GradeMax

edexcel

Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE Bangladesh Studies (4BN0/02)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level**, always** follow that guidance.

- **2 mark bands**
  Start with the presumption that the mark will be the higher of the two.
  An answer which is poorly supported gets the lower mark.

- **3 mark bands**
  Start with a presumption that the mark will be the middle of the three.
  An answer which is poorly supported gets the lower mark.
  An answer which is well supported gets the higher mark.

- **4 mark bands**
  Start with a presumption that the mark will be the upper middle mark of the four.
  An answer which is poorly supported gets a lower mark.
  An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

Question Number	Answer	Mark
1(a)(i)	• Chittagong Hills	**1**

Question Number	Answer	Mark
1(a)(ii)	• Jamuna	**1**

Question Number	Answer	Mark
1(a)(iii)	• Mangrove	**1**

Question Number	Answer	Mark
1(a)(iv)	• Coal	**1**

	Answer	Mark
1(a)(v)	• Khulna	**1**

Question Number	Answer	Mark
1(b)(i)	• Himalayas	**1**

Question Number	Answer	Mark
1(b)(ii)	• Asia	**1**

Question Number	Answer	Mark
1(b)(iii)	• Cancer	**1**

Question Number	Answer	Mark
1(c)	• 1. class; poverty/affluence; literacy/illiteracy; male/female wages • 2. religion (Islam/Hinduism); ethnicity (minorities/Bengalis)	**2 (1 + 1)**

Question Number	Answer	Mark
1(d)(i)	• The growing economic interdependence of countries • Main links are trade and overseas investment; also foreign aid	**2 (1 + 1)**

Question Number	Answer	Mark
1(d)(ii)	• 1. foreign (TNC) investment in RMG industry and primary products • 2. Bangladeshi exports and imports • 3. emigration/remittances • 4. increasing foreign tourists	**3 (1 + 1 + 1)**

Question Number	Answer	Mark
2(a)(i)	• Flood plain	**1**

Question Number	Answer	Mark
2(a)(ii)	• 1. flooding (1) • 2. deposition of silt - plain gradually built up with successive layers of silt (1)	**2 (1 + 1)**

Question Number	Answer	Mark
2(a)(iii)	• providing land for food production • providing land for settlement • providing a transport corridor	**2 (1 + 1)**

Question Number	Answer	Mark
2(b)(i)	One of: • temperature • rainfall • wind	**1**

Question Number	Answer	Mark
2(b)(ii)	• cool, dry season (November - March) • hot, dry season (March - May) • monsoon season of heavy rain (June - October) 1 mark for bare statement of seasons in random order.	**3 (1 + 1 + 1)**

Question Number		Indicative content
2(c)		· to reduce flood risk by building up riverbanks · to control possible pollution · to keep rivers open for navigation · to ensure water supply to people, industry and irrigation
Level	Mark	Descriptor
Level 1	1-2	Limited list of uses made of rivers.
Level 2	3-4	Good understanding of river uses, but little attempt to identify the reasons for management.
Level 3	5-6	Explains at least two reasons for river management. Use of geographical terminology. Evidence of 'place'.

Question Number	Answer	Mark
3(a)(i)	• North-east/ Sylhet/close to the eastern border	**1**

Question Number	Answer	Mark
3(a)(ii)	Any two of: • coal • oil • lignite	**2** **(1 + 1)**

Question Number	Answer	Mark
3(a)(iii)	• they cannot be replaced/renewed (1) • because they are finite - they can only be used once (1)	**2** **(1 + 1)**

Question Number	Answer	Mark
3(b)(i)	• Any event in nature that causes death or injury to people and damage to property.	**2**

Question Number	Answer	Mark
3(b)(ii)	Any two of: • flood • tidal surge • typhoon • drought	**2** **(1 + 1)**

Question Number		Indicative content
3(c)		· forest resources - timber, fruits, medicinal plants, honey · deforestation and the potential loss of these resources · management is largely about protection and conservation · management reduces soil erosion · importance of mangroves in protecting coastline (preventing flooding)
Level	Mark	Descriptor
Level 1	1-2	Limited list of forest resources.
Level 2	3-4	Good understanding of forest resources, but little attempt to identify the reasons for management - i.e. their environmental and economic value.
Level 3	5-6	Understands the value of forest resources and that they are threatened by deforestation - hence the need for management. Use of geographical terminology. Evidence of a ‘place’.

Question Number	Answer	Mark
4(b)(iii)	Two reasons linked to area named above • high rate of natural increase • high volume of rural-urban migration • employment opportunities and better available services	**2** **(1+1)**

Question Number	Answer	Mark
4(a)(i)	• Increasing	**1**

Question Number	Answer	Mark
4(a)(ii)	Any **one** of: • better healthcare • better diet • better housing • better education	**1**

Question Number	Answer	Mark
4(a)(iii)	• Male life expectancy greater than female in 1981 • Situation reversed in 2010 with female expectancy greater after this point • Between 1995 to 2005,little difference in life expectancies • Difference between life expectancies grows from 2005	**3** **(1+1+1)**

Question Number	Answer	Mark
4(b)(i)	• the number of people per unit of space (square mile / km)	**1**

Question Number	Answer	Mark
4(b)(ii)	• Location - named city or region.	**1**

Question Number		Indicative content
4(c)		· push factors - unemployment; poor quality of life; lack of opportunities; civil / political unrest · pull factors - joining family and friends overseas; better employment prospects and wages; ability to send remittances to support family
Level	Mark	Descriptor
Level 1	1-2	One-sided listing of one or two reasons.
Level 2	3-4	A fuller listing of both push and pull reasons.
Level 3	5-6	Good balance of both push and pull factors, with the minuses and pluses well explained.

Question Number	Answer	Mark
5(a)(i)	Any two of: • poor housing • illiteracy • density of dwelling occupancy • poor health (high infant mortality) • high unemployment	**2** **(1 + 1)**

Question Number	Answer	Mark
5(a)(ii)	Any **two** of: • less employment and less well-paid employment especially in farming • younger, more enterprising people have moved away • higher birth rates • limited availability of/access to education	**2** **(1 + 1)**

Question Number	Answer	Mark
5(a)(iii)	• Encourage rural to urban migration • Investment in small-scale cottage industry • Improving agricultural productivity • Improve social services/infrastructure, especially access to education	**1**

Question Number	Answer	Mark
5(b)(i)	• the growth of towns and cities • an increase in the percentage of a population living in urban areas	**2** **(1 + 1)**

Question Number	Answer	Mark
5(b)(ii)	Any two of: • increasing rural-urban migration • raised urban birth rate due to influx of young adults • mass media making people more aware of urban opportunities • growth of the Bangladeshi economy	**2** **(1 + 1)**

Question Number		Indicative content
5(c)		· more likely to be able to supplement household income · play even greater role in RMG industry (No. 1 export) · more informed about rearing and educating children · better awareness of health, hygiene and diet issues · less likely to suffer domestic abuse and early marriage
Level	Mark	Descriptor
Level 1	1-2	Describes the plight of women today.
Level 2	3-4	Mainly on present plight but hints at some possible benefits of improving the status of women.
Level 3	5-6	Explains at least two benefits of improving the status of women. Uses geographical terminology.

Question Number	Answer	Mark
6(a)(i)	• US	**1**

Question Number	Answer	Mark
6(a)(ii)	• they are all developed countries • clothing is an important item in consumer spending/disposable income • the location of the biggest market • lack of 'local' manufacturing • relative cheapness of products	**2** **(1 + 1)**

Question Number	Answer	Mark
6(a)(iii)	One of the following: • jute • prawns/shrimps • leather/leather goods	**1**

Question Number	Answer	Mark
6(b)(i)	Any two of: • energy supply • markets • transport • capital • land • raw materials • political stability	**2** **(1 + 1)**

Question Number	Answer	Mark
6(b)(ii)	Any three of the following: • need for more skills • exploitation of cheap labour • child labour • poor management • lack of government support • very long working hours • poor health and safety • gender wage differentials	**3** **(1 + 1 + 1)**

Question Number		Indicative content
6(c)		· reliance on costly seedstock · money borrowed to purchase seed etc. · crops need expensive weed and pest control · greater reliance on irrigation · pressure for change · environmental impacts of pesticides, fertilisers and irrigation · farmers' stress
Level	Mark	Descriptor
Level 1	1-2	Lists some problems - not always correct / appropriate.
Level 2	3-4	Explains at least two problems.
Level 3	5-6	At least two problems well understood and soundly explained. Uses geographical terminology.

Question Number	Answer	Mark
7(a)(i)	• Tertiary or service sector	**1**

Question Number	Answer	Mark
7(a)(ii)	Any one of: • banking • transport • social services • professional services	**1**

Question Number	Answer	Mark
7(a)(iii)	• it provides an outlet for goods manufactured in the secondary sector • it provides an outlet for food produced in the primary sector.	**2** **(1 + 1)**

Question Number	Answer	Mark
7(b)(i)	• ability to read • ability to write Allow 1 mark for indicator of education	**2** **(1 + 1)**

Question Number	Answer	Mark
7(b)(ii)	Any three of: • per capita GDP • per capita GNI • infant mortality rate • life expectancy • no. of doctors per 1000 population	**3** **(1 + 1 + 1)**

Question Number		Indicative content
7(c)		· provides much needed employment · helps to counteract underemployment · boosts household income of the poor · produces cheap goods · provides some basic services · often involves recycling waste
Level	Mark	Descriptor
Level 1	1-2	Lists some typical activities.
Level 2	3-4	Lists but willing to give some attention to importance.
Level 3	5-6	At least three reasons for importance explained. Uses geographical terminology.

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