be taught to answer the question from the factor given in the question (The Six- Point Programme) and from some or all of the other factors offered, (the Awami League and the Language Movement) and from other factors that contributed to the outbreak of the War of Liberation. The mark scheme helps to inform what those might be: upset at how they felt treated by the government after Cyclone Bhola hit, dissatisfaction at how profits from their jute industry were spent and how the significance of cultural differences was misunderstood by central government. Notice that the number of factors examined in the mark scheme is more than the number needed to produce a balanced answer. Candidates do not need to analyse all of them to achieve high marks.

Question 1d assesses AO2 and AO3.

AO2: Analyse and explain key information, ideas, concepts and themes
AO3: Apply knowledge, understanding and skills to assess, evaluate and interpret key questions and issues and make substantiated judgements

Levels 2, 3 and 4 of the mark scheme make reference to a balanced argument. Candidates are expected to demonstrate that there were significant reasons for the outbreak of the War of Liberation by analysing the factors and explaining how they were responsible for the outbreak of war. Balance suggests that factors are given equal consideration in terms of the depth of their explained links to the outbreak of war. Thus Level 2 answers are seen to demonstrate some balance, Level 3 answers mostly balance, with Level 4 answers demonstrating balance of argument.

The mark scheme makes explicit reference to ‘judgements supported by relevant evidence.’ This is the item that assesses candidates’ ability to make substantiated judgements. A candidate who describes a factor and then states that this explains why the event happened is asserting its significance (L2). A candidate who interprets issues’ links to the question, based in some cases on analysis, and uses their analysis to support judgements about some factors’ importance is offering a ‘mostly balanced argument, judgements supported by some relevant evidence.’ (L3) Candidates who target analysis of factors to explain the significance of those factors and use their analysis to support argument about the relative significance of factors are offering ‘balanced argument; judgements thoroughly supported by relevant evidence.’ (L4)

How have questions on Paper 2 changed?

The 2017 Pearson Edexcel International GCSE in Bangladesh Studies, Paper 2, the Landscape, people and economy of Bangladesh, has been restructured. The table below lists the command words that may be used in question papers. It also provides an outline of the requirements of each command word.

Command word	This type of question will require students to:
Identify/Name/State	Recall or select one piece of information
Define	State the meaning of a term
Calculate	Produce a numerical answer, showing relevant working
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response do not need to include a justification or reason
Suggest	Apply understanding to provide a reasoned explanation of how or why something may occur. Statements require justification/ exemplification of a point
Explain	Provide a reasoned explanation of how or why something occurs or an issue is managed. An explanation requires justification/reasoning/exemplification of a point

Assess	Make a clear link to the text provided to interpret and analyse issues using own or others' views to support a balanced argument
Evaluate	Measure the value or success of something, drawing on evidence such as strengths, weaknesses, alternatives and relevant data, and ultimately provide a substantiated judgement/conclusion
Discuss	Measure the value of a statement drawing on key concepts and relationships in the period studied, and how aspects of the past have been interpreted in different ways, and ultimately provide a substantiated judgement/conclusion

How has the structure of the exam changed?

From *Pearson Edexcel International GCSE in Bangladesh Studies Sample Assessment Materials 2017*:

Question 1: SECTION A: The Physical Environment	What is the candidate being asked to do?
1(a) Study Figure 1, which shows the climatic zones of Bangladesh (1 mark)	Candidates are given the choice of four multiple-choice answers, only one of which is correct. They select an answer by putting a cross in a box next to their chosen answer.
1(a)(ii) State one climate characteristic of zone 2. (1 mark)	Candidates use Figure 1. to locate zone 2. They then recall one characteristic of this zone. The command word is 'state', therefore candidates are only required to write a two- to three-word answer.
1(b) State two characteristics of the Western Disturbance. (2 marks)	This question continues the theme of weather and climate. The command word is 'state', therefore candidates are only required to write two very short answers.
1(c) Explain one cause of earthquakes that affect Bangladesh. (3 marks)	The command word used is 'explain', therefore candidates are required to give a reason/reasons for earthquakes affecting Bangladesh. The answer should be specific to Bangladesh. There are three marks available, which indicates that the explanation does not have to be in great depth. There are six writing lines for the answer. Some candidates may not need to use all of these lines to reach full marks.
1(d) Suggest two reasons why Bangladesh is developing renewable energy resources. (4 marks)	Candidates are guided to write about two distinct reasons. Figure 2 provides a reminder of what is meant by renewable energy, in this case a solar-powered water pump.

	<p>The command word 'suggest' means that candidates are required to apply their understanding to provide a reasoned, but in this case brief, explanation of why Bangladesh is developing renewable energy.</p>
<p>1(e) Explain the environmental impacts caused by the exploitation of one named natural resource in Bangladesh. (6 marks)</p>	<p>The command word used is 'explain', therefore candidates are required to give reasons for the environmental impacts affecting Bangladesh as a result of the exploitation of one named natural resource. The answer should be specific to Bangladesh. This type of question is very similar to the last section questions (questions 2-8) on Paper 2 of the 2009 specification.</p> <p>Candidates' answers will be levels-based marked (levels 1 to 3) as for the 2009 specification</p> <p>Candidates are provided with a line to name their selected natural resource at the start of their answer; this is designed to help them remain focused when writing an extended response.</p> <p>It is not necessary for candidates to use all 12 lines provided for their answers, although many will choose to do so.</p>
<p>1(f) Assess how Bangladesh's government has improved its ability to respond to river-flood events. (8 marks)</p>	<p>This question has both an unfamiliar command word, 'assess', and a greater mark allocation than the 2009 specification. 'Assess' asks candidates to make a clear link to the text, in this case river flood-related events, and to interpret and analyse this issue with respect to development of the Bangladeshi government's ability to respond to such events. At the top level, candidates are required to use their own or others' views to provide a balanced argument.</p> <p>Candidates' answers will be levels-based marked (levels 1 to 3) as for the 2009 specification. However, the mark allocation for each level has been increased to reflect the increased mark allocation.</p> <p>It is not necessary for candidates to use all 16 lines provided for their answers, although many will choose to do so.</p> <p>Teachers are advised to encourage candidates to plan their answer, possibly noting key words and arguments as an outline plan. Answers</p>

should be written as paragraphs, not as bullet points, as the use of bullet points reduces the effectiveness of views and assessments.

The last section of each question, i.e. sections 1(f), 2(f) and 3(e), are very different from the style of questions for which candidates were prepared when studying the 2009 specification. These sections have a larger mark allocation (8 marks) and use more demanding command words such as ‘evaluate’ and ‘assess’.

What has changed in the mark scheme?

The mark scheme is written in levels, for questions where more than 6 marks are awarded, as in the 2009-style mark schemes.

- Parts a and b of questions are to be marked using a points-based system.

All other sections are marked by applying a levelled mark scheme. In general, examiners consider awarding marks in the middle of the applicable level and then consider the quality of answer before deciding whether this mark is justified.

Guidance about content is still just that – other appropriate issues that candidates raise or accurate knowledge that they include is accepted.

Points-based mark schemes

Question sections a, b, c and d are marked using points-based mark schemes, and so can be considered first.

Question 2(a)

Study Figure 3, which shows the value of Bangladesh’s exports and imports in US dollars (\$) for 2013–14 and 2014–15.

Note that this question refers to Figure 2, a graph.

(i) Identify the value of exports in 2014–15. (1)

<input type="checkbox"/>	A \$29.00 billion
<input type="checkbox"/>	B \$30.00 billion
<input type="checkbox"/>	C \$31.00 billion
<input type="checkbox"/>	D \$32.00 billion

Marking instructions

- AO3 (1 mark)
- Answer: C \$31.00 billion
- Careful reading of the graph shows that answers A and B give figures that are too low in value and answer D is too high in value.

This is a point-marked question. There is only one correct answer, so candidates who indicate by marking the correct X will be awarded a mark.

Question 2a(ii)
(ii) Calculate the difference in the value of exports between 2013–14 and 2014–15. (1) Note that this question refers to Figure 2, a graph.
Marking instructions
<ul style="list-style-type: none">• AO3 (1 mark)• Answer: \$12 billion• Careful reading of the graph is required to obtain the values of the exports, one of which must then be subtracted from the other.

This is a point-marked question. There is only one correct answer, which candidates are required to write on the line provided.

Question 2(b)
Name two of Bangladesh’s economically important exports. (2)
Candidates are guided to give two separate answers by the numbers 1 and 2 on the answer lines.
Marking instructions
AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks. <ul style="list-style-type: none">• Ready-made clothing (1)• Other textiles (1)• Paper yarns (1)• Fish (1) Accept any other appropriate response.

This is a point-marked question. The answers given in the mark scheme are for guidance only, and other economically important exports will be accepted.

Question 2(c)
Explain one factor that influences the importance of Bangladesh as a global location for manufacturing. (3)
Marking instructions
AO1 (1 mark)/AO2 (2 marks)

Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks. Only credit **one** factor. (3)

- Bangladesh has a large workforce of skilled/semi-skilled workers (1) who are paid low wages by global standards (1), which makes Bangladeshi industry (especially the ready-made garment industry) highly competitive (1).
- Bangladesh has a rapidly growing population, especially in Dhaka (1), which means that a workforce is always available (1), making Bangladesh an attractive location for manufacturing industries (1).
- Introducing the Bangladesh Economic Zones Authority (1), which aims to establish 100 economic zones to enable rapid economic development by 2025 (1), will likely encourage more TNCs to locate in Bangladesh (1).

This is a point-marked question. The answers given in the mark scheme are for guidance only, and other physical impacts on the physical environment will be accepted.

Question 2(d)

Study Figure 4, which shows a 'word cloud' indicating contrasting views about transnational corporations (TNCs). Suggest how TNCs create a challenge for people and a challenge for the economy of Bangladesh. (4)

Candidates are guided to write about both aspects by the use of 'Challenge' and 'Economy' as side headings for the candidate's answers.

Marking instructions

AO2 (2 marks)/AO3 (2 marks)

Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks. Only credit one challenge for 'people' and one challenge for 'economy'.

Indicative content

People

- Locals, especially younger people, might adopt the culture and ideas of the home country of the TNC (1), leading to a loss of Bangladeshi culture (1)

Economy

- A substantial portion of the profit from trade is sent to the home country of the TNC (1) and therefore Bangladesh does not receive the continued re-investment necessary to develop (1)

Levels-based mark schemes

Levels are used to guide examiners when considering and analysing answers with a mark allocation of 6 or above.

Question 2(e)

Explain the factors influencing the distribution of agricultural production in Bangladesh. (6)

This section uses a similar command word and question structure to the last sections of questions 2–7 in the 2009 specification.

Marking instructions

AO1 (3 marks)/AO2 (3 marks)

The indicative content below is not prescriptive, and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

- Reliable water supplies mean rice can be grown and harvested three times a year in many areas, especially along river flood plains and irrigated regions.
- Bangladesh's fertile soil, replenished by deposition of alluvium during the annual floods (e.g. Padma, Jamuna and Meghna flood plains), means that intensive farming can be carried out in most areas. The exceptions are the more sandy-soil, forested areas of the SE and SW, which are less economically profitable to farm.
- Shrimp-farming takes place south of Khulna and Satkhira, and on the peninsula from Cox's Bazar to Teknaf, because of suitable coastal conditions, available water resources, a cheap labour force and global demand for shrimps.

Level	Marks	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustainable links to the conceptual focus of the question, which are not developed. (AO2)
2	3–4	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2)
3	5–6	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2)

Candidates are expected to demonstrate knowledge of the geographic distribution of agriculture in Bangladesh.

Candidates are expected to explain this distribution. This might be achieved by considering the general distribution of agriculture and influencing factors, or a reasoned consideration of the distribution of significant crops.

Note: Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) No background to the topic, in this case general comments about agriculture, are invited or rewarded. Introductions that do not address the question waste candidates' time and do not gain marks.

Question 2(f)

Evaluate the impact of the transport system on the economic development of Bangladesh. (8)

This question uses the command word 'evaluate'. Candidates are being asked to measure the impact of the transport system of Bangladesh on economic development. They should use evidence such as relevant data, for example data to show levels of economic development, and consideration of the extent to which this is influenced by the transport system. Candidates should provide a substantiated judgement of the relative importance of the transport system.

Marking instructions

AO2 (4 marks)/AO3 (4 marks)

The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.

As the indicative content suggests, candidates do not need to use all of the factors, either in support or to provide counter-arguments, in their answer.

Indicative content

Relevant points that support the statement may include:

- The economy of Bangladesh depends on exporting goods, particularly clothing, and requires an efficient, well-maintained transport system. Bangladesh's present and future economic development relies on efficient movements of raw materials, manufactured products and agricultural goods.
- Developing the road transport network and constructing and improving rail links is, therefore, a government priority. Recent improvements include the Asian Highway to India and the new two-track Dhaka railway to Rajshahi, which have improved communication, trade and economic development.

Relevant points to counter the statement may include:

- A proposed 6,000-km gas pipeline between Bangladesh and Myanmar will help economic development by improving power supplies and industrial output, and will reduce power shedding.
- Bangladesh's rapid economic development is predominately based on the success of the ready-made garment industry. There is a large labour workforce (mainly female) prepared to work for low wages, making Bangladesh's exports extremely competitive.

Level	Marks	Descriptor
	0	No rewardable material
Level1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)

		<ul style="list-style-type: none"> An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3) <p>Answers at this level may list or describe a number of factors that influence the transport system and/or economic development. There is unlikely to be a connection between these aspects.</p>
Level 2	4–6	<ul style="list-style-type: none"> Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3) <p>Answers at this level may describe factors which affect the transport network and see some connection to the level of economic development of Bangladesh. The answer will show some organisation and the candidate will attempt to make an overall conclusion, although this may be somewhat limited.</p>
Level 3	7–8	<p>Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2)</p> <ul style="list-style-type: none"> A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3) <p>Answers at this level demonstrate considerable organisation, and relative importance of the transport system to the economic development of Bangladesh will be considered. The candidate will show understanding of other factors, such as the availability and degrees of skill of the labour force. The candidate is able to make a substantiated conclusion that evaluates the relative importance of the transport network.</p>

Level 3 of the mark scheme makes reference to a ‘balanced argument’. Candidates are expected to demonstrate that there are links between the transport network and the economy. The term ‘transport network’ indicates that more than one type of transport should be considered, and the effectiveness of the geographical distribution, investment, planned developments and maintenance are some of the factors which might be considered. Candidates might wish to consider other factors which affect the economy.

The mark scheme makes explicit reference to a conclusion. Candidates working at Level 1 might reach a conclusion that is not supported by their previous comments and observations. Candidates working at Level 2 will reach a more secure conclusion that is at least partly based on the information they have provided, while those working at Level 3 provide a secure conclusion which is well supported by evidence of the impact of transport networks, and other factors, on the economy.

5.3 Paper 2 depth study

In Paper 2, students undertake a study in depth. A general knowledge of the relief, drainage and locations of Bangladesh is important for candidates' understanding and knowledge of many of the sections covered in Paper 1. For example, when studying Section A Towards Bengali independence (1947–1975), candidates will need to have an appreciation of both the global position of Bangladesh and its position within South Asia.

6. Teaching and learning

6.1 What does the syllabus contribute to teachers' understanding of teaching International GCSE Bangladesh Studies?

The assessment regime for Bangladesh Studies requires candidates to engage with the subject through knowing and understanding, planning, analysing and evaluating evidence and constructing answers. Page 40 of the syllabus for the International GCSE in Bangladesh Studies tabulates qualities and skills that can be developed through studying Bangladesh Studies. In particular, three skills that relate directly to the assessment practices that have been put in place for International GCSE Bangladesh Studies have been highlighted.

In terms of cognitive processes and strategies, reasoning and argumentation have been tied to the course through:

Constructing a reasoned argument in a piece of extended writing to support a considered judgment about a historical issue.

Give reasons and arguments considering different viewpoints, relating to a geographical issue.

In terms of work ethic/ conscientiousness, self-direction has been tied to the course through:

Planning and carrying out research activities under own direction.

In terms of teamwork and collaboration, working in teams has been highlighted:

Sharing resources and learning techniques with others. Working as part of a team in group-based work.

6.2 How can this be interpreted by teachers?

This is clearly a course through which learners are expected to acquire skills for life and work, skills that make them independent and able to move through the next phases of their education and learning, well supported by the work that their teachers guide them through.

Additionally, learners who are asked to use information to inform others have been proven to retain significantly more information than those who are lectured about it, or even those who read about it or discuss it. This is clearly a course where learners do, their activities being those planned by their teachers. Some teachers worry that asking students to research or use sources for information wasted time. In fact, students being engaged in this way can save time, as they only need to be 'taught' once. Some activities that engage students actively with their learning include:

- **Group discussions and displays.** These can be more productive if you ask learners to research a topic beforehand. You can ask groups of learners to research different parts of the same sub-topic, for example:
 - (i) the difficulty in creating a new country: internal social and cultural divisions (East and West Pakistan)
 - (ii) the issues relating to the princely state of Kashmir

- (iii) the difficulty in establishing stability and growth: the influx of refugees
- (iv) the division of financial and military assets
- (v) water distribution, industrialisation.

By displaying their findings, they could be given the opportunity to view the work of other groups and use post-it notes to indicate where information is missing.

- **Presentations.** These are particularly useful later in the course. A group of two or three learners can be instructed to research a topic, for example an aspect of e.g. the work of the Quaid in 1947–1948, turning their work into a presentation. Having given the presentation, the group could be required to answer questions from the class.
- **‘Flipped’ learning.** The students research and make their own notes on a topic prior to the lesson. They are then able to confidently contribute to the topic covered. Suitable topics might include Challenges for Bangladesh (3.4 (b)). Students might be asked to watch videos on YouTube and make notes as an introduction to climate change.
- **Paired work.** Students work in pairs. Each researches a short topic such as plant-breeding programmes to increase agricultural production which they then teach to their paired student.
- **Wall displays.** Learners will learn as they are producing these, and their presence in a classroom can make it both attractive and an aid to learning.
- **Role-playing.** This type of activity might be carried out several times during the course. There are a number of topics which might be explored using this approach. For example, some learners could be asked to produce briefing sheets from people with different roles, e.g. the leaders of West Pakistan 1947–1970, while other prepare as leaders of East Pakistan. Members of a group could each be given topics and could standpoint the subject from their given role.
- **Group discussions.** These are effective for pre-researched topics. Students should be in groups of about four to ensure maximum participation. There are a number of opportunities outlined in the specification, for example:
 - The tectonic processes affecting Bangladesh
 - The primary and secondary impacts of earthquakes
 - The environmental impacts resulting from the exploitation of one natural resource
 - Factors affecting the type and location of manufacturing
 - The challenges facing Bangladesh’s rural population

6.3 How can students be prepared for final assessment?

Preparations for candidates’ final assessment start on their first day of learning.

During their course, learners should become familiar with both exam questions and mark schemes. Mark schemes help them to understand what requirements sit within the questions, and exam questions so that they can practise producing answers. This gives teachers and other learners opportunities to assess a learner’s understanding and skills and put in place specific guidance for improving that individual’s thinking and exam performance: using assessment for learning.

Questions such as the a) and b) questions in the sample paper suggest that candidates need access to data that they can interpret and short-answer questions that assess their understanding of the part played by people or events in bringing about a given situation. Learners need to understand that their answers must be to the point, rather than showing all that they know about the person or event.

This is also true of c) questions. 'Explain why...' is a form of question with which learners can become familiar through class work and discussion.

Class work should prepare learners for d) questions also. The regular pattern of questions supports teachers in producing their own similarly-styled questions on each part of the specification. Providing or using answers to exam-style questions supports learning. At the start of the course, it is a good idea to give learners answers that have been prepared earlier (or anonymised ones from a previous year), and which can be awarded very different marks. Learners can be asked to work in pairs to identify which is the stronger answer, giving their reasons. Providing assessment feedback on answers allows a teacher to judge the level of understanding and analysis that a learner can carry out. Learners can also work in pairs producing answers, passing completed ones to other pairs to be commented upon and marked.

Practice in making supported judgements can be introduced at whole-class level. Learners can be asked to develop explanatory paragraphs towards a complete answer. These can be turned into a gallery on the classroom wall. Learners can then be led through each paragraph, suggesting how each factor could be justified as being the main factor in bringing about that event or change.

7. Suggested resources

There are few books that address the needs of students of the history of Bangladesh. However, there are some available:

M. Rafique Afzal, *Pakistan: History and Politics 1947–1971* (OUP, December 2007) ISBN 0195796349

S. Bose and A. Jalal, *Modern South Asia* (Routledge, September 2017) ISBN 9781138243682

M. H. Fisher, *A Short History of the Mughal Empire* (I. B. Tauris and Co. Ltd, March 2015) ISBN 9781848858732

M. Guhathakurta and W V Schendel (eds), 'The Bangladesh Reader' in the World Reader Series. (Duke University Press, April 2013) ISBN 9780222353188

Hermann Kulke and Dietmar Rothermunde, *A History of India* (6th edn., Routledge, May 2016) ISBN 9781138961159

David Lewis, *Bangladesh: Politics, Economy and Civil Society* (CUP, February 2012) ISBN 9780521713771

Iftikhar Malik, *The History of Pakistan* (Greenwood Press, July 2008) ISBN 9780313341373

John Richards, *The Mughal Empire* (The New Cambridge History of India) (CUP, March 2010) ISBN 0521566037

Michael Riley and Jamie Byrom, 'OCR GCSE History SHP: the Mughal Empire 1526–1707' (Hodder Press, October 2017) ISBN 9781471861017

W. V. Schendel, *A History of Bangladesh* (CUP, February 2009) ISBN 9780521679749

Richard Sisson and Leo E. Rose, 'War and Secession: Pakistan, India and the creation of Bangladesh' (University of California Press, August 1991) ISBN 0520076656

A. Truschke, *Aurangzeb: the Life and Legacy of India's Most Controversial King* (Stanford University Press, May 2017) ISBN 9781503602571

David Urch (ed. J. Clarke), *The Crescent and the Delta: the Bangladesh Story* (UBP, October 2008) ISBN 9780955464249

Pearson's Bangladesh Studies 2009 Study Guide

A web search for the History of Bangladesh or for more specific periods, e.g. The History of Bangladesh 1947–1971, yields many useful resources, many accessible by learners at GCSE level. These include:

www.bbc.co.uk/news/world-south-asia-12651483 Bangladesh profile- Timeline 1947-2017

www.bangla2000.com/bangladesh/history.shtm

www.studycountry.com

Time Magazine's 'The Birth of Bangladesh' Volume 98 Number 25 can be accessed online.

There is no Pearson-approved textbook that covers the requirements of Paper 2, the Landscape, people and economy of Bangladesh. Some suggestions that teachers and students may find helpful are given below. In addition, teachers may find internet and YouTube material helpful.

Hugh Brammer, *Bangladesh: Landscape, Soil Fertility and Climate Change* (University Press Ltd) ISBN 978 984 506 235 0

Hugh Brammer, *The Physical Geography of Bangladesh* (University Press Ltd, Bangladesh, 2012) ISBN-13 978 9845060493

Farhan Hussain, *Bangladesh* (2016) See author's website: <http://www.farhanubc.com>

A. R. Khan, *The Economy of Bangladesh, a Quarter Century of Development* (Macmillan, 2015) ISBN 978 1 137 54974 7

S. A. Mukul, 'Biodiversity in Bangladesh' (pages 93–107) *Global Biodiversity* (Volume 1: selected countries in Asia.) (Apple Academic Press, 2018) ISBN 978 177 188 707 6

Haman er Rashid, *The Geography of Bangladesh* (University Press Ltd, 1977) ISBN 984 05 1159 9
Pearson's Bangladesh Studies 2009 Study Guide

An internet search for the Landscape, people and economy of Bangladesh produces a number of results. Some are given below. :

General

Geography of Bangladesh: www.bangladesh.com/geography/

Geography of Bangladesh: Country studies: countrystudies.us/bangladesh/23.htm

Geography of Bangladesh: www.bangla2000.com/bangladesh/geography.shtm

Section A

Physical geography: www.fhrc-bd.org/views/physicalgeography.php

Today's earthquakes in Bangladesh: <https://www.earthquaketrack.com/p/bangladesh/recent>

Section B

Bangladesh population: www.worldmeters.info/world-population/bangladesh-population/

Urban development and economic growth in Bangladesh: www.worldbank.org/

Bringing rural Bangladesh up to speed: www.dhakatribune.com

Section C

Unfolding tragedy of climate change in Bangladesh: <https://blogs.scientificamerican.com/>

Warming climate to hit Bangladesh hard with sea level rises; www.worldbank.org/

8. Course planner

Content overview for Paper 1: The History and Culture of Bangladesh (4BN1/01)

The content is divided into three sections. Students study one topic per section.

Section A – students must study the mandatory topic:

- Towards Bengali independence (1947–1975)

Section B – students choose **one** topic:

- Early Bengal (AD 600–c.1538)
- The Mughal Empire (c.1550–1764)
- Bengal under British rule (1764–1911).

Section C – students choose **one** topic:

- The road to partition (1909–1947)
- Bangladesh: establishing the new country (1975–2001).

The way the course is designed leaves candidates either underpinning the core, Section A, by studying the period that led to it, or following the impact of the core section by studying the period that followed it in Section C.

Teachers and learners have the option of studying in Section B topics that favour their interest.

How will teachers plan their course?

There are clear options or possibilities.

Suggestion 1: Teachers could begin the course by studying a topic from Section B. They could then lead learners through a course of study on the core topic. This could be followed by a study, in Section C, of the impact of Bengali independence on the country, including how and why its early culture is valued.

Suggestion 2: Teachers could begin the course by studying a topic from Section B. They could consider in Section C how partition was reached between 1909 and 1947. They could then lead learners through a course of study on the core topic.

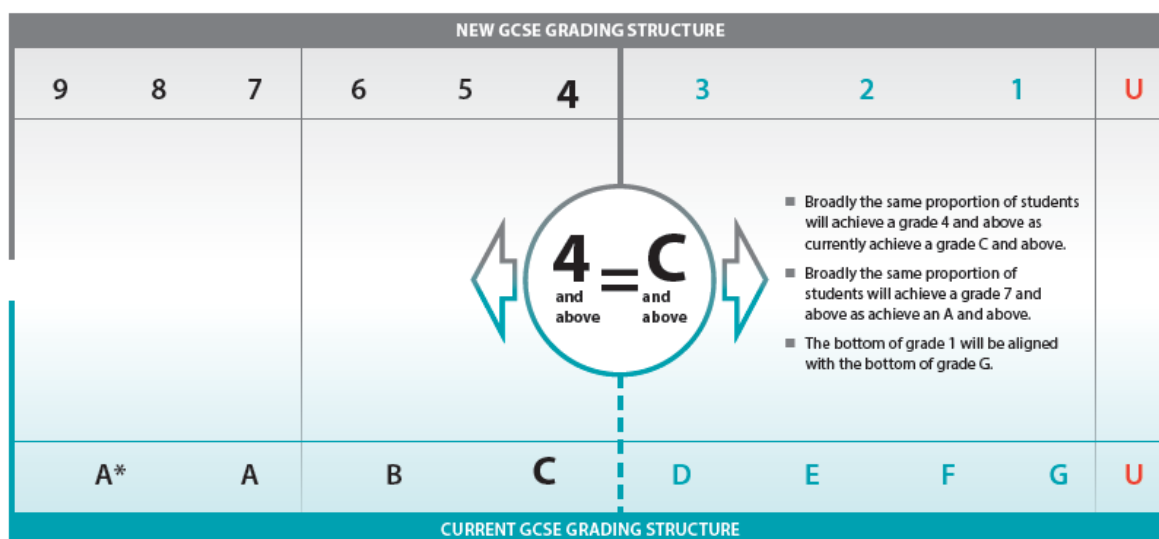
Suggestion 3: Teachers could begin with the latter parts of either of the previous suggestions and finish the course with study of a Section B topic.

9. 9–1 grading

Ofqual has provided the following information about the new 9–1 grading:

- 1 is the lowest, anchored to grade G: ‘The bottom of grade 1 will be aligned with the bottom of grade G.’
- 7 will be anchored to grade A: ‘Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.’
- 9 is the highest, for the top 3% or so: ‘For each examination, the top 20% of those who get grade 7 or above will get a grade 9 – the very highest performers.’
- 4 will be anchored to grade C: ‘Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.’
- 5 will be set between C and B: ‘Grade 5 will be positioned in the top third of the marks for a current Grade C and the bottom third of the marks for a current Grade B.’

The diagram below provides a visual representation of this information.



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