

Mark Scheme (Results)

Summer 2017

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



Edexcel and BTEC Qualifications
Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017
Publications Code 4BN0_02_1706_MS
All the material in this publication is copyright
© Pearson Education Ltd 2017

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)	• Madhupur Tract (terrace region; Pleistocene terraces; Tertiary hills)	**1**

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

Question Number	Answer	Mark
1(a)(iii)	• natural gas	**1**

Question Number	Answer	Mark
1(a)(iv)	• tropical forest (deciduous/evergreen forest)	**1**
Question Number	Answer	Mark
1(a)(v)	• Sylhet	**1**

Question Number	Answer	Mark
1(b)(i)	• Something found in a raw state that can be changed into a product and used.	**1+1 (2)**

Question Number	Answer	Mark
1(b)(ii)	• timber; wind; hydropower; solar power; geothermal	**1**

Question Number	Answer	Mark
1(c)(i)	• shipping (sea transport, not river)	**1**

Question Number	Answer	Mark
1(c)(ii)	• trade balance is unfavourable (negative; in deficit). • imports exceed exports. Might make reference to value. volume or trend. (1)	**2 (1+1)**

Question Number	Answer	Mark
1(d)(i)	• population is growing • birth rates exceed death rates • rising life expectancy • no account taken of migration	**2 (1+1)**

Question Number	Answer	Mark
1(d)(ii)	• lack of employment opportunities • low wages • poor services - education, healthcare	**2 1+1**

Question Number	Answer	Mark
2(a)(i)	• offshore in the Bay of Bengal; north east (Sylhet; east of Dhaka; will except named gas field (e.g. Titas)	**1**

Question Number	Answer	Mark
2(a)(ii)	• electricity generation • heavy industry • domestic • transport	**2** **(1+1)**

Question Number	Answer	Mark
2(a)(iii)	• the power of running water • water drives turbines/mills to produce energy/electricity	**2** **(1+1)**

Question Number	Answer	Mark
2(b)(i)	• near to India; good for trade • Bay of Bengal gives maritime access; fish resources • tropical climate - good for agriculture	**2** **1+1**

Question Number	Answer	Mark
2(b)(ii)	• India has upstream control of rivers • a long way from major RMG markets in North America and Europe • prone to hazards, especially climatic	**2** **1+1**

Question Number		Indicative content
2(c)		• applies particularly to non-renewable resources (especially natural gas) • needs to be sure that misuse and wastage are minimised • if not, risk of environmental damage
Level	Mark	Descriptor
Level 1	1-2	Little more than an incomplete listing of natural resources.
Level 2	3-4	A series of notes about individual resources. Limited attention to issue of management.
Level 3	5-6	Evidence of reasoning/explanation of one or more points. Aware of need for management; makes clear distinction between renewable and non-renewable.

Question Number	Answer	Mark
3(a)(i)	• during the monsoon • June-August • summer	**1**
Question Number	Answer	Mark
3(a)(ii)	• a sudden rush of storm water (1) • heavy rainfall (1), melt water (1) down narrow valleys (ravines) or steep sloes (1)	**2 (1+1)**

Question Number	Answer	Mark
3(a)(iii)	Loss of life, property, crops, livelihood, spread of water-borne diseases (1) Temporary migration, hardships, epidemics (1) Replenishment of soil; adverse water logging	**(1+1) or 1+1**

Question Number	Answer	Mark
3(b)(i)	• deforestation • burning of fossil fuels • atmospheric pollution	**2** **(1+1)**

Question Number	Answer	Mark
3(b)(ii)	• sea level rises, flooding delta area • more severe storms and storm surges • heavier monsoon rains • melting of Himalayan ice causing flooding	**2** **(1+1)**

Question Number		Indicative content
3(c)		• strengthen coastal defences • better forecasting / warning systems • construction of emergency shelters • encouraging settlement away from areas of highest risk
Level	Mark	Descriptor
Level 1	1-2	Little more than an incomplete listing of actions.
Level 2	3-4	A series of notes about actions.
Level 3	5-6	Some willingness to evaluate different ways; only reduction possible, not elimination.

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

Question Number	Answer	Mark
4(a)(ii)	• high rate of natural increase (young population) • large volume to rural-urban migration • the magnetism of the capital city	**2 (1+1)**

Question Number	Answer	Mark
4(a)(iii)	• Chittagong	**1**

Question Number	Answer	Mark
4(b)(i)	• number of deaths of children under the age of one year (1) per 1000 live births per year (1)	**2 (1+1)**

Question Number	Answer	Mark
4(b)(ii)	• better healthcare • better hygiene • better awareness of infant care • better feeding • lower birth rate means less likelihood	**3 (1+1)+1**

Question Number		Indicative content
4(c)		• housing shortages (slums) • underemployment • air, water and noise pollution • traffic congestion
Level	Mark	Descriptor
Level 1	1-2	Little more than a listing of a few problems.
Level 2	3-4	A reasonable description of at least one problem, may not be complete.
Level 3	5-6	Good description of sequential / well-ordered description.

Question Number	Answer	Mark
5(a)(i)	• 40%	**1**

Question Number	Answer	Mark
5(a)(ii)	• more jobs available as economy grows • help from aid agencies • government encouragement of informal sector	**2 (1+1)**

Question Number	Answer	Mark
5(a)(iii)	• income • density of people per room • access to clean drinking water and sanitation • access to education • unemployment rate	**1**

Question Number	Answer	Mark
5(b)(i)	• rural to urban (1) pull attraction of urban areas (1) push force of rural areas (1)	**2 (1+1)**

Question Number	Answer	Mark
5(b)(ii)	• better paid work (poor wages) • to join relatives and friends who have emigrated • better quality of life (poor quality)	**3** **(1+1)+1**

Question Number		Indicative content
5(c)		• polarisation (wealthy few, poor masses) • discrimination • human suffering • political unrest
Level	Mark	Descriptor
Level 1	1-2	Little more than a listing of a few problems.
Level 2	3-4	A series of notes about a range of problems.
Level 3	5-6	A good sequential description of the main problems.

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

Question Number	Answer	Mark
6(a)(ii)	• along the rivers (1) on their flood plains (1); east of Dhaka (1); locational evidence from the map (1)	**2** **(1+1)**

Question Number	Answer	Mark

6(a)(iii)	• Forests have survived because of hilly terrain • Slopes too steep for cultivation • Climatic reasons for vegetation	**2** **(1+1)**

Question Number	Answer	Mark
6(b)(i)	• it is the sector that provides services (1) • services include retailing, transport, education, etc. (1)	**2** **(1+1)**

Question Number	Answer	Mark
6(b)(ii)	• provides employment and income for • it is not regulated so that children are involved • few skills required • supplement to family income	**2** **(1+1)**

Question Number		Indicative content
6(c)		• water-logging • salinisation • groundwater contamination • falling water tables
Level	Mark	Descriptor
Level 1	1-2	Little more than a listing of a few problems.
Level 2	3-4	A reasonable description of problems, but little or no explanation
Level 3	5-6	Good/balanced description and explanation of problems.

Question Number	Answer	Mark
7(a)(i)	0.40	**1**

Question Number	Answer	Mark
7(a)(ii)	• it was lower	**1**

Question Number	Answer	Mark
7(a)(iii)	• it was at the same level as Pakistan	**1**

Question Number	Answer	Mark
7(a)(iv)	• per capita income • life expectancy • literacy rate • infant mortality rate • daily calorie intake • energy consumption per capita	**1 + 1**

Question Number	Answer	Mark
7(b)(i)	• average income (1) • total income divided by total population (1)	**1 + 1**

Question Number	Answer	Mark

7(b)(ii)	• largest source of labour • largest consumer market • centre of banking and commerce • good transport links for assembly of raw materials and dispatch of products	**1+1**

Question Number		Indicative content
7(c)		• pollution of water by discharges • pollution of air • clearance of habitats to create factory sites • consumption of non-renewable resources
Level	Mark	Descriptor
Level 1	1-2	Little more than a listing of a few impacts.
Level 2	3-4	A reasonable description of problems, but little or no explanation.
Level 3	5-6	Good/balanced description and explanation of the main problems.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL United Kingdom