

# International GCSE

## Bangladesh Studies (4BN0)

Teacher's guide

First examination 2011

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### *Acknowledgements*

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## Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in Bangladesh Studies is designed for schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

## About this guide

This guide is for teachers who are delivering, or planning to deliver, the Edexcel International GCSE in Bangladesh Studies qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students. The guide:

- explains the structure of the qualification and examinations
- sets out in more detail the content for both examination papers
- provides detailed information about the types of questions in the examinations
- advises on the most effective ways of tackling the questions
- explains how student responses will be marked and how the grades will be awarded
- provides guidance and support in preparing students for examinations, and suggesting strategies that can be used in class
- provides guidance on the standard of responses required in the examination papers
- provides guidance on course planning
- outlines the further support that will be available.



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## Why choose this qualification?

The Edexcel International GCSE in Bangladesh Studies provides:

- clearly-defined subject content, which is the same as for the legacy O Level in Bangladesh Studies (7083) qualification
- sufficient time in the examinations for students to demonstrate their knowledge and understanding of the subject content
- an opportunity to focus on contemporary issues in Bangladesh
- a choice of study topics, so that students do not need to study all sections of the subject content.

Go to [www.edexcel.com](http://www.edexcel.com) for more information about this International GCSE and related resources.

## Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with International GCSE 2009.

### Website

Our website [www.edexcel.com](http://www.edexcel.com) is where you will find the resources and information you need to successfully deliver International GCSE qualifications. To stay ahead of all the latest developments visit the microsite and sign up for our email alerts.

### Ask Edexcel

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### Ask the Expert

This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about International GCSE 2009 and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Visit [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert) for contact details.

### Regional offices

If you have any queries about the International GCSE 2009 qualifications, or if you are interested in offering other Edexcel qualifications your Regional Development Manager can help you. Go to [www.edexcel.com/international](http://www.edexcel.com/international) for details of our regional offices.

### Training

A programme of professional development and training courses, covering various aspects of the specification and examination is available. Go to [www.edexcel.com](http://www.edexcel.com) for details.



# Section A: Qualification content

## Key subject aims

The Edexcel International GCSE in Bangladesh Studies enables students to gain sound knowledge and a balanced understanding of the history and culture of Bangladesh, and of the land, people and economy of the country.

## Unique features and benefits of the qualification

This qualification has been introduced to give teachers and trainers in Bangladesh an up-to-date method of assessing student understanding of the social, historical, cultural and environmental background of Bangladesh.

## Assessment

- Single tier
- Two 1-hour 30-minute examinations:
  - Paper 1: The History and Culture of Bangladesh
  - Paper 2: The Land, People and Economy of Bangladesh.
- Grades A\* to G

## Information for Edexcel centres

This qualification is essentially the same as the legacy Edexcel Ordinary Level Bangladesh Studies (7083) qualification. The content is exactly the same. The assessment is still through two examinations. However, in Paper 1: The History and Culture of Bangladesh **one** question will be set on each of the eight sections in the subject content. In this qualification the grading is from A\* to G, where before in the legacy qualification it was from A to E.

## Information for centres starting the Edexcel International GCSE for the first time

This qualification has two examination papers, each paper is 1 hour and 30 minutes.

### **Paper 1 – The History and Culture of Bangladesh is split into eight sections.**

Section 1 – Bengal before the Mughals

Section 2 – Bengal in the Mughal Empire

Section 3 – Bengal under British rule

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

Section 5 – Undivided Pakistan

Section 6 – The struggle for independence and the creation of the People’s Republic of Bangladesh

Section 7 – Bangladesh since 1975

Section 8 – The heritage, language and culture of Bangladesh

The paper will consist of eight questions, one on each section, and students must answer three. Students do not, therefore, need to study all eight sections of the specification.

### **Paper 2 – The Land, People and Economy of Bangladesh is split into four sections.**

Section 1 – compulsory question. This will cover the basic geography of Bangladesh and will usually be based on a map.

Section 2 – The Land of Bangladesh

Section 3 – The People of Bangladesh

Section 4 – The Economy of Bangladesh

Each section comprises four key topic areas. Students will be required to answer the compulsory question in Section 1 and three additional questions, choosing one from Section 2, one from Section 3 and one from Section 4. There will be a choice of two questions in each of section 2, 3 and 4. Each question will test knowledge and understanding of at least one of the section’s four key topics. All questions will be structured and some will involve the interpretation of resource materials.

## Section B: Assessment

### Assessment overview

The table below gives you an overview of the assessment for this course.

We recommend that you make this information available to students so that they are fully prepared and know exactly what to expect in each assessment.

Paper	Percentage weighting of the qualification	Marks	Time	Availability
Paper 1 (4BN0/01)	50	60	1 hour and 30 minutes	June examination series First assessment: June 2011
Paper 2 (4BN0/02)	50	60	1 hour and 30 minutes	June examination series First assessment: June 2011

### Assessment Objectives (AO) and weightings

	% in International GCSE
AO1: Recall, select and use knowledge of the subject content	40%
AO2: Demonstrate an understanding of this knowledge	40%
AO3: Evaluate differing explanations, interpretations and points of view	20%
<b>Total</b>	<b>100%</b>

### AO descriptions for Paper 1

#### AO1 Recall, select and use knowledge of the subject content

Students will be expected to acquire knowledge of some periods of the history of Bangladesh included in the qualification. Where specific individuals, events or changes are mentioned, they should be given special attention.

Students will be expected to describe important events, individuals and changes in the history of Bangladesh since the Bengali Sultanate. Credit will be given to students who are able to set events in the correct chronological sequence and describe the contribution of key individuals to the development of Bangladesh.

## **AO2 Demonstrate an understanding of this knowledge**

Students will be expected to use the knowledge and understanding they have gained in explaining the past. Students who are able to relate their knowledge and understanding to specific issues, events or changes will be more successful than those who simply recount details of past events.

Students will be expected to set events and the contributions of individuals into the overall context of the development of Bangladesh. They should be able to explain why events and changes took place and list their consequences or effects.

In the case of key individuals, students should be able to assess the significance of their contribution to the development of Bangladesh.

## **AO3 Evaluate differing explanations, interpretations and points of view**

Students should have developed an understanding that accounts of the past may differ for valid reasons. They should be able, where relevant, to show understanding of the reasons why explanations of the past differ.

For example, students should be aware of differing explanations of the effects of the British occupation of Bengal. They should also be aware that Bangladesh has a varied population and that the interests of different ethnic groups have resulted in disagreements about the past, some of which continue today.

## **AO descriptions for Paper 2**

### **AO1 Recall, select and use knowledge of the subject content**

Students will be expected to gain knowledge of selected topics, as specified in the qualification, that relate to three aspects of modern Bangladesh – its land, people and economy.

Ways of demonstrating this knowledge include using appropriate terminology (see *Glossary*) and being able to select, organise and present relevant facts in written form.

### **AO2 Demonstrate an understanding of this knowledge**

Students will be expected to use their knowledge to explain geographical aspects of Bangladesh. Students who are able to demonstrate this understanding will be more successful than those who simply recount factual details.

Students will be expected to set details of the country's land, people and economy into the context of the overall development of Bangladesh.

Students should understand the links that exist between (i) the three main units and (ii) topics within individual units. An example of the former might be the significance of natural resources to the economic development of Bangladesh. The impact of rural-urban migration on population distribution and urban settlement might serve as an example of the latter. Included under this heading is the expectation that students will be able to interpret and use information conveyed in a range of resource materials, from maps and graphs to statistical tables and photographs.

### **AO3 Evaluate differing explanations, interpretations and points of view**

Students should be aware that there are particular topics within the qualification on which opinion is divided. Some of those divisions stem from the fact that people can perceive or interpret the same situation or data in different ways (for example, the importance of the informal sector or the form of international aid most appropriate to Bangladesh's current needs). Other divisions of opinion relate to the explanations given for a particular phenomenon (for example the causes of global warming or poverty).

## Assessment summary

Paper	Description	Knowledge and skills
Paper 1 (4BN0/01)	<p>The paper will consist of eight questions, one on each section, and students must answer three of these. Therefore, students do not need to study all eight sections of the specification.</p> <p>Each question is worth 20 marks.</p> <p>All the questions are comparable, this is to ensure that all students have the same assessment experience whichever combination they choose.</p>	Students will need to be able to demonstrate knowledge and understanding of three of the sections in Paper 1.
Paper 2 (4BN0/02)	<p>The paper will consist of four sections. Section 1 will be compulsory questions covering the basic geography of Bangladesh and will usually be based on a map. Sections 2, 3 and 4 will each contain two questions and students will have to complete one question from each section.</p> <p>Each question is worth 20 marks.</p> <p>All questions in Sections 2, 3 and 4 are comparable, this is to ensure that all students have the same assessment experience whichever combination they choose.</p>	Students will need to be able to demonstrate knowledge and understanding of four of the sections in Paper 2.

### Examination questions for Paper 1

Paper 1 will contain eight questions, one for each of the eight sections in the qualification. This means that you can be confident that, if a section is covered satisfactorily, students will be able to complete the paper.

This is intended to give you flexibility and choice in the selection of material you wish to cover. It will also give students a greater opportunity to display what they know and can do, rather than identify what they cannot do.

Students will be required to answer three questions, each from a different section of the qualification.

The questions, in each section, will always be straightforward essay questions, which will usually ask students to explain why something happened or why something was important. The essay question will be supported by stimulus material which will give students guidance on the focus required for a sound answer.

It is important to note, therefore, that students will not necessarily need to have studied all eight sections of the qualification in order to answer three questions. Indeed, it would probably be extremely difficult, given that the *History and Culture* paper comprises half the complete qualification, for you and your students to cover all eight sections in sufficient depth to attempt the paper satisfactorily.

You can, therefore, choose to select a minimum of three sections to cover in detail, knowing that students will be able to complete the paper satisfactorily. However, you are advised that it would be better to cover a minimum of four sections. This will give students an extra degree of flexibility.

## Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the standardisation of examiners process the mark scheme is updated and expanded to cover unexpected, correct student responses.

Stimulus material for these questions will be in the form of bullet points. Credit will not be given to students who simply repeat the bullet points. The questions will be marked out of 20. Student responses will be assessed by being allocated to one of four mark bands.

### **1 Simple statements (1-6 marks)**

Students provide information about the event/issue in the form of sentences or short statements. One mark will be awarded for each relevant point made. Answers in this band will often look like a list. Students are able to offer some knowledge of the event/issue.

### **2 Developed statements (7-12)**

Students explain aspects of the topic by backing up initial statements with further knowledge and understanding in the form of paragraphs. Two marks will be awarded for each paragraph or area of knowledge. Students will therefore be expected to develop at least three points if they are to reach the top of the band. Students are able to offer detailed knowledge of some aspects of the event/issue.

### **3 Explanation (13-17)**

Students present ordered answers by establishing a clear understanding of chronology or sequence and by explaining how events and factors were linked. Students are able to offer structured understanding of the event/issue.

### **4 Argument (18-20)**

Students construct an argument to support why they believe an individual or an event was of particular importance. Students are able to offer a coherent understanding of the event/issue.

The purpose of this structure is to reward student knowledge of the qualification and at the same time to give greater credit to students who use their knowledge and understanding to produce organised answers.

In order to produce answers that fit into the higher bands in the mark scheme, students will need to spend some time planning and organising material. Answers that are written without any form of planning are likely to be placed in band 2. You are advised to make use of the essay templates on the next two pages in order to prepare students for Paper 1. You will notice that the highest grade can be achieved by students whose answers are awarded band 3. At first sight, this would appear to make band 4 irrelevant. There are several reasons why band 4 has been included in the mark scheme.

All answers in Paper 1 will be marked in accordance with the four bands listed. The process will follow these steps.

- 1 Initially examiners will be asked to decide into which of the four bands an answer fits.
- 2 They will then award that answer a notional mark as follows.  
Mark band 1: 4 marks  
Mark band 2: 10 marks  
Mark band 3: 15 marks  
Mark band 4: 19 marks
- 3 Examiners will then decide if the answer represents a stronger or weaker answer within that band by reviewing the accuracy, fluency and thoroughness of the answer.
- 4 Marks will then be adjusted up or down in accordance with the overall quality of the answer. If no adjustment is required, the notional mark will be the final mark awarded.

This means that you and your students need to be as fully aware of the requirements of the four bands as possible. It is therefore recommended that **all** marking of student work should be undertaken using the four bands in the mark scheme. Any tests, essays completed in class or for homework, examination questions or practice examinations should all be marked exclusively using the generic mark scheme below. Work not marked using the generic mark scheme would be notes, diagrams, preparatory work or ordinary class work.

If the bands in the mark scheme are used consistently, you will find that students have a clearer idea of what is required to achieve particular grades. You may also find that students become more independent and take more responsibility for their studies. One further step could be to ask students to record the bands that they have been awarded and to try to ensure that they improve steadily.

## Generic mark band statements

**Mark band 1:** Answers are unsupported statements, which are appropriate, but lack any depth of knowledge or understanding, OR in the form of generalisations that could refer to any period or time. There is no attempt to back up initial statements with any form of explanation or to supply further explanation in the form of knowledge and understanding that would make the answer relevant to a specific period. Mark band 1 answers are usually short, unsupported statements OR generalised accounts which may be lengthy, but which lack contextual knowledge and understanding.

**Mark band 2:** Answers are developed paragraphs in which students are able to back up initial statements with relevant supporting knowledge and understanding. These answers will often look as if the student has written all they know, with little or no attempt to discriminate in terms of content or in terms of the focus of the question. Mark band 2 answers may be lengthy, but are usually undirected descriptive accounts of events, with a series of relevant but unconnected paragraphs.

**Mark band 3:** Answers are a series of interlinked paragraphs which show that the student has clearly carried out some planning in their response. There is a focus on the demands of the question and that the answer reads logically. The student has attempted to explain how 'one thing led to another' and has selected knowledge and understanding appropriately. Mark band 3 answers are usually a series of linked paragraphs which focus on the key issue of the question, such as causation, change etc.

**Mark band 4:** Answers show clear understanding of the focus of the question and are structured accordingly. Students show clear and consistent evidence of a planned and logical approach and use knowledge and understanding of the topic with discrimination. The key words and terms in the question are explained in the introduction, along with the main points to be made in the body of the answer. The main body of the answer refers to the factors identified in the introduction, and these are subsequently referred to in the conclusion. In mark band 4 answers, students clearly know where they are going to end up before they begin writing.

### Example answers with commentaries

The purpose of this section is to explain how different answers will be marked and assessed. These questions are different to the sample assessment materials for this qualification, but follow the same format in terms of question style and expected answers. Here are four answers to the same question. Each answer has been allocated to a different mark band in the mark scheme. In each case, the reasons for the differing assessment of the answer are explained. The question is:

**Explain the importance of Robert Clive in the development of British rule in Bengal.**

You may use the following information to help you in your answer, in addition to your own knowledge.

- 1 1743 Robert Clive arrived in India
- 2 1756 Sirajuddaula became Nawab of Bengal
- 3 1757 Robert Clive recaptured Kolkata

**Answer 1**

Robert Clive was important because he won the battle of Palashi and defeated the French. He won Bengal for the British. He sorted out the finances of the East India Company and became very rich.

**Examiner comment**

The student has made four simple statements which are accurate but are not supported or explained in any way. Consequently, this answer falls into mark band 1 and would receive a mark of 4.



**Answer 2**

Robert Clive worked as a clerk in the East India Company but then joined the army. He defended Madras in the early 1750s. When Kolkata fell to Sirajuddaula, he was given command of the army that was sent to recapture it. Clive was able to retake Kolkata and then formed a secret treaty with Mir Jafar. He agreed to back Clive and consequently Sirajuddaula was defeated at Palashi and was arrested soon afterwards. Clive had now won control of Bengal but was recalled to London in 1760.

Clive returned to Bengal in 1765 and began to reorganise the administration. He persuaded the Mughal Emperor to accept 2.6 million rupees a year in exchange for Bengal and took the title of Diwani. However, he realised that he had no knowledge of the way that Bengal was governed and also did not have the manpower to take over. Therefore, Clive appointed a deputy, Syed Muhammad Reza Khan, who was responsible for the civil government and left the administration to him. The East India Company took a share of the taxes but did not have to spend any time, effort or money in collecting them. This became known as the Clive System or Double Government.

**Examiner comment**

This student has clearly been well taught and has revised carefully for the examination. The answer is essentially a narrative and describes Clive's career in Bengal. Although the account is accurate, the student does not attempt to explain the importance of events or how they were linked together. However, at least three points are developed and so this answer would have reached the top of mark band 2. This answer was therefore awarded a mark of 12. This student would probably have been awarded a grade B.

### **Answer 3**

Robert Clive played a very important role in the development of British rule in Bengal. After working as a clerk in the East India Company, he then joined the army and was able to defend Madras from French attacks in the early 1750s. His success resulted from his brave leadership and readiness to take risks. When Kolkata fell to Sirajuddaula in 1756, he was given command of the army that was sent to recapture it. Clive was able to retake Kolkata but then showed his political skill by forming a secret treaty with Mir Jafar. Clive realised that the East India Company army was far too small to defeat Sirajuddaula's and so persuaded Mir Jafar to defect. This enabled Clive to win the battle of Palashi. Sirajuddaula was arrested soon afterwards by Mir Jafar's son. Clive had now won control of Bengal against overwhelming odds but was recalled to London in 1760.

Clive returned to Bengal in 1765 and began to reorganise the administration. Although the Mughal Emperor was virtually powerless, he persuaded him to accept 2.6 million rupees a year in exchange for Bengal and took the title of Diwani. This again showed Clive's political skill because it ensured that British rule of Bengal would not be challenged. He also appreciated that he did not have the resources or knowledge to govern Bengal and therefore, appointed a deputy, Syed Muhammad Reza Khan. He became responsible for the civil government and used traditional Bengali methods. Clive therefore interfered as little as possible in the administration of Bengal which reduced opposition to British rule. The East India Company took a share of the taxes but did not have to spend any time, effort or money in collecting them. This became known as the Clive System or Double Government. Clive had showed both military and political skill in ensuring that the British won control of Bengal.

### **Examiner comment**

This student has used much the same information as the previous answer but has made a distinct effort to explain the importance of Clive's contribution to the development of British rule in Bengal. Both the military and political skills of Clive are highlighted and the importance of key actions is explained. Consequently, this answer has been placed in mark band 3 and awarded a mark of 16. This student would probably have been awarded a grade A on the basis of this answer.

#### **Answer 4**

The most important reasons why Robert Clive played a significant role in the development of British rule in Bengal were his military daring and his political skill in appreciating and overcoming the weakness of the position of the East India Company.

Clive's military skill was in evidence in his defence of Madras and in the recapture of Kolkata in 1757. He was a daring leader and took risks against much larger forces. He clearly enjoyed battle and exposing himself to danger. But he was also aware of potential disaster and made every effort to avoid it. Instead of fighting the massive army of Sirajuddaula, he formed a secret agreement with Mir Jafar who then defected at a key moment. Had Clive attempted to fight Sirajuddaula at Palashi, he might well have been overwhelmingly defeated.

The agreement with Mir Jafar also showed Clive's political skill which enabled him to take advantage of the rivalries between Nawabs. This became very important when Clive returned to India in 1765. Although it meant very little in practical terms, he agreed to pay the Mughal Emperor 2.6 million rupees to be recognised as Diwani of Bengal. This ensured British control free from any possible Mughal interference, however unlikely that might have been.

Having established British control, Clive was quick to see that it was control in name only. He did not possess either the manpower or the knowledge to govern Bengal. Consequently he appointed Syed Muhammad Reza Khan as Deputy Diwani and left him to run the country. Reza Khan used the existing Bengali administration and met little opposition. The East India Company was able to make considerable profits from the taxes collected without having to take any part in revenue collection. This became known as the Clive System or Double Government and was a supreme example of Clive's ability to adapt to and make use of existing circumstances. Clive himself became very wealthy as a result of the arrangement.

By the time that Clive returned to Britain in 1767, British control of Bengal was secure and the fortunes of the East India Company were established. His early military successes and his political skill had enabled the British to take control of vast areas of India and laid the foundations for future developments.

#### **Examiner comment**

This is a very well-thought out answer. Instead of adopting a chronological approach, the student has attempted to deal with the two aspects of Clive's policy that led to his success. In each case, the student has explained the significance of the policy and has supported his answer with appropriate examples. The result is a well-argued and convincing answer which would have been awarded a maximum band 4 mark of 20. This quality of answer would guarantee a student a grade A/A\*.

## Examination questions for Paper 2

Paper 2 comprises seven questions. The first of these (Section A) will be compulsory. The remaining six will each be divided into three sections 2, 3 and 4, with two questions set in each section. These coincide with the three sections: the Land, the People and the Economy. In addition to the compulsory question 1, students will be required to answer three more questions, selecting one from each of section 2, 3 and 4. Each question will be marked out of 15, making a total of 60 marks for the paper as a whole.

Given that all the questions carry equal marks, students should be advised to give them equal attention in terms of the time they spend on them. The time allowed for this paper is 1 hour and 30 minutes. This suggests that students should devote about 20 minutes to each question, whilst recognising that it will probably take at least five minutes at the beginning to read through the examination paper and choose their question.

All questions are structured, short-answer questions. Each will incorporate some stimulus material that will, in some way or another, test the skills of interpreting resource materials (thematic maps, diagrams, photographs, statistical tables) or of drawing sketch maps and graphs.

The compulsory question in Section A will test general knowledge of the basic geography of Bangladesh, particularly the locations of key features such as rivers and hilly tracts, resource source areas, cities and ports. A map will be involved. It might be an outline map for plotting locations or a topographic map extract for an interpretation exercise.

The six questions that make up Sections 2, 3 and 4 will all be similar in style and format:

- each will comprise three main parts, a), b) and c) and may have further sub-divisions
- in most instances, there will be a resource (map, diagram or table) that acts as a stimulus in part a). Occasionally students will be required to complete a diagram or compile a sketch map
- parts a) and b) will mainly involve two types of response: i) the identification and listing of facts or factors, and ii) brief explanations involving no more than a few lines of prose
- part c) will normally require some sort of explanation and there will be an expectation of extended writing (ie continuous prose). Something in the order of 10 lines of normal-sized writing is a rough indicator of the length of expected response.

It needs to be stressed that each of these six questions will take into account more than one section topic and there are dangers in teaching too few of the topics in any particular section. To be reasonably secure, you are advised not to ignore any more than one topic in each section.

## Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the standardisation of examiners process the mark scheme is updated and expanded to cover unexpected, correct student responses.

The marking of the compulsory question 1 and much of the marking of parts a) and b) of the six section questions will be point scoring . It is reasonable for students to assume that it is one mark per valid point. Therefore, the number of marks allocated to each question part indicates the number of points examiners are expecting students to make.

It is important to tell students that where a question requires a stated number of items they should present **exactly** that number and **not** an extra one or two just in case one of the earlier ones is wrong.

The marking of part c) questions in Sections B, C and D is significantly different. The assessment strategy involves recognising and defining three bands or levels of attainment, each worth two marks. This may be illustrated by identifying typical responses to three specimen Paper 2 questions.

### Question 2(c)

**Discuss the causes of global warming and the likely consequences for Bangladesh.**

**Mark band 1** (1-2 marks) – simple statements.

Global warming is due to there being more  $CO_2$  in the atmosphere. There will be a rise in sea-level and this will drown many parts of Bangladesh.

**Mark band 2** (3-4 marks) – developed statements, but ‘causes’ and ‘consequences’ may not receive equal treatment.

Global warming is due to there being more  $CO_2$  in the atmosphere. The  $CO_2$  comes from the burning of fossil fuels and from deforestation. Sea level rises because the higher temperatures lead to the melting of the world's ice sheets and glaciers. These rises will drown much of coastal Bangladesh.

**Mark band 3** (5-6 marks) – full exposition of both question elements.

The burning of fossil fuels and deforestation lead to an increase in the amount of  $CO_2$  in the atmosphere. The gas acts as a blanket preventing heat escaping from the atmosphere and out into space. The resulting warming leads to the melting of the Earth's ice sheets and glaciers. More water in the oceans means higher sea levels. In Bangladesh higher sea levels will result in the loss of large areas of low-lying land. This will lead to the movement of people and the raising of population densities on the remaining land. Higher sea-levels will also mean that the country's rivers will flood more often and to an increasing extent.

### Question 4(c)

**Babies born to landless rural families have an infant mortality rate that is much higher than those babies born to land-owning families. Explain why this is so.**

**Mark band 1** (1-2 marks) – simple statements.

Landless families are poorer than land-owning families. This means that they do not have enough food and babies will starve.

**Mark band 2** (3-4 marks) – developed statements.

Landless families are poor, have little food and live in unsatisfactory housing. All this means that babies are more likely to become ill. When they do, the lack of money means that babies are less likely to get medical treatment and so increasing their chances of dying.

**Mark band 3** (5-6 marks) – full explanation..

Landless families are more likely to suffer from poverty. This means that often they do not have the food needed to make babies into healthy children. Poor housing, as well as a poor diet, increases the chances of illness. So when their babies become sick, these families are unlikely to have the money to pay for medical treatment. These families are also likely to be less well educated, so do not fully understand the importance of a good diet and hygienic living conditions.

### Question 7(c)

**Examine the problems associated with the growth of the manufacturing industry in Bangladesh.**

**Mark band 1** (1-2 marks) – simple statements.

The growth of manufacturing will lead to more pollution. Better transport and more trained labour are needed. There is tough competition from goods manufactured overseas.

**Mark band 2** (3-4 marks) – developed statements, but possible distinction between present and future growth not drawn.

Manufacturing is a polluter both of air and water, and it is responsible for consuming non-renewable resources and scarce energy supplies. The growth of manufacturing has in some instances led to the exploitation of child and female labour. Bangladesh does not sell much of its manufacturing output overseas.

**Mark band 3** (5-6 marks) – thorough examination.

Environmental pollution, the exhaustion of natural resources and the exploitation of child and female labour are three particular problems associated with manufacturing today. If manufacturing is to expand, it needs to become more competitive both on the home market and overseas. It will not become that until transport, energy supplies, production methods, factories and labour skills are improved. Enterprise is also needed to identify new lines of manufacturing.

## **Generic mark band statements**

From these three examples, it is possible to see the generic characteristics of the three mark bands.

### **Mark band 1: Simple statements**

Students provide relevant information, but in short and essentially descriptive statements.

### **Mark band 2: Developed statements**

Students show knowledge and understanding of some aspects of the question topic. There may be elements of exposition and explanation.

### **Mark band 3: Thorough response**

Students cover all the important aspects of the question in a fairly balanced way. A sound understanding and exposition of the relevant subject matter is readily evident.





# Section C: Planning and teaching

## Course planner introduction

The most likely approach to teaching the International GCSE Bangladesh Studies qualification will be to teach the content of Paper 1 and Paper 2 in parallel, with one or two lessons a week devoted to the content of each paper. This will encourage interesting cross-referencing between the two components, bearing in mind that there are points of contact between Bangladesh's history and various aspects of its geography.

It is assumed that about two hours per week will be allocated to the teaching of Bangladesh Studies. Teaching will normally be spread over two years, or five terms, though it is possible to teach the course in a single year. If each term comprises approximately 12 weeks of teaching, there will be about 60 hours of teaching time to cover the content of each of the two components. The sixth term would be taken up with class and individual revision followed by the examination itself.

## Course planner for Paper 1

You are strongly advised to take note of the structure of the question paper when devising a scheme of work for the *History and Culture* section of the qualification. You do **not** need to cover all eight sections of the specification because there will be one question set on each of the eight sections. It is necessary, therefore, to cover a minimum of **three** sections only. However, it is advisable to cover four in order to give students more flexibility and choice. You are free to decide on the choice and number of units. However, outlined below is an exemplar scheme of work. It covers Sections 3, 4, 5 and 6, which may prove to be the most popular options in many centres.

### Section 3: Bengal under British rule

- a The British conquest of Bengal
- b The government of Bengal by the East India Company
- c The development of the Bangla language, Bengali nationalism and the Indian National Congress
- d The government of Bengal from 1858 to the beginning of the twentieth century
- e The role of individuals: Robert Clive, Warren Hastings, Lord Cornwallis

### Section 4: Bengal: from partition to partition: 1905-1947

- a The first partition of Bengal, the birth of the All-India Muslim League, the annulment of partition
- b British attempts to reform the government of India: 1909, 1919 and 1935
- c The impact of the Lahore Declaration and the Pakistan Movement
- d The Indian Independence Act and the second partition of Bengal
- e The role of individuals: M A Jinnah, Jawaharlal Nehru, Subhas Chandra Bose

## Section 5. Undivided Pakistan

- a Constitutional differences between East and West Pakistan
- b Linguistic and cultural differences between East and West Pakistan
- c The foundation of the Awami Muslim League
- d The Lahore Conference and the Six-Point Programme
- e The role of individuals: M A Jinnah, Sheikh Mujibur Rahman, President Ayub Khan

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

- a The impact of the 1970 National Assembly elections
- b The War of Liberation
- c Immediate problems faced by the Republic of Bangladesh
- d The Bangladesh Constitution
- e The role of key individuals: Sheikh Mujibur Rahman, President Yahya Khan, Indira Gandhi

## A five-term scheme of work

This scheme of work divides the content of the above four sections into five areas. Each area could be covered in one term.

### Term 1

Area covered	Content
Bengal in the eighteenth century	The rule of the Nawabs (by way of introduction).
	Reasons for the arrival of Europeans, establishment of trading posts.
	War between the French and British (outline only as far as it affects Bengal).
	The military and political achievements of Robert Clive; Double Government; relations with the Mughal Empire.
	The reforms of Warren Hastings; tax farming; law courts.
	The Cornwallis reforms of the police, law and order and civil service.
	Separation of East India Company administration from trade.
	The Permanent Settlement.
	Exclusion of Indians from administration.

## Term 2

Area covered	Content
Bengal in the nineteenth century	The government of the East India Company to 1857.
	Reasons for the removal of the East India Company.
	Government by Westminster from 1858.
	The powers of the Viceroy.
	The administration of India.
	Indian involvement in the government of Bengal.
	The foundation of the Indian National Congress and its impact.
	The development of the Bangla language – promotion by the East India Company.
	The work of Rabindranath Tagore and other writers and poets.

## Term 3

Area covered	Content
Bengal 1900 to 1947	The partition of Bengal 1905 and the foundation of the Muslim League.
	The Morley-Minto reforms and the end of partition.
	The Government of India Act 1919.
	The Government of India Act 1935.
	Reasons for the growth of support for Pakistan.
	Impact of war on support for the Muslim League.
	The Lahore Declaration.
	The role and impact of Subhas Chandra Bose.
	Reasons for partition – failure of the Cabinet Mission; communal violence; Mountbatten.
	Impact of the Partition of Bengal.

## Term 4

Area covered	Content
Pakistan	The constitution of Pakistan.
	The foundation and impact of the Awami League.
	Cultural and linguistic differences.
	Ekushey February.
	The Language Movement.
	The United Front and the election of 1954.
	The Lahore Declaration and the Six-Point Programme.
	The role of Sheikh Mujib.

## Term 5

Area covered	Content
Liberation	The role of President Ayub Khan.
	Impact of the 1970 election.
	Tactics of the Pakistan army.
	The Bangladeshi holocaust.
	Indian and international involvement.
	Independence.
	Post-war difficulties.
	Economic and political problems 1971-75.

## Course planner for Paper 2

Paper 2 is made up of three sections. There is no reason why these sections and each of their component topics should not be allocated an equal amount of time. We recommend that you think broadly in terms of 20 hours for each section, and five hours for each topic. However, this is not intended to be prescriptive. You should feel able to relax those guidelines to allow you to teach to your particular strengths and interests, or to capitalise on opportunities and resources that exist in and around your centre.

The most straightforward approach is to teach the three sections in the order in which they are set out in the qualification, namely to start with the physical environment and finish with the overarching topic of development (see *Planning sheet 1*).

### Paper 2 – Planning sheet 1

Content taught in the same order as it is presented in the specification.

## Term 1

Content
<b>Section 2 – The Land of Bangladesh</b>
2.1 Location, relief and drainage
2.2 Climate
3.3 Natural resources

## Term 2

Content
<b>Section 2 – The Land of Bangladesh</b>
2.3 Natural resources (continued)
2.4 Natural hazards
<b>Section 3 – The People of Bangladesh</b>
3.1 Population growth and distribution

## Term 3

Content
<b>Section 3 – The People of Bangladesh</b>
3.2 Migration
3.3 Settlement (might benefit from more than five hours)

## Term 4

Content
<b>Section 3 – The People of Bangladesh</b>
3.4 Society and welfare
<b>Section 4 – The Economy of Bangladesh</b>
4.1 Agriculture
4.2 Manufacturing

## Term 5

Content
<b>Section 4 – The Economy of Bangladesh</b>
3.2 Manufacturing (continued)
3.3 Services
3.4 Development

## The links between Paper 2 topics

It is possible to order teaching of the Paper 2 topics in a variety of ways. As shown below, the many links and points of contact that exist between the topics can provide, and justify, a range of delivery pathways.

### Links within sections

#### Section 2 – The Land of Bangladesh

- Location, relief and drainage affect climate, particularly the amount of precipitation and its subsequent disposal.
- Climate creates events that become natural hazards.
- Climate is both a natural resource and a factor affecting biotic resources (soils, vegetation, wildlife).
- The accessibility of natural resources is conditioned by location, relief and drainage.
- The impact of natural hazards (floods and tidal waves) is affected by relief and drainage.

#### Section 3 – The People of Bangladesh

- Migration is an important influence on changing population distribution.
- Rural-urban migration fuels the growth of urban settlements.

- It is in large settlements that many of the current issues of society and welfare are most keenly felt.
- The environments created by settlements are a major influence on society and welfare, particularly the latter.
- Population growth goes hand in hand with the growth of settlements.

#### **Section 4 – The Economy of Bangladesh**

- Development involves rising expectations in terms of services.
- Agriculture yields raw materials for manufacturing.
- Marketing the outputs of manufacturing generates a range of services.
- The growth of manufacturing and services places demands on commercial agriculture to feed a rising number of non-agricultural workers and their families.
- The improvement of transport services is a vital part of the development process.

### **Links between sections**

#### **Section 2 – The Land of Bangladesh and Section 3 – The People of Bangladesh**

- Location, relief and drainage affect the locations and built-up areas of settlements.
- Location, relief and drainage help mould population distribution.
- Population growth means increased exploitation of natural resources.
- Natural hazards have an adverse effect on population growth and distribution.
- Natural hazards can trigger migration.
- The reliability of climate is important to modern society and welfare.

#### **Section 2 – The Land of Bangladesh and Section 4 – The Economy of Bangladesh**

- Location, relief and drainage are important considerations in the location of manufacturing.
- Natural hazards can impede development.
- Climate is a major influence on agriculture (what is grown and when).
- Natural resources are crucial to development.
- Development leads to the depletion of natural resources.
- Changes in climate (global warming) could have serious consequences for development.

#### **Section 3 – The People of Bangladesh and Section 4 – The Economy of Bangladesh**

- Population growth increases the demands placed on agriculture.
- Development is necessary to support population growth.
- Development should benefit both society and welfare (reducing poverty and illiteracy).
- Manufacturing and services are mainly located in urban settlements.
- The changing pattern of demand for services reflects both population growth and shifts in society and welfare.
- Migration is one way of meeting the changing labour patterns that are a part of development.

## Paper 2 – Planning sheet 2

This sets out a sequence of topics starting with *3.4 Development*. The thread that links the remainder of the topics is the development process itself – its causal factors, its outcomes and its challenges.

### Term 1

Content
<b>Section 4 – The Economy of Bangladesh</b>
4.4 Development (as the launch topic, it might benefit from more than five hours of teaching)
<b>Section 2 – The Land of Bangladesh</b>
2.3 Natural resources

### Term 2

Content
<b>Section 2 – The Land of Bangladesh</b>
2.2 Climate
<b>Section 4 – The Economy of Bangladesh</b>
4.1 Agriculture
4.2 Manufacturing

### Term 3

Content
<b>Section 4 – The Economy of Bangladesh</b>
4.2 Manufacturing (continued)
<b>Section 3 – The People of Bangladesh</b>
3.3 Settlement
<b>Section 4 – The Economy of Bangladesh</b>
4.3 Services

### Term 4

Content
<b>Section 3 – The People of Bangladesh</b>
3.1 Population growth and distribution
<b>Section 2 – The Land of Bangladesh</b>
2.1 Location, relief and drainage
2.3 Natural hazards

## Term 5

Content
<b>Section 2 – The Land of Bangladesh</b>
2.3 Natural hazards (continued)
<b>Section 3 – The People of Bangladesh</b>
3.2 Migration
3.4 Society and welfare

## Paper 2 – Planning sheet 3

This starts with *2.1 Population growth and distribution* and the remaining topics are seen as factors affecting the Bangladeshi people in terms of where they live, what they do and their quality of life.

## Term 1

Content
<b>Section 3 – The People of Bangladesh</b>
3.1 Population growth and distribution (as the launch topic, it might benefit from more than five hours of teaching)
<b>Section 2 – The Land of Bangladesh</b>
2.1 Location, relief and drainage

## Term 2

Content
<b>Section 2 – The Land of Bangladesh</b>
2.4 Natural hazards
2.2 Climate
2.3 Natural resources

## Term 3

Content
<b>Section 2 – The Land of Bangladesh</b>
2.3 Natural resources (continued)
<b>Section 4 – The Economy of Bangladesh</b>
4.1 Agriculture
<b>Section 3 – The People of Bangladesh</b>
3.2 Migration



## Term 4

Content
<b>Section 4 – The Economy of Bangladesh</b>
4.2 Manufacturing
4.3 Services
<b>Section 3 – The People of Bangladesh</b>
3.3 Settlement

## Term 5

Content
<b>Section 3 – The People of Bangladesh</b>
3.3 Settlement (continued)
3.4 Society and welfare
<b>Section 4 – The Economy of Bangladesh</b>
4.4 Development

### A one- or two-year course?

The teaching programmes outlined above assume that this International GCSE Bangladesh Studies qualification will be taught as a two-year (five-term) course. However, the course could be covered in one year, but this will depend on the curriculum time available. The first assessment for this qualification is in June 2011, so teaching this qualification in one year will be possible only from September 2010.

The above programmes assume that all 12 topics are to be taught. However, given the structure of Paper 2, with its requirement of answering one question from a choice of two, it should be possible to reduce the content by one topic in each of the three units. Clearly, there are risks attached to this. Each question will embrace more than one section topic and, therefore, students' choice in the examination will become more restricted. Reducing the number of topics to be taught should make teaching the course in one year feasible.

### Skills training

It is recommended that during the course of covering the qualification content, students should be made aware of, and have the opportunity to practise, a number of skills. These include:

- communication skills – developing proficiency in the English language through class discussions of relevant topical issues, essay writing, compiling continuous prose answers to the final parts of questions and using appropriate terminology (see *Glossary*)
- map skills – with particular reference to topographic maps, recognising landforms and human features of the landscape
- atlas skills – using an atlas wherever relevant in the course
- sketching skills – communicating ideas through simple sketch maps and diagrams

- graphic skills – plotting graphs, using proportional symbols, annotating diagrams
- statistical skills – using simple statistical measures, such as means and percentages
- ICT skills – accessing the internet to gain information about Bangladesh and its place in the modern world.

## Teaching ideas

### Preparing students for Paper 1

In the study guide there are a number of exercises that you can use to help prepare students for the examination. The principle aim of these exercises is to encourage students to take a more active role in their studies and also to provide a means of revision before the examination. You can use the exercises as they stand or you may wish to adapt them to be used in any medium that is available. They are also intended to be used as models to develop other possible exercises, which either use different subject matter or extend and develop the approaches adopted further.

### Essay writing

The ability to write clear and well-organised essays will be very important if students are to be awarded high grades in Paper 1.

#### What are the key features examiners will be looking for?

##### 1 An essay should begin appropriately

The simplest way of beginning an answer is to use the words from the question. This has two benefits.

- It ensures that students actually answer the question on the examination paper. Very often examiners find that students have not read the question carefully enough and therefore answer the question that they **think** is on the paper.
- It will also ‘catch the examiner’s eye’. Examiners like to be convinced as soon as possible that answers are on the right track.

##### 2 If possible, an essay should be planned

At the very least, events should be in the correct order so that an examiner can understand what the student is describing or explaining. If students wish to reach bands 2 and 3, there must be some degree of organisation.

##### 3 An essay should be concluded satisfactorily

Often, students will finish with a short paragraph which begins with words such as ‘In conclusion ...’. However, this frequently does little more than tell the examiner that the answer is coming to an end. Students would be better advised to stop and think briefly before writing their final paragraph and try to sum up the most important reasons, effects or changes.

##### 4 Key words

You may like to use key words to encourage students to write more effectively. A recommendation for a key word to remember when beginning an answer is ‘**smack**’. Smack the examiner between the eyes in order to show that the correct question is being answered. The key word for finishing an answer is ‘**overall**’. This suggests that there should be some form of summing up.

## Exercise: Planning an essay

### Explain the importance of Robert Clive in the development of British rule in Bengal

Below is an answer to this question. It is the band 3 answer used in the marking exercise below, but it has been cut up and re-arranged. Students can be asked to reorganise this answer into a form that makes sense as a way of practising essay writing.

- 1 Clive returned to Bengal in 1765 and began to reorganise the administration. Although the Mughal Emperor was virtually powerless, he persuaded him to accept 2.6 million rupees a year in exchange for Bengal and took the title of Diwani.
- 2 Clive realised that the East India Company army was far too small to defeat Sirajuddaula's and so persuaded Mir Jafar to defect. This enabled Clive to win the battle of Palashi. Sirajuddaula and was arrested soon afterwards by Mir Jafar's son. Clive had now won control of Bengal against overwhelming odds but was recalled to London in 1760.
- 3 The East India Company took a share of the taxes but did not have to spend any time, effort or money in collecting them. This became known as the Clive System or Double Government. Overall, Clive had showed both military and political skill in ensuring that the British won control of Bengal.
- 4 Robert Clive played a very important role in the development of British rule in Bengal. After working as a clerk in the East India Company, he then joined the army and was able to defend Madras from French attacks in the early 1750s. His success resulted from his brave leadership and readiness to take risks.
- 5 He became responsible for the civil government and used traditional Bengali methods. Clive therefore interfered as little as possible in the administration of Bengal which reduced opposition to British rule.
- 6 When Kolkata fell to Sirajuddaula in 1756, Clive was given command of the army that was sent to recapture it. Clive was able to retake Kolkata but then showed his political skill by forming a secret treaty with Mir Jafar.
- 7 This again showed Clive's political skill because it ensured that British rule of Bengal would not be challenged. He also appreciated that he did not have the resources or knowledge to govern Bengal and, therefore, appointed a deputy, Syed Muhammad Reza Khan.

## Essay plan frameworks

Here are three essay plan frameworks. These show how answers can be organised in order to achieve marks in bands 2, 3 and 4. The frameworks can be used in a variety of ways.

- 1 Students can be given a framework, an essay title and a list of relevant factors out of sequence. Students should arrange the factors in the most appropriate order.
- 2 Students can be given a framework, an essay title and a list of factors, some of which are relevant and some of which are not, and asked to select and organise the relevant material.
- 3 Students can be given two essay titles (which may be related) and two frameworks with the materials for both, and asked to sort the materials appropriately.
- 4 Related titles could cover the causes, events and results of an incident or issue. This has the added advantage of enabling students to gain a wider understanding of an issue or topic.
- 5 Students can be given two frameworks and two essay titles with a list of materials, which includes irrelevant content. Students now have to sort and evaluate the materials appropriately.

- 6 The essay frameworks can be used to make the above processes more complex. Students may begin by using the band 2 framework, but then be asked to use the band 3 and band 4 frameworks. Decisions on the suitability of the levels for individual students are important and will need to be taken by teachers.
- 7 The process can, therefore, be made increasingly complex with very little additional work for you. The requirements for levels are broken down into small, manageable steps that students can take gradually.
- 8 The over-riding issue is that it is better for a student to be able to work confidently at a certain level, rather than be exposed to a level where they lack confidence.

### **Essay framework exercise**

This is an example exercise for an essay framework.

#### **Why did opposition in Bengal grow to Pakistani rule in the 1950 and 1960s?**

Students have to decide the most appropriate order for the following pieces of information. They also need to write notes on the importance of each of the following points.

- 1 Ekushey February
- 2 The Founding of the Awami League
- 3 The Six-Point Programme
- 4 The Lahore Conference
- 5 The Language Movement
- 6 The formation of the United Front
- 7 The Constitution of Pakistan

### Essay plan framework, band 2

**Title:** \_\_\_\_\_

**Introduction:** It is important to try to make sure that you start at the beginning. Don't just jump into writing without a little thought. If you are describing an event, make sure you get first things first. Write down at what point you are going to start your answer.

**Body:** This is the main part of your answer. You need to write a series of paragraphs describing what happened, or, if you can, giving a reason why something happened. The number of paragraphs may vary depending on the topic that you are writing about. In each paragraph you should try to write about a different issue, reason or aspect of the topic. Write down what you are going to mention in each paragraph.

**Paragraph 1:**

**Paragraph 2:**

**Paragraph 3:**

**Paragraph 4:**

**Conclusion:** In this section you finish off your answer. Try not to stop 'dead'. Try to make sure that you finish at the end. Write down what you are going to say to round off your answer.

### Essay plan framework, Band 3

**Title:** \_\_\_\_\_

**Introduction:** This must be the beginning of the topic. Look for the key word, such as 'Why', and try not to leave the examiner guessing as to what you are going to say. Make sure that you begin at the beginning. If possible, explain any words or terms in the question.

**Body:** This must cover the main points that you want to make. It is very important that the paragraphs are arranged logically, which means that you must work out the sequence before you actually start writing. For example, if you are referring to long- and short-term causes, make sure that you explain the long-term causes first. But, if you are referring to long- and short-term effects, make sure that you refer to the short-term effects first. Write down what you are going to mention in each paragraph, and how you are going to link it to the next one.

**Paragraph 1:**

**Link**

**Paragraph 2:**

**Link**

**Paragraph 3:**

**Link**

**Paragraph 4:**

**Link**

**Conclusion:** In this section you finish off your answer. Try not to stop 'dead' and make sure that you end with the last reason or event in chronological order. Make it clear to the examiner that you have brought your answer to a logical conclusion.

### Essay plan framework, Band 4

**Title:** \_\_\_\_\_

**Introduction:** In this section you must make it clear to the examiner that you understand the question. You must explain any names, dates or terms and also refer to the main points that you are going to make in your answer. You should be aware of what you are going to include in your conclusion.

**Argument:** In this section you explain your answer in detail. It is essential that you refer to all the points that you made in the introduction and that they are dealt with in a logical sequence. The examiner should be in no doubt about what you believe are the most important factors, events or consequences, and these must be explained in this section and also referred to in the conclusion. The most important quality of a band 4 answer is that it is clear that you have planned it fully beforehand.

**Paragraph 1:**

**Link**

**Paragraph 2:**

**Link**

**Paragraph 3:**

**Link**

**Paragraph 4:**

**Link**

**Conclusion:** In this section you finish off your answer. Refer back to the points that you made in the argument and explained in the support. Make absolutely clear what you believe to be the main reasons etc. Do not introduce any new information at this point.

### Generic mark band guidance for students

**Mark band 1:** This means that you are able to write some sentences to answer the question, but you are not able to develop any of them into a paragraph. If you do write paragraphs, you do not really add anything more to what you have said in the first sentence. You may make generalisations; for example you may suggest that everyone was treated the same, without explaining how or why. You may also write something that could be true of other periods of history.

To achieve band 2, you need some detailed information to help back up or explain your answer.

**Mark band 2:** This means that you are able to back up your answer with knowledge and understanding in paragraph form. You are now showing that you know and understand more about the topic. What you put in the paragraph must be relevant to the topic. For example, you could back up your answer by providing more detail about an event, a person or a date.

Band 2 answers will usually look like a series of paragraphs which are not linked together in any way. They are often quite long answers because you write everything that you know about the topic, rather than choosing the information which is most important. To achieve band 3, you will need to take time to plan your answer and get the paragraphs in the correct order.

**Mark band 3:** This means that you have written a sequence of paragraphs with detailed knowledge and understanding and also organised the paragraphs in a way that makes sense. For example, you can do this by making links between events and explaining why something happened. The most important feature of a band 3 answer is that it reads much more fluently and it is obvious that you have planned the answer, rather than just writing it down straight away.

To achieve band 4, you will need to organise your answer so that you write an introduction, an argument and a conclusion.

**Mark band 4:** This means that you have read the question very carefully and are then able to organise your answer properly. Your answer should have an introduction, which sets the scene by explaining any names, dates and events mentioned in the question. You should then write a series of linked paragraphs which support the argument that you put forward. Finally, you should write a conclusion which makes the main points again.

## Preparing students for Paper 2

It is important to note that, in the following notes for guidance, the term ‘geography’ is sometimes used as a shorthand reference for this paper with its three components: the Land, People and Economy of Bangladesh.

‘South Asian’ is used to describe what is widely known elsewhere as the ‘Indian’ sub-continent.

Every effort has been made to use the correct spellings of Bangla place names. In most instances, reference has been made to current Bangladeshi publications and to the *Banglapedia*.

## Specification content

The specification comprises three sections: the Land, the People and the Economy of Bangladesh. Each section contains four topics. The content of all 12 topics is detailed below. Section 1 does not contain specific content.

## Section 2 – The Land of Bangladesh

### 2.1 Location, relief and drainage

- **Basic dimensions:** area, latitudinal and longitudinal extent. A comparative look at neighbouring states in South Asia in terms of size, physical environments, population and economic development.
- The physical characteristics of the main components of the **pattern of relief:** the present flood plains (90 per cent of land area), the scattered Tertiary hills and the Pleistocene terraces.
- The **principal rivers** of Bangladesh and their seasonal regimes; the work of rivers; their management (anti-flooding measures, dams, reservoirs and water abstraction).
- **River landforms:** valleys, meanders, flood plains and deltas.
- The **influence of rivers** on human activities, particularly agriculture and settlement.

### 2.2 Climate

- Plotting and interpreting **temperature and precipitation graphs**.
- Bangladesh’s **climatic characteristics** (temperature, humidity, precipitation and seasonality).

- The **monsoon mechanism**: the seasonal shifts in atmospheric pressure, air masses and wind direction.
- **Climatic variations** within Bangladesh – identifying and explaining the differences between two or more weather stations (for example Dhaka, Chittagong and Sylhet).
- The causes of **global warming** and possible outcomes for Bangladesh.

### 2.3 Natural resources

- The **resource base** of Bangladesh (biotic and mineral); the significance of the distinction between renewable (fish, soils, forests) and non-renewable resources (fossil fuels).
- **Soils**: different types; maintaining soil fertility; the problem of salinisation.
- **Forests**: the range of products derived from the three main forest ecosystems (tropical evergreen, tropical deciduous and mangrove).
- **Fish stocks**: the principal biotic resource; the distinction between marine and freshwater fisheries; aquaculture.
- **Minerals and energy**: the location and importance of fossil fuels (coal, oil and natural gas) and other minerals of significance (limestone, china clay, silica sand); the main sources of energy supply.

### 2.4 Natural hazards

- A **country of hazards**: the principal natural hazards that confront Bangladesh (cyclones, floods, storm surges, droughts, earthquakes and landslides).
- **Cyclones, storm surges and floods**: the most destructive of the hazards, but they do bring some benefits (groundwater recharge, soil replenishment, the survival of wetland ecosystems, water for agriculture and other human uses).
- The causes of, and the scale of, damage inflicted by **tornadoes, droughts, earthquakes and landslides**.
- **The human hand in hazards**: how people can turn natural events into hazards; man-made hazards (pollution, road accidents).
- **Living with hazards**: the challenges of risk assessment, adjustment and prediction; minimising the negative impacts of natural hazards.

## Section 3 - The People of Bangladesh

### 3.1 Population growth and distribution

- The rising rate of **population growth** over the last 100 years; steps to be taken to avoid overpopulation (development, family planning).
- **Population rates**: birth and death rates (including infant mortality rate); their significance and the factors affecting them.
- Bangladesh's **population structure** (age and sex) present and future.
- The factors (physical and economic) causing **population densities** to vary from place to place.
- The present pattern of population distribution.



### 3.2 Migration

- Migration as a response to **push and pull factors**.
- **Migration types**: forced and voluntary, internal and international.
- **Rural-urban migration**: causes and consequences.
- **International migration**: principal destinations and their particular attractions (for example family ties in UK; job opportunities in the Middle East).
- The **selectivity of migration** in terms of age and sex.

### 3.3 Settlement

- The **settlement hierarchy**: from farmsteads and hamlets to towns and cities.
- The process of **urbanisation**.
- **Comparative case studies** of two major cities: their location, functions and internal layout (the arrangement of different land uses and occurrence of different social groups).
- **Urban challenges** (poverty, housing, traffic, pollution) and steps being taken to deal with them.
- The advantages and disadvantages of **urban and rural life**.

### 3.4 Society and welfare

- An **homogeneous society** in terms of ethnicity, language and religion. Minority groups and their place in modern society.
- The **class hierarchy**: its structure and manifestations; its strengths and weaknesses.
- Other **social inequalities** (poverty, illiteracy): their roots and steps being taken to reduce them.
- The present **status of women** and ways of raising their profile in the social and economic life of Bangladesh; equal opportunities.
- Possible measures of **welfare and quality of life** (percentage of the population with access to safe water and proper sanitation, adequate housing and secure employment, medical care and education, leisure time and recreational opportunities).

## Section 4 – The Economy of Bangladesh

### 4.1 Agriculture

- The three main **economic sectors** (primary, secondary and tertiary), their distinctive activities and their relative importance to the Bangladeshi economy.
- **Agricultural systems** (subsistence/commercial; arable/pastoral); the two main cash crops.
- The **Green Revolution**: its developments, achievements and challenges.
- **Irrigation**: overcoming seasonal extremes and unreliable monsoons; methods and costs.
- **Fertilisers and pesticides**: the reasons for using them (maintaining soil fertility; reducing losses to pests) and unwanted consequences (eutrophication; loss of biodiversity and poisoning of food chains). Is there an alternative way?

## 4.2 Manufacturing

- The **leading manufactures** of Bangladesh (jute, cotton textile, paper, sugar, fertiliser and cement).
- **Location factors** affecting manufacturing: raw materials, power, land, labour and transport.
- **Craft or cottage industries**: their nature and significance.
- The challenge of **increasing manufacturing output** (need for enterprise, capital, technology, skills and improved transport).
- **Labour issues** (skills training, unionisation, use of child and female labour).

## 4.3 Services

- The **diversity of services** within the tertiary sector.
- The **location of services** within towns and cities, particularly the concentration in central areas (for reasons of access to customers and labour).
- **Informal activities** and their importance in Bangladesh.
- The **transport networks** of Bangladesh; the advantages and disadvantages of different modes of transport.
- Bangladesh's **international trade**: major exports and imports, the trade balance, main trading partners.

## 4.4 Development

- The nature of the **development process**: the recognition of development groups (LICs, RICs, NICs, HICs, etc – see glossary in *Appendix A* for explanation of these acronyms).
- **Measuring development** and making international comparisons.
- **Economic globalisation** (the forces behind it) and Bangladesh's involvement (source of resources and cheap labour; market for imported manufactured goods).
- **Regional differences** within Bangladesh, particularly between urban and rural areas; thumbnail sketches of the distinctive character and challenges facing each of the six divisions.
- The environmental impacts: development; **making development more sustainable** (ensuring the future for tomorrow's citizens).

The words in **bold** above indicate the topics that form the content of the *Student Study Guide*. Each topic will be covered by a two-page spread. By the end of the course, students should be able to demonstrate a knowledge of the basic geographical features of Bangladesh, an understanding of the interrelationships between the physical environment and human activities, particularly the impact of people on the environment, an awareness of some current, important national issues and an ability to use maps, diagrams, statistics and case studies.

## Resources

Please note that while resources are correct at the time of publication, they may be updated or withdrawn from circulation. Website addresses may change at any time.

There is an *Edexcel International GCSE in Bangladesh Studies – Student Study Guide* providing coverage of the content for both examination papers, with exercises for students designed for either class or individual use. The *Student Study Guide* has been written by senior examiners for this qualification, and is available from the Edexcel International website ([www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009)).

The following resources may prove useful.

### For both papers

- 1) <http://banglapedia.net/>

This is a comprehensive encyclopaedia of Bangladeshi history, geography and current affairs. It contains entries on all of the topics in this qualification and is strongly recommended.

### For Paper 1

- 1) [http://www.lib.berkeley.edu/SSEAL/SouthAsia/sahist\\_bangladesh.html](http://www.lib.berkeley.edu/SSEAL/SouthAsia/sahist_bangladesh.html)

This site has sections on Bangladesh since 1947 and links to many other articles.

- 2) <http://inic.utexas.edu/asnic/countries/bangla/bangladeshm.html>

This site has a good overview of the history of Bangladesh since early times.

### For Paper 2

#### Textbooks specific to Bangladesh

These books may prove useful either in general terms or in providing information specific to Bangladesh.

Ali A et al. — *Development Issues of Bangladesh* (University Press Dhaka, 2003)  
ISBN: 9840513729

Gain P — *Bangladesh Environment: Facing the 21st Century* (Society from Environment and Human Development, 2002) ISBN: 9844940168

Rashid H — *Geography of Bangladesh* (University Press Dhaka, 1991) ISBN: 9840511599

#### General geography textbooks

There are many general geography textbooks available, such as the following.

Digby R et al — *It's a World Thing* (Oxford University Press, 2001) ISBN: 0199134286

Harcourt M and Warren S — *Tomorrow's Geography*, (Hodder Murray, 2007)  
ISBN: 0340941405

## Websites

Further support can be obtained from the following websites.

- 1) [www.loc.gov](http://www.loc.gov)

This is the website of the Library of Congress in the USA. Typing in 'Bangladesh' in the query box retrieves 10 pages of sources providing information about the country. However, not all the statistics are up to date.

- 2) [www.bangladesh-bank.org](http://www.bangladesh-bank.org)

The Bangladesh Bank provides statistics on national economic performance.

- 3) [www.devdata.worldbank.org](http://www.devdata.worldbank.org)

A source of statistics on development and environmental issues.

## Appendix A: Glossary for Paper 2

This glossary covers over 150 terms. It contains terms used in setting out the essential content of the three sections. It is hoped that students will become familiar with, and gain some understanding, of them.

Words in **bold** within each entry draw attention to the fact that those terms are covered elsewhere in the glossary.

<b>abstraction</b>	Removal of water from rivers, lakes or <b>groundwater</b> for human use.
<b>accessibility</b>	The ease with which people can get to a particular place.
<b>affluence</b>	The general level of prosperity enjoyed by a population.
<b>agro-forestry</b>	Combining agriculture and forestry, as in the planting of windbreaks in areas suffering from wind erosion or growing trees for fuel.
<b>aid</b>	Help provided by more wealthy nations ( <b>HICs</b> ) to less well-off nations ( <b>LDCs</b> and <b>LICs</b> ), mainly to encourage <b>development</b> .
<b>alternative energy</b>	<b>Energy resources</b> , such as solar, tidal and wind power, that are <b>renewable</b> and offer an alternative to <b>fossil fuels</b> .
<b>appropriate technology</b>	Know-how and equipment, provided as part of <b>aid</b> programmes, that are suited to the basic conditions prevailing in the receiving country.
<b>arable farming</b>	A type of agriculture in which the emphasis is on the growing of crops.
<b>atmosphere</b>	The mixture of gases, predominantly nitrogen, oxygen, argon, carbon dioxide and water vapour, that surrounds the Earth.
<b>bar graph</b>	A diagram made up of bars that are drawn proportional in length to the quantities they represent.
<b>base-level</b>	The lowest level to which a stream or river can erode its valley.
<b>biodiversity</b>	The variety of species in an ecosystem.
<b>biomass</b>	The total amount of living material found in a given area.
<b>built-up area</b>	The manmade landscape of a town or city with its buildings, transport networks and urban land uses.
<b>capacity</b> (of a stream)	The <b>load</b> of a river at a particular time or location.
<b>carnivores</b>	Animals or plants that eat animals.
<b>central business district (CBD)</b>	The central area of a town or city dominated by shops, restaurants, cinemas, offices and hotels.
<b>channel</b>	The part of a valley floor occupied by the flowing water of a stream or river.
<b>channelisation</b>	The straightening, deepening, widening or lining of a river's course, mainly to reduce the risk of flooding.

<b>choropleth map</b>	A map that shows spatial information by means of a scheme of shadings (or colours) that represent different degrees of density, for example of population.
<b>commuter</b>	A person travelling daily to and from a place of work located some distance from their home.
<b>confluence</b>	The meeting of a river and its <b>tributary</b> .
<b>conservation</b>	The protection of such things as wild animals and plants, their habitats, fine scenery, historic buildings, etc. This is because of a growing awareness of their <b>amenity</b> and value, and often because they are scarce or threatened.
<b>conservative margin</b>	A plate boundary where two tectonic plates are moving parallel to it but in opposite directions.
<b>convectonal rainfall</b>	Rain caused by uplift and the condensation of moisture.
<b>cross-section</b>	(1) The profile revealed when a section is taken through a feature, such as across a valley.  (2) A ‘snapshot’ or typical sample of society at a moment in time.
<b>crude birth rate</b>	The number of births in a year per 1000 of the total population.
<b>crude death rate</b>	The number of deaths in a year per 1000 of the total population.
<b>cycle of deprivation</b>	A sequence of events experienced by disadvantaged people and areas in which one problem leads to another and so makes this worse.
<b>cyclone</b>	see <b>tropical cyclone</b> .
<b>decentralisation</b>	The movement of people, shops, offices and factories away from city centres and the <b>inner city</b> towards suburban and edge-of-city locations.
<b>delta</b>	A low-lying area found at the mouth of a river and formed of material deposited by the river.
<b>deforestation</b>	The felling and clearance of forested land.
<b>dependency ratio</b>	The number of children (aged under 15) and old people (aged 65 and over) related to the number of adults of working age (between 15 and 64).
<b>deprivation</b>	The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment.
<b>Developing World</b>	A term used rather loosely (along with ‘developing country’ and <b>LIC</b> ) to denote the relatively poor and less-developed countries located mainly in Africa, Asia and Latin America.
<b>development</b>	The progress of a country in terms of economic growth, the use of technology and human welfare.

<b>development gap</b>	The difference in standards of living and <b>wellbeing</b> between the world's richest and poorest countries (between <b>HICs</b> and <b>LDCs/LICs</b> , between the <b>First World</b> and the <b>Developing World</b> ).
<b>discharge</b>	The quantity of water that passes a given point on the bank of a stream or river within a given period of time.
<b>dot map</b>	A map showing the distribution of something (for example volcanoes, people) by the location of dots of uniform size.
<b>drainage basin</b>	The area drained by a river and its tributaries, bounded by a <b>watershed</b> .
<b>drought</b>	A long, continuous period of dry weather.
<b>earthquake</b>	A <b>natural hazard</b> caused by a sudden or violent movement within the Earth's crust, often along a <b>plate boundary</b> , followed by a series of shocks.
<b>economic globalisation</b>	The economic processes that are causing higher levels of interdependence between the countries of the world. These processes include <b>trade</b> , overseas <b>foreign investment</b> and <b>aid</b> . <b>Transnational companies</b> play an important role in promoting economic globalisation.
<b>economic sector</b>	A major division of an economy. Most commonly four sectors are recognised: <b>primary</b> (agriculture, fishing, mining), <b>secondary</b> (manufacturing), <b>tertiary</b> (services) and <b>quaternary</b> (research and development, information processing).
<b>ecosystem</b>	An organic community of plants and animals interacting with their environment.
<b>ecotourism</b>	A form of tourism which aims to conserve fragile ecosystems and ensure that its benefits (jobs, income) are retained within the local area.
<b>energy resources</b>	The means of providing motive force, heat or light. They include electricity, gas, steam and nuclear power, together with fuels such as coal, oil and wood.
<b>epicentre</b>	The point on the Earth's surface which is directly above the focus of an <b>earthquake</b> .
<b>erosion</b>	The wearing down of the land by water, ice, wind and gravity.
<b>ethnic group</b>	A group of people sharing the same characteristics of race, nationality, language or religion.
<b>evaporation</b>	The changing of a liquid into vapour or gas at a temperature below its boiling point.
<b>evapotranspiration</b>	The transfer of water to the <b>atmosphere</b> by evaporation and plant <b>transpiration</b> .
<b>exports</b>	Items transported out of a country for sale abroad as part of its <b>trade</b> .
<b>eye of storm</b>	The calm area at the centre of a <b>tropical cyclone</b> (typhoon).

<b>First World</b>	This comprises the industrialised countries ( <b>HIDCs</b> ) of North America, Western Europe, Japan, Australia and New Zealand.
<b>flood plain</b>	That part of a valley floor over which a river spreads during seasonal floods.
<b>focus</b>	The point of origin of an <b>earthquake</b> .
<b>food chain</b>	A sequence in which organisms serve as the food for the next in the chain, as grass does for <b>herbivores</b> , and herbivores do for <b>carnivores</b> and humans.
<b>forced migration</b>	A movement of people caused by a <b>push factor</b> such as religious persecution or famine.
<b>foreign investment</b>	Undertaken by companies to extend their business interests overseas. It might involve creating a new source of raw materials (for example a mine), setting up a branch factory, opening new retail outlets or buying shares in a foreign company.
<b>fossil fuel</b>	Combustible materials made from the fossilised remains of plants and animals, for example peat, coal, oil and natural gas.
<b>free trade</b>	When trade between countries is not restricted by <b>quotas</b> , <b>tariffs</b> or the boundaries of <b>trade blocs</b> .
<b>genetically modified (GM) food</b>	Food coming from crops and livestock that have been genetically engineered to improve productivity and disease-resistance. The scientific techniques include either transferring genes from one organism to another or changing genetic materials within an organism.
<b>ghetto</b>	Part of a town or city containing a high proportion of one particular <b>ethnic group</b> .
<b>global warming</b>	A slow but significant rise in the Earth's temperature. It may be caused by the build up of excessive amounts of carbon dioxide in the atmosphere which increase the <b>greenhouse effect</b> .
<b>globalisation</b>	See <b>economic globalisation</b> .
<b>green belt</b>	A mainly rural area around a city in which development is strictly controlled to prevent the further outward spread of the <b>built-up area</b> and two neighbouring towns from coalescing.
<b>green revolution</b>	The application of modern farming techniques in <b>Third World</b> countries. This includes particularly the cultivation of high-yielding varieties of crops, the use of fertilisers and pesticides, water control and the introduction of machinery. Whilst it has done much to raise food production, there have been costs such as environmental damage, rising farmer debt and increased <b>rural-urban migration</b> .
<b>greenfield site</b>	A plot of land in a rural area that has not yet been subject to any urban development.



<b>greenhouse effect</b>	The warming of the Earth's atmosphere because pollution is preventing heat from escaping into space.
<b>gross domestic product (GDP)</b>	The total value of goods and services produced by a country during a year. When expressed as per head of population (per capita), it provides a widely used measure of national prosperity and <b>development</b> .
<b>groundwater</b>	Water held below the <b>water table</b> .
<b>heavy industry</b>	An industry involving large quantities of materials, such as steel-making, shipbuilding and petrochemicals.
<b>herbivore</b>	An animal that obtains most its food from eating plants.
<b>HIC</b>	An abbreviation of 'high income country'. One of a number of terms (along with 'developed country') used when referring to the countries of the <b>First World</b> .
<b>high-tech industry</b>	Manufacturing involving advanced technology, such as the making of microchips and computers. It also includes genetic engineering, communications and information technology.
<b>honeypot</b>	A place of particular appeal and interest that attracts large numbers of visitors.
<b>human development index (HDI)</b>	Used as measure of <b>development</b> in a country and for making international comparisons.
<b>hydrograph</b>	A graph on which variations in a river's discharge are plotted against time.
<b>hydrological cycle</b>	The unending movement of water between land, sea and atmosphere.
<b>impermeable</b>	Rocks that do not allow water to pass through them.
<b>imports</b>	Goods and services brought into a country from another as part of <b>trade</b> .
<b>infiltration</b>	The movement of water from rain or melting snow into the ground.
<b>infant mortality</b>	The average number of deaths of infants under one year of age per 1000 live births per year.
<b>informal sub-sector</b>	This is largely made up of jobs over which there is little or no official control. It includes jobs such as childminding, domestic cleaning and street vending.
<b>inner city</b>	That part of the <b>built-up area</b> and close to the <b>CBD</b> , often characterised by old housing and poor services.
<b>interdependence</b>	The drawing together of the countries of the world by the processes of <b>economic globalisation</b> .
<b>intermediate technology</b>	The simple, easily learned and maintained technology used in a range of economic activities serving local needs in LIDCs.
<b>irrigation</b>	The supply of water to the land by means of channels, streams and sprinklers in order to permit the growth of crops in dry areas or at dry times of the year.

<b>isopleth</b>	A line drawn on a map joining points of equal value, as on a contour map or a weather chart showing atmospheric pressure.
<b>LDC</b>	An abbreviation of ‘least developed country’ – one of the world’s poorest countries.
<b>LIC</b>	An abbreviation of ‘low income country’. One of a number of terms (along with ‘developing country’) used when referring to the countries of the <b>Third World</b> .
<b>levee</b>	A bank of sediment formed along the edge of a river <b>channel</b> deposited by floodwater.
<b>life expectancy</b>	The average number of years a person might be expected to live.
<b>light industry</b>	The manufacture of products that are light in bulk and use small amounts of raw materials.
<b>line graph</b>	Used to plot the relationship between two variables, as between population and time.
<b>load</b>	The materials transported by a stream or river.
<b>malnutrition</b>	Ill-health resulting from a diet that is inadequate in terms of either quantity or vital minerals and vitamins.
<b>meander</b>	A pronounced bend in a river.
<b>migration</b>	The permanent or semi-permanent movement of people from one location to another.
<b>million city</b>	A city with a population exceeding 1 million.
<b>mixed farming</b>	A type of commercial agriculture concerned with the production of crops and the rearing of livestock on one farm.
<b>natural hazard</b>	A natural event (for example earthquake, flood, landslide, volcanic eruption) that threatens or causes damage, destruction and death.
<b>natural increase</b>	A growth in population produced when the <b>crude birth rate</b> exceeds the <b>crude death rate</b> .
<b>natural resource</b>	Anything that occurs in a natural state and that is useful to people.
<b>NIC</b>	An abbreviation of ‘newly industrialising country’. A term used to describe certain countries (mainly in SE Asia) which over the last 30 years have shown high rates of economic <b>development</b> .
<b>non-renewable resource</b>	A material that cannot be restored after use. Examples include <b>fossil fuels</b> and minerals.
<b>overgrazing</b>	Putting too many animals on grazing land so that the vegetation cover is gradually destroyed.
<b>overpopulation</b>	Too many people living in an area than can be supported by it.
<b>pastoral farming</b>	A type of agriculture concerned mainly with the rearing of livestock, for meat, milk, wool or hides.

<b>peak flow</b>	The maximum <b>discharge</b> of a river after heavy <b>precipitation</b> .
<b>percolation</b>	The process by which water seeps downward through rock.
<b>permeable</b>	The quality of rocks and deposits that allows water to pass through them.
<b>pie graph (diagram)</b>	A diagram in which a circle is divided into sectors. The circle represents the total values; the sectors are proportional to each value expressed as a percentage of the total.
<b>plate boundary</b>	The line separating two adjacent <b>tectonic plates</b> .
<b>pollution</b>	A condition when environments (particularly air and water) become adverse to the normal existence of living organisms. Sources of pollution range from sewage outflows and agricultural fertilisers to factory chimneys and motor vehicle exhausts.
<b>porous</b>	The ability of rocks and deposits to hold water.
<b>precipitation</b>	The deposition of moisture on the Earth's surface, in the form of dew, frost, rain, hail, sleet or snow.
<b>primary sector</b>	See <b>economic sector</b> .
<b>pull factor</b>	Something that attracts a migrant to a new location (for example freedom, a better job).
<b>push factor</b>	Something in the home area that forces or persuades a migrant to move away (for example persecution, poverty).
<b>quality of life</b>	Difficult to define, but it is often thought of as an umbrella term that takes into account <b>standard of living</b> , <b>welfare</b> and <b>wellbeing</b> .
<b>quaternary sector</b>	See <b>economic sector</b> .
<b>quota</b>	A limit imposed on the quantity of goods produced, purchased or sold, as often applies in international <b>trade</b> .
<b>redevelopment</b>	When applied to the <b>built-up area</b> , it means demolishing all existing buildings and starting afresh.
<b>refugee</b>	A person who flees their country to avoid war, the threat of death, oppression or persecution.
<b>renewable resource</b>	A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).
<b>resource</b>	Something which meets the needs of people.
<b>Richter scale</b>	A scale, ranging from 0 to 10, used in measuring the magnitude of <b>earthquakes</b> .
<b>risk assessment</b>	Judging the amount of damage an area might expect from any given <b>natural hazard</b> .
<b>runoff</b>	The amount of water leaving a drainage basin over or through the ground.
<b>rural-urban fringe</b>	A zone of transition between the edge of the <b>built-up area</b> and the surrounding countryside.

<b>rural-urban migration</b>	The movement of people from the countryside into towns and cities; an important part of <b>urbanisation</b> .
<b>scale</b>	The relationship between a distance on a map or plan and the corresponding distance on the ground.
<b>secondary sector</b>	See <b>economic sector</b> .
<b>seismograph</b>	An instrument used for measuring the occurrence and magnitude of an <b>earthquake</b> 's shock waves.
<b>services</b>	A range of activities making up the tertiary economic sector.
<b>settlement hierarchy</b>	A grouping of the settlements of an area according to any one of a number of criteria, including population size, extent and the services provided. In many countries the hierarchy runs: hamlet – village – town – city – metropolis or capital city.
<b>shanty town</b>	An area of makeshift and unsanitary housing, often occupied by <b>squatters</b> , and found mainly in and around <b>LIC</b> cities.
<b>socio-economic group</b>	A group of people distinguished by employment, income and social characteristics such as education and family status.
<b>soil erosion</b>	The removal of soil by wind and water and by the movement of soil downslope.
<b>squatter</b>	Anyone who occupies a building or land without the legal right to do so.
<b>standard of living</b>	The degree to which the needs and wants of a population are satisfied. This degree is one of the measures of <b>development</b> .
<b>suburbs</b>	The mainly residential parts of a town or city at or close to the edge of the built-up area.
<b>sustainable development</b>	A form of <b>development</b> involving a wise use of <b>resources</b> and <b>appropriate technology</b> without badly damaging the environment. It meets the needs of today without preventing future generations from meeting theirs.
<b>tariff</b>	A duty or tax charged by a country on its <b>imports</b> from other countries; a customs duty.
<b>tectonic plate</b>	A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates.
<b>tertiary sector</b>	see <b>economic sector</b> .
<b>trade</b>	The buying and selling of goods and services between countries.
<b>trade balance</b>	The difference between a country's imports and its exports. Where the former exceed the latter, the balance is referred to as 'unfavourable', and 'favourable' when the situation is reversed.

<b>trade bloc</b>	A group of countries bound together by free trade agreements that exclude others.
<b>transnational company (TNC)</b>	A huge enterprise which operates on a global scale and is involved in a wide variety of businesses.
<b>transpiration</b>	The loss of water vapour from a plant.
<b>transport</b>	The movement of people and commodities from one location to another.
<b>tributary</b>	A river which flows into another, usually a larger one.
<b>tropical cyclone</b>	A weather system of intense low pressure and violent winds formed over tropical seas. When they reach land, their energy rapidly disappears, but not before causing considerable damage.
<b>typhoon</b>	The name given to <b>tropical cyclones</b> in Asia.
<b>urban</b>	Relating to, or characteristics of, a town or city.
<b>urban fringe</b>	The outer edge of the <b>built-up area</b> .
<b>urban renewal</b>	The revival of old parts of the <b>built-up area</b> by either installing modern facilities in old buildings (known as ‘improvement’) or opting for <b>redevelopment</b> .
<b>urban sprawl</b>	A haphazard and loose spreading of the built-up area.
<b>urbanisation</b>	The process of becoming more urban, mainly through more and more people living in towns and cities.
<b>voluntary migration</b>	This involves people who have chosen (not been forced) to move. Perhaps they have been persuaded to migrate by <b>pull factors</b> such as better housing or a higher paid job.
<b>water table</b>	The level below which the ground is saturated.
<b>watershed</b>	The dividing line between one <b>drainage basin</b> and another.
<b>welfare</b>	The general condition of a population in terms of diet, housing, healthcare, education, etc.
<b>wellbeing</b>	Similar to <b>welfare</b> , but more about personal satisfaction, happiness and <b>quality of life</b> .

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