BANGLADESH STUDIES

> **Paper 0449/01**
> **History and Culture of Bangladesh**

Key messages

- Candidates should choose questions where they can answer most of the parts, and not be put off by a short answer part that they cannot answer.
- Where a question asks candidates to explain, candidates should use their knowledge to answer the question.

General comments

This examination requires candidates to select information to answer short answer questions, to demonstrate sound and relevant factual knowledge, to construct historical narratives and historical explanations. They are asked to consider the relative importance or impact of the factors featuring in each of the narratives. Many candidates did this very well, using strong, appropriate, supported information to keep their answers relevant to the question. Some wrote answers with appropriate factual knowledge and made some attempt to use it to develop answers, but did not keep to the point or avoid adding lengthy descriptions that were not appropriate to the question. Many candidates were well prepared for one or two questions and showed their ability to apply their knowledge to their answers to the questions. Few candidates successfully constructed historical explanations for each of the part questions that required explanations. Some candidates described the given factor in the question, not addressing the question.

Overall, candidates had a depth of knowledge available for use in all questions and the ability to select appropriate information. However, candidates should be advised to select questions which have most parts that they are able to answer, as a small number of candidates ignored the second or third parts of some of the questions. Some candidates elected questions based on their ability to answer the part **(a)** questions, but were then unable to answer parts **(b)** or **(c)** of the question in depth. Most candidates were able to write specific answers to **Question 1(c)(i)** that used an appropriate amount of time during the exam. As a result, answers to other question were better thought out and in greater depth than in previous years.

To score well on part **(a)** and **(b)(i)** questions, candidates need to demonstrate detailed knowledge of the factors that are asked for, specific to the topic or dates given. To score well on the part **(b)(ii)** and **(c)** questions, candidates need to use their knowledge to answer the questions. These are questions asking 'Explain the importance...', 'Explain how...' and answers should lead to these questions being answered. Candidates should take care to read the questions fully. For example, where the question asks about changes in arts and culture in a period, answers offering only political change, or changes in arts and culture in different periods, will not be awarded marks.

Comments on specific questions

Question 1

In this compulsory question on the paper, most candidates demonstrated sound knowledge in their part **(a)** answers. There were many very strong answers which gave detailed information about Jasimuddin's life and work. Some candidates were able to consider the importance of his work as asked for in part **(b)(ii)**, considering the importance of the awards he was given to the perceived importance of Bangladesh internationally, and the learning that urban, foreign and young people get about rural life from his work.

Candidates addressed the developments of architecture during the British period, some able to bring together style and examples of them to reach higher levels of marks. Candidates were able to describe literature during the British period, selecting from their knowledge the work of writers. Many candidates developed an answer that explained their importance to the culture of Bangladesh, especially about what we learn of life during struggles against colonialism. If architecture is taken as an example, candidates could have started a paragraph in part **(c)(i)** by saying: 'Architecture shows us what was valued by Britain, and the uses that these buildings have been put to in recent years shows us what Bangladesh still values from their colonial past e.g. University Halls, and government offices'. Part **(c)(ii)** would follow on by saying that 'Not everyone reads History, but buildings tell their own story and make us ask questions'. About literature, a paragraph in part **(c)(i)** might begin: 'We can learn from authors about the arguments that were used to bring people together and the different views of parts of society that were writing about their suffering under British rule.' Part **(c)(ii)** might follow this by saying that 'Books tell us of political events, while buildings can show us how far the lives of people in Bangladesh were changed through cultural contact with the British.' Most candidates were able to give a detailed answer to at least one part of this question. Most candidates were able to identify a more important factor, many then being unable to offer a reason for their choice. Some were able to explain how architecture or literature written during the British period is useful today as a source of information about a life so different from our own, or of the range of differing views that are rarely all included in text books.

Question 2

There were many very strong answers to all parts of the question. The best answers to part **(b)(i)** focused on religions that were welcomed by the Guptas. Part **(b)(ii)** enabled some candidates to achieve marks for explanation, highlighting how the empire of the Guptas developed. The best answers to part **(c)(i)** considered the importance of an extended period of peace and of art works found overseas. Some candidates did not read the question fully and wrote about trade and coins in both sections. Best answers to part **(c)(ii)** considered the link between peace and time for art to be valued.

Question 3

The short answer part questions were usually answered well. More able candidates showed detailed knowledge of the improved ways of working by Viceroys. Fewer candidates showed knowledge of the challenges Viceroys faced during the reign of Shah Jahan. Part **(c)(i)** was very well answered by many candidates who were able to discuss the details of, and decorations on, buildings that were built and the reasons for them. Some candidates used knowledge of the impact of religious tolerance on governance and the levels of co-operation that this brought about. The best answers to part **(c)(ii)** considered long term implications of each given factor, and the impact of different religious views of rulers that followed and the weakness that these levels of intolerance brought with them.

Question 4

Many candidates showed strong levels of understanding of the British Period. The work of Robert Clive was well known, especially the Battle of Palashi. Changes to governance under Lord Cornwallis were usually well understood, some candidates explaining why he held his views. Part **(c)(i)** usually saw detailed answers where candidates focused on reasons for the movements and ways in which they were different. Similarly, part **(c)(ii)** saw detailed answers relating to significance, either taking the style of attack of Fakir Sanyasi fighters and how it wore the British army down, or considering how the peaceful operation of the Faraizi Movement drew many supporters and developed into the political opposition to the British that developed during the 20th Century.

BANGLADESH STUDIES

> **Paper 0449/02**
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> **Environment and Development of Bangladesh**

Key messages

- Candidates displayed an excellent command of the English language and sound knowledge of the environment and development of Bangladesh.
- The resource based skills questions were particularly well done.
- Maximum success is achieved by those candidates who focus on the command words and mark allocations in order to answer the questions set within the confines of the allocated answer space.
- Candidates should avoid repeating the wording of the question.
- In the judgement section at the end of each question, candidates should develop, not repeat, their reasons for supporting statements A and/or B.

Comments on specific questions

Question 1

(a) (i)   The majority of candidates understood that the river flowed south/southeasterly into the Bay of Bengal.

(ii)   The divided bar chart was mostly completed correctly.

(iii)   Candidates who compared the left bank with the right bank scored much better than those who described differences within the left bank and within the right bank.

(b)   Candidates who described and then explained the formation of a braided channel quickly achieved full marks for this question. There were some well-annotated diagrams.

(c)   Most candidates could put the correct words into the boxes on Fig. 3, a cross section through a meander.

(d) (i)   A good knowledge of NGOs was evident.

(ii)   Candidates who described in detail one type of work done by NGOs scored better than those who listed the various types of work NGOs are involved in.

(e)   There was good understanding of why controlling the flow of the Jamuna-Brahmaputra river may not be possible. There were many valid reasons given to explain why it necessary to control the flow and erosion of the river. Many candidates gave well-balanced answers which considered both statements and expanded on their earlier points or gave additional arguments. Those who merely repeated the points made in support of statement A or B struggled to gain any additional marks.

Question 2

(a) (i) Most candidates could describe in detail the distribution of deciduous forests in Bangladesh, giving not only regions but also division names.

(ii) Candidates were able to plot the bar for land area accurately but many failed to use the correct scale to plot the bar for total forest loss. A minority of candidates lost marks by not shading the bars they had plotted.

(iii) Candidates who wrote full answers rather than a list of simple bullet points managed to achieve full marks for giving a number of different reasons why deforestation is taking place in Bangladesh.

(b) (i) Candidates who explained how deforestation causes increased run-off which leads to soil erosion or showed how a drier climate impacts on crop growth did better than those who focused on soil fertility.

(ii) Most candidates understood how an increase in CO_2 contributes to global warming, so quickly scored full marks for this question. Alternatively, those who wrote about less transpiration and reduced rainfall also scored well.

(iii) The immediate impact of deforestation on urban areas is more air pollution from the burning of trees, but few candidates wrote about this. Many focused on rural-urban migration and its resultant problems, which is a bit too far removed from the cutting down of trees to gain credit.

(c) (i) A difficult question but candidates who explained that mangroves grow in waterlogged and saline conditions picked up both marks quickly. Many candidates knew that mangrove tress have pneumetaphorus roots.

(ii) There were many detailed and exemplified answers from candidates for example, explanations about the endangered Royal Bengal Tigers whose habitat and food supply is in the Sundarbans.

(d) Generally this question included too many vague comments about environmental laws controlling pollution or education raising awareness. These comments were then repeated in part **(iii)**. The best candidates referred to specific laws such as banning leaded petrol or two stroke engines, or how education leads to, for example, the correct use of fertilisers and pesticides.

Question 3

(a) (i) Most candidates knew how to calculate the rate of natural growth.

(ii) The majority of candidates could explain why some families in Bangladesh have a large number of children.

(b) (i) Many candidates were very good at using data from graphs to describe trends, as shown by the high number of excellent responses to this question to describe the progress being made to reduce infant mortality rates. There were lots of references to the overall change for each country with accurate use of figures from the graph. Those who adopted a year-by-year approach wasted time and effort and often ran out of space. It is beneficial to remind candidates that they need to be precise and give units e.g. the infant mortality rate in Bangladesh decreased by 4 per thousand, from 39 in 2010 to 35 in 2013 rather than, it changed from 39 to 35.

(ii) The reasons for a reduction in infant mortality rates were well expressed.

(c) (i) Urbanisation is the increasing proportion or % of the population living in towns and cities, not, as many candidates wrote, the process of rural to urban migration.

(ii) The graph was usually completed very accurately. Candidates should always be prepared to complete graphs as part of this examination. They should use a sharp HB pencil and ruler to plot graphs.

(iii) A good knowledge of push and pull factors was evident in the answers.

(d)(i) Industrialisation was generally clearly defined.

(ii) There were many excellent descriptions of how the state can support industrialisation. The more detail candidates give, within the confines of the answer space, the more likely they are to gain full marks. Lists of very brief bullet points are to be avoided.

(e) There was good knowledge of the challenges that urbanisation creates and there was clear understanding of why the movement of people to cities might be encouraged. However, too much repetition in part **(iii)** meant candidates did not always gain the 3 marks available by giving clear, detailed reasons using facts to back up their opinions.

Question 4

(a) Candidates need to study photographs carefully and describe what can be seen, in this case food production.

(b) How the state can protect farmers from cyclones was well known. Some candidates wrote about after the cyclones which was not required for this particular question.

(c)(i) Almost all candidates who attempted this question were able to complete the line graph.

(ii) Generally the graph was interpreted correctly.

(iii) Ideas about changing fertiliser use due to the Green Revolution, improved yields, reasons for changing costs and issues with the use of fertilisers were sometimes rather vague.

(d)(i) Candidates who responded to the terms 'commercial farm' and 'cash crops' in the question could name a suitable example such as jute, sugar cane or tea, as well as suggesting inputs such as capital, machinery or labour.

(ii) Some sound reasons were given to explain why it is difficult to increase the production of cash crops, but this topic was generally not well understood.

(e) Knowledge of the Green Revolution was often excellent. Clear explanations of how it can increase food supply and why it does not benefit all farmers were common. Many candidates chose to agree with both statements and provided well balanced responses to part **(iii)**.

Question 5

(a)(i) Some candidates described variation from one age group to another, whilst others described variation within each age group. Either approach was acceptable, so most candidates scored full marks.

(ii) A difficult question as candidates needed to focus on ageing population not general population increase, consequently few candidates managed to achieve full marks for this question.

(iii) Most candidates understood that emigration causes a loss of talent or skilled workers but few explained the consequences of emigrants being predominantly male. A few candidates confused emigration with immigration.

(b)(i) The line graph was mostly completed accurately.

(ii) A challenging question requiring candidates to compare change. Candidates who used comparative phrases (more, faster, higher) described the changes well. Weaker candidates often listed the percentages in different countries and years but did not really compare.

(iii) Reasons why a smaller percentage of children attend secondary school in Bangladesh were well explained.

(iv) Suggestions for improving adult literacy were well expressed.

(c)   The topic of tertiary education compared to occupational and professional training was key to this question. Some confused the two or were not clear that tertiary education is college or university education. The best responses explained in detail the benefits of each and then expanded in detail the reasons for their choice of A or B. Some candidates made a good case for the need for both.