

# EDEXCEL INTERNATIONAL GCSE (9-1)

## Bangladesh Studies

GETTING READY TO TEACH

Event code: 16IOAH05

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First teaching in 2017, first assessment in 2019.

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# INTRODUCTION



# Getting to know each other

- . Please tell us about yourselves.
  - . (We have some polls for you to complete)
- . Who am I?



# What will we be doing today?

- Considering the structure, content and assessment of the revised qualification
- Highlighting the key changes from 4BN0
- Exploring possible teaching and delivery strategies for the new qualification
- Learning about the introduction of the new 9–1 grading scale



# HISTORY & CULTURE



# What is different?

- . Content
- . Structure of the Paper
- . Types of Question



# Content

- Existing Specification

8 sections running from pre-Mughal to c2001, with a coverage of language, history and culture

- Revised Specification

3 sections with 6 topics **containing the same content as the previous specification**, but some reorganisation within the sections



# Why change the content?

- . We have decided not to bring the specification beyond 2001.
- . We want to retain an element of choice for centres. They are still able to decide how extensively they wish to cover the course.
- . Following stakeholder feedback, we have introduced a body of content on the founding and establishment of Bangladesh (1945-75) which all students should study.  
(please refer to specification document pp10-21)





# Structure of the Paper

- Existing Paper

Candidates choose 3 questions from 8. They are guaranteed a question on each section; if they want choice they need to study more than 3 sections.

- Revised Paper

Candidates **must** answer Q1 which covers Section A. They must answer one question from Section B and one question from Section C. **They are guaranteed a question on each topic; if they want choice they need to study more than one topic in each section. (please refer to SAMS Paper 1)**



# Types of Question

## Existing Paper

An essay for 20 marks explaining causation, change, consequence or importance – with 3 stimulus examples.

## Revised Paper

4 questions for 25 marks:

- (a) Multiple choice – State or Identify 1 mark
- (b) Describe two ways/terms/achievements 2 marks
- (c) Explain why... 6 marks
- (d) Evaluate a hypothesis (with two stimulus examples) 16 marks

(please refer to SAMS Paper 1)

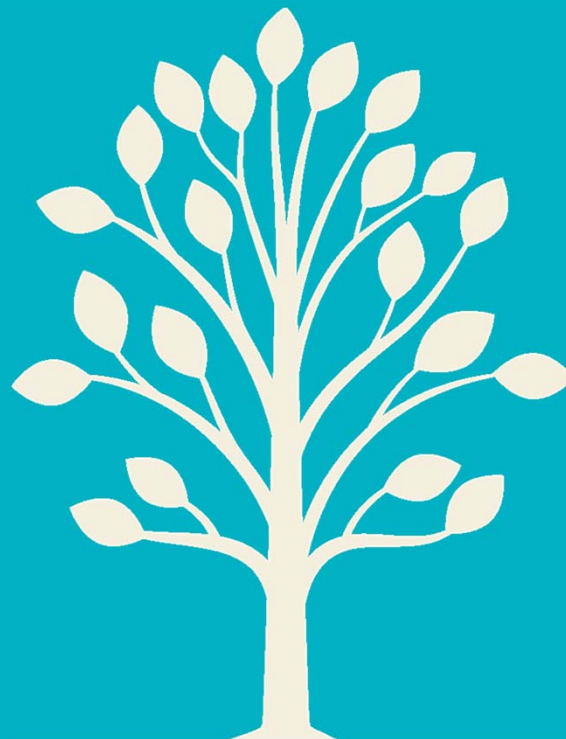


# Why change the assessment?

- . It ensures comparability with similar qualifications, which means we can be confident that students will gain the skills needed for successful progression.
- . Increasing the number of questions to 4 provides greater flexibility and allows for more testing of second-order concepts such as causation, change and consequence.
- . The breakdown of the question into 4 parts provides a more accessible approach, enabling all students to demonstrate their and skills. It also takes away the 'all or nothing' factor, where if students cannot answer the question, they lose all 20 marks.



# THE NEW GRADING SYSTEM



# 9-1 grading scale (1)

## Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

## Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A\* to G grading



# 9-1 grading scale (2)

|   | NEW<br>GRADING<br>STRUCTURE | CURRENT<br>GRADING<br>STRUCTURE |
|---|-----------------------------|---------------------------------|
| <p>The new <b>grade 9</b> represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the <b>grade 7</b> aligns with the bottom of the grade A.</p>    | 9                           | A*                              |
|   | 8                           |                                 |
|   | 7                           | A                               |
| <p>There's greater differentiation in the middle of the scale, with <b>grades 6, 5 and 4</b> being equivalent to the old grades B and C.</p> <p>The bottom of the <b>grade 4</b> aligns with the bottom of the grade C.</p> | 6                           | B                               |
|   | 5                           | C                               |
|   | 4                           |                                 |
| <p>The bottom of the <b>grade 1</b> aligns with the bottom of the grade G.</p>  | 3                           | D                               |
|   | 2                           | E                               |
|   |                             | F                               |
|   | 1                           | G                               |
|   | U                           | U                               |



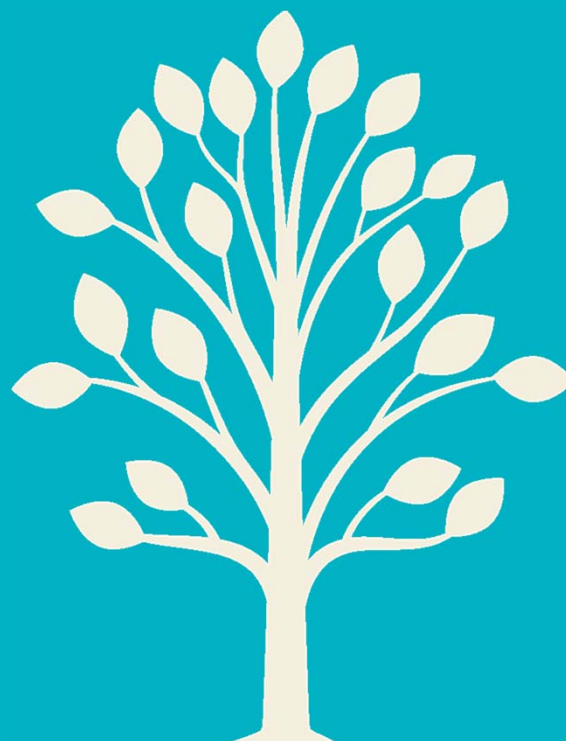


# How are things different? - Summary

- . Content remains largely the same, but there are now 6 sections/topics, with a question on each.
- . Candidates still answer 3 questions, but Q1 is compulsory
- . There is still a choice on the other two questions.
- . Each question is now divided into 4 parts.
- . Results are now reported in numbers, not letters.



# LOOKING AT QUESTIONS





# Section (c) questions

Explain why the Khilafat Movement was formed.

What would your paragraphs look like?



## Part (c) questions

The Khilafat Movement was formed because.....This meant that there was a need for movement because....

Another reason why the Khilfat Movement was formed was.....So the movement was formed to....

A third reason why the Khilafat Movement was formed was....This meant that there was a need for movement because....

Note there are 3 paragraphs, each starts by answering the question (so no irrelevance) and explains why that reason meant the movement was needed.



# Part (d) Questions

‘Bengal was partitioned in 1905 because the British wanted to help the Muslims’.

Discuss how far you agree with this statement.

You may use the following in your answer:

The Simla Deputation

The British policy of ‘Divide and Rule’

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

What would your paragraphs look like?



# Part (d) Questions

‘The Simla Deputation shows that the British partitioned Bengal to help the Muslims because.....

The British policy of divide and rule suggests the British also had other reasons for partitioning Bengal because...

A major reason for partitioning Bengal was its size and geography.....so this is really about making life easier for the British not helping the Muslims....

So I think.....partitioned in 1905 because the British wanted to help the Muslims’.

Three factors explained (including one from candidate’s knowledge, all linked to question- and a judgement made at the end.

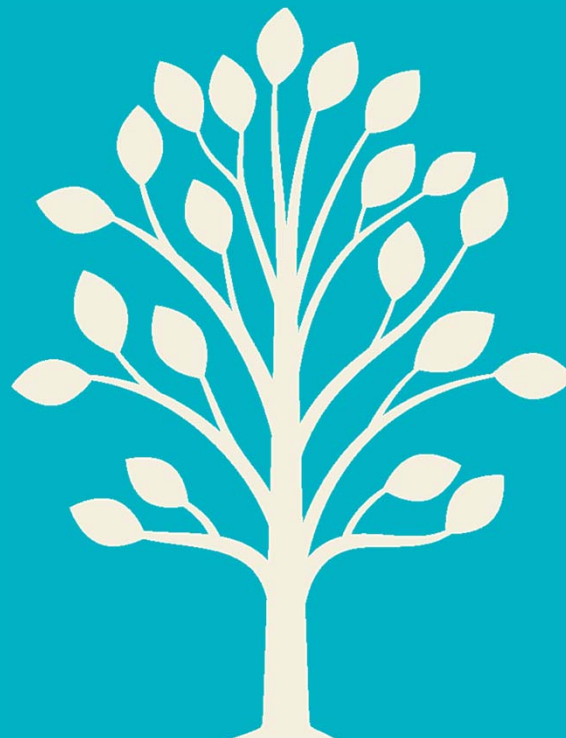


# Teaching Strategies

- . History and Culture should be taught as as a subject which is going to be examined. So:
- . Candidates must be aware of what knowledge and what skills they need to succeed.
- . Teaching should involve continual reference to exam type questions (e.g Why did this happen?, How important was it? What were the main consequences? Was the more important than...?)
- . Students must practise their exam technique, and as the exam approaches, their technique against the clock.



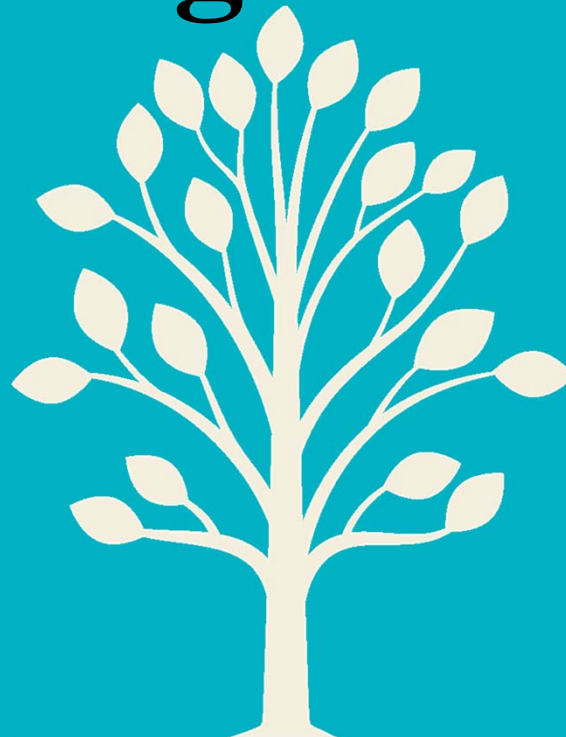
# QUESTIONS



# SHORT BREAK



# **The landscape, people and economy of Bangladesh**





# What has changed?

- . Content
- . Structure of the examination paper
- . Types of question and command words



# Why change the content?

- . To make the specification more relevant
- . To provide greater guidance for centres and candidates
- . To focus attention on specific challenges and opportunities for Bangladesh



# Structure of the Paper

- . Existing Paper (Legacy qualification)  
The assessment is 1 hour and 30 minutes  
The assessment is out of 60 marks
- . Revised Paper (qualification first examined in 2019)  
The assessment is 1 hour and 30 minutes  
The assessment is out of 75 marks



# Structure of the Paper

- Existing Paper (Legacy qualification)

Candidates must answer question 1 and further additional questions, choosing one from Section 2, one from section 3 and one from section 4

- Revised Paper (qualification first examined in 2019)

Candidates **must** answer all three questions. Examples are provided by SAMs paper 2.



# Types of Question

## Existing Paper

Section 1 is a compulsory question (15 marks)

Students are required to answer three more questions, one from each of sections 2, 3 and 4 (15 marks each)

## Revised Paper

All sections are compulsory

There are three questions, one in each section.

Each question is marked out of 25 marks

**(please refer to SAMS Paper 2)**



# Types of Question

## Revised Paper

- Each question will include a multiple choice question and short answer questions
- Each question will include a longer answer section which requires explanation
- Each question will include a longer answer section which requires explanation and the use of analytical or evaluative skills

(please refer to SAMS Paper 2)



# Why change the assessment?

- . It ensures comparability with similar qualifications, which means we can be confident that students will gain the skills needed for successful progression.
- . Reducing the number of questions to three and making the questions compulsory allows students to demonstrate a wider range of knowledge and understanding
- . The questions cover topics which are more relevant to modern day Bangladesh
- . The questions include topics which are of global importance



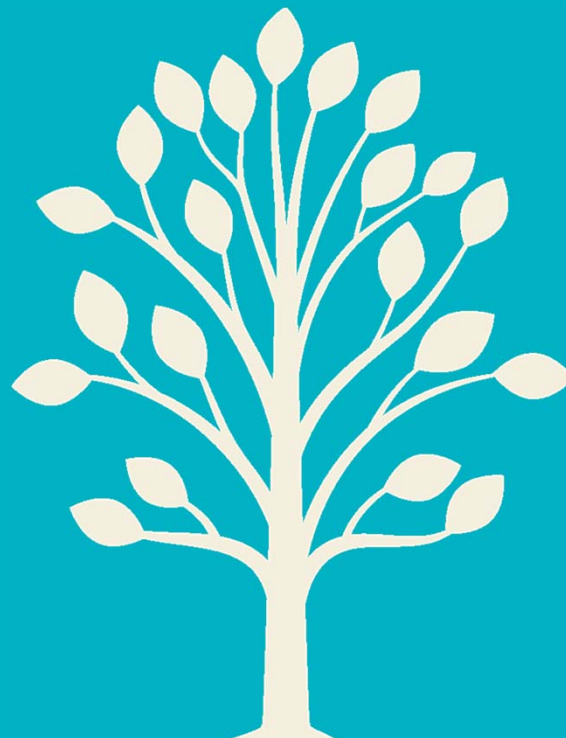
# How are things different? - Summary

- Much of the content remains the same, but is updated and made relevant to global issues.
- Candidates three questions, all of which are compulsory
- Each question is now divided into 5 parts.
- Results are now reported in numbers, not letters.





# QUESTIONS



# Section (c) questions

This section will often have explain as the command word.

For example

Explain one cause of earthquakes that affect Bangladesh.

(SAMs Paper 2)



# Part (c) questions

‘Explain’ asks candidates to give reasons how or why something occurs.

In this example the answer must give a reason (plate tectonics) to explain earthquakes.

Students might be encouraged to use a conjunction such as ‘because’ or ‘therefore.’



# Part (d) questions

The command word 'suggest' might be used

For example

Suggest how TNCs create a challenge for people and a challenge for the economy of Bangladesh.

In this example the question includes a resource.

(SAMs paper 2)



# Part (d) questions

The command word 'suggest' asks candidates to give a reasoned explanation of why something might occur.



# Part (e) questions

Sections A and B (The Physical Environment and The Human Environment.)

The command word might be explain, but the answer should include extended writing and show evidence of detailed knowledge and understanding.

For example 'Explain the environmental impacts caused by the exploitation of one named natural resource in Bangladesh.' (SAMs Paper 2)



# Part (e) questions

Section C (Challenges for Bangladesh)

The command word might be assess or evaluate.

For example 'Assess the success of strategies to support rural communities in Bangladesh.'

(SAMs Paper 2)



# Part (e) questions

Section C (Challenges for Bangladesh)

The command word might be assess or evaluate.

These are high level command words

Assess requires candidates to analyse issues, and to use their views to provide a balanced argument.

Evaluate requires candidates to consider the success of an issue and to consider alternative options to make a substantiated judgement/conclusion.





# Part (f) questions

Sections A and B (The Physical Environment and The Human Environment.)

The command word might be assess or evaluate.

For example ‘ Evaluate the impact of the transport system on the economic development of Bangladesh.’

(SAMs Paper 2)



# Part (f) questions

‘ Evaluate the impact of the transport system on the economic development of Bangladesh.’

(SAMs Paper 2)

This question requires

- Knowledge and understanding of the transport system
- Knowledge and understanding of economic development
- Understanding and assessment of the degree to which the transport system affects economic development. This may be beneficial or a challenge (or both).



# Teaching Strategies

The landscape, people and economy of Bangladesh requires students to have knowledge, understanding and skills.

- . Students must be familiar with the specification content.
- . Teaching should include the development of explanatory and analytical skills. Teachers should ask questions such as why? How? What were the impacts? How successful?
- . Students must practise exam techniques, and the skills required to select relevant information to answer questions.



# QUESTIONS



# SUPPORT FROM EDEXCEL



# World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



# Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



## Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



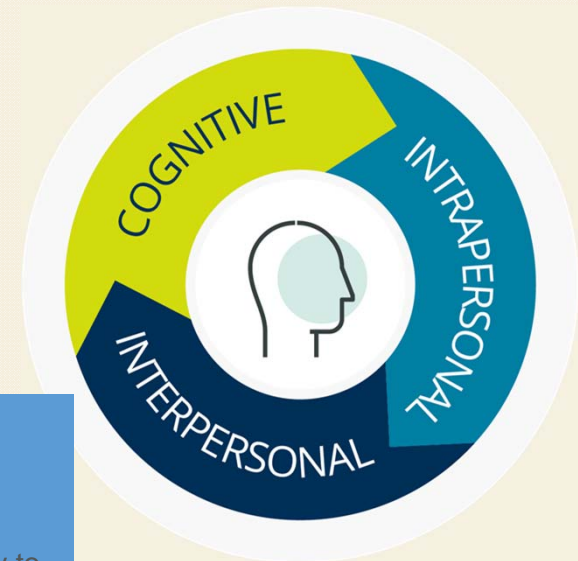
## Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



## Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.







## Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes





# Support overview

Getting Started Guide  
& Scheme of Work

Getting Ready to Teach  
Events

Subject interpretation of  
transferable skills

Subject Advisor

Results Plus

Regional Support  
Manager



**For your subject specific enquiries**

**Subject advisor:**  
**[teachinggeography@pearson.com](mailto:teachinggeography@pearson.com)**

ALWAYS LEARNING