

IGCSE

Bangladesh Studies

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Bangladesh Studies (4BN0)

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Introduction

These sample assessment materials have been prepared to support the specification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

Sample question papers

Paper 1: The History and Culture of Bangladesh	7
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Answer THREE questions.**Section 1: Bengal before the Mughals**

1. In what ways did Iliyas Shah change Bengal?

In addition to your own knowledge, you may also use the following to help in your answer:

- Military conquests
- Administration
- Relations with Delhi.

(Total 20 marks)

Section 2: Bengal in the Mughal Empire

2. Why did the Mughals gain control of Bengal in the seventeenth century?

In addition to your own knowledge, you may also use the following to help in your answer:

- Islam Khan
- Mughal administration
- Support from European countries.

(Total 20 marks)

Section 3: Bengal under British rule

3. Why was Robert Clive able to win control of Bengal for Britain?

In addition to your own knowledge, you may also use the following to help in your answer:

- The Battle of Palashi
- Political successes
- Double Government.

(Total 20 marks)

Section 4: Bengal from partition to partition: 1905–1947

4. Why did opposition to British rule grow in the years from 1905 to 1914?

In addition to your own knowledge, you may also use the following to help in your answer:

- The partition of Bengal in 1905
- The foundation of the All India Muslim League
- The Morley-Minto Reforms.

(Total 20 marks)

Section 5: Undivided Pakistan

5. Why did it prove to be very difficult to create a constitution for Pakistan?

In addition to your own knowledge, you may also use the following to help in your answer:

- The aims of M. A. Jinnah
- The powers of the Constituent Assembly
- Disagreements on a state language.

(Total 20 marks)

Section 6: The struggle for independence and the creation of the People's Republic of Bangladesh

6. Why did fighting break out between West and East Pakistan in March 1971?

In addition to your own knowledge, you may also use the following to help in your answer:

- The aims of Zulfikar Ali Bhutto
- Negotiations between Sheikh Mujibur Rahman and President Yahya Khan
- Operation Searchlight.

(Total 20 marks)

Section 7: Bangladesh since 1975

7. Explain the impact of **either** Ziaur Rahman **or** H. M. Ershad on Bangladesh in the 1970s and 1980s.

In addition to your own knowledge, you may also use the following to help in your answer:

- Law and Order
- Agriculture
- Political Reform.

(Total 20 marks)

Section 8: The heritage, language and culture of Bangladesh

8. Explain the importance of Rabindranath Tagore in the development of Bangladeshi culture.

In addition to your own knowledge, you may also use the following to help in your answer:

- Writings
- Political beliefs
- Ideas about education.

(Total 20 marks)

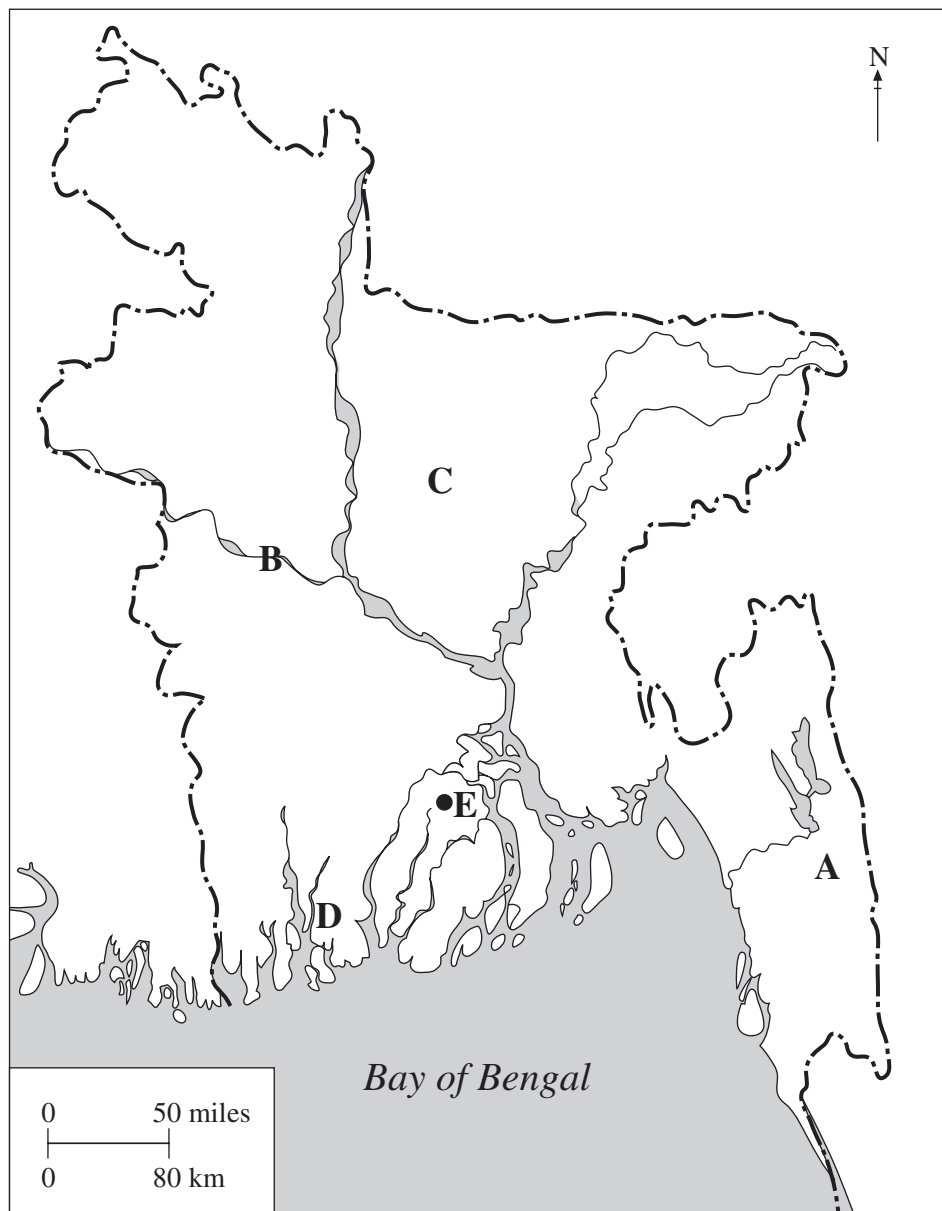
A large rectangular area containing 25 horizontal dotted lines, intended for writing an answer.

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Section 1

You must answer this question

1. Study Figure 1 below, an outline map of Bangladesh.



Key:

— · — · — national boundary

Figure 1

(a) Name the following features shown on the map:

(i) the area around **A**

..... (1)

(ii) river **B**

..... (1)

(iii) the terrace region at **C**

..... (1)

(iv) the type of vegetation at **D**

..... (1)

(v) the city at **E**.

..... (1)

(b) (i) What are the approximate latitude and longitude of Bangladesh?

..... (1)

(ii) What physical feature of Bangladesh changes most with latitude?

..... (1)

(c) (i) What is a levee?

.....
.....
.....
.....

(1)

(ii) Draw and label a diagram to show how a levee is formed.

.....
.....
.....
.....
.....

(3)

(d) (i) What is the difference between primary and tertiary sector activities?

.....
.....

(1)

(ii) Give **TWO** examples of tertiary sector activity.

1

2

(1)

(iii) Why does the tertiary sector become more important as a country develops?

.....
.....
.....
.....

(2)

(Total 15 marks)

Q1

TOTAL FOR SECTION 1: 15 MARKS

Section 2: The Land of Bangladesh

Answer EITHER Question 2 OR Question 3 in this Section

2. Study Figure 2 below which is a set of graphs about the climate of Dhaka.

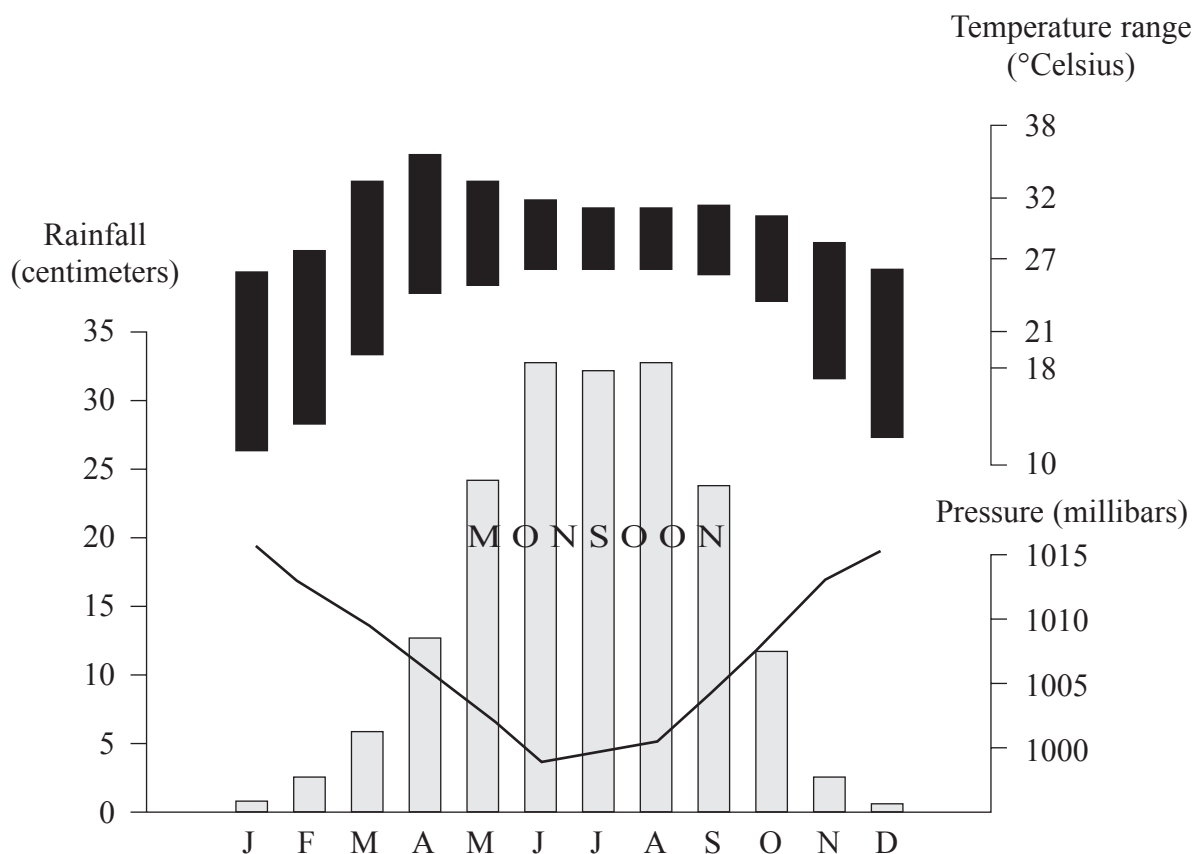


Figure 2

Key:

- Temperature
- Rainfall
- ~ Pressure

(a) (i) Describe what happens to the following during the year:

1. mean monthly rainfall
2. mean monthly pressure.

(2)

(ii) What is the relationship between pressure and rainfall?

(1)

(iii) During the monsoon season the monthly ranges in temperature are lower. Why?

(2)

- (b) (i) Name **TWO** ways in which people can damage the soil. (1)
- (ii) Explain how **ONE** of the ways you have given in (b)(i) damages the soil. (3)
- (c) Explain what is meant by the statement that ‘the rivers of Bangladesh are a mixed blessing’. (6)

(Total 15 marks)

3. Study Figure 3 below which is a list of natural resources.

Timber
Soil
China clay
Fish
Water
Limestone
Climate

Figure 3

- (a) (i) Which of these natural resources are ‘non-renewable’? (2)
- (ii) What do you think is Bangladesh’s most important renewable resource? (1)
- (iii) Why is the resource you selected in (a)(ii) so important for Bangladesh? (2)
- (b) (i) Name **TWO** natural resources used to produce electricity. (1)
- (ii) Explain why the natural resources named in (b)(i) have to be carefully managed and give **ONE** example of a ‘clean’ way of producing electricity. (3)
- (c) Describe how the people of Bangladesh try to reduce the damage caused by hazards. (6)

(Total 15 marks)

You must answer ONE question from Section B. Put a cross in the box indicating the question you have chosen (☒). If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).

Chosen Question Number: **Question 2** ☒ **Question 3** ☒

(a) (i)
.....
.....
(2)

(ii)
.....
(1)

(iii)
.....
.....
(2)

(b) (i) 1
2
(1)

(ii)
.....
.....
.....
.....
(3)

Section 3: The People of Bangladesh

Answer EITHER Question 4 OR Question 5 in this Section

4. Study Figure 4 below which shows a push-pull diagram of migration.

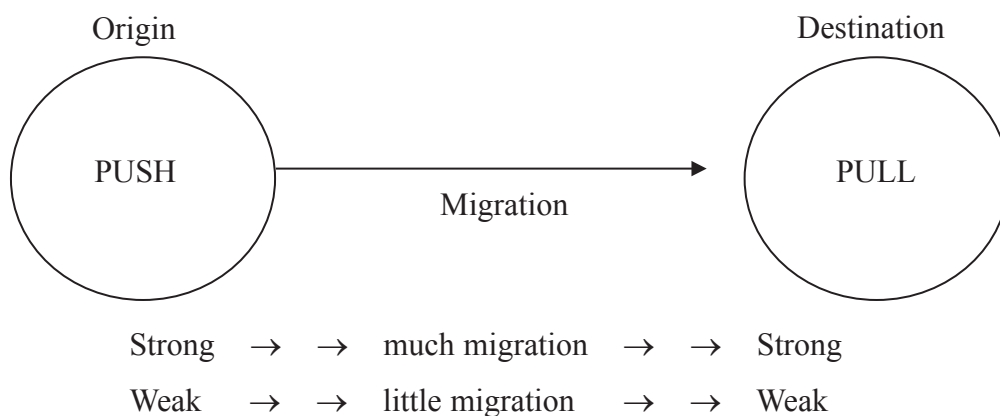


Figure 4

- (a) (i) Name **TWO** physical push factors. **(2)**
- (ii) Name **TWO** human pull factors. **(2)**
- (iii) Give an example of forced migration. **(1)**
- (b) (i) What is ‘overpopulation’? **(1)**
- (ii) Describe some of the signs of overpopulation. **(3)**
- (c) Describe the factors influencing the distribution of population in Bangladesh. **(6)**

(Total 15 marks)

5. Study Figure 5 below which is a definition of the term 'welfare'.

Welfare is the general state or condition of a person or a whole population in terms of their everyday needs such as.....

Figure 5

- (a) (i) Name **FOUR** important everyday needs. (2)
- (ii) Name **FOUR** examples of how women are not equal to men in Bangladesh. (2)
- (iii) What is the caste system? (1)
- (b) (i) Name an ethnic minority group in Bangladesh. (1)
- (ii) Where in Bangladesh are most of the ethnic minority groups found? (3)
- (c) What are the advantages and disadvantages of living in towns and cities? (6)

(Total 15 marks)

You must answer ONE question from Section C. Put a cross in the box indicating the question you have chosen (☒). If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).

Chosen Question Number: **Question 4** ☒ **Question 5** ☒

(a) (i)
.....
.....
(2)

(ii)
.....
.....
(2)

(iii)
.....
(1)

(b) (i)
.....
(1)

(ii)
.....
.....
.....
.....
.....
(3)

Section 4: The Economy of Bangladesh

Answer **EITHER** Question 6 OR Question 7 in this Section

6. Study Figure 6 below which gives information about rice cultivation in Bangladesh between 1992 and 2001.

	1992	1996	2001
Rice-growing area (000 acres)	24,716	25,149	26,344
Rice yield (kilos per acre)	686	751	922

Figure 6

- (a) (i) What change took place between 1992 and 2001:
1. in the rice-growing area?
 2. in rice yields?
- (1)**
- (ii) Suggest **THREE** reasons for the change in rice yields.
- (3)**
- (b) (i) What is the difference between subsistence and commercial farming?
- (2)**
- (ii) Name **TWO** manufacturing industries that use agricultural raw materials.
- (1)**
- (iii) Select one of the industries you named in (b)(ii). What other things does it need besides a supply of raw materials?
- (2)**
- (c) Explain why agriculture is so important for Bangladesh.
- (6)**

(Total 15 marks)

7. Study Figure 7 below which is a definition of economic globalisation.

Economic globalisation is a process that is causing the countries of the world, rich and poor alike, to become involved in the growing global economy.

Figure 7

- (a) (i) Name **ONE** important technological development that has helped economic globalisation. **(1)**
- (ii) Identify **THREE** ways in which Bangladesh is becoming involved in the global economy. **(3)**
- (b) (i) How do TNCs (transnational corporations) help economic globalisation? **(2)**
- (ii) What is meant by 'development'? **(1)**
- (iii) Controlling population growth is one way of making development more 'sustainable'. Give **TWO** other ways of making development more sustainable. **(2)**
- (c) Name the division in which you live. How is it different from the other divisions of Bangladesh? **(6)**

(Total 15 marks)

You must answer ONE question from Section D. Put a cross in the box indicating the question you have chosen (☒). If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).

Chosen Question Number: Question 6 Question 7

(a) (i)
.....
.....
(1)

(ii)
.....
.....
.....
(3)

(b) (i)
.....
.....
.....
(2)

(ii)
.....
(1)

(iii)
.....
.....
.....
(2)

Sample mark schemes

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: The History and Culture of Bangladesh

Question Number		
1		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of changes, eg Independence, enlargement, local government etc.
Level 2	7-12	Developed statements describing changes, eg established Bengal as an independent sultanate, formal relations with Delhi, coinage, military campaigns etc.
Level 3	13-17	Explanation of changes, eg established Bengal as an independent sultanate and broke free of control from Delhi whilst retaining formal relations, military successes based on army linked to local areas and not foreign mercenaries, admin open to all, egalitarian etc.
Level 4	18-20	Sustained argument assessing changes, eg as L3 but emphasises that Bangalah and Bangali was first attempt to create Bengal identity and developed Bengali style of architecture etc.

Question Number		
2		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of reasons, eg IK conquered East Bengal, admin was very efficient, Europeans supported Mughals for trade etc.
Level 2	7-12	Developed statements describing reasons, eg IK overcame resistance of Bara-Bhuiyans, established Dhaka, admin used subahdar and diwani to control affairs, Europeans expanded trade, Dhaka and markets etc.
Level 3	13-17	Explanation of reasons, eg IK conquest and development of Dhaka led to better infrastructure, which in turn encouraged trade, Dhaka became an important entrepot, division of powers meant that admin was usually efficient etc.
Level 4	18-20	Sustained argument assessing reasons, eg as L3 but emphasises significance of control of East Bengal and role of Shaista Khan and possibly points out that control was not constant etc.

Question Number		
3		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of reasons, eg Palashi overthrew the nawabate, agreement with Mughal emperor, DG created administration etc.
Level 2	7-12	Developed statements describing reasons, eg details of the battle, roles of C, S and MJ, persuasion of MJ to defect, details of negotiations with Mughals, details of DG etc.
Level 3	13-17	Explanation of reasons, eg C was an opportunist who persuaded MJ to defect and was therefore able to win against odds at Palashi, arrest of MJ afterwards effectively ended the nawabate, DG solved the problem of admin but created great corruption etc.
Level 4	18-20	Sustained argument assessing reasons, eg as L3 but emphasises significance of Clive's daring and readiness to take risks etc.

Question Number		
4		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of reasons, eg partition very unpopular, AIML gave opportunities to Muslims, MMR did little for Indians etc.
Level 2	7-12	Developed statements describing reasons, eg details of partition, AIML and MMR etc.
Level 3	13-17	Explanation of reasons, eg partition deprived Hindus of control of Bengal and created Muslim dominated East Bengal, AIML focused Muslim opinion despite weakness at outset, MMR designed to counter anger at partition failed because they offered very little in terms of Indian participation etc.
Level 4	18-20	Sustained argument assessing reasons, eg as L3 but emphasises the significance of the role of Curzon in partition and the changes in opposition, swadeshi and terrorism for the first time etc.

Question Number		
5		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of reasons, eg Jinnah wanted WP to dominate, CA lacked any real power, Urdu was only spoken by a small minority etc.
Level 2	7-12	Developed statements describing reasons, eg details, Jinnah took role of GG, wanted role for Islam, supported Urdu, CA was subordinate to WP elite, Bengali spoken by 56% of people, not included etc.
Level 3	13-17	Explanation of reasons, eg Jinnah made sure that the CA had limited powers and that he as GG controlled policy, he wanted to make Urdu the state language despite the fact that most spoke Bengali etc.
Level 4	18-20	Sustained argument assessing reasons, eg as L3 but emphasising the significance of the role of Jinnah and his successors in wanting to retain power in WP etc.

Question Number		
6		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of reasons, eg ZAB wanted to stop home rule for EP, negotiations came to nothing, OS was the WP attack on Dhaka etc.
Level 2	7-12	Developed statements describing reasons, eg details ZAB's role/negotiations, OS etc.
Level 3	13-17	Explanation of reasons, eg sequence of events in 1970 to 1971 explaining role of ZAB in forcing SMR into a corner, negotiations were intended to isolate SMR and highlight his apparent desire to split WP and EP, OS was a surprise and premeditated attack which killed at least 15,000 people etc.
Level 4	18-20	Sustained argument assessing reasons, eg as L3 but emphasising determination of ZAB to force a show-down and take advantage of the inexperience of Yahya Khan etc.

Question Number		
7		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of effects, eg Zia tried to stabilise the country after 1975, Ershad took power in 1982 etc.
Level 2	7-12	Developed statements describing effects, eg details of the policies of Zia or Ershad etc.
Level 3	13-17	Explanation of reasons, eg Zia tried to tackle the problems that had resulted from the creation of Bangladesh, increased forces of law and order in effort to crack down on corruption, subsidies to farmers led to increased grain production, Ershad set up martial law in effort to establish control but faced increasing opposition from political parties, arrested and tried and imprisoned for corruption etc.
Level 4	18-20	Sustained argument assessing reasons, eg but emphasising that both leaders faced attacks and coups because of restrictions on democracy etc.

Question Number		
8		
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-6	Simple statements giving examples of impact, eg poetry, political beliefs, education etc.
Level 2	7-12	Developed statements describing impact, eg details of writings, opposition to British rule, ideas about education etc.
Level 3	13-17	Explanation of reasons, eg desire to amalgamate traditional Indian philosophy with modern educational ideas, project to develop traditional Indian crafts, rejected knighthood after Amritsar etc.
Level 4	18-20	Sustained argument assessing reasons, eg as L3 but emphasises that he was the first writer known internationally for writing in Bengali, received the Nobel Prize for literature, key role in Bengali culture etc.

Paper 2: The Land, People and Economy of Bangladesh

Section 1

Question Number	Answer	Mark
1(a)(i)	Chittagong hill region (Rangamadi)	1

Question Number	Answer	Mark
1(a)(ii)	Padma	1

Question Number	Answer	Mark
1(a)(iii)	Madhupur tract	1

Question Number	Answer	Mark
1(a)(iv)	mangrove	1

Question Number	Answer	Mark
1(a)(v)	Barisal	1

Question Number	Answer	Mark
1(b)(i)	23 degrees North 90 degrees East 1 mark altogether, but allow 5% +/- margin of error.	1

Question Number	Answer	Mark
1(b)(ii)	Climate	1

Question Number	Answer	Mark
1(c)(i)	Levees are raised ridges along the banks of rivers. They are formed when a river floods. Often they are strengthened and built up by people to reduce the frequency of flooding. 1 mark for mentioning form and association with rivers.	1

Question Number	Answer	Mark
1(c)(ii)	Sketch needs to show their riverside location, their elevation above flood plain, the deposition of coarser material close to river, etc. Allow 3 marks for sketch with annotations.	3

Question Number	Answer	Mark
1(d)(i)	Primary = collection and use of resources, agriculture dominant Tertiary = provision of services So differences relate to end product and location.	1

Question Number	Answer	Mark
1(d)(ii)	retailing banking professional services hotels restaurants, etc 1 mark for both valid examples.	1

Question Number	Answer	Mark
1(d)(iii)	Development leads to greater personal wealth and greater consumer (1 mark) much of this will be spent on services of both an essential and non-essential nature (1 mark). <p style="text-align: right;">(2 x 1)</p>	2

Section 2

Question Number	Answer	Mark
2(a)(i)	<p>1. Mean monthly rainfall It increases from summer to winter and then falls again.</p> <p>2. Mean atmospheric pressure It declines from winter to summer and then rises again.</p> <p>1 mark for each point.</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(a)(ii)	<p>Inverse. When pressure values are low, rainfall is high.</p> <p>1 mark for either point</p>	1

Question Number	Answer	Mark
2(a)(iii)	<p>The heavy rains during the monsoon season mean the persistence of cloudy skies.</p> <p>Thus sunshine hours are reduced (lowering maximum temperatures).</p> <p>Cloud also prevents loss of heat at night (raising minimum temperatures).</p> <p>1 mark for any one of these points.</p> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2(b)(i)	<p>Overcropping excessive use of fertilisers deforestation too much irrigation brick making</p> <p>1 mark each for both two correct answers.</p>	1

Question Number	Answer	Mark
2(b)(ii)	<p>Need to point out specific impacts such as salinisation, depletion of humus, erosion.</p> <p>1 mark for impact, 1 mark for brief explanation of this impact. Give full marks where there is an explicit attempt to explain.</p>	3

Question Number	Answer	Mark
3(b)(ii)	<p>The burning of fossil fuels results in the emission of carbon dioxide into atmosphere.</p> <p>Particles injurious to health, impact on weather and climate.</p> <p>Need for careful management possibly less in the case of the three elements. The challenge with these is to cope with fluctuations over time.</p> <p>Any one of the statements above for 2 marks.</p> <p>Hydroelectric power wind solar energy</p> <p>Any one for 1 mark</p>	(2 + 1) 3

Question Number	Indicative content	
3(c)	Cyclones - emergency shelters, warning systems Storm surges - sea walls, refuge areas, avoiding high risk areas Floods - dams and storage reservoirs, straighten and deepen river channels, build levees.	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Simple statements. Deals with one hazard only.
Level 2	3-4	Developed statements. Discusses more than one hazard.
Level 3	5-6	Thorough response. Evaluative comment along the lines that people can only do so much.

Section 3

Question Number	Answer	Mark
4(a)(i)	Flooding some other natural disaster - earthquake landslides, etc. Any two correct answers for 1 mark each.	(1 x 2) 2

Question Number	Answer	Mark
4(a)(ii)	Job opportunities better education or healthcare marriage, etc. Any two correct answers for 1 mark each.	(1 x 2) 2

Question Number	Answer	Mark
4(a)(iii)	The movement of Moslems at the time of Partition, recent tsunami disaster - migration away from coast.	1

Question Number	Answer	Mark
4(b)(i)	Occurs when the population of a country or region is too large and exceeds the carrying capacity of the land.	1

Question Number	Answer	Mark
4(b)(ii)	Malnutrition starvation unemployment poverty, etc. Any three correct answers for 1 mark each.	(1 x 3) 3

Question Number	Indicative content	
4(c)	The hazard risk rivers and their seasonal behaviour agricultural productivity employment opportunities, etc. Note that migration counts as only one factor.	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Simple statements. List of two or three factors.
Level 2	3-4	Developed statements. Goes beyond a listing of factors by giving an indication of impacts.
Level 3	5-6	Thorough response. Shows grasp of the fact that factors operate both positively and negatively.

Question Number	Answer	Mark
5(a)(i)	Food work housing education security, etc. Any two correct answers worth one mark each <p style="text-align: right;">(1 x 2)</p>	2

Question Number	Answer	Mark
5(a)(ii)	Inheritance legal protection marriage wages at work schooling, etc. Any two correct answers worth one mark each <p style="text-align: right;">(1 x 2)</p>	2

Question Number	Answer	Mark
5(a)(iii)	Part of Hindu culture four broad classes recognised hierarchic nature marriage allowed within caste not between castes. One mark for any of these answers	1

Question Number	Answer	Mark
5(b)(i)	Mongoloid - Tipra, Chakma, etc Proto-Australoid - Santal, Khasia, etc. One mark for any of these answers	1

Question Number	Answer	Mark
5(b)(ii)	Peripheral and remoter areas, particularly Chittagong hill country, Sylhet, etc. 1 mark for the type of area, 2 marks for a named location (1 + 2)	3

Question Number	Indicative content	
5(c)	More job opportunities better services more exciting pace of life, etc. Expensive and inadequate housing pollution pace and stress.	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Simple statements. One-sided list.
Level 2	3-4	Developed statements. Fairly even treatment of both aspects.
Level 3	5-6	Thorough response. In addition to indicating both aspects, attempts to make some sort of overall evaluation.

Section 4

Question Number	Answer	Mark
6(a)(i)	1. Increased 2. Increased One mark for both answers correct.	1

Question Number	Answer	Mark
6(a)(ii)	Increasing the number of harvests a year better, more productive seeds greater use of fertilizers better irrigation. Any three of the correct answers for one mark each (1 x 3)	3

Question Number	Answer	Mark
6(b)(i)	Subsistence farming - output consumed by the farmer and his family. Commercial farming - some or all of the output sold either at market or to processor. Allow up to full two marks for two separate definitions.	2

Question Number	Answer	Mark
6(b)(ii)	Jute cotton sugar canning, etc. One mark for any two of the correct responses.	1

Question Number	Answer	Mark
6(b)(iii)	Likely needs - energy water labour market transport machinery, etc. Any two of the correct responses for 1 mark each (1 x 2)	2

Question Number		Indicative content
6(c)		Main occupation supply of food supply of industrial raw materials agricultural exports are a source of foreign exchange.
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Simple statements. Basically one reason - most likely supply of food.
Level 2	3-4	Developed statements. Two or three reasons baldly stated.
Level 3	5-6	Thorough response. Reasons backed up by attempt to explain the importance.

Question Number	Answer	Mark
7(a)(i)	Transport - cheap air, bulk by sea. Communications - Internet, e-mail, etc. Any one correct answer	1

Question Number	Answer	Mark
7(a)(ii)	Foreign made goods in the shops emigration of workers foreign firms involved in production of primary products, branch plant factories foreign tourists, etc. Any three of the correct responses for one mark each.	3 (1 x 3)

Question Number	Answer	Mark
7(b)(i)	Set up factories in areas of cheap labour invest in production of primary commodities encourage improvements in transport and advances in communications, etc. One way well explained or two ways listed	2 (2 or 1 x 2)

Question Number	Answer	Mark
7(b)(ii)	The raising of the standard of living of people through the use of resources and available technology.	1

Question Number	Answer	Mark
7(b)(iii)	Maintaining biodiversity conserving non-renewable resources making the most of human resources reducing the ecological footprint, etc. Any two of the correct answers for one mark each.	(1 x 2) 2

Question Number	Indicative content	
7(c)	Hopefully better candidates will touch on both physical (terrain, climate, soils) and human differences (population density, economy, settlement).	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Simple statements. Listing of some differences.
Level 2	3-4	Developed statements. Covers both physical and human differences, giving little detail.
Level 3	5-6	Thorough response. Covers the physical and human differences in detail.

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