



**Cambridge Assessment  
International Education**

Cambridge  
**O Level**

# **SYLLABUS**

**Cambridge O Level  
Bangladesh Studies**

**7094**

For examination in June 2023.

### Changes to the syllabus for 2023

The latest syllabus is version 1, published September 2020.

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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# 1. Introduction

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## 1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Recognition

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE™ (International General Certificate of Secondary Education). There are over 700000 entries a year in nearly 70 countries. Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cambridgeinternational.org/teachers](http://www.cambridgeinternational.org/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

## 1.2 Why choose Cambridge O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

### Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

## 1.3 Why choose Cambridge O Level Bangladesh Studies?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level Bangladesh Studies is accepted by universities and employers as proof of knowledge and understanding. The Cambridge O Level Bangladesh Studies syllabus introduces candidates to the country's history, culture, geography, environment, economy and development.

Candidates learn about the rich heritage and cultural influences of Bangladesh, and about events which have shaped national identity. Through their studies, candidates also gain an understanding of historical skills and concepts, and examine different interpretations of historical events. Candidates also consider the environmental and development issues facing Bangladesh. This will encourage a better understanding of the interaction between economy and environment, an understanding enhanced by the study of different source materials and perspectives.

This syllabus will give candidates an appreciation of the heritage, the challenges and opportunities facing Bangladesh.

## Prior learning

Candidates beginning this course are not expected to have studied Bangladesh Studies or related subjects previously.

## Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A\* to C in Cambridge O Level Bangladesh Studies are well prepared to follow courses leading to Cambridge International AS and A Level in related subjects, or the equivalent.

## 1.4 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cambridgeinternational.org/join](http://www.cambridgeinternational.org/join)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

You can go to our public website at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel) to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from the School Support Hub. Go to [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

### 2.2 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events) for further information.

### 3. Assessment at a glance

For the Cambridge O Level in Bangladesh studies, candidates take two compulsory components: Paper 1 History and Culture of Bangladesh and Paper 2 Environment and Development of Bangladesh. All answers must be written in English.

#### Paper 1: History and Culture of Bangladesh

1½ hours

Candidates must answer Question 1 and two from a choice of three other questions. Each answer has a maximum of 25 marks.

##### Question 1 – 25 marks

A compulsory three-part question on the **Culture and Heritage of Bangladesh (Topic 1)**.

Part (a) five multiple-choice questions (1 mark for each = 5 marks)

Part (b) describe and comment on the contribution of one of the major cultural figures specified in the syllabus (8 marks)

Part (c) make a judgement on the importance of different cultural figures **or** different aspects of the culture and heritage of Bangladesh (12 marks)

##### Questions 2 to 4 – 50 marks

A choice of two out of three questions on the **History of Bangladesh (from three of the four Topics 2 to 5)** (25 marks each).

Each three-part question will have a stimulus passage of not more than 150 words.

Part (a) provide additional information about the topic covered in the passage (5 marks)

Part (b) explain things mentioned in the passage (10 marks)

Part (c) show an understanding of different points of view about the topic covered in the passage (10 marks)

Weighting: 50% of total marks

#### Paper 2: Environment and Development of Bangladesh

1½ hours

Candidates must answer three questions from a choice of five. Each answer has a maximum of 25 marks.

Each question may be based on one or more of the ten topics in the syllabus and may involve the interpretation of resource materials.

Weighting: 50% of total marks



## Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. From 2020 this syllabus is not available in all these administrative zones. To find out about the availability visit the syllabus page at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except syllabuses with the same title at the same level.

Please note that Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.

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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus aims

The Bangladesh Studies Cambridge O Level syllabus is divided into two main parts:

#### Part 1: History and Culture of Bangladesh (Paper 1)

This part of the syllabus aims to provide candidates in Bangladesh with an understanding of their history and heritage and an appreciation of the internal and external influences that have shaped Bangladesh today. Candidates are encouraged to acquire knowledge of the main events in the history of Bangladesh and use this in demonstrating an understanding of historical concepts and skills, and to show awareness of differing interpretations of events. Candidates are also introduced to the key cultural influences shaping modern Bangladesh.

Whilst introducing candidates to the history and culture of their country, the syllabus aims to:

- stimulate interest and enthusiasm for the study of the past
- promote an understanding of the development of Bangladesh and its culture from ancient times to 1971
- promote an understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- encourage the development of skills in the selection, organisation, analysis and synthesis of historical information
- develop an understanding of the ways in which the study of history is concerned with opinion and argument, as well as acknowledged fact
- promote a knowledge of the key cultural figures and an appreciation of the different influences on the culture of modern Bangladesh.

#### Part 2: Environment and Development of Bangladesh (Paper 2)

This part of the syllabus aims to give candidates a knowledge and understanding of the physical and human environment of Bangladesh and its economic development. The aim is for candidates to develop an understanding of the inter-relationship between people's economic activities and their environment, together with an awareness of some of the challenges and opportunities that arise from living in Bangladesh.

## 4.2 Assessment objectives

### Paper 1: History and Culture of Bangladesh

The objectives of Paper 1 are to test the candidates' proficiency in the following skills:

Assessment Objective	Description	Approx. Weighting
AO1: knowledge	<ul style="list-style-type: none"> <li>recall factual information</li> </ul>	45%
AO2: understanding	<ul style="list-style-type: none"> <li>use factual knowledge to demonstrate an understanding of concepts, such as cause and consequence, continuity and change, similarity and difference</li> </ul>	20%
AO3: judgement and decision-making	<ul style="list-style-type: none"> <li>analyse and evaluate differing interpretations and points of view relating to the material specified in the syllabus</li> </ul>	25%
AO4: resource skills	<ul style="list-style-type: none"> <li>comprehend and interpret historical documents</li> </ul>	10%

### Paper 2: Environment and Development of Bangladesh

The objectives of Paper 2 are to test the candidates' proficiency in the following skills:

Assessment Objective	Description	Approx. Weighting
AO1: knowledge with understanding	<ul style="list-style-type: none"> <li>recall specific facts relating to the topics in the syllabus content</li> <li>demonstrate locational knowledge and knowledge of broad economic trends in the development of Bangladesh</li> <li>show an understanding of environmental and developmental features and their inter-relationships</li> </ul>	50%
AO2: resource skills	<ul style="list-style-type: none"> <li>select, organise and present environmental and developmental facts in written, map and diagrammatic forms</li> <li>use a variety of source materials, including maps, graphs, photographs, diagrams, statistics and written accounts, to interpret and extract relevant information</li> <li>use appropriate terminology</li> </ul>	30%
AO3: judgement and decision-making	<ul style="list-style-type: none"> <li>express opinions and give evaluations on topics in the syllabus content</li> <li>understand and evaluate different perspectives on topics in the syllabus content</li> </ul>	20%

On both papers, marking is not broken down per Assessment Objective but is holistic.

### 4.3 Relationship between assessment objectives and components

Each paper has the following broad assessment objectives:

Assessment Objective	Paper 1 History and Culture	Paper 2 Environment and Development
Knowledge and understanding	65%	50%
Judgement and decision-making	25%	20%
Resource skills	10%	30%

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## 5. Syllabus content

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### 5.1 Paper 1: History and Culture of Bangladesh

The syllabus is divided into five topics. It is anticipated that each topic will take approximately one term to teach.

#### Guidance for teachers

1. Teachers should plan their scheme of work on the assumption that each topic identified in the syllabus will be one term's work.
2. In addition to the compulsory Topic 1 (The Culture and Heritage of Bangladesh), teachers are strongly advised to teach **all** of the historical Topics 2 to 5, so that they prepare candidates to be able to answer questions from across the whole syllabus content; otherwise they may find their choice of questions restricted.
3. Topic 1 (The Culture and Heritage of Bangladesh) is designed to give teachers the opportunity to draw from a wide variety of cultural experiences. Candidates must be familiar with the contributions made by those exponents specifically listed in the syllabus. Questions will also provide the opportunity for candidates to provide supporting evidence from any relevant examples. Consequently, teachers might like to include a study of poetry, song, dance, drama and visits to local sites of cultural interest to enhance their candidates' understanding and interest.
4. Topics 2 to 5 outline the historical detail which candidates are expected to be familiar with. Centres should note that their teaching of this material should reflect the weightings of the Assessment Objectives in section 4.2. Whilst factual recall is important, more marks will be awarded for demonstrating an understanding of concepts such as causation and change, as well as an appreciation that history involves differing points of view. Where appropriate, teachers should take the opportunity to point out that different groups of historians may have interpreted events differently.
5. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital to pay close attention to past papers, mark schemes and reports as well as the other support resources endorsed by Cambridge International. Candidates should also be encouraged to look at the mark allocations for the questions and to plan their length of response and time accordingly.
6. A Scheme of Work, with suggested teaching activities, is available from Cambridge International.

## Topic 1: The Culture and Heritage of Bangladesh

### 1 (a) Influence of major cultural figures

Candidates should be familiar with the influence of major exponents of the culture of Bangladesh. Questions will be set specifically on the contributions made by:

- Alaol
- Mir Mosharraf Hossain
- Kazi Nazrul Islam
- Jasimuddin
- Begum Rokeya
- Lalon Shah
- Rabindranath Tagore
- Zainul Abedin.

Candidates are **not** expected to have studied the works of such exponents in detail, but should be able to comment on their contribution to developments in, for example, language, literature, drama, dance, music, painting or architecture.

### 1 (b) General background

- the emergence and development of Bengali language, literature, art and architecture from the ancient and medieval periods onwards
- the particular contributions of different periods, such as the pre-Islamic, Sultanate, Mughal, British colonial and the post-1947 Language Movement on different aspects of the culture of contemporary Bangladesh
- the importance of folk culture and other cultural practices in shaping the culture of Bangladesh

Questions will be more open-ended and of a general nature, and will allow for a wide variety of examples to be used to support answers. In addition to the exponents listed in (a) above, candidates may therefore find it useful to have a general understanding of the contributions made by some of the following:

- Farrukh Ahmed; Abbas Uddin Ahmed; Munir Chowdhury; Michael Madhusudan Dutta; Jibananda Das; Ahsan Habib; Sufia Kamal; Hasan Raja; Zahir Raihan; Muhammad Shahidullah; S.M. Sultan.

*Centres should take the opportunity in their teaching to make use of poetry, song, dance, drama, visits to historical sites, etc. to enhance the understanding of their candidates.*

## Topic 2: Pre-Mughal Bengal (4th century BC to 16th century AD)

### 2 (a) Ancient Bengal

- the Bangladesh region from the 4th century BC (roughly the time of Alexander the Great's invasion of northern India) to the Mauryas and Guptas
- differing views on the political evolution of the Bangladesh region during this period

### 2 (b) Early kingdoms in Bengal

- the empire of Sasanka, the Pala dynasty, the Senas
- the independent kingdoms of south-east Bengal

### 2 (c) The establishment and consolidation of Muslim rule in Bengal 1204–1342

- Muhammad Bakhtiyar and the Turkish conquest
- the Sufis and the spread of Islam in Bengal

### 2 (d) The rule of the independent Sultans

- the Ilyas Shahi dynasty
- the Ganesh dynasty
- the Hussain Shahi dynasty

## Topic 3: The Mughal Period (c. 1526–c. 1757)

### 3 (a) The establishment of the Mughal Empire in India and its expansion into Bengal

- Emperor Babur and the Battle of Panipath
- Afghan (Pathan) resistance to the Mughals in Bengal
- Emperor Humayan and the Afghan resistance
- Sher Khan and the rule of the Afghans
- Akbar and the beginnings of Mughal rule in Bengal
- Akbar and the Bara Bhuiyans
- Jahangir, Shah Jahan, Aurangzeb and their achievements in Bangladesh and elsewhere
- the decline of the Empire after Aurangzeb

### 3 (b) Reasons for the decline of the Mughal Empire

- administrative weakness
- military costs
- succession disputes
- declining military expertise
- weak control
- the arrival of the British

### 3 (c) The decline of the Mughals in Bengal and the growth of the Nawabs

- the impact of the Mughal decline
- regional independence of Bengal under the Nawabs
- changes in administration, politics and society

**Topic 4: The British Period (c. 1757–1947)****4 (a) The arrival of the British**

- the East India Company and reasons for British involvement in the subcontinent
- the course of, and reasons for, British annexation of the subcontinent
- the consolidation of British political and economic power in Bengal
- the British use of internal divisions in Bengal
- the Battle of Palashi
- the consolidation of British economic and political power and the role and impact of the Permanent Settlement of 1793

**4 (b) Opposition to the British**

- resistance to the British: the Fakir-Sanyasi movement
- Titu Meer
- the Faraizi movement
- the War of Independence of 1857–58: causes of the war, events of the war, reason for its failure
- the impact of the war on the Muslims of the subcontinent
- different interpretations of the war

**4 (c) British government in the subcontinent and events leading to independence in 1947**

- the Partition of Bengal in 1905 and its aftermath with a focus on the Muslim League, Swadeshi movement and armed resistance
- the Lucknow Pact of 1916
- the Montagu-Chelmsford Reforms 1919
- the Khilafat movement
- the Bengal Pact
- the Simon Commission 1927
- the three Round Table Conferences 1930–32
- the Government of India Act 1935
- provincial government and politics in Bengal 1937–47, with a particular focus on the Krishak-Praja Party and its agenda
- the Lahore (Pakistan) Resolution 1940
- the Second World War and the move towards partition
- the Cabinet Mission Plan 1946
- causes and consequences of the partition of Bengal 1947



**Topic 5: From Pakistan to Bangladesh (1947–1971)****5 (a) Problems facing the new nation of Pakistan**

- inter-communal violence
- refugees
- the division of assets
- social issues (health, education, national language)

**5 (b) Problems of national integration between east and west Pakistan**

- the Language Movement
- emerging disparities between the two wings of Pakistan in terms of economic development, defence and other sectors

**5 (c) Political mobilisation and events leading to independence**

- formation of the Awami Muslim League
- the United Front
- the Six Points movement
- the mass uprising of 1969
- the 1970 election and its aftermath
- Central Government reaction to political mobilisation in east Pakistan (Bangladesh)
- the freedom struggle and independence

## 5.2 Paper 2: Environment and Development of Bangladesh

The syllabus is divided into two parts, containing a total of ten topics:

- Environment (Topics 1–4)
- Economy and development (Topics 5–10)

It is anticipated that each topic will take approximately half a term to teach.

### Guidance for teachers

1. Teachers are advised to plan their scheme of work on the assumption that each topic will take approximately half a term to teach. As the topics are inter-related, teachers are encouraged to produce as much cohesion as possible between the topics.
2. Examples of these inter-relationships:
  - natural topography [1a] with agriculture [6a,b,c]
  - climate [2] with storms, floods and droughts [4b,c,d] and agriculture [6a,b,c]
  - natural resources [3] and environmental challenges [4] (e.g. forests and deforestation)
  - structure and change [5c,d,e] and population structure and growth [9a,b,c]
  - industry [7a,b] and literacy [10b]
3. Case studies should be used when planning lessons wherever possible, e.g. examples of farms, industries, pollution, floods and droughts. Field trips, site visits and work in the community can also be used to exemplify topics in the syllabus.
4. The candidates should use and understand the specialist vocabulary for this syllabus. Such examples include: physical factors, human factors, distribution patterns, aquaculture, deforestation, technology, capital, population structure, infant mortality and literacy.
5. Teachers should use diagrams, graphs, maps, tables, newspaper articles, photographs, etc. wherever possible. This will enable the candidates to extract information from them in order to develop their understanding of the topics covered.
6. The syllabus is concerned with a knowledge of broad trends and not necessarily up-to-date statistics.
7. Teachers should note that their teaching of this material should reflect the weightings of the Assessment Objectives set out in the syllabus. While knowledge and understanding are important, the syllabus also aims to develop skills in using resources such as maps and graphs. It also aims to stimulate discussion on the issues and challenges raised. Teachers should, therefore, also develop candidates' resource skills and should encourage candidates to express their opinions and make evaluations (e.g. on environmental challenges, or health and education).
8. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital to pay close attention to past papers, mark schemes and reports as well as the other support resources endorsed by Cambridge International. Candidates should also be encouraged to look at the mark allocations for the questions and to plan their length of response and time accordingly.
9. A Scheme of Work, with suggested teaching activities, is available from Cambridge International.

## Environment

### Topic 1: Physical Features

#### 1 (a) Natural topography

- location and characteristics of the main landforms: uplands, hills, flood plains, deltaic plains and coastal plains

#### 1 (b) Drainage system

- names and locations of the main rivers: Jamuna-Brahmaputra, Padma, Meghna, Tista and Karnaphuli
- characteristics and formation of the main features of these rivers: flood plains, meanders, braiding, ox-bow lakes, deltas

### Topic 2: Climate

#### 2 (a) Characteristics of tropical monsoon climate

- temperature, rainfall, seasonal variation

#### 2 (b) Factors which contribute to monsoon, depression and thunderstorm rainfall, as well as cyclones

### Topic 3: Natural Resources

The importance to Bangladesh and its sustainable development of each of the following:

#### 3 (a) Forests and biomass

- types, distribution and uses (e.g. wood and dung as energy)

#### 3 (b) Fish

- inland and marine fishing, the main fishing methods and types of fish caught
- developments such as aquaculture

#### 3 (c) Water

- uses of the rivers and groundwater (e.g. irrigation, hydro-electric power, transport)

#### 3 (d) Minerals

- locations and uses (e.g. gas, coal, oil, limestone, china clay, glass/silica sand)

**Topic 4: Environmental Challenges**

The causes, effects, problems and/or benefits and possible solutions of the following:

**4 (a) Climate change**

- global warming/greenhouse effect

**4 (b) Storms****4 (c) Floods**

- river flooding
- coastal flooding

**4 (d) Droughts****4 (e) Arsenic in groundwater****4 (f) Deforestation****4 (g) Pollution**

- water pollution
- air pollution

## Economy and Development

**Topic 5: Structure and Change in the Economy since 1947****5 (a) The changing share of primary, secondary and tertiary sectors****5 (b) Economic growth in Bangladesh and comparisons with other countries****5 (c) Trends in human development indicators (e.g. health, literacy, life expectancy, poverty, per capita incomes)****5 (d) Trends in urbanisation, migration and landlessness****5 (e) Trends in birth rate, death rate and population growth****Topic 6: Agriculture – the Importance of Agriculture to Bangladesh****6 (a) Factors affecting agricultural production**

- physical factors (e.g. relief, climate, soil)
- human factors (e.g. labour, technology, capital, land fragmentation, chemicals, seeds, irrigation, aid)

**6 (b) Subsistence/food crops**

- a study of rice, wheat, pulses and oil seeds showing an awareness of the different environmental requirements of each crop and the processes involved

**6 (c) Cash/commercial crops**

- a study of jute, tea and sugar cane
- the importance of growing such crops
- the constraints on the expansion of cash crops
- the links with industry

**6 (d) The impact of new technologies in agriculture – the Green Revolution****Topic 7: Industry****7 (a) The importance of industrialisation to the development of Bangladesh**

- the obstacles to overcome and the success of Bangladesh as a rapidly growing economy
- the role of the State, the private sector and Multinational Corporations/Companies (MNCs)
- the impact of policy changes (e.g. the changing role of the public sector, infant industry protection and privatisation)

**7 (b) Types of industries**

- cottage industry (e.g. handicrafts)
- small-scale industry (e.g. garment making)
- large-scale industry (e.g. jute)
- the characteristics of each type of industry and their importance for employment (e.g. gender, age), trade, income and productivity growth

**Topic 8: The Service Sector****8 (a) The informal service sector (e.g. includes domestic servants, rickshaw drivers, shop workers)**

- its importance in the economy of Bangladesh
- the importance and challenges of moving to high-value added services (e.g. IT related industries)

**8 (b) Non-governmental Organisations (NGOs) as service delivery organisations**

- e.g. BRAC, Proshika

**8 (c) The importance of the financial sector**

- its importance for enabling investment and mobilising savings (e.g. private sector banks, public sector banks and micro-credit such as Grameen Bank)

**Topic 9: Population Structure and Growth****9 (a) Structure**

- age/sex, rural/urban, ethnic/religious
- demographic concepts of birth rate, death rate, dependency ratio, infant mortality, life expectancy and natural increase

**9 (b) Population growth of Bangladesh**

- reasons (birth and death rates, religious and cultural influences, health and education facilities, etc.)
- problems caused by growth and possible solutions/policies

**9 (c) Rural-urban and international migration**

- the reasons for population movements and their consequences

**Topic 10: Health and Education**

**10 (a) The health care delivery systems (e.g. hospitals, private clinics, NGOs)**

- disease control
- ways of improving the quality of life (e.g. nutrition)

**10 (b) The provision and delivery of education (primary, secondary and tertiary)**

- the public sector versus the private sector
- the role of the NGOs and the government in improving literacy
- different educational challenges and their priority
- improving literacy
- developing occupational skills and developing professional skills (e.g. professionals and scientists)

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## 6. Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. In our effort to comply with the UK Equality Act (2010), we have taken all reasonable steps to avoid direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus and the associated assessment materials are available in English only.

### Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Grading and reporting

Cambridge O Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending) and X (no result) may also appear on the statement of results but not on the certificate.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

