

# BANGLADESH STUDIES

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Paper 7094/01  
History and Culture of Bangladesh

## Key messages

Candidates should read the questions carefully.

Candidates should choose questions where they can answer most of the sections, and not be put off by a short answer question that they cannot answer.

Where a question asks candidates to explain, candidates should use their knowledge to answer the question.

**Part cii** questions require answers that reflect on the answers provided in **part ci** answers.

## General comments

Candidates overall seemed to be well prepared for the examination. This examination requires candidates to select information to answer short answer questions, to demonstrate sound and relevant factual knowledge and to construct historical narratives in three essays and historical explanations in five essays. 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. Very few candidates failed to keep to the point of the question or wrote 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. Very few candidates were unable to demonstrate any depth of knowledge. Most candidates successfully constructed some historical explanations. Some candidates described the given factor in the question, not addressing the question.

Candidates overall were found to have 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 all parts which they are able to answer as a small number of candidates ignored the second or third parts of some of the questions. Some candidates selected questions based on their ability to answer the **part a** question, but were then unable to answer **parts b** or **c** of the question in depth. This year, that number was smaller as many candidates seemed to find some of the short answer questions difficult.

Candidates should read questions carefully. Many candidates did not respond appropriately to the question about the Lucknow Pact and Khilafat Movement, a question testing the unity of the Muslim and Hindu communities.

Most candidates were able to write specific answers to **Question 1ci** 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 earlier years.

To score well on **Part a** and **bi** questions candidates need to demonstrate detailed knowledge of the factors that are asked for, specific to the topic or dates given. They should focus on the topic of the question, avoiding detail that does not fit into the questions.

To score well on the **Part bii** and **c** questions candidates need to address their knowledge to answer the questions. These are questions asking *Explain the reasons...* or *Explain the impact...* or *Explain why...* and answers should lead to these questions being answered. Candidates should take care to read the questions fully. Where the question asks about changes in architecture and language in a period, answers offering only political change, or changes in architecture and language in different periods, will not be awarded marks.

More candidates than usual were able to justify a conclusion to at least one **part cii** in the optional questions. They found the options possible and worthy of consideration by reflecting on the balanced answer provided in **part ci**.

There were very few rubric errors. Few candidates did not complete the examination.

### Comments on specific questions

#### Question 1

This was the compulsory question on the paper and was attempted by all candidates. Most candidates demonstrated sound knowledge in their **Part a** answers. There were many very strong answers which gave detailed information about Mir Mosharraf Hossain's life and work. Some candidates were able to consider the impact of his work as asked for in **Part bii**, considering the importance of the introduction of satire as a writing style and of works about Islam in schools. Candidates were well prepared to consider early developments in architecture, some able to bring details about style and buildings together effectively to reach the highest levels of marks. Candidates were able to describe early developments in language, again exemplifying their answers. Many candidates developed an answer that explained their importance to our learning. If architecture is taken as an example, candidates could have started a paragraph in **Question 1ci** by saying: It shows us how skills from the past e.g., in decorating buildings are shared with urban developments today. **Question cii** would follow on by saying that such uses show the value we give to our past.

Most candidates were able to give a detailed answer to at least one part of the question. Most candidates were able to identify a more important factor. However, many were then unable to offer a reason for their choice. Some were able to explain how the understanding of architecture is useful today as a source of information about a life so different from our own. Language development shows how our language lives and how we need to respect the past as well as tracing how it is still changing.

All three of the optional questions were found to be attractive choices for candidates.

#### Question 2

The short answer questions were mostly answered quite well, except for **Question 2aiii** where most candidates did not attempt an answer. Most candidates demonstrated understanding of Vijaya Sena's role in the dynasty. A significant number understood how the Senas earned their reputation as people of culture. Some candidates struggled with explaining both parts of **2ci**. The best answers focused on specifics, e.g. sea trade in cottons and spices that demanded a boat building industry, or battles that led to the control of the whole of Bengal. Some were very well argued, using evidence that enabled a justified conclusion in **Part 2cii**.

#### Question 3

The short answer questions were consistently well answered. Most candidates understood the interactions between Babur and Nusrat, while most candidates showed detailed understanding of Humayun's tribulations against Sher Shah. There was some impressive detail to be found in most answers to **Question 3ci**, with candidates showing awareness of how Jahangir and Shah Jahan brought peace and prosperity to Bengal. The best **Part cii** answers considered the importance of defeating enemies e.g., Baro Bhuiyans, in order to bring that period of peace, or the role of law and order in promoting peace and prosperity.

#### Question 4

It was encouraging to read so many well-informed answers to a question on Bengal in the twentieth century. The short answer questions were well answered. Most candidates demonstrated a clear knowledge of reactions to the 1905 Partition of Bengal by both Muslim and Hindu communities. However, **Question 4ci** was the cause of confusion for some candidates who misread the question, with general answers about political developments replacing evaluations of impact on unity. Very well explained reflections of the impact of each as damaging relations and unity resulted in strongly supported evaluations in **Question 4cii**.

# BANGLADESH STUDIES

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**Paper 7094/02**  
**Environment and Development of**  
**Bangladesh**

## Key messages

- To gain maximum marks candidates should focus on the command words and mark allocation, to answer questions set within the confines of the answer space.
- To complete graphs accurately candidates should use a ruler and sharp pencil and carefully replicate the shading used on the graph.
- Candidates should always give the units of measurements such as °C, million tonnes (mt), billion (US\$).
- In the judgement section, at the end of each question, candidates should avoid repeating their comments from (i) and (ii) in (iii), and instead develop their earlier points and make additional arguments for supporting statements A and/or B.

## General comments

- Many candidates appeared to be well prepared for the examination. This was demonstrated by the exceptionally high marks attained by the best candidates.
- There were many responses that demonstrated a thorough knowledge of the environment and development of Bangladesh.
- The quality of written English was excellent and almost all candidates managed to complete the paper within the time allowed.
- The resource skills (AO2) questions were competently answered by most candidates.
- A few candidates attempted to answer all 5 questions rather than selecting 3 so severely disadvantaged themselves.

## Comments on specific questions

### Question 1

This question was the least popular but was answered well by some of the candidates who attempted it.

- (a) The rivers Padma and Meghna were correctly identified by most candidates, as was the seaport at Chittagong but the river port at Dhaka was not so well known.
- (b) The changes to a river and its channel when it reaches the lower course caused confusion for candidates who lacked a sound knowledge of this topic. Those who wrote about the river valley, flood plain or delta did not score well. It is always important to focus on the question set, in this case, the characteristics of the river itself and its channel. Four distinct characteristics were needed to gain full marks for this question.
- (c) (i) Few candidates correctly defined a flood plain as a wide area of flat, low-lying land either side of a river channel.
- (ii) Candidates' knowledge of the features of a flood plain was sound.
- (d) (i) Candidates demonstrated a good understanding of why rivers are important for transport in Bangladesh, but many were unable to gain full marks because they did not make enough points. The number of marks available and the size of the answer space are a good indication of how much the candidate should be writing. It is hard to gain 4 marks when a candidate only writes 3 lines.

- (ii) The plotting of the pie chart (AO2) was generally completed very accurately but a number of candidates did not get the mark for shading because their shading did not resemble that in the key. Quite often the horizontal lines were not horizontal, or the diagonal shading was going the wrong way. It is essential to have a sharp pencil, ruler, and eraser for accurate graph completion.
- (e) An excellent knowledge of flooding in Bangladesh was evident in candidates' responses. The majority of candidates could present a clear argument why it is impossible to stop river flooding in Bangladesh and state one method that can be used to reduce river flooding. Stronger candidates expressed a clear point of view in (iii) which they supported by developing their earlier points and presenting additional arguments, whilst weaker candidates merely repeated their earlier points or focused on mitigating flood damage rather than flood prevention.

## Question 2

This question was popular however parts of it proved to be challenging for candidates who attempted it.

- (a) (i) Candidates who started by stating that the pattern of average temperatures in January is that they increase from north to south or vice versa, and then illustrated this by reference to the lowest temperature in the northwest and the highest temperature in the south easily gained the three marks available for this question.
- (ii) The explanation of this pattern proved to be challenging, with only the best candidates writing about latitudinal differences, the difference in temperature between land and sea, or the winter monsoon winds.
- (b) (i) The majority of candidates could name two greenhouse gases.
- (ii) Despite the stimulus provided by Fig. 2.2 few candidates were able to give an accurate explanation how greenhouse gases contribute to global warming. Some weaker candidates included CFCs and depletion of the ozone layer whilst stronger candidates understood about incoming short-wave radiation from the sun passing through the atmosphere, and long-wave radiation from the earth getting trapped by the greenhouse gases.
- (c) (i) – (iii) The majority of candidates were able to competently analyse the graph (AO2) shown in Fig. 2.3 in order to identify the general trend as increasing; state that 2016 was the year with the highest change in average temperature; and calculate that the difference in average temperature change from 1980 to 2019 was 0.67 °C. A number of candidates were unable to score the last of these marks because they did not state the units of measurement, in this case degrees C. Candidates should always state the units of measurement shown on graphs and diagrams.
- (iv) This high tariff question produced excellent responses from better candidates who developed their answers in order to explain, rather than describe, how Bangladesh is at risk from global warming. These responses demonstrated a detailed understanding of this important issue. Some weaker candidates wrote about how Bangladesh is contributing to global warming rather than how it is at risk from it. It is important to read each question carefully and be clear what the question requires, particularly when there are 5 marks available on a topic that candidates are generally very knowledgeable about.
- (d) These questions required candidates to present clear arguments why governments or individuals should take action to stop global warming and back up these arguments with practical solutions that could be implemented. The best responses briefly explained one advantage of each approach and then in (iii) expanded, in detail, the reasons for their choice of either A or B based on the types of action that could be taken to stop global warming. Some candidates made a good case for the need for both. Candidates who merely repeated the points made in support of statement A or B struggled to gain any additional marks in (iii).

## Question 3

A popular, well-answered question in which candidates demonstrated sound knowledge of agriculture in Bangladesh.

- (a) (i) The difference between subsistence and commercial farming was well described by many candidates.
- (ii) Most candidates could name two pulses.
- (iii) Candidates who focused on pulses as a food crop easily gained both the marks available. Those who missed the key word 'food' did not score these marks because their response did not answer the question set.
- (b) The graph of wheat production was very well interpreted by most candidates; they were able to identify the main changes and quote data accurately from the graph to support their answer. For those who adopted a year-by-year approach, a lot of time and effort was wasted.
- (c) Candidates who described what they could see in the photograph soon scored full marks for this question. Those who identified rice farming and then ignored the photograph took longer to gain the marks, or missed simple points shown in the photograph like labour, seedlings, oxen, waterlogged soil, flat land or large area.
- (d) (i) The Green Revolution was correctly defined by all but a few candidates who interpreted Green as environmentally green. Most candidates were aware that where there are 2 marks for a definition it is important to develop their answer.
- (ii) This quite specific question revealed a lack of detailed understanding of some of the hinderances to the spread of the Green Revolution in Bangladesh.
- (e) Modern farming methods of the Green Revolution was one area where there was a noticeable lack of specific knowledge. The best candidates showed accurate knowledge of the specific value of HYV seeds, irrigation, machinery, pesticides and fertilisers. Equally there was a lack of accurate knowledge of the risks associated with these components of the Green Revolution. Eutrophication and arsenic poisoning were only included infrequently.

#### Question 4

This was the most popular question which produced many excellent answers.

- (a) The questions on cottage industries demonstrated that many candidates had an excellent knowledge and understanding of this subject. They could name two cottage industries; describe the main features of cottage industries; and explain how cottage industries can help people break out of the cycle of poverty.
- (b) (i) This challenging graph analysis question (AO2) was well tackled by a large number of candidates who worked their way along the graph in sections making comparisons about quantity, change and rate of change. Some included data to support their points. The few candidates who described Bangladesh and then described Pakistan were unable to score because they were not making comparisons. There was a noticeable improvement in how candidates tackled this type of question compared to previous years.
- (ii) Candidates demonstrated a sound knowledge of FDI and MNCs. Those who focused on the question set 'how they can help the development of industry' soon gained all four marks, either by making four separate points or developing their points. Candidates who wrote all they knew about FDI and MNCs tended to score less well because they included information that was not directly related to the question set.
- (c) (i) The many excellent responses to this question showed that candidates have a good locational knowledge of Bangladesh as they were able to describe in detail the distribution of natural gas fields shown on the map.
- (ii) Identifying fertiliser as the industry linked to natural gas proved to be difficult for a number of candidates, who either did not answer this question or tried to guess. The answer was shown on Fig. 4.2 where the fertiliser factories were linked by gas pipelines to the natural gas fields.
- (d) Candidates were able to make strong arguments why Bangladesh should invest in new gas fields for domestic use and/or export. Yet, these judgement and decision-making questions (AO3) need

elaboration and additional arguments to support their decision if they are to gain all three marks available in **part (iii)**.

### Question 5

This was a popular, well-answered question in which candidates demonstrated a sound knowledge of health and education in Bangladesh.

- (a) Very few candidates managed to score both marks available for this question on the natural increase of population. Simply stated, it is the difference between births and deaths in a year and is calculated by birth rate minus death rate per 1000.
- (b) As with the other resource skills (AO2) questions, this graph was accurately completed by the majority of candidates, and almost all candidates could ascertain that 1991 was the year in which the death rate was 10 per 1000. A sharp pencil, ruler and eraser are essential equipment for this type of graph completion question.
- (c) This question was reasonably well answered. A few candidates did not make it clear which schemes they had chosen. The best candidates wrote many valid points which demonstrated detailed knowledge of these schemes and the role of government and NGOs, so made sure that they gained all four marks available.
- (d)(i) This graph analysis question (AO2) was well answered by many candidates. The better candidates made clear comparisons supported by the data. Weaker candidates quoted the data but did not use comparative terms such as, more, greater, faster, both.
- (ii) This question produced many excellent points to explain how Bangladesh has increased enrolment in secondary education in the last 20 years. Some weaker candidates wrote four simple statements, as it was a four-mark question, and then stopped writing. As one or two of these statements might not be credit-worthy this is a risky approach. The best candidates developed their answers and used the number of lines available as a guide to how much they should be writing. These candidates easily gained full marks for this question.
- (iii) This question was about educational challenges, so answers needed to focus on educational issues such as the need for more vocational training; or more trained teachers; or more affordable education.
- (e) The majority of candidates have a good knowledge and understanding on the role of education and healthcare in the development of Bangladesh. Logical, clear arguments were made in **(i)** and **(ii)** but too much repetition of points already made in **parts (i)** and **(ii)** meant candidates did not always gain the 3 marks available in **(iii)** by developing their earlier points and giving additional arguments.