

INTERNATIONAL GCSE

Bangladesh Studies (9-1)

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International GCSE in Bangladesh Studies (4BN1)

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Issue 2



Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel International GCSE in Bangladesh Studies SAMs

Issue 2 changes

| Summary of changes made between previous issue and this current issue | Page number |
|--|-------------|
| <p>Paper 2 markscheme – Question number 3(e)</p> <p>The 3rd bullet point, second sentence has been amended from</p> <p>‘The government-financed programme for girls, costing 128 k, has resulted in less than 60% of girls reaching the end of secondary education and only 54% passing the final examinations.’</p> <p>to now read</p> <p>‘Although 14% of government expenditure is spent on education, less than 60% of girls reach the end of secondary education and only 54% pass the final exams.’</p> | 84 |

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

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

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Marking guidance for levels based mark schemes

How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Write your name here

Surname

Other names

Pearson Edexcel
International GCSE

Centre Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Bangladesh Studies

Paper 1: History and culture of Bangladesh

Sample assessment material for first teaching
September 2017

Time: 1 hour 30 minutes

Paper Reference

4BN1/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A, answer mandatory Question 1.
- In Section B, answer **one** question from Questions 2-4.
- In Section C, answer **one** question from Questions 5-6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 75.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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S 5 8 9 9 7 A 0 1 2 5


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SECTION A

**You must answer the question in this section.
Write your answers in the spaces provided.**

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

You should aim to spend no more than 30 minutes on this section.

1 Towards Bengali independence (1947–1975)

- (a) Identify the number of seats reserved for women in the Bangladesh Assembly as stated in the December 1972 Constitution.

(1)

| | |
|--------------------------|-------------|
| <input type="checkbox"/> | A 10 |
| <input type="checkbox"/> | B 30 |
| <input type="checkbox"/> | C 50 |
| <input type="checkbox"/> | D 70 |

- (b) State two ways in which India helped Bangladesh during the War of Liberation (1971).

(2)

1

.....

2

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why Sheikh Mujibur Rahman declared a state of emergency in Bangladesh in December 1974.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) 'The Six-point Programme was the main reason for the outbreak of the War of Liberation in 1971'.

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- the Awami League
- the Language Movement.

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B

Answer ONE question from this section.
Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 2 put a cross in the box ☒ .

You should aim to spend no more than 30 minutes on this section.

2 Early Bengal (AD 600–c.1538)

- (a) Identify the king who brought Bengal out of its period of anarchy and lawlessness (matsyanyayam).

(1)

| | |
|--------------------------|--------------|
| <input type="checkbox"/> | A Devapala |
| <input type="checkbox"/> | B Gopala |
| <input type="checkbox"/> | C Sashanka |
| <input type="checkbox"/> | D Vijayasena |

- (b) State two achievements of Dharmapala.

(2)

1

.....

2

.....

(c) Explain why Bakhtiyar Khalji is an important figure in the history of Bengal.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WHILE IN THIS AREA

DO NOT WHILE IN THIS AREA

DO NOT WHILE IN HIS AREA

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 2 = 25 marks)

If you answer Question 3 put a cross in the box ☐.

3 The Mughal Empire (c.1550–1764)

(a) Identify the year in which the East India Company arrived in Bengal.

(1)

| | |
|--------------------------|---------------|
| <input type="checkbox"/> | A 1613 |
| <input type="checkbox"/> | B 1623 |
| <input type="checkbox"/> | C 1633 |
| <input type="checkbox"/> | D 1643 |

(b) State two achievements of Shaista Khan.

(2)

- 1
- 2

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) Explain why Islam Khan was able to conquer Bengal.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- (16)

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

[illegible]

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 25 marks)

If you answer Question 4 put a cross in the box ☐.

4 Bengal under British rule (1764–1911)

- (a) Identify the percentage of Bengal's population which died as a result of the Great Famine, 1769-70.

(1)

| | |
|--------------------------|--------------|
| <input type="checkbox"/> | A 10% |
| <input type="checkbox"/> | B 30% |
| <input type="checkbox"/> | C 50% |
| <input type="checkbox"/> | D 70% |

- (b) State **two** terms of the Regulating Act (1773).

(2)

1

.....

2

.....

(c) Explain why the work of William Carey is important in the history of Bengal.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) 'Bengal was partitioned in 1905 because the British wanted to help the Muslims.'

Discuss how far you agree with this statement.

(16)

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.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 4 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS

SECTION C

Answer ONE question from this section.
Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 5 put a cross in the box ☒ .

You should aim to spend no more than 30 minutes on this section.

5 The road to partition (1909–1947)

(a) Identify the date when the Lucknow Pact was agreed.

(1)

| | |
|--------------------------|---------------|
| <input type="checkbox"/> | A 1912 |
| <input type="checkbox"/> | B 1914 |
| <input type="checkbox"/> | C 1916 |
| <input type="checkbox"/> | D 1918 |

(b) State two terms of the Government of India Act (1935).

(2)

1

.....

2

.....

(c) Explain why the Khilafat Movement was formed.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- Discuss how far you agree with this statement.

(16)

- Mountbatten as Viceroy
- the work of Jinnah.

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

[illegible]

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 5 = 25 marks)

If you answer Question 6 put a cross in the box ☐ .

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

(a) Identify the major political event which took place in May 1981.

(1)

| | |
|--------------------------|---|
| <input type="checkbox"/> | A Bangladesh became an independent country |
| <input type="checkbox"/> | B General Ziaur Rahman was assassinated |
| <input type="checkbox"/> | C Sheikh Mujibur Rahman resigned |
| <input type="checkbox"/> | D There was a presidential election |

(b) State two ways in which Bangladesh has contributed to the United Nations.

(2)

- 1
- 2

(c) Explain why General Ershad resigned as President in 1990.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(d) 'Rabindranath Tagore was Bangladesh's greatest cultural figure in the twentieth century.'

Discuss how far you agree with this statement.

(16)

You may use the following in your answer:

- Tagore's *Galpaguchchha* and *Sonar Tori*
- the political writings of Kazi Nazrul Islam.

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 6 = 25 marks)

TOTAL FOR SECTION C = 25 MARKS
TOTAL FOR PAPER = 75 MARKS

Paper 1 – sample mark scheme

| Question number | Answer | Mark |
|-----------------|-------------------------------|------------|
| 1(a) | AO1 (1 mark) B 30 | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 1(b) | AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks. <ul style="list-style-type: none"> • Offered support (1) • Trained Mukti Bahini (1) • Accepted refugees (1) Accept any other valid response. | (2) |

| Question number | Indicative content | |
|-----------------|---|--|
| 1(c) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • After the election of the Awami League in 1973, there was a breakdown of law and order as a result of activities and opposition of Rakshi Bahini. • Bangladesh needed tough measures to restore law and order so he originally passed a Special Powers Act, allowing government to arrest and hold suspects without trial, which was not fully effective. • The Special Powers Act did not work, so a State of Emergency would allow him have greater power to set up a one-party system; the Bangladesh Krishak Sramik Awami League (BAKSAL). • Bangladesh was a new country and the Awami League held power for the first time. To ensure the credibility of the government at home and overseas, it was important that Sheikh Mujibur Rahman restore law and order. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content |
|-----------------|---|
| 1(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • It was because the Awami League had exposed the unfair treatment of East Pakistan during the election campaign. Many people in East Pakistan were convinced that they had to break free from the rule of West Pakistan. • The election had been fought on the Six Point Programme to end the unfair advantages given politically to West Pakistan. It demanded a Federation of Pakistan where some areas of government would be handled by the individual states. East Pakistan should have its own military and currency with free trade between East and West Pakistan. • The election result meant that the Awami League was now obliged to carry out its policy. So the division of the country was inevitable and if West Pakistan resisted then there would be war. • After the Awami League won nearly all the parliamentary seats in East Pakistan, and so a majority in the parliament of Pakistan, it was still prevented from forming a government because political leaders feared partition. Relations between political leaders in East and West Pakistan broke down leading to the War of Liberation. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Bengalis already felt like they were treated unfairly in their own country because of social and cultural differences, especially in relation to the language issue. It led to the imprisonment of Sheikh Mujibur Rahman, the growth of protest movements in East Pakistan, and repression. • Although most of Pakistan's wealth was created by the jute trade in East Pakistan, resources seemed to be spent on West Pakistan, where people were, on average, 15% wealthier. This deep-seated resentment meant many Bengalis were prepared to go to war. • Cycle Bhola struck East Pakistan on Nov 12th 1970, ultimately killing nearly 500,000 people. President Khan admitted that mistakes were made in handling relief efforts, and was accused of neglect and indifference by the Awami League. This led to deep mistrust. • East Pakistan was encouraged by India, which helped train the Bengali army, Mukti Bahini. This gave the people of East Pakistan a means of fighting back against the West Pakistan atrocities. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Level | Mark | Descriptor |
|----------------|-------|---|
| Level 4 | 13–16 | <ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 2(a) | <p style="text-align: right;">AO1 (1 mark)</p> <p>B Gopala</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 2(b) | <p style="text-align: right;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Extended empire to Bihar (1) • Founded Vikramshala monastery (1) • Maintained religious tolerance (1) • Established flourishing sea trade (1) <p>Accept any other valid response.</p> | (2) |

| Question number | Indicative content | |
|-----------------|--|--|
| 2(c) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Bakhtiyar Khalji subjugated Bihar in 1203. This earned him a great deal of respect and he became an important member of the Court at Delhi. • He extended the empire and brought Muslim rule to Bengal, and so created the foundations for a future Muslim empire. • He captured the city of Gaul, which gave him access to much of Bengal where he became a respected ruler. • He spread Islam, built mosques and madrassas, built a new capital and introduced efficient forms of administration. These measures made Bengal a great kingdom. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content |
|-----------------|---|
| 2(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Ilyas Shah was a great ruler because he was the first to bring Satgaon, Sonargaon and Lakhnauti under a single authority. In doing this he was the founder of the first dynasty to rule all of Bengal. • His dynasty ruled Bengal for over 125 years and was seen as the leading military power in the region. This was a major success as no-one else had been able to achieve this, this qualifies him to be seen as the more successful. • An indication of the power of Ilyas Shah is that he was able to withstand attempts by the Delhi Sultanate and to introduce an efficient administrative system that promoted according to ability regardless of caste, creed etc. • His military campaigns extended across much of eastern India and even reached as far as the Kathmandu Valley. At the time this was considered an extraordinary achievement and some historians have compared him to Alexander the Great. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Hussain Shah's rule of over 25 years was a time when Bengal saw prosperity and peace. This was the first time in many years that this had happened. • He ruled with tolerance and justice. To prevent mistreatment of the people he ordered his soldiers not to loot (and executed many who did) and disbanded the palace guard, which was well known for plotting. • He is well known for his tolerance and liberalism towards Hindus and appointed many of them to high office in his administration. He also delegated authority to his son, Nusrat Shah, thus enabling him to devote time to improving the administration of the Sultanate. • He was a brilliant military commander and extended the Bengal Sultanate all the way to the port of Chittagong and also conquered Kamarupa, Kamata, Jajnagar and Orissa. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Level | Mark | Descriptor |
|----------------|-------|---|
| Level 4 | 13–16 | <ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Question number | Answer | Mark |
|-----------------|---------------------------------|------------|
| 3(a) | AO1 (1 mark) C 1633 | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 3(b) | <p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Introduced administrative reforms (1) • Divided empire between sons (1) • Abolished trade monopolies (1) • Brought zamindars into line (1) • Captured Chittagong (1) <p>Accept any other valid response.</p> | (2) |

| Question number | Indicative content | |
|-----------------|--|--|
| 3(c) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • When given the task of capturing Bengal, Islam Khan drew up a plan of action with experienced tacticians in the Mughal army. He quickly realised that the Afghans and Bara-Bhuiyans were the main obstacles to victory. • He adopted clever tactics. He refused to allow defeated rulers to return home, to prevent them going back on their promises, and he used Dhaka as a centre for attacks. • Islam Khan prepared a naval force because he knew that it would be effective in the low-lying areas. So he reorganised and strengthened the navy and moved the capital city to Dhaka as it was well connected to headquarters of the Bara-Bhuiyans. • As he gained territories, he centralised the administrative system, which made it easier for him to hold on to those conquests until the whole of Bengal was conquered. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content |
|-----------------|--|
| 3(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • The huge size of the empire made it difficult to administer. It required an efficient means of communication for the emperors to be aware of what was happening in all parts of the empire. The Mughals did not have such a system. • Aurangzeb encouraged the use of mansabdars to administer the empire, but many of them wanted to make money for themselves. This meant the Mughal treasury did not receive the revenue it needed to operate effectively. • The size of the empire meant that there was a need to give authority to nobles to assist in governing the empire. Some of these nobles became very wealthy and influential, which reduced the power of the central government. • The system of dividing the empire between royal princes (as used by, for example, Aurangzeb) was designed to increase efficiency, but, in fact, led to rivalry and fighting. This meant the empire became weak and divided. <p>Relevant points to counter the argument may include:</p> <ul style="list-style-type: none"> • Aurangzeb fought a long and sustained war against the Marathas. Even after 25 years of fighting he had not subdued them. These wars were expensive and emptied the Mughal treasury, which left no money for improving the armed forces, making it more difficult for later emperors to resist invasion. • When the British arrived with their superior technology and military firepower, they proved too strong for the Mughals to resist and after victories at, for example, Plassey, the East India Company (EIC) soon extended its influence across India. • Succession disputes meant that the empire's military strength was weakened by internal fighting. In the 10 years after Aurangzeb's death, 12 different people claimed to be emperor and fighting broke out between them. • The Bara-Bhuiyans and zamindars provided strong opposition to the Mughals at the time of Akbar and Jahingar. As a result of their strength, they were able to resist Mughal attempts to take their lands and ruled as independent or semi-independent chiefs. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Level | Mark | Descriptor |
|----------------|-------|---|
| Level 4 | 13–16 | <ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 4(a) | <p style="text-align: center;">AO1 (1 mark)</p> <p>B 30%</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 4(b) | <p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • A governor was appointed to Bengal (1) • Council of Four set up (1) • Supreme Court set up in Kolkata (1) • EIC officials to be paid salary (1) <p>Accept any other valid response.</p> | (2) |

| Question number | Indicative content | |
|-----------------|--|--|
| 4(c) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> Carey learned Bengali and was able to produce a Bengali New Testament, which played an important role in the growth of Christianity in the region. Carey played a part in founding the Serampore Mission Press, which produced textbooks, dictionaries, classical literature and other publications that played an important part in Bengali education. As a result of printing, Bangla had to become a standardised language. Carey's work made it easier for developments in language to spread and also led to more efficient administration. Carey raised the profile of the Bangla language and was able to become an important unifying factor in future history. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–2 | <ul style="list-style-type: none"> Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content |
|-----------------|---|
| 4(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Partition would result in a better position for Muslims. The British wanted to help the Muslims because the work of Sir Shed Ahmad Khan had convinced them that the Muslims were not anti-British. • The British were also keen to promote the Muslim cause as a way to counter the growing agitation of Hindu groups and the formation of the Indian National Congress in 1883. • In 1906, a deputation of prominent Muslims led by the Aga Khan visited Viceroy Minto at Simla. They asked for separate electorates, which was accepted by the British. This showed a previous acceptance of the Muslim position by the British and a desire to build better relations through partition. • The British accepted that East Bengal had a Muslim majority and it would be fairer to allow Muslims more say in the region. So partition was designed to do that. <p>The relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Bengal was partitioned to increase administrative efficiency. Bengal had a population of 85 million and was simply too large to administer as one territory. Its population was 10 times that of Britain. So partitioning it into two separate territories would allow for more effective government. • The formation of secret societies in India had led to unrest, such as the assassination of a British officer in 1897. Partition would increase efficiency and increase British ability to control opposition. • In partitioning Bengal, Britain was demonstrating its traditional policy of 'divide and rule'. The Hindus were in the majority in Bengal and they had begun to call for reform. By partitioning Bengal, the Muslims were encouraged and, because they were in the majority in East Bengal, they weakened Hindu influence. • Partition would reduce the growing influence of the Hindus who had now formed their own political organisation, the Indian National Congress. East Bengal would now be Muslim dominated. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Level | Mark | Descriptor |
|----------------|-------|---|
| Level 4 | 13–16 | <ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Question number | Answer | Mark |
|-----------------|---------------------------------|------------|
| 5(a) | AO1 (1 mark) C 1916 | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 5(b) | <p>AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Central parliament set up in Delhi with two chambers (1) • Diarchy dropped at provincial level (1) • Diarchy introduced at central level (1) • Number of provinces increased to 11 (1) • Introduced reserved seats for minorities (1) <p>Accept any other valid response.</p> | (2) |

| Question number | Indicative content | |
|-----------------|---|--|
| 5(c) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • The Khilafat movement was originally set up to protect an important figure in the Islamic religion – the Khalifa, who ruled Turkey. The Muslims thought the British might depose him. • The Khilafat movement was a response to what looked like broken promises not to partition the Ottoman Empire, in return for Muslim support in the war. The Muslims felt betrayed. • The Ottoman Empire contained many places of importance for the Muslims, e.g. Mecca, and they were concerned about their future if the British partitioned the Ottoman Empire. • The Khilafat movement reflected a general anti-British feeling after Rowlatt, Amritsar etc. These events made the Indian people resentful of the repression they faced and more likely to join a protest movement. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content |
|-----------------|--|
| 5(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • After the Second World War, a general election in Britain brought a change of government and the new Labour government was opposed to the idea that Britain should continue to be an imperial power, and so they were keen to leave the Indian sub-continent. • The economic effects of the Second World War contributed to a belief that Britain should concentrate on social and economic reform in its own country, and not in maintaining an empire. • Mountbatten was sent to India in 1947 to work out the quickest and most efficient way for the British to withdraw. He realised the need for a speedy settlement, as riots and killings had begun in Punjab and were spreading. • The British wanted to leave because they feared that there could be a civil war if they stayed. Mountbatten quickly reached the conclusion that India was so divided that partition was necessary. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Partition was the result of Jinnah's effective campaigning. Although he had not favoured partition he had worked tirelessly for the rights of the Muslim minority in the face of Hindu opposition. • Jinnah's Fourteen Points were an important step on the road towards Pakistan and he protected Muslim rights in the Round Table talks. Together with the work of other members of the 'Pakistan Movement' the Muslims were convinced that partition in 1947 was the only practical solution and would not accept less. • The constant disagreement between Hindus and Muslims, the failure of the Gandhi-Jinnah talks, and the results of the 1945–6 elections showed that Muslims as well as Hindus had to have a say in how India was governed after the British left. Partition seemed the best way to achieve this. • The stubbornness of the Hindu community and consequent failure of the British to find a solution was also a cause of the partition. Britain had made numerous attempts to resolve the issues (e.g. Simon Commission, Round Table Conferences, Cripps Mission, and Simla Conference) and could see no solution to the 'problem of India'. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Level | Mark | Descriptor |
|----------------|-------|---|
| Level 4 | 13–16 | <ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 6(a) | <p style="text-align: center;">AO1 (1 mark)</p> <p>B General Ziaur Rahman was assassinated.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 6(b) | <p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Elected Vice-President in the General Assembly in 1975 (1) • Served twice as member of the Economic and Social Council (ECOSOC) from 1976 to 1978 (1) • Twice elected as a non-permanent member of the Security Council (1) <p>Accept any other valid response.</p> | (2) |

| Question number | Indicative content | |
|-----------------|--|--|
| 6(c) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • He had never been popular. He had seized power in a coup and his unpopularity was emphasised when the main opposition parties boycotted the 1986 elections. • The martial law he put in place in 1987 was not successful, so his authority was undermined. • Despite his attempts at establishing his authority he became more unpopular, leading to strikes and protests in 1988. This finally led to him resigning in 1990. • General Ershad had to resign because he was so unpopular that opposition groups had become unified in a common goal of bringing the Ershad regime down. These opposition groups represented a wide variety of sections of Bangladeshi society, such as doctors, lawyers and intellectuals. General Ershad finally realised he had lost support. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) • Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content |
|-----------------|---|
| 6(d) | <p style="text-align: center;">AO2 (8 marks)/AO3 (8 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Rabindranath Tagore began to study scientific issues and wrote a number of essays on biology, physics and astronomy, but his greatest achievements were in poetry. • He was the first Bengali writer to achieve a worldwide reputation. His early works such as <i>Galpaguchcha</i> and <i>Sonar Tori</i> began to put Bengali literature on the world map. As a poet he gained worldwide fame. • He won the Nobel Prize for Literature in 1913 and was the first Asian to do so. He was knighted by King George of Great Britain in 1915, but denounced his knighthood in 1919 as a protest against the Amritsar Massacre. • He also wrote many books on philosophy, religion, education and social topics. He is famous for writing <i>Amar shonar Bangla, ami tomay bhalobashi</i> (My Bengal of gold, I love you), the national anthem of Bangladesh. That shows his importance as a national cultural figure. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Kazi Nazrul Islam is known as the National Poet of Bangladesh. He brought about revolutionary changes in the spirit and style of Bangla literature and music. Also <i>Chal Chal Chal</i> was declared as the battle song of Bangladesh and during the War of Liberation, the Freedom Fighters were inspired by songs. • Jasimuddin has been called Palli Kavi and is well known as a poet who writes about the beauties of rural Bangladesh and the lives of the people living in it. He wrote his most famous work, <i>Kabar</i>, when he was still a college student. • Jasimuddin was one of the pioneers of a non-divisive approach to culture, reflecting his strong socialist beliefs and great patriotism. He was a great supporter of Tagore and protested loudly when the government of Pakistan stopped broadcasts of Tagore's work in the 1950s. • Sufia Kamal was a major literary figure who was well known as 'Khalamma' (Aunt). She worked for social justice, particularly for women. In 1929 she joined Anjuman-i-Khawatin-i-Islam, an association of Muslim women, founded to provide better social and educational opportunities for women. After liberation she started many other organisations to promote women's rights and her poetry has been an inspiration to many women. |

| Level | Mark | Descriptor |
|----------------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Inaccurate application of knowledge and understanding, lacking in development and showing little or no organisation. (AO2) • Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) • Interpretation of information is basic with no analysis of issues. (AO3) • An unbalanced argument, judgements not supported by evidence. (AO3) <p>Maximum 3 marks for Level 1 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Partially accurate application of knowledge and understanding, with basic development and showing limited organisation. (AO2) • Demonstrates basic links to the conceptual focus of the question, which are partially developed. (AO2) • Interpretation of information is limited with partial analysis of issues. (AO3) • A partially balanced argument, judgements are supported by limited evidence. (AO3) <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Mostly accurate application of knowledge and understanding, with some development and showing partial organisation. (AO2) • Demonstrates some links to the conceptual focus of the question, which are mostly developed. (AO2) • Interpretation of information is good with some analysis of issues. (AO3) • A mostly balanced argument, judgements supported by some relevant evidence. (AO3) <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p> |

| Level | Mark | Descriptor |
|----------------|-------|---|
| Level 4 | 13–16 | <ul style="list-style-type: none"> • Accurate application of knowledge and understanding, with relevant and full development and showing excellent organisation. (AO2) • Demonstrates clear links to the conceptual focus of the question, which are thoroughly developed. (AO2) • Interpretation of information is excellent with thorough analysis of issues. (AO3) • A balanced argument, judgements thoroughly supported by relevant evidence. (AO3) <p>No access for answers that do not go beyond aspects prompted by the stimulus points.</p> |

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel
International GCSE (9–1)**

Bangladesh Studies

Paper 2: The landscape, people and economy of Bangladesh

Sample assessment material for first teaching
September 2017

Time: 1 hour 30 minutes

Paper Reference

4BN1/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 75.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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S 5 4 3 6 3 A 0 1 1 6


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Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A: The Physical Environment

Write your answers in the spaces provided.

You should aim to spend no more than 30 minutes on this section.

- 1 (a) Study Figure 1, which shows the climatic zones of Bangladesh.

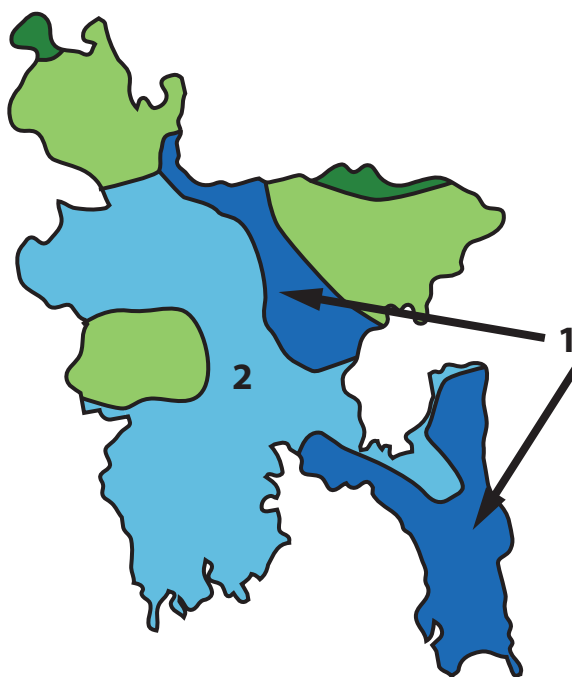


Figure 1

- (i) Identify climate zone 1.

(1)

| | |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | A Tropical savanna |
| <input type="checkbox"/> | B Humid subtropical |
| <input type="checkbox"/> | C Subtropical highland |
| <input type="checkbox"/> | D Monsoon |

- (ii) State **one** climate characteristic of zone 2.

(1)

(b) State **two** characteristics of the Western Disturbance.

(2)

1

2

(c) Explain **one** cause of earthquakes that affect Bangladesh.

(3)

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(d) Study Figure 2, which shows solar-powered irrigation in Bangladesh.



(Source: <http://www.worldbank.org/en/results/2015/09/08/solar-powered-pumps-reduce-irrigation-costs-bangladesh>)

Figure 2

Suggest **two** reasons why Bangladesh is developing renewable energy resources.

(4)

1

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2

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(e) Explain the environmental impacts caused by the exploitation of **one** named natural resource in Bangladesh.

(6)

Named natural resource

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- (f) Assess the extent to which the government and people of Bangladesh are prepared for a major earthquake event.

(8)

(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B: The Human Environment

You should aim to spend no more than 30 minutes on this section.

- 2 (a) Study Figure 3 which shows the value of Bangladesh's exports and imports in US dollars (\$) for 2013-14 and 2014-15

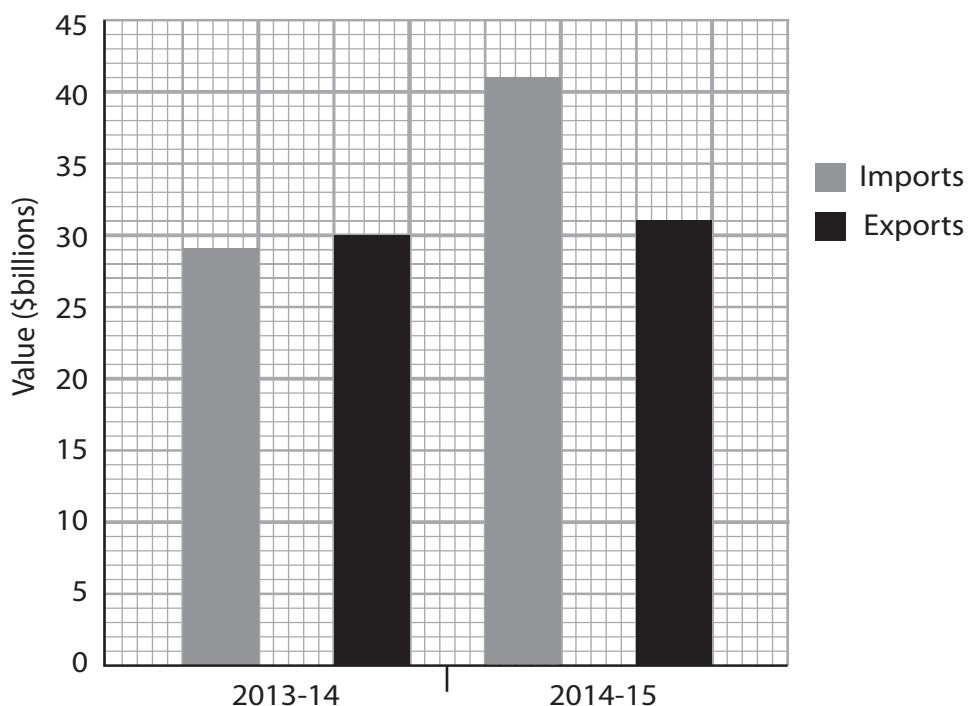


Figure 3

- (i) Identify the value of exports for 2014-15.

(1)

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

- (ii) Calculate the difference in the value of imports between 2013-14 and 2014-15.

(1)

(b) Name **two** of Bangladesh's economically important exports.

(2)

1

2

(c) Explain **one** factor that influences the importance of Bangladesh as a global location for manufacturing.

(3)

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- (d) Study Figure 4, which shows a 'word cloud' indicating contrasting views about transnational corporations (TNCs).



(Source: © Amir Zukanovic /123RF)

Figure 4

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

(4)

Challenge for people

Challenge for economy

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

(6)

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

(8)

(Total for Question 2 = 25 marks)

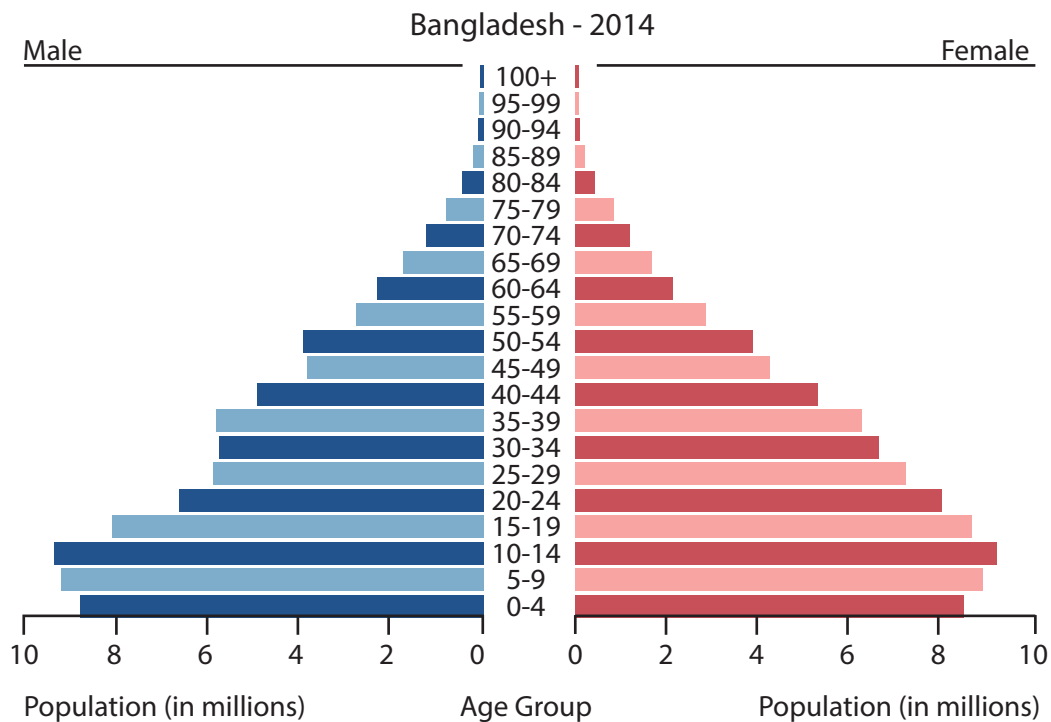
TOTAL FOR SECTION B = 25 MARKS

SECTION C: Challenges for Bangladesh

Write your answers in the spaces provided.

You should aim to spend no more than 30 minutes on this section.

- 3 (a) Study Figure 5 which shows information about Bangladesh's population.



(Source: http://www.indexmundi.com/bangladesh/age_structure.html)

Figure 5

- (i) Identify the age range with the largest population.

(1)

| | |
|--------------------------|----------------|
| <input type="checkbox"/> | A 0-4 |
| <input type="checkbox"/> | B 5-9 |
| <input type="checkbox"/> | C 10-14 |
| <input type="checkbox"/> | D 15-19 |

(ii) Name the type of graph shown in Figure 5.

(1)

(iii) State **two** factors influencing the shape of the graph shown in Figure 5.

(2)

1

2

(b) Explain **one** physical factor that influences population distribution in Bangladesh.

(3)

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.....

(c) Study Figure 6, which shows indicators of global climate change.

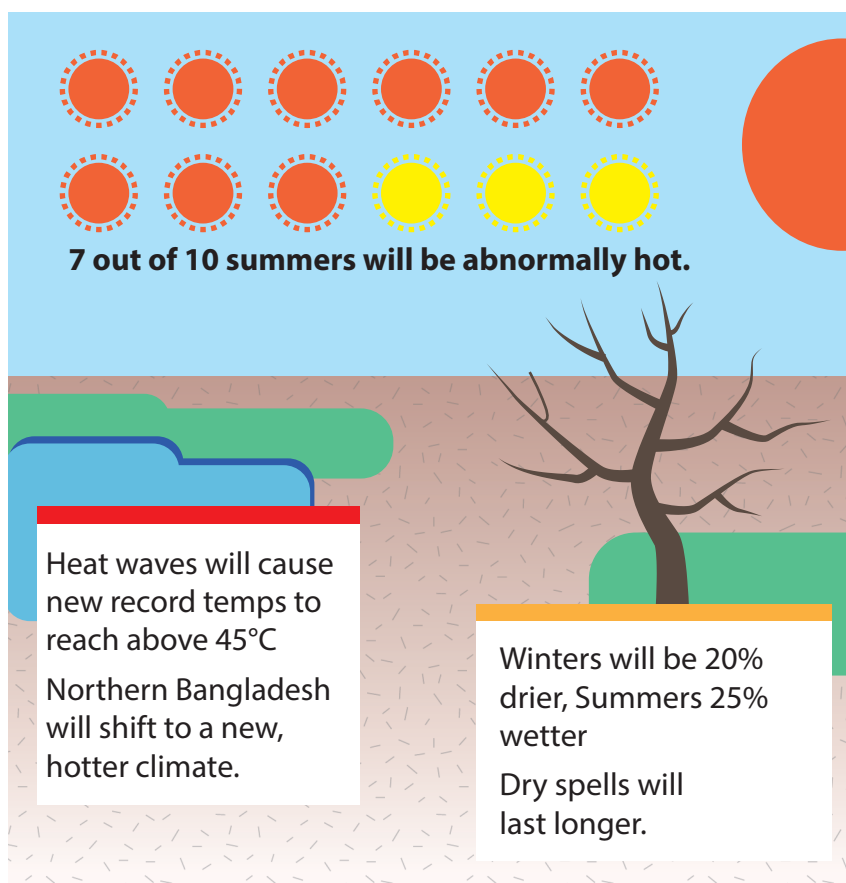


Figure 6

Suggest **two** strategies that the Bangladesh government might use to adapt to the impacts of climate change.

(4)

- 1
- 2

(d) Explain the challenges of rapid population growth for people living in Dhaka, a megacity in Bangladesh.

(6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(e) Assess the success of strategies to support rural communities in Bangladesh.

(8)

(Total for Question 3 = 25 marks)

**TOTAL FOR SECTION C = 25 MARKS
TOTAL FOR PAPER = 75 MARKS**

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Paper 2 – sample mark scheme

| Question number | Answer | Mark |
|-----------------|-------------------------|------------|
| 1(a)(i) | AO3 (1 mark) • D | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 1(a)(ii) | AO3 (1 mark) Award 1 mark for correct point, maximum 1 mark. <ul style="list-style-type: none"> • seasonal weather, alternating between dry and wet seasons (1) • moderate to heavy rain (1) • average temperature of 18°C (64°F) or higher every month (1) • driest month has less than 60 mm rainfall and less than 4% of annual precipitation (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 1(b) | AO1 (2 marks) Award 1 mark for each correct point, up to a maximum of 2 marks. <ul style="list-style-type: none"> • in their peak during winter months of Jan/Feb (1) • moderate to heavy rain (1) • cloudy skies (1) • higher night temperatures (1) • heavy snow in mountainous areas (1) <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 1(c) | <p>AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks. Only credit one cause.</p> <ul style="list-style-type: none"> The Indian Plate is moving northeast to collide with the Eurasian Plate (1). This results in pressure that causes fractures called faults (1). When pressure is released, sudden movement occurs along the fault lines, resulting in an earthquake (1). | (3) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 1(d) | <p>AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks each. Only two reasons should be credited.</p> <ul style="list-style-type: none"> Bangladesh depends on imported non-renewable energy resources (1), therefore developing renewable resources will help to improve Bangladesh's trade balance (1). Remote rural areas do not have access to electricity (1), therefore small scale renewable schemes will help local/regional development (1). Non-renewable resources are finite (1), therefore renewable energy is needed to ensure energy security in the future (1). Non-renewable energy resources contribute to global climate change (1), therefore renewable resources are needed to reduce to reduce CO² emissions (1). | (4) |

| Question number | Indicative content |
|-----------------|---|
| 1(e) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • There is an overall loss of bio-diversity of both plant and animal species. Demand for fuel wood and clearance for shifting agriculture and plantation crops exceeds re-planting. This results in the fragmentation and overall loss of forested areas, causing a reduction in the number of living organisms and the interaction between components of the forest ecosystem. • Commercial shrimp and fish farming, plus deforestation, are causing damage to mangrove forests and their ecosystems. Mangroves act as a barrier to coastal and river erosion by trapping sediment along the banks of the deltaic channels. Destruction of mangroves for commercial aqua-culture increases the risk of coastal and river flooding. • An increased risk of soil erosion/landslides in the SW and SE upland areas and the Chittagong Hill Tracts. Commercial use of the forested areas of the Chittagong Hill Tracts for rubber monoculture and fuel wood has reduced biodiversity. Soil erosion (estimated to be 75% in some areas) due to deforestation means soils are thin and less fertile. Every year approximately one billion tons of soil is lost and is transported by the river systems to the Arabian Sea. • Increased surface runoff and reduced water regulation in the Himalayan foot hills. Forested areas increase interception, which reduces the impact of snow and glacier melt water and extreme precipitation events. Deforestation reduces interception, resulting in flooding and shifting river systems, especially in the delta region. |

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

| Level | Mark | Descriptor |
|----------------|------|---|
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) • Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content | |
|-----------------|---|--|
| 1(f) | <p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Strict enforcing of the building code during building construction is needed to minimise loss of life and property. As this is not currently enforced by the government, newly built homes and offices remain unsafe. • The government intends to train 62,000 community volunteers but a major earthquake could occur before the training is complete, making the training programme ineffective. <p>Relevant points to counter the statement might include:</p> <ul style="list-style-type: none"> • The government has obtained some equipment and trained a limited number of volunteers to carry out search and rescue operations using financial support from the European Union. • The European Union has devised a training programme, in co-ordination with the government, to help primary and secondary schools in Bangladesh. Save the Children has been working with the government to implement this training since early 2015. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3) |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3) |

| Level | Mark | Descriptor |
|----------------|------|---|
| Level 3 | 7–8 | <ul style="list-style-type: none"> • Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2) • A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 2(a)(i) | <p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> • C | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 2(a)(ii) | <p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> • \$ 12 billion | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 2(b) | <p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Ready-made clothing (1) • Other textiles (1) • Paper yarns (1) • Fish (1) <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 2(c) | <p>AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks. Only credit one factor.</p> <ul style="list-style-type: none"> • Bangladesh has a large workforce of skilled/semi-skilled workers (1) who are paid low wages by global standards (1), which makes Bangladeshi industry (especially the ready-made garment industry) highly competitive (1). • Bangladesh has a rapidly growing population, especially in Dhaka (1), which means that a workforce is always available (1), making Bangladesh an attractive location for manufacturing industries (1). • Introducing the Bangladesh Economic Zones Authority (1), which aims to establish 100 economic zones to enable rapid economic development by 2025 (1), will likely encourage more TNCs to locate in Bangladesh (1). | (3) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 2(d) | <p>AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks. Only credit one challenge for 'people' and one challenge for 'economy'.</p> <p>People</p> <ul style="list-style-type: none"> • Locals, especially younger people, might adopt the culture and ideas of the home country of the TNC (1), leading to a loss of Bangladeshi culture (1). <p>Economy</p> <ul style="list-style-type: none"> • A substantial portion of the profits from trade is sent to the home country of the TNC (1) and therefore Bangladesh does not receive the continued re-investment necessary to develop (1). | (4) |

| Question number | Indicative content | |
|-----------------|---|--|
| 2(e) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <ul style="list-style-type: none"> Reliable water supplies mean rice can be grown and harvested three times a year in many areas, especially along river flood plains and irrigated regions. Bangladesh's fertile soil, replenished by deposition of alluvium during the annual floods (e.g. Padma, Jamuna and Meghna flood plains), means that intensive farming can be carried out in most areas. The exceptions are the more sandy-soil, forested areas of the SE and SW. Consequently, it is less economically profitable to farm these forested areas. Shrimp farming takes place south of Khulna and Satkhira, and the peninsula from Cox's Bazar to Teknaf because of suitable coastal conditions, available water resources, a cheap labour force and global demand for shrimps. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content | |
|-----------------|--|--|
| 2(f) | <p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • The economy of Bangladesh depends on exporting goods, particularly clothing, and requires an efficient, well-maintained transport system. Bangladesh's present and future economic development relies on efficient movements of raw materials, manufactured products and agricultural goods. • Developing the road transport network and constructing and improving rail links is, therefore, a government priority. Recent improvements include the Asian Highway to India and the new two-track Dhaka railway to Rajshahi, which have improved communication, trade and economic development. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • A proposed 6,000 km gas pipeline between Bangladesh and Myanmar will help economic development by improving power supplies and industrial output, and will reduce power shedding. • Bangladesh's rapid economic development is predominately based on the success of the ready-made garment industry. There is a large labour workforce (mainly female) prepared to work for low wages, making Bangladesh's exports extremely competitive. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3) |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3) |

| Level | Mark | Descriptor |
|----------------|------|---|
| Level 3 | 7–8 | <ul style="list-style-type: none"> • Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2) • A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 3(a)(i) | <p style="text-align: center;">AO3 (1 mark)</p> <ul style="list-style-type: none"> • C | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 3(a)(ii) | <p style="text-align: center;">AO3 (1 mark)</p> <p>Award 1 mark for correct point, maximum 1 mark.</p> <ul style="list-style-type: none"> • Age/sex pyramid (1) • Population pyramid (1) <p>Do not accept any other response.</p> | (1) |

| Question number | Answer | Mark |
|------------------|--|------------|
| 3(a)(iii) | <p style="text-align: center;">AO1 (2 marks)</p> <p>Award 1 mark for each correct point, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • High birth rate (1) • Improved medical care of young children (1) • Low death rate (1) • Improved medical care of older people (1) | (2) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 3(b) | <p>AO1 (1 mark)/AO2 (2 marks)</p> <p>Award 1 mark for initial point and 2 further marks for expansion, up to a maximum of 3 marks each. Only credit one factor.</p> <ul style="list-style-type: none"> • Bangladesh has relatively low-lying flat land where its extensive river flood plains are found (1), which allows for high agricultural output, especially rice (1), which supports a much higher population density than more hilly areas (1). • The highest population density can be found in the tropical savanna climate zones (1), where the wet season provides water for irrigation (1) and the dry season allows cultivation, crop growth and harvesting (1). | (3) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 3(c) | <p>AO2 (2 marks)/AO3 (2 marks)</p> <p>Award 1 mark for an outlined reason and 1 mark for expansion of the reason, up to a maximum of 2 marks each. Only credit two strategies.</p> <ul style="list-style-type: none"> • Providing grants for rain-water storage, such as mini-ponds (1), enables people to use self-help/small-scale methods that can reduce the impact of drought (1). • In 2015, the government announced plans to upgrade the existing embankments along the sea, estuaries, and rivers (1) so that 129 polders are protected from flooding as a result of higher rainfall (1). | (4) |

| Question number | Indicative content | |
|-----------------|--|--|
| 3(d) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> Dhaka has over 10 million inhabitants and the highest rate of urbanisation in the world. Much of Dhaka has developed randomly, leading to overcrowding in informal unplanned settlements. Housing shortages mean the informal areas lack basic sanitation and this increases the risk of diseases such as cholera, diarrhoea, dysentery, typhoid, and other water-borne diseases. Lack of services, such as lack of doctors, affects the health of the lower-income residents and limited education reduces prospects of higher-paid skilled employment. Unreliable power supply results in load shedding and limits industrial development. About one-third of households in Dhaka are not connected to the city water-supply system. Approximately 48% are not connected to mains sewage or septic tanks. The demand for public transport exceeds provision. Traffic congestion causes severe air pollution, leading to respiratory disease and other diseases. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> Demonstrates limited understanding of concepts, some of which may be inaccurate or irrelevant. (AO1) Demonstrates unsustained links to the conceptual focus of the question, which are not developed. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> Demonstrates partial understanding of concepts, which are mostly accurate and relevant. (AO1) Demonstrates some links to the conceptual focus of the question, which are partially developed. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> Demonstrates thorough understanding of concepts, which are accurate and relevant. (AO1) Demonstrates sustained links to the conceptual focus of the question, which are developed. (AO2) |

| Question number | Indicative content | |
|-----------------|--|--|
| 3(e) | <p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material indicated as relevant. Other relevant material not suggested below must also be credited</p> <p>Indicative content</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • The Primary Education Programme is a government incentive to improve conditions in rural areas. Schools have been built where primary education was not previously available. Enrolment in schools generally, especially secondary education, remains low but has shown a marked improvement in the last ten years. • Government programmes, aiming to raise agricultural production (e.g. the Green Revolution) have helped to increase output and incomes of rural communities that depend on farming, or aiming to improve health provision in rural areas (e.g. the Green Umbrella Programme) have helped to decrease infant mortality. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Some incentives to improve education, particularly for girls, are opposed in more rural, less accessible villages with traditional values. Although 14% of government expenditure is spent on education, less than 60% of girls reach the end of secondary education and only 54% pass the final exams. • Investment in agricultural schemes tends to benefit larger landowners who can invest in improved seeds, machinery and fertilisers. Most farms in Bangladesh are very small scale and lack money for investment. | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1–3 | <ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • An unbalanced or incomplete argument that provides limited consideration of factors, leading to judgements and a final conclusion that are not supported by evidence. (AO3) |
| Level 2 | 4–6 | <ul style="list-style-type: none"> • Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • An imbalanced argument that provides some consideration of factors, leading to judgements and a final conclusion that are partially supported by evidence. (AO3) |

| Level | Mark | Descriptor |
|----------------|------|---|
| Level 3 | 7–8 | <ul style="list-style-type: none"> • Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2) • A balanced, well-developed argument that provides thorough consideration of factors, leading to judgements and a final conclusion that are well supported by evidence. (AO3) |

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