

# INTERNATIONAL GCSE

## Bangladesh Studies (9-1)

### SPECIFICATION

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Pearson Edexcel International GCSE in Bangladesh Studies (4BN1)

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First teaching September 2017

First examination June 2019

First certification August 2019



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## *Acknowledgements*

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# About this specification

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The Pearson Edexcel International GCSE in Bangladesh Studies is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

## Key features

This specification includes the following key features.

### Structure

The Pearson Edexcel International GCSE in Bangladesh Studies is a linear qualification.

All papers must be taken at the end of the course of study.

### Content

The content is relevant, engaging and up to date.

### Assessment

Two examination papers with questions designed to differentiate students of all abilities.

### Approach

Independent learning, critical-thinking skills, historical, geographical and contemporary issues.

## Specification updates

This specification is Issue 1 and is valid for first teaching from September 2017, with first assessment from June 2019 and first certification from August 2019.

If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit [qualifications.pearson.com](http://qualifications.pearson.com)

## Using this specification

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

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

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

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

## Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their knowledge and understanding of the history, culture, geography and economics of Bangladesh, and engage with questions in relation to contemporary and historical issues within Bangladesh
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of Bangladesh studies
- understand the influence of factors previously and currently affecting individuals, communities and societies
- challenge themselves to reflect on and develop their understanding of what they have learned, and contribute to their preparation for adult life in a global community.

# Why choose Edexcel qualifications?

## Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

## A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

To find out more about our Edexcel heritage please visit our website:  
[qualifications.pearson.com/en/about-us/about-pearson/our-history](http://qualifications.pearson.com/en/about-us/about-pearson/our-history)

## Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

## Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles, please go to *Appendix 2* or visit our website: [uk.pearson.com/world-class-qualifications](http://uk.pearson.com/world-class-qualifications)

# Why choose the Pearson Edexcel International GCSE in Bangladesh Studies?

We have listened to feedback from all parts of the international subject community. Based on that feedback, we have made changes that will engage students and give them opportunities to gain skills that will support progression to further study and enhance their educational or employment prospects. This qualification enables students to explore the world, the challenges it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

The content and assessment approach for this qualification has been designed to meet students' needs in the following ways.

**Two-paper assessment** – a two-paper model allows students to focus on the history and culture of Bangladesh, as well as its geography and economy. The qualification will test knowledge and understanding, and analytical and evaluation skills.

**Flexible approach in teaching choice** – we have designed the qualification to enable students to study periods throughout the history of Bangladesh. We have made the first topic compulsory to ensure that students study the emergence of Bengali independence (1947–1975) in depth. Then there is a choice of topics in Sections B and C to give centres greater flexibility in choosing areas of study that they will enjoy teaching, and in choosing topics that are appropriate for their students.

**Clear and straightforward question papers** – our question papers are clear and accessible for all students of all ability ranges and learning styles. Command words are used consistently to assess particular skills, making it clear the type of response that is required. Our mark schemes are explicit about the type of response and skills required, so that the assessment requirements are straightforward.

**Broad and deep development of students' skills** – the design of the revised International GCSE in Bangladesh Studies aims to extend students' knowledge and understanding by broadening and deepening skills, for example students will:

- develop their knowledge, understanding, analysis and evaluation of the history, culture, geography and economics of Bangladesh
- assess both historical and geographical concepts, giving them skills to interpret past events and explain change and the interrelationships of people, places, environments and processes
- understand the influence of factors previously and currently affecting individuals, communities and societies
- reflect on and develop their understanding of what they have learned and contribute to their preparation for adult life in a global community.

**Progression to A Level** – International GCSEs enable successful progression to A Level and beyond, particularly to history, geography and other humanities subjects, as well as economics, business studies and politics. Through our world-class qualification development process we have consulted with teachers, university professors and subject experts to validate the appropriateness of this qualification for progression, including its content, opportunities for skills development and assessment structure.

More information about all of our qualifications can be found on our Edexcel International GCSE pages at: [qualifications.pearson.com](http://qualifications.pearson.com)

# Supporting you in planning and implementing this qualification

## Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in Bangladesh Studies to help you understand the changes to content and assessment, and to help you understand what these changes mean for you and your students.
- We will provide you with a course planner and schemes of work.
- Our mapping documents highlight key differences between the new and legacy qualifications.

## Teaching and learning

- Our skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.

## Preparing for exams

We will provide a range of resources to help you prepare your students for the assessments, including:

- sample assessment materials to support formative assessments and mock exams
- examiner commentaries following each examination series.

## ResultsPlus

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

## Training events

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

## Get help and support

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



# Qualification at a glance

## Qualification overview

The Pearson Edexcel International GCSE in Bangladesh Studies consists of two externally-examined papers.

The Pearson Edexcel International GCSE in Bangladesh Studies is a linear qualification. All papers must be taken at the end of the course of study.

## Content and assessment overview

<b>Paper 1: History and culture of Bangladesh</b>	<b>* Paper code: 4BN1/01</b>
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	<i>50% of the qualification</i>
<b>Content overview</b>  The content is divided into three sections, students study one topic per section. <i>Some of the topics may span a longer historical period than stated, however students should study only those dates given in the specification, as this will be the period covered in the examination.</i>  <b>Section A</b> – students must study the mandatory topic: <ul style="list-style-type: none"><li>• Towards Bengali independence (1947–1975)</li></ul> <b>Section B</b> – students choose <b>one</b> topic: <ul style="list-style-type: none"><li>• Early Bengal (AD 600–c.1538)</li><li>• The Mughal Empire (c.1550–1764)</li><li>• Bengal under British rule (1764–1911).</li></ul> <b>Section C</b> – students choose <b>one</b> topic: <ul style="list-style-type: none"><li>• The road to partition (1909–1947)</li><li>• Bangladesh: establishing the new country (1975–2001).</li></ul>	
<b>Assessment overview</b> <ul style="list-style-type: none"><li>• The paper consists of three sections. Students must answer:<ul style="list-style-type: none"><li>○ the mandatory question in Section A</li><li>○ one question from a choice of three in Section B</li><li>○ one question from a choice of two in Section C.</li></ul></li><li>• Each question is worth 25 marks.</li><li>• The paper may include multiple-choice, short-open and extended-response questions.</li></ul>	

<b>Paper 2: The landscape, people and economy of Bangladesh</b>	<b>*Paper code: 4BN1/02</b>
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 75 marks	<i>50% of the qualification</i>
<b>Content overview</b> The content is divided into three sections. <ul style="list-style-type: none"> <li>• The Physical Environment</li> <li>• The Human Environment</li> <li>• Challenges for Bangladesh</li> </ul>	
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>• The paper consists of three sections.</li> <li>• Students must answer all questions.</li> <li>• Each question is worth 25 marks.</li> <li>• The paper may include multiple-choice, short-open, data-response and extended-response questions.</li> </ul>	

\*See *Appendix 1: Codes* for a description of this code and all other codes relevant to this qualification.

## Bangladesh Studies content

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Paper 1: History and culture of Bangladesh	10
Paper 2: The landscape, people and economy of Bangladesh	22

# Paper 1: History and culture of Bangladesh

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## Externally assessed

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### Content description

This paper covers six topics. Students will study three topics in total.

In Section A, students must study Topic 1 (mandatory).

Students will study **one** topic in Section B and **one** topic in Section C.

*Some of the topics may span a longer historical period than stated, however students should study only those dates given in the specification, as this will be the period covered in the examination.*

#### **Section A (mandatory topic)**

##### **1 – Towards Bengali independence (1947–1975)**

Pakistan's early problems and solutions; cultural, political and economic disparity between East and West Pakistan; the growth of Bengali demands for independence and the struggle to break free from West Pakistan; the War of Liberation; problems faced by the new republic.

#### **Section B (choose one topic)**

##### **2 – Early Bengal (AD 600–c.1538)**

The early kingdoms of Bengal and their development in the period before the Sultanate; the work of the Sufis and the spread of Islam; Bengal under the Sultanate.

**Or**

##### **3 – The Mughal Empire (c.1550–1764)**

This section will deal with resistance to the Mughals; the development and impact of the occupation of Bengal by the Mughal emperors, the rule of Aurangzeb and the reasons for the decline of the Mughal Empire; the arrival of the British.

**Or**

##### **4 – Bengal under British rule (1764–1911)**

The impact of British rule in Bengal; the War of Independence; the development of Bengali nationalism and the Bangla language; the first partition and its reversal.

### **Section C (choose one topic)**

#### **5 – The road to partition (1909–1947)**

The growth of nationalism in the sub-continent, British rule and attempts made by the British to reform the government in the 20th century; the growth of the Pakistan Movement; partition and independence in 1947.

**Or**

#### **6 – Bangladesh: establishing the new country (1975–2001)**

Political changes in Bangladesh since 1975; the role of Bangladesh in world affairs; the heritage, language and culture of Bangladesh.

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## **Assessment information**

- First assessment: June 2019.
  - The assessment is 1 hour and 30 minutes
  - The assessment is out of 75 marks.
  - The assessment consists of three sections. Students must answer:
    - the mandatory question in Section A
    - one question from a choice of three in Section B
    - one question from a choice of two in Section C.
  - Each question is worth 25 marks which is broken down into four sub questions as follows:
    - multiple-choice question worth 1 mark
    - short-open question worth 2 marks
    - extended-response question worth 6 marks
    - extended-response question worth 16 marks, where students must discuss how far they agree with a given statement, using their own information to support their answer.
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## Section A (mandatory topic)

### 1 Towards Bengali independence (1947–1975)

Key idea	Detailed content
1.1 Problems facing Pakistan (1947–48)	<p>The Governor-Generalship of the Quaid-e-Azam in Pakistan's early years:</p> <ul style="list-style-type: none"> <li>a) the difficulty in creating a new country: internal social and cultural divisions (East and West Pakistan), the issues relating to the princely state of Kashmir</li> <li>b) the difficulty in establishing stability and growth: the influx of refugees, division of financial and military assets, water distribution, industrialisation</li> <li>c) strategies to resolve initial difficulties: the adoption of Urdu as the state language, referring Kashmir to the United Nations, co-operation with India over the refugee crisis, use of British military officials, 1948 agreement over water.</li> </ul>
1.2 The uneven state (1947–1970)	<p>Cultural, political and economic disparity in the new Pakistan:</p> <ul style="list-style-type: none"> <li>a) linguistic differences between East and West Pakistan: the Language Movement, Bengali protests and strikes 1947/8, Mohammad Ali Jinnah's visit to Dhaka in 1948, all-party Rashtrabhasha Sagram Committee (State Language Day 1952)</li> <li>b) economic differences and attempts by Ayub Khan to overcome them, differences in educational and employment opportunities</li> <li>c) constitutional and political differences: 'rule from West Pakistan', the Awami Muslim League, the United Front, the Lahore Conference, Sheikh Mujibur Rahman and the Six-Point Programme, the Agartala Conspiracy Case and the mass uprising in 1969.</li> </ul>
1.3 The War of Liberation (1971)	<p>The split from Pakistan:</p> <ul style="list-style-type: none"> <li>a) the drift to war: the 1970 National Assembly election and its aftermath, the impact of Cyclone Bhola, the declaration of independence</li> <li>b) the War of Liberation: formation of a Provisional Government, the Mukti Bahini, Operation Searchlight, massacres and refugees</li> <li>c) the War of Liberation in relation to other countries: the support of India, war between India and Pakistan, the reaction of other world powers.</li> </ul>

Key idea	Detailed content
1.4 Problems faced by the Republic of Bangladesh (1971–1975)	<p>Establishing the new country:</p> <ul style="list-style-type: none"> <li>a) immediate issues facing the new country: displaced refugees, economic collapse, breakdown of law and order, the trials of war criminals, the 1974 flood and famine</li> <li>b) the setting up of a new political order: creation of the Bangladesh Constitution in 1972, the 1973 election, the growth of opposition, Jatiya Samajtantrik Dal and the formation of Rakkhi Bahini</li> <li>c) attempts to resist opposition: the Special Powers Act 1974, the State of Emergency, the Fourth Amendment, the creation of the Bangladesh Krishak Sramik Awami League (BAKSAL) (and dissolution after the assassination of Sheikh Mujibur Rahman).</li> </ul>

## Section B (choose one topic)

### 2 Early Bengal (AD 600–c.1538)

Key idea	Detailed content
2.1 Early kingdoms in Bengal (AD 600–1206)	<p>The early kingdoms of Bengal:</p> <ul style="list-style-type: none"> <li>a) the reign of Shashanka (AD 600–625): the defence of his kingdom of Gauda against Harsavardhana, the spread of Hinduism and building of a Buddhist university and monasteries</li> <li>b) the Pala dynasty (AD 756–1174): the end of matsyanyaya under Gopala, the achievements of Dharmapala and Devapala, including expansion in northern India, toleration of other religions, the impact of Buddhist patronage (art, literature and architecture). The decline of the Pala dynasty and revival under Mahipala and Ramapala</li> <li>c) the independent kingdoms of South East Bengal: the contributions of the kingdoms of Vanga, Khadga, Deva, Harikela and the Chandras and Varmans.</li> </ul>
2.2 Pre-Sultanate Bengal	<p>The development of Bengal before the Sultanate:</p> <ul style="list-style-type: none"> <li>a) the Sena dynasty: Vallala Sena and the end of the Pala dynasty, Laksmanasena and establishment of control over the whole of Bengal, the promotion of literature and Hinduism. The decline of the Sena dynasty</li> <li>b) the reign of Bakhtiyar Khalji: the conquest of Nadia, establishment of control of northern Bengal, administrative reforms, support of education and culture, the building of a new capital at Gaur</li> <li>c) internal feuding and relations with the Delhi Sultanate: conquest of Bengal by Balban and control from Delhi, end of Delhi control by Fakhruddin Mubarak Shah.</li> </ul>
2.3 Sufis and Sufism	<p>The importance of Sufism in early Bengal:</p> <ul style="list-style-type: none"> <li>a) the beliefs of the Sufis and their relations with the Sultans of Bengal</li> <li>b) the work of leading Sufis: Shaikh Jalaluddin Tabrizi and Hazrat Shah Jalal, Baba Adam Shahid, Hazrat Khan Jahan Ali, Hazrat Shah Makhdum</li> <li>c) the wider influence of Sufism, including its influence on other religions.</li> </ul>



Key idea	Detailed content
2.4 Bengal under the Sultanate	<p>Independent Bengal before the arrival of the Mughals:</p> <ul style="list-style-type: none"> <li>a) the Ilyas Shahi dynasty: Haji Ilyas and resistance to Delhi, conquests and establishment of rule throughout Bengal, Ghiyasuddin Azam Shah's influence on law and justice</li> <li>b) the Ganesh dynasty: Raja Ganesh and the persecution of the Muslims, the promotion of Bengali</li> <li>c) the Hussain Shahi dynasty: the extension of Bengal, conversions from Hinduism to Islam, developments in literature, art, calligraphy and architecture, reasons for the decline of the Sultanate.</li> </ul>

### 3 The Mughal Empire (c.1550–1764)

Key idea	Detailed content
3.1 Resistance to the Mughals	<p>Early attempts to resist Mughal authority:</p> <ul style="list-style-type: none"> <li>a) Babur establishing the Mughal Empire: the Battle of Panipat, Afghan resistance to Babur</li> <li>b) opposition to the Mughals under Humayan: Sher Shah and the importance of the Battle of Chausa</li> <li>c) the rule of Sher Shah and the Afghans: instituting law and order, administrative, legal and economic reform, religious toleration.</li> </ul>
3.2 The Mughals in Bengal	<p>Bengal is absorbed into the Mughal Empire:</p> <ul style="list-style-type: none"> <li>a) Akbar establishing Mughal authority in Bengal: Daud Khan, the Battle of Rajmahal, resistance by the Baro Bhuiyans, Isa Khan and Musa Khan</li> <li>b) Bengal governance under the Mughals: the work and achievements of Islam Khan, Shaista Khan, Murshid Quli Khan</li> <li>c) social, economic and cultural developments in Bengal under the Mughals: the development of Dhaka, art, literature, architecture.</li> </ul>
3.3 The Mughal Empire under Aurangzeb and his successors (c1658–1761)	<p>Reasons for the decline and break-up of the Mughal Empire:</p> <ul style="list-style-type: none"> <li>a) the weaknesses of the empire: size, weak administration, the power of nobility, failure to reform, succession issues</li> <li>b) the impact of Aurangzeb's policies on the stability of the Mughal Empire: social, religious, economic reform</li> <li>c) Aurangzeb's warfare and the later external intervention of the Persians, Marathas and Afghans.</li> </ul>
3.4 The end of the Mughals and the arrival of the British (c1608–1757)	<p>The impact of the British:</p> <ul style="list-style-type: none"> <li>a) Bengal under the Nawabs: the contribution of Murshid Quli Khan (administrative and financial reforms, moving the capital to Murshidabad, encouragement of trade) and Suja Khan, Sarfaraz Khan, Alivardi Khan</li> <li>b) the reasons for British interest in the Indian sub-continent and the development of the East India Company until 1757</li> <li>c) Siraj ud-Daulah and his dispute with the British: the Battle of Palashi and its impact.</li> </ul>

## 4 Bengal under British rule (1764–1911)

Key idea	Detailed content
4.1 The British in Bengal	<p>The conquests of Robert Clive and establishing British control over Bengal:</p> <ul style="list-style-type: none"> <li>a) British administration: The Diwari Treaty, the use of puppet rulers, e.g. Mir Jafar, the Dual Administration, key features and impact of the Regulating Act of 1773 and the India Act 1784, the Great Famine 1769–70 and the British exploitation of Bengal</li> <li>b) The Permanent Settlement features, flaws and impact</li> <li>c) opposition to British rule: the Fakir-Sanyasi Movement, Titu Mir and the peasant uprising, the Faraizi Movement.</li> </ul>
4.2 The War of Independence (1857)	<p>The causes, course and consequences of the 1857 War:</p> <ul style="list-style-type: none"> <li>a) causes: political, religious, social, economic and military reasons for the outbreak of war</li> <li>b) events and reasons for failure: refusal to use cartridges at Meerut, the opposition of Nana Sahib at Kanpur, poor Indian leadership, disunity amongst Indians, British military strength</li> <li>c) consequences: British reform, British attitudes towards Muslims, growth of nationalism, formation of Indian National Congress.</li> </ul>
4.3 Bengal in the 19th century	<p>The seeds of resistance to foreign culture:</p> <ul style="list-style-type: none"> <li>a) the end of the East India Company (1858) and direct rule of the British government, government by Viceroys</li> <li>b) the development of the Bangla language: the impact of the Serampore Mission Press, the importance of the work of William Carey</li> <li>c) the Bengal Renaissance (1800–1860) and the development of Bengali nationalism: early nationalist organisations, the foundation of the Indian National Congress (INC).</li> </ul>
4.4 The first partition of Bengal (1905–1911)	<p>Bengal divided and reunified:</p> <ul style="list-style-type: none"> <li>a) the reasons for the partition of Bengal in 1905: the Simla Deputation, the formation of the Muslim League</li> <li>b) opposition to partition: Hindu opposition, the Swadeshi Movement, armed resistance</li> <li>c) the reversal of Partition in 1911: reasons for partition and political consequences, including Hindu protests and British reaction to them.</li> </ul>

## Section C (choose one topic)

### 5 The road to partition (1909–1947)

Key idea	Detailed content
5.1 First attempts at reform (1909–16)	<p>The reasons for the introduction and impact of early reform:</p> <ul style="list-style-type: none"> <li>a) the Morley-Minto Reforms 1909 (the Indian Councils Act): reasons for and importance of the reforms, reactions of Congress and the Muslim League</li> <li>b) the reversal of the partition of Bengal and of First World War: impacts on relations between Hindus, Muslims and the British</li> <li>c) the Lucknow Pact: reasons for and importance of the pact, including co-operation between Hindus and Muslims.</li> </ul>
5.2 Reform, reaction and repression (1919–27)	<p>The rejection of dyarchy and British attempts to control opposition:</p> <ul style="list-style-type: none"> <li>a) the Rowlatt Act, Montagu-Chelmsford Reforms (the Government of India Act): reasons for introduction, terms and reaction to the reforms</li> <li>b) the Amritsar Massacre (events and consequences): the Hunter Committee, Gandhi's policy of non-co-operation and the growth of communalism 1920–27, the increase in Congress influence, the Delhi proposals (1927), Chittaranjan Das and the Bengal Pact</li> <li>c) the Khilafat Movement: reasons for its formation, events 1919–22, reasons for its failure.</li> </ul>
5.3 The Pakistan Movement: limited progress (1927–1939)	<p>British attempts to pacify Hindus and Muslims:</p> <ul style="list-style-type: none"> <li>a) the Simon Commission: reasons for and opposition to the commission, the Nehru Report and Jinnah's Fourteen Points, the Salt March and Iqbal's Allahabad Address</li> <li>b) continued attempts at a solution and reasons for failure: the Simon Report, the three Round Table Conferences, the Communal Award and the Government of India Act 1935</li> <li>c) the election of 1937: reasons for the success of Congress Rule 1937–1939 and its impact on the Muslim community. A.K. Fazlul Huq and the Krishak Praja Party (KPP) in Bengal.</li> </ul>

Key idea	Detailed content
5.4 The Pakistan Movement: from stalemate to partition (1935–47)	<p>The British failure to reach agreement and the moves towards a final settlement:</p> <ul style="list-style-type: none"> <li>a) the continued search for a solution: the importance of the Day of Deliverance and communal violence, the outbreak of the Second World War, the opposition of Subhas Chandra Bose, the Lahore (Pakistan) Resolution 1940, the failure of the Cripps Mission and the Quit India Resolution</li> <li>b) failure to reach agreement: the Gandhi-Jinnah Talks 1944, the Simla Conference, the significance of the 1945–1946 elections, the failure of the Cabinet Mission Plan 1946</li> <li>c) partition achieved: Direct Action Day, the failure of the Executive Council, the appointment of Mountbatten, the June 3 Plan, the Radcliffe Commission/Award and the Independence Act 1947, reasons for partition of Bengal.</li> </ul>

## 6 Bangladesh: establishing the new country (1975–2001)

Key idea	Detailed content
6.1 Political developments (1975–2001)	<p>Political issues in late 20th-century Bangladesh:</p> <ul style="list-style-type: none"> <li>a) the work of General Ziaur Rahman: the 1975 coups, constitutional changes, martial law, the formation of the Bangladesh National Party, the Constitution (Amendment) Order (1977), reforms in agriculture, industry and education</li> <li>b) the work of General Hussain Mohammad Ershad: martial law, the Eighth Amendment, the formation of Jatiya, the growth of opposition, the resignation and imprisonment of Ershad</li> <li>c) Bangladesh in the 1990s: Begum Khaleda Zia as Prime Minister (return to democratic government, the opposition of the Awami League, reforms in education, defeat in 1996 elections), Sheikh Hasina Wazed as Prime Minister (use of commissions, opposition of BNP, constitutional changes), and the return of Begum Khaleda Zia in 2001.</li> </ul>
6.2 Bangladesh in world affairs	<p>Bangladesh as part of the world community:</p> <ul style="list-style-type: none"> <li>a) Bangladesh and world organisations: membership of the Commonwealth, the United Nations (UN), the Non-Aligned Movement (NAM), the Organisation of Islamic Cooperation (OIC) and South Asian Association for Regional Co-operation (SAARC)</li> <li>b) relations with Asian countries: Pakistan, India, Turkey, China and Malaysia after 1974</li> <li>c) relations with western powers: USA, United Kingdom, Soviet Union and Canada.</li> </ul>
6.3 The heritage and culture of Bangladesh	<p>The richness of Bangladesh's cultural history:</p> <ul style="list-style-type: none"> <li>a) architecture and buildings: Bengali Sultanate and Mughal examples (mosques, Hindu temples), the British period (Curzon Hall in Dhaka University), the Pakistan period (Baitul Mukarram Mosque and Shilpakala Academy), modern Bangladesh (the Shahid Minar in Dhaka and the National Mausoleum)</li> <li>b) the importance of folk literature, drama, music, and art in Bangladesh</li> <li>c) great Bengali figures: Lalon Shah and the Bauls, Begum Rokeya, Zainul Abedin.</li> </ul>

Key idea	Detailed content
6.4 Language and literature developments in Bangladesh	<p>The importance of Bangla in Bangladesh's past and present:</p> <ul style="list-style-type: none"> <li>a) the key features and impact of the Language Movement (1948–1952)</li> <li>b) the events and aftermath of Ekushey (February 1952) and the key features and impact of UN Mother Tongue Day (21st February 1952)</li> <li>c) Bengali literature and the importance of the work of great literary figures: Rabindranath Tagore, Kazi Nazrul Islam, Jasimuddin, Begum Sufia Kamal.</li> </ul>

## **Paper 2: The landscape, people and economy of Bangladesh**

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### **Externally assessed**

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#### **Content description**

The paper has three sections of content.

##### **Section A: The Physical Environment**

Students will study topics related to the physical geography of Bangladesh, including location, relief, geology, drainage, climate, erosion and associated resources and hazards. Along with the skill of evaluating the relative importance of different physical factors, influences, resources and hazards, students will gain knowledge and understanding of key physical features, processes, issues and management approaches.

##### **Section B: The Human Environment**

Students will study topics related to the human geography of Bangladesh, including population distribution and growth, social diversity, economic inequality and economic activity (agriculture, manufacturing, services and infrastructure/transport). Students will further develop an ability to evaluate patterns and trends, and to assess the relative significance of their different causes and consequences. They will gain knowledge and understanding of a range of important demographic and socio-economic changes, issues and management approaches.

##### **Section C: Challenges for Bangladesh**

Students will study contemporary geographical challenges for Bangladesh. These include changes linked with globalisation, economic development and urbanisation. The threat posed by climate change is also explored in some detail. Students will evaluate the severity and significance of these different challenges, alongside the availability of different management approaches and attempts to mitigate risks. They will gain knowledge and understanding of the causes of the varied challenges and issues upon which this section is focused.

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## **Assessment information**

- First assessment: June 2019.
  - The assessment is 1 hour and 30 minutes.
  - The assessment is out of 75 marks.
  - The assessment consists of three sections.
  - Students must answer all questions.
  - Each question is worth 25 marks.
  - The paper may include multiple-choice, short-open, data-response and extended-response questions.
-

## Section A: The Physical Environment

Key idea	Detailed content
1.1 Location, climate and biomes	<ul style="list-style-type: none"> <li>a) Position of Bangladesh in South Asia and globally, and regional variations in climatic zones (tropical savanna, humid subtropical, subtropical highland and monsoon).</li> <li>b) The nature and causes of seasonal variations in precipitation and temperature, including the characteristics and causes of the Southwest Monsoon and Western Disturbances.</li> <li>c) Distribution and characteristics of large-scale ecosystems (i.e. biomes).</li> </ul>
1.2 Tectonic and glacial processes and landforms, and geophysical hazards	<ul style="list-style-type: none"> <li>a) Tectonic processes affecting Bangladesh and the formation of the Himalayan landscape (fold mountains).</li> <li>b) Glacial processes that operate in the Himalayan landscape (long-term and seasonal accumulation/ablation of glacial systems).</li> <li>c) The primary and secondary impacts of earthquakes on Pakistan and responses of national and international governments, agencies and individuals to these earthquake events.</li> </ul>
1.3 Relief, drainage and hydro-meteorological hazards	<ul style="list-style-type: none"> <li>a) The relief regions and characteristics of the drainage network of Bangladesh (Padma, Jamuna and Meghna floodplains and the Ganges deltaic coastline).</li> <li>b) The causes and characteristics of tropical cyclones, storm surges and flooding (river and coastal).</li> <li>c) The responses of national and international governments, agencies and individuals to flooding and tropical cyclones in Bangladesh.</li> </ul>
1.4 Natural resources and their exploitation	<ul style="list-style-type: none"> <li>a) The distribution and exploitation of <b>two</b> natural resources (water, forest products, fish/shellfish and/or minerals).</li> <li>b) Energy resources – renewable and non-renewable – their distribution and exploitation: examples of <b>one</b> renewable and <b>one</b> non-renewable resource.</li> <li>c) Environmental impacts resulting from the exploitation of <b>one</b> natural resource (water, forest products, fish/shellfish or minerals), and <b>one</b> renewable and <b>one</b> non-renewable energy resource.</li> </ul>

## Section B: The Human Environment

Key idea	Detailed content
2.1 Bangladesh's economy: the primary sector and the need for food security	<ul style="list-style-type: none"> <li>a) Factors influencing the distribution of agricultural production in Bangladesh (climatic events, dynamic floodplains, the deltaic coastline, income, population density).</li> <li>b) Strategies to increase agricultural output (land rights reforms, plant breeding programmes, fertilisers/pesticides, education, water management and appropriate/intermediate technology).</li> <li>c) Approaches to managing food security in Bangladesh.</li> </ul>
2.2 Bangladesh economy secondary, tertiary/quaternary sectors and transport systems	<ul style="list-style-type: none"> <li>a) Factors affecting the type and location of manufacturing (secondary sector), including rural-based craft industries.</li> <li>b) Factors affecting the type and location of formal and informal services (tertiary sector) and knowledge-based services (quaternary sector).</li> <li>c) The challenges of the transport system and its impact on Bangladesh's economic development.</li> </ul>
2.3 Globalisation including (transnational corporations) TNCs, can cause rapid change for economies such as Bangladesh	<ul style="list-style-type: none"> <li>a) <b>One</b> case study of a TNC operating in Bangladesh (global structure and networks).</li> <li>b) The benefits and challenges of TNCs for the people and government of Bangladesh.</li> <li>c) The impact of globalisation on Bangladesh (international transport and communication improvements, spread of global culture). Are there winners and losers?</li> </ul>
2.4 The challenges of economic development for Bangladesh	<ul style="list-style-type: none"> <li>a) The trade balance between imports and exports, including remittances, to ensure economic stability.</li> <li>b) Challenges facing the economic development of Bangladesh (regional disparities, reliance on imported energy, loss of young skilled workers and gender equality).</li> <li>c) Impact of the primary and secondary sectors on the physical environment, to include <b>two</b> of the following: water pollution, air pollution, waste management, deforestation, and/or soil erosion.</li> </ul>

## Section C: Challenges for Bangladesh

Key idea	Detailed content
3.1 Indicators of development, population patterns and trends	<ul style="list-style-type: none"> <li>a) The characteristics used to determine the level of development of a country: gross domestic product (GDP), demographic data (population density/structure, birth/death rates and natural increase).</li> <li>b) The physical and human factors influencing the distribution, density and structure of the population of Bangladesh.</li> <li>c) The trends in fertility rates, infant/maternal mortality rates, and life expectancy and their implications for service provision such as education, healthcare and employment.</li> </ul>
3.2 Quality of life in rural Bangladesh: challenges of life in rural communities	<ul style="list-style-type: none"> <li>a) Human Development Index (HDI) factors influencing the 'quality of life' for different groups within Bangladesh: years of schooling, per capita income and life expectancy.</li> <li>b) Challenges facing Bangladeshi's rural population: population structure of rural communities, poverty, education, gender equality, subsistence agriculture and rural-based craft industries, and impact of remittances.</li> <li>c) Incentives and strategies to support rural communities.</li> </ul>
3.3 Quality of life in urban Bangladesh: challenges of life in urban communities	<ul style="list-style-type: none"> <li>a) Rapid population growth creates opportunities and challenges for people living in large cities: housing, employment, quality of services (water, sanitation, energy supplies, health etc.), traffic congestion and pollution.</li> <li>b) Case study of the particular challenges and opportunities in <b>one</b> megacity (Dhaka).</li> <li>c) Government (top-down) and NGO/local community (bottom-up) strategies in response to the challenges of living in large urban areas.</li> </ul>
3.4 Present and future impacts of climate change on the people, economy and environment of Bangladesh and possible mitigation strategies	<ul style="list-style-type: none"> <li>a) Causes of climate change and recent global warming (last century).</li> <li>b) Impacts of climate change on Bangladesh's people, economy and environment (more extreme weather, increased frequency and strength of tropical cyclones, increased glacial ablation and river discharge, flooding and sea-level rises).</li> <li>c) Local actions and government strategies (in the context of international strategies) to mitigate and adapt to the challenges of climate change.</li> </ul>

# Assessment information

## Assessment requirements

The Pearson Edexcel International GCSE in Bangladesh Studies consists of two externally-examined papers.

Students must complete all assessments and these must be taken in the terminal series at the end of the course of study.

All papers will be available for assessment from June 2019.

Paper	Assessment information	Number of raw marks allocated in the paper
Paper 1: History and culture of Bangladesh	<ul style="list-style-type: none"><li>• First assessment: June 2019.</li><li>• The assessment is 1 hour and 30 minutes</li><li>• The assessment consists of three sections. Students must answer:<ul style="list-style-type: none"><li>○ the mandatory question in Section A</li><li>○ one question from a choice of three in Section B</li><li>○ one question from a choice of two in Section C.</li></ul></li><li>• Each question is worth 25 marks.</li><li>• The paper may include multiple-choice, short-open and extended-response questions.</li></ul>	75 marks
Paper 2: The landscape, people and economy of Bangladesh	<ul style="list-style-type: none"><li>• First assessment: June 2019.</li><li>• The assessment is 1 hour and 30 minutes.</li><li>• The assessment consists of three sections.</li><li>• Students must answer all questions.</li><li>• Each question is worth 25 marks.</li><li>• The paper may include multiple-choice, short-open, data-response and extended-response questions.</li></ul>	75 marks

## Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International GCSE in Bangladesh Studies Sample Assessment Materials (SAMs)* document.

A full list of command words that will be used in the assessments can be found in *Appendix 5*.

## Assessment objectives and weightings

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

\*A total of 15 marks will assess recall of knowledge.

## Relationship of assessment objectives to papers

Paper	Assessment objective		
	AO1	AO2	AO3
Paper 1	12%	22%	16%
Paper 2	12%	22%	16%
<b>Total for International GCSE</b>	24%	44%	32%

**NB** Totals have been rounded to the nearest whole number.

# Administration and general information

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## Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE/International GCSE qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

## Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

## Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.



## Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

## Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in Bangladesh Studies will be in August 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

## Progression

Students can progress from this qualification to:

- AS, A Level and IAL qualifications in Geography, History and other humanities related subjects, Business Studies, Politics and Economics
- further study in other areas where an understanding of Bangladesh studies is recognised
- further training or employment where Bangladesh studies and knowledge are required.



## Appendices

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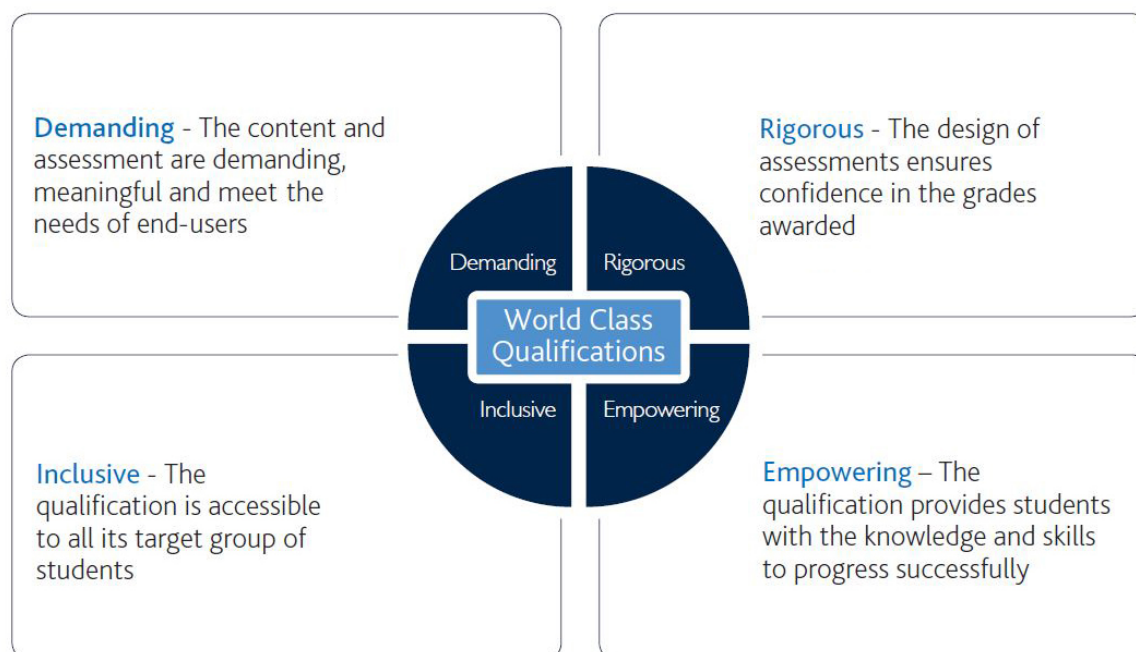
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## Appendix 1: Codes

Type of code	Use of code	Code
Subject code	The subject code is used by centres to cash-in the entry for a qualification.	International GCSE – 4BN1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Paper 1: 4BN1/01 Paper 2: 4BN1/02

## Appendix 2: Pearson World-Class Qualification design principles

Pearson's World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast-changing world.

Pearson's Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

*"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education."* Sir Michael Barber.

## Endorsement from Pearson's Expert Panel for World Class Qualifications for the International GCSE development process

**December 2015**

"We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

**Sir Michael Barber** (Chair)  
Chief Education Advisor, Pearson plc

**Dr Peter Hill**  
Former Chief Executive ACARA

**Professor Jonathan Osborne**  
Stanford University

**Professor Dr Ursula Renold**  
Federal Institute of Technology, Switzerland

**Professor Janice Kay**  
Provost, University of Exeter

**Jason Holt**  
CEO, Holts Group

**Professor Lee Sing Kong**  
Dean and Managing Director, National Institute of Education International, Singapore

**Bahram Bekhradnia**  
President, Higher Education Policy Institute

**Dame Sally Coates**  
Director of Academies (South), United Learning Trust

**Professor Bob Schwartz**  
Harvard Graduate School of Education

**Jane Beine**  
Head of Partner Development, John Lewis Partnership

All titles correct as at December 2015.

## Appendix 3: Transferable skills

### The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework <sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills. It is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in the Pearson Edexcel International GCSE in Bangladesh Studies and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<b>Cognitive skills</b>	Cognitive processes and strategies	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning/argumentation</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>	<p>Constructing a reasoned argument in a piece of extended writing to support a considered judgment about a historical issue.</p> <p>Give reasons and arguments considering different viewpoints, relating to a geographical issue.</p>
	Creativity	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>	
<b>Intrapersonal skills</b>	Intellectual openness	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>	<p>Planning and carrying out research activities under own direction.</p>
	Work ethic/ conscientiousness	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>	
	Positive core self-evaluation	<ul style="list-style-type: none"> <li>• Self-monitoring/ self-evaluation/ self-reinforcement</li> </ul>	
<b>Interpersonal skills</b>	Teamwork and collaboration	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Co-operation</li> <li>• Empathy/perspective taking</li> <li>• Negotiation</li> </ul>	<p>Sharing resources and learning techniques with others. Working as part of a team in group based work.</p>
	Leadership	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>	



## Appendix 4: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.

## Appendix 5: Command word taxonomy

The table below lists the command words that may be used in question papers for the Pearson Edexcel International GCSE in Bangladesh Studies, it also gives an outline of what each type of question requires students to do.

Command word	This type of question will require students to:
Identify/Name/State	Recall or select one piece of information
Define*	State the meaning of a term
Calculate*	Produce a numerical answer, showing relevant working
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response do not need to include a justification or reason
Suggest*	Apply understanding to provide a reasoned explanation of how or why something may occur. Statements require justification/exemplification of a point
Explain	Provide a reasoned explanation of how or why something occurs or an issue managed. An explanation requires justification/reasoning/exemplification of a point
Assess*	Make a clear link to the text provided to interpret and analyse issues using own or others views to support a balanced argument
Evaluate*	Measure the value or success of something drawing on evidence such as strengths, weaknesses, alternatives and relevant data, and ultimately provide a substantiated judgement/conclusion
Discuss	Measure the value of a statement drawing on key concepts and relationships in the period studied, and how aspects of the past have been interpreted in different ways, and ultimately provide a substantiated judgement/conclusion

Examples of how some of these command words are used in the paper are given in the *Pearson Edexcel International GCSE in Bangladesh Studies Sample Assessment Materials* document.

\* Only used in *Paper 2: The landscape, people and economy of Bangladesh*.

For information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](http://qualifications.pearson.com)

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