



CAMBRIDGE
International Education

Syllabus

Cambridge O Level Bangladesh Studies 7094

Use this syllabus for exams in 2028, 2029 and 2030.

Exams are available in the June series.

This syllabus is **not** available in all administrative zones.

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Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Contents

Why choose Cambridge?	2
1 Why choose this syllabus?	4
2 Syllabus overview	7
Aims	7
Content overview	8
Assessment overview	9
Assessment objectives	10
3 Subject content	12
Paper 1 – History and Culture of Bangladesh	12
Paper 2 – Environment and Development of Bangladesh	23
4 Details of the assessment	40
Paper 1 – History and Culture of Bangladesh	40
Paper 2 – Environment and Development of Bangladesh	43
Command words	49
5 What else you need to know	50
Before you start	50
Making entries	51
Accessibility and equality	51
After the exam	52
How students and teachers can use the grades	53
Changes to this syllabus for 2028, 2029 and 2030	54

Important: Changes to this syllabus

For information about changes to this syllabus for 2028, 2029 and 2030, go to page 54.



1 Why choose this syllabus?

Key benefits

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge O Level Bangladesh Studies develops knowledge and understanding of the history, culture and environment of Bangladesh.

It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding to provide historical explanations. Learners explore the history of Bangladesh from a range of perspectives, including social, political, cultural and economic.

Learners also develop geographical skills, knowledge and understanding to gain insight on how modern-day communities in Bangladesh are affected and constrained by their physical and human environment.

Our approach in Cambridge O Level Bangladesh Studies encourages learners to be:

confident, exploring historical concepts and developing historical explanations; and in the use of a range of geographical skills and data

responsible, developing skills of historical enquiry; and aware of the role present and future generations have in creating sustainable solutions to issues facing modern-day Bangladesh

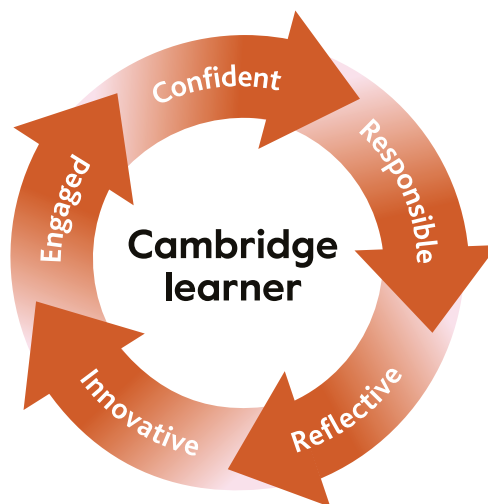
reflective, making connections between different events in the past, recognising patterns of change and continuity and becoming secure in their own skills to raise and seek answers to historical questions; and considering the issues facing the environment, economy and communities in modern-day Bangladesh

innovative, learning how to present clear, logical arguments and being open to a variety of answers and solutions to past and modern-day issues and challenges

engaged, developing an interest in and enthusiasm for learning about and understanding Bangladesh's past; and engaging with ideas and solutions that will have a positive long-term impact on Bangladesh's physical and human environment.

School feedback: 'Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.'

Feedback from: Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics



Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level Bangladesh Studies gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level History and Cambridge International AS & A Level Geography and other related subjects, or the equivalent.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

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- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

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Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

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2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

Students following a course based on this syllabus will:

- stimulate interest and enthusiasm for the study of the past
- promote an understanding of the history of Bangladesh and its culture from 1204 to 2001
- develop knowledge and understanding of the factors leading to the creation of Bangladesh as a nation
- develop historical skills, including the ability to analyse and explain historical issues and events
- promote an understanding of historical concepts such as change and continuity
- develop knowledge and understanding of the physical and human environment of Bangladesh and its economic development
- 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
- develop an appreciation of the importance of sustainable development.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

The syllabus content has two papers: Paper 1 and Paper 2. Candidates must study all the content in both Papers 1 and 2.

Paper 1 History and Culture of Bangladesh

Paper 1 has four topics.

Topic 1 The struggle for control of the Indian subcontinent, 1204–1784

Topic 2 The years of growing opposition, 1784–1911

Topic 3 In search of independence, 1911–71

Topic 4 Post-independence Bangladesh, 1971–2001

Paper 2 Environment and Development of Bangladesh

Paper 2 has four themes. Each theme is divided into topics.

Theme 1 Environment and natural resources

- 1 Landscape
- 2 Weather and climate
- 3 Natural resources

Theme 2 Economy and production

- 4 Economic development
- 5 Agriculture and its importance to Bangladesh
- 6 Manufacturing industry
- 7 The service sector

Theme 3 Population and society

- 8 Population structure, growth and impact on quality of life
- 9 Migration and urban growth
- 10 Health and education

Theme 4 Sustainable development

- 11 Sustainable Development Goals

Content on sustainable development is also integrated into Themes 1, 2 and 3.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to E.

All candidates take:

Paper 1 1 hour 30 minutes
History and Culture of Bangladesh 50%
75 marks
Structured questions
Candidates answer **three** questions from a choice of four.
Questions are based on the Paper 1 subject content.
Externally assessed

and:

Paper 2 1 hour 30 minutes
Environment and Development of Bangladesh 50%
75 marks
Structured questions
Candidates answer **all** questions.
Questions are based on the Paper 2 subject content.
Externally assessed

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

Candidates should be able to:

- recall and use factual information
- demonstrate knowledge of the history and culture of Bangladesh
- demonstrate an understanding of developments in the history and culture of Bangladesh
- demonstrate locational knowledge and knowledge of broad economic and social trends in the development of Bangladesh
- demonstrate an understanding of environmental and developmental features and their inter-relationships.

AO2 Analysis, evaluation and decision-making

Candidates should be able to:

- analyse and explain historical factors using supporting evidence
- analyse problems and evaluate solutions to environmental, social and economic issues
- show awareness of different points of view
- make reasoned judgements and decisions.

AO3 Change and continuity

Candidates should be able to:

- explain change and continuity within past periods using supporting evidence
- evaluate the extent of change and continuity within past periods using supporting evidence.

AO4 Resources skills

Candidates should be able to:

- use data to complete maps, graphs and diagrams
- use a variety of resources including maps, graphs, photographs, diagrams, statistics and written accounts, to describe, interpret and extract relevant information.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in O Level %
AO1 Knowledge and understanding	50
AO2 Analysis, evaluation and decision-making	25
AO3 Change and continuity	12.5
AO4 Resources skills	12.5
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	50	50
AO2 Analysis, evaluation and decision-making	25	25
AO3 Change and continuity	25	0
AO4 Resources skills	0	25
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. You can change the order in which you teach the papers. For example, you can teach Paper 1 after Paper 2, or arrange for Papers 1 and 2 to be taught in parallel. The entire contents of Paper 1 and Paper 2 should be studied.

The syllabus has been designed to be taught in the Bangladeshi context. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Paper 1 – History and Culture of Bangladesh

Paper 1 has four topics:

- Topic 1 The struggle for control of the Indian subcontinent, 1204–1784
- Topic 2 The years of growing opposition, 1784–1911
- Topic 3 In search of independence, 1911–71
- Topic 4 Post-independence Bangladesh, 1971–2001.

Each topic specifies the Key Questions and Focus Points that need to be taught. Key content is specified under each Focus Point.

Each topic has a Key Question that asks: 'How much political, social, cultural and economic change was there in this period of Bengal's history?' It is intended to prompt reflection and enable candidates to address questions of change and continuity.

The Focus Points provide guidance on what is involved in addressing each Key Question. Candidates need to address the Key Question adequately.

Candidates are expected to demonstrate an understanding of the Key Questions and Focus Points, using their knowledge of relevant historical examples.

If several spellings are in use for a word, the spellings used in the question papers will match the spellings specified in the syllabus.

Topic 1 The struggle for control of the Indian subcontinent, 1204–1784

Topic 1 begins with a focus on the rule of the Sultans, c.1204–1538, asking what they achieved. It goes on to ask about the struggles the Mughals had to establish their empire from 1526, what they achieved and why their empire declined. It follows by considering the pull factors that brought Europeans to the Indian subcontinent and how the East India Company developed and extended its trading empire. The topic ends with the handover of authority to the British government. Throughout Topic 1, the lives of the people who lived in the Indian subcontinent during this period are explored.

Topic 1 focuses on five Key Questions.

- 1 How far was Muslim rule established between c.1204 and 1538?
- 2 How and with what success did the Mughals rule the Indian subcontinent, c.1526–1757?
- 3 What was the East India Company, how did it take control of the Indian subcontinent and how effectively did it rule, 1600–1784?
- 4 What was life, work and culture like in Bengal, 1204–1784?
- 5 How much political, social, cultural and economic change was there in this period of Bengal's history, 1204–1784?

1 How far was Muslim rule established between c.1204 and 1538?

This Key Question explores the achievements of Bakhtiyar Khilji, the role of Sufis and Sufism in religious and political life, and the establishment of Muslim rule in Bengal.

Focus Point 1: The achievements of Bakhtiyar Khilji

- How the Turkish conquest happened under Bakhtiyar Khilji and the Sultans.
- The achievements of Bakhtiyar Khilji.

Focus Point 2: The role of Sufis and Sufism

- The role of Sufis and Sufism in religious and political life.

Focus Point 3: How Muslim rule developed in Bengal and the impact of this on Bengal

- The achievements of the dynasties of the Sultans: Ilyas Shahi (conquest and establishment of rule over Bengal, architecture and religion), Hussain Shahi (conquest and establishment of rule, religion and trade) and Nusrat Shah (conquest, trade and religion).
- The diplomatic successes of Nusrat Shah and Akbar.
- The impact of Muslim rule on Bengal as a centre of culture, industry and trade.

2 How and with what success did the Mughals rule the Indian subcontinent, c.1526–1757?

This Key Question explores the establishment of the Mughal Empire, the achievements of Mughal emperors and Subadars, and the reasons for the downfall of the Mughal Empire.

Focus Point 1: The establishment of Mughal rule in the Indian subcontinent

- How the Mughals established their Empire under Babur in 1526.
- The First Battle of Panipath; methods of fighting used and reasons for Babur's victory.

Focus Point 2: The achievements of the Mughal emperors and the Subadars

- The military, administrative and social policy achievements of Emperor Humayun.
- The military, religious and administrative achievements of Emperor Akbar.
- The military, administrative, justice, public health, education and economic achievements of Emperor Jahangir; the development of trade with the English under Emperor Jahangir.
- The architecture, famine relief and military achievements of Emperor Shah Jahan.
- The military, administrative, religious, economic, justice, architecture and education achievements of Emperor Aurangzeb.
- The role of the Subadars in Bengal during this period.

Focus Point 3: Why and how the Mughal Empire grew weak

- Why the Mughal Empire grew weak.
- Aurangzeb's role in the Empire's downfall.

3 What was the East India Company, how did it take control of the Indian subcontinent and how effectively did it rule, 1600–1784?

This Key Question explores why and how the East India Company became established in the Indian subcontinent, and the impact of its growth in power on the Indian subcontinent. The roles of Diwans and Nawabs in Bengal are studied. A Focus Point about the causes and organisation of the Dual Administration, and its effects, and the handover of authority by the 1784 India Act completes this Key Question.

Focus Point 1: The growth and impact of the East India Company on the Indian subcontinent

- The establishment, purpose and growth of the East India Company.
- The causes, events and impact on Bengal and the wider area of the Battles of Plassey and Buxar and land annexations.

Focus Point 2: The roles of the Diwans and Nawabs in Bengal

- The roles of the Diwans and the Nawabs in Bengal.

Focus Point 3: The Indian subcontinent under Dual Administration

- The period of Dual Administration, its causes and its organisation.
- The economic and social effects of Dual Administration.

Focus Point 4: The Indian subcontinent under Direct Rule from Britain

- Reasons for imposing Direct Rule from Britain through the 1784 India Act.
- How Direct Rule from Britain worked, what it introduced and its effects.

4 What was life, work and culture like in Bengal, 1204–1784?

- The organisation of society.
- Early customs: religion and food, dress and the role of women.
- Entertainment.
- Work in villages including farming, cottage industry and commerce.
- Transport.
- An overview of changes in approaches in the arts: in music, dance, architecture and literature.

5 How much political, social, cultural and economic change was there in this period of Bengal's history, 1204–1784?

- What changed and what remained the same between 1204 and 1784.

Topic 2 The years of growing opposition, 1784–1911

Topic 2 focuses on the years when the Indian subcontinent was subject to Direct Rule from Britain. There is a focus on opposition to the British, and how this opposition and British reactions to it affected relations between the British and Muslim and Hindu communities. The events and impact of the Independence Struggle of 1857–58 (War of Independence) on the lives of people in the Indian subcontinent are central to this topic. Topic 2 ends with a study of Muslim–Hindu relations as Bengal was partitioned and then reversed.

Topic 2 focuses on five Key Questions.

- 1 Why, how and with what effects did opposition to the British grow in the Indian subcontinent, 1790–1905?
- 2 What was the Independence Struggle of 1857–58? Why did it happen, how successful was it and how did it change relations between the populations of the Indian subcontinent and Britain?
- 3 How effective were attempts to promote shared responsibility for governing the Indian subcontinent during 1905–11?
- 4 What was life, work and culture like in Bengal, 1784–1911?
- 5 How much political, social, cultural and economic change was there in this period of Bengal's history, 1784–1911?

1 Why, how and with what effects did opposition to the British grow in the Indian subcontinent, 1790–1905?

This Key Question explores how Direct Rule from Britain led to opposition to the British, new ways of thinking and behaving in Bengal, and eventually to the Independence Struggle of 1857–58.

Focus Point 1: What led to opposition to the British?

- The political, military, economic and religious causes of resistance to the British.

Focus Point 2: What forms did early opposition take and how far were they successful?

- The activities and impact of opposition leaders and movements: the Fakir and Sannyasi Movement, Titumir, the Indigo Revolt and the Faraizi Movement.
- Bengal's renaissance in thinking: the works of Raja Rammohun Roy and Henry Louis Derozio, and the Reform Movement in education led by Haji Muhammad Mohsin, Nawab Abdul Latif and Syed Ameer Ali.
- The role of these thinkers in the developing nationalism and desire for independence.

2 What was the Independence Struggle of 1857–58? Why did it happen, how successful was it and how did it change relations between the populations of the Indian subcontinent and Britain?

This Key Question investigates the causes and events of the Independence Struggle (War of Independence) of 1857–58. It explores its impact on the Hindu and Muslim communities and looks at how Sir Syed Ahmad Khan worked to improve the situation of the Muslim community.

Focus Point 1: What was the Independence Struggle of 1857–58, why did it happen and why did it not fully succeed?

- The political, economic (the 1852 Doctrine of Lapse), military and religious causes of the Independence Struggle (War of Independence) of 1857–58.
- Key events in the war: Mangal Pandey and other sepoys at Meerut, Bahadur Shah as a successful leader, the regaining of Delhi by the British, the success but eventual defeat of Lakshmibai and Taty Tope in Jhansi.
- Reasons for the failure of the Independence Struggle of 1857–58: difficulties in coordinating local efforts and the strength of the British military.

Focus Point 2: What was the impact of the Independence Struggle on the communities in Bengal and the Indian subcontinent?

- Changes made to the way Bengal was ruled as laid out in the Proclamation of Allahabad in 1858.
- Reprisals against the people of the Indian subcontinent.
- Distrust of the British by Muslim communities.
- Impact on the Hindu community.
- The work of Sir Syed Ahmad Khan in promoting change.

3 How effective were attempts to promote shared responsibility for governing the Indian subcontinent during 1905–11?

This Key Question focuses on the causes, events, opposition to and reversal of the Partition of Bengal, 1905–11.

Focus Point 1: The causes, interpretations and effects of the 1905 Partition of Bengal

- Hindu–Muslim relations by 1905.
- Hindu–British relations by 1905.
- The reactions to and effects of the 1905 Partition of Bengal, including the Simla Deputation and the establishment of the All-India Muslim League in 1906.

Focus Point 2: The causes of and events in the opposition to the 1905 Partition of Bengal

- The causes of opposition to the Partition.
- The forms of opposition to the Partition.

Focus Point 3: The reversal of the Partition in 1911 and its impact

- The reversal of the Partition in 1911 and its impact.

4 What was life, work and culture like in Bengal, 1784–1911?

- The effects of political and economic change on farming, industry, trade, transport, travel, communication and commerce.
- An overview of changes in approaches in the arts: in music, dance, architecture and literature.

5 How much political, social, cultural and economic change was there in this period of Bengal's history, 1784–1911?

- What changed and what remained the same between 1784 and 1911.

Topic 3 In search of independence, 1911–71

Topic 3 starts with the firming of opposition to the British after the reversal of the Partition of Bengal in 1911. It follows with the negotiations about government reform that led in 1940 to the Lahore Resolution, in 1946 to the Delhi Proposals and in 1947 to independence for Pakistan. It looks at the causes of rising political, social and economic tensions between West and East Pakistan, but the focus is on how East Pakistan responded to those tensions and strove for independence at first through constitutional means, and finally through armed struggle. The impact of the 1970 Bhola cyclone is examined in some depth.

Topic 3 focuses on six Key Questions.

- 1 How effective were attempts to promote shared responsibility for governing the Indian subcontinent during 1911–47?
- 2 Why did East Pakistan seek independence, 1947–71?
- 3 How was independence from West Pakistan achieved, 1949–71?
- 4 What was the economic and political impact of the 1970 Bhola cyclone?
- 5 What was life, work and culture like in Bengal, 1911–71?
- 6 How much political, social, cultural and economic change was there in this period of Bengal's history, 1911–71?

1 How effective were attempts to promote shared responsibility for governing the Indian subcontinent during 1911–47?

This Key Question examines the realisation that shared responsibility was not acceptable to communities in the Indian subcontinent, by focusing on laws passed, opposition to them and statements of intent made by the Muslim League and Congress. The final Focus Point is about how independence from Britain and Partition were achieved in 1947.

Focus Point 1: Attempts to engage in dialogue and responses from the Indian subcontinent

- The offers made to reform the government: the 1909 Indian Councils Act (Morley–Minto Reforms), the 1919 Montagu–Chelmsford Reforms, the 1927 Simon Commission and the 1935 Government of India Act.
- The reasons for the rejection of these offers and the impact of the rejection: the 1919 Rowlatt Act and the 1919 Amritsar Massacre; the 1928 Nehru Report and the 1929 Ali Jinnah's 14 Points.
- The 1940 Lahore Resolution and 1946 Delhi Proposals.

Focus Point 2: How did opposition to the British strengthen and how effective was it?

- The growing opposition to the British in Bengal: the causes of opposition and the methods of opposition used in the period 1908–c.1930.
- The impact of the Armed Movement in Bengal.
- Muslim–Hindu unity through the pact reached at Lucknow in 1916 between the Indian National Congress and the Muslim League: the roles of Bal Gangadhar Tilak and Ali Jinnah in contributing to the Lucknow Pact.
- The Non-Cooperation Movement and the 1923 Bengal Pact.

Focus Point 3: Why, how and with what effect did British rule in the Indian subcontinent come to an end?

- The attempts to reach compromise and the impact of failure: the Cripps Mission of 1942 and the Cabinet Mission Plan of 1946.
- The attempts to form a united Bengal in 1947.
- Events leading to the end of British rule in the Indian subcontinent including the 3rd June Plan of 1947 and the Radcliffe Award.

2 Why did East Pakistan seek independence, 1947–71?

This Key Question asks about the growing dissatisfaction in East Pakistan with the situation it was left in at Partition.

Focus Point 1: How well was Pakistan governed between 1947 and 1971?

- The make-up of Pakistan: similarities and differences between East Pakistan and West Pakistan in terms of customs, culture and geography.
- Social, economic and political difficulties in establishing the government of Pakistan between 1947 and 1971.

Focus Point 2: What caused dissatisfaction to grow in East Pakistan?

- The growing differences between the two wings of Pakistan.
- Differences in how people lived in rural and urban areas.
- Differences in language and the proposal of Urdu as the national language.
- Differences in economic well-being because of government policies that were detrimental to East Pakistan.
- Differences in defence because of the under-representation in the armed forces from East Pakistan.
- Differences in social welfare between West and East Pakistan.

3 How was independence from West Pakistan achieved, 1949–71?

This Key Question examines the key causes of events leading to independence for Bangladesh in 1971: the Language Movement, growing awareness in East Pakistan about its potential political strength, the responses from the central government in West Pakistan and the uprising in 1969.

Parts played by the 1970 Bhola cyclone and international support are also investigated, to explain the success of East Pakistan in its fight for independence.

Focus Point 1: How did the growth of the Language Movement influence change in East Pakistan?

- The causes, actions and impact of the Language Movement as a force in East Pakistan.

Focus Point 2: How far was growing political awareness in East Pakistan a threat to Pakistan's central government?

- The causes, demands and impact of the Awami League's Six Points in 1966.
- The Agartala Conspiracy Case in 1968 as a response to the growing influence of East Pakistan.
- The reaction of Pakistan's central government in West Pakistan to developments in East Pakistan.

Focus Point 3: How did East Pakistan win its independence in 1971?

- The events surrounding the mass uprising of 1969.
- Operation Searchlight and the events of the War of Liberation.
- The reasons why East Pakistan was able to win its independence.

4 What was the economic and political impact of the 1970 Bhola cyclone?

This Key Question focuses on the 1970 Bhola cyclone, the damage it did to East Pakistan, both economically and politically, and the response of the central government in West Pakistan. It also focuses on the impact the Bhola cyclone had on elections that had to be postponed until January 1971.

Focus Point 1: How did the 1970 Bhola Cyclone impact East Pakistan?

- The Bhola Cyclone and its economic and political impact on East Pakistan.

Focus Point 2: From where did support for East Pakistan come during this crisis?

- International support for East Pakistan.
- The response from the central government in West Pakistan.

Focus Point 3: What impact did the Bhola cyclone have on Pakistan's political situation?

- The impact on the election results of January 1971.

5 What was life, work and culture like in Bengal, 1911–71?

- Life and work in towns and villages in Bengal.
- An overview of changes in approaches in the arts: in music, dance, architecture and literature.

6 How much political, social, cultural and economic change was there in this period of Bengal's history, 1911–71?

- What changed and what remained the same between 1911 and 1971.

Topic 4 Post-independence Bangladesh, 1971–2001

Topic 4 begins with a study of post-war reconstruction, followed by periods that saw Bangladesh move forward socially, economically and politically.

Topic 4 ends by reflecting on how Bangladesh remembers its past.

Topic 4 focuses on seven Key Questions.

- 1 What difficulties faced the new country and how far were they overcome between 1971 and 1975?
- 2 How did Bangladesh develop socially, politically and economically between 1975 and 1982?
- 3 How did Bangladesh develop socially, politically and economically between 1982 and 1990?
- 4 How did Bangladesh develop socially, politically and economically between 1990 and 1996?
- 5 How did Bangladesh develop socially, politically and economically between 1996 and 2001?
- 6 How much political, social, cultural and economic change was there in this period of Bangladesh's history, 1971–2001?
- 7 How does Bangladesh remember its past?

1 What difficulties faced the new country and how far were they overcome between 1971 and 1975?

This Key Question focuses on the social, political and economic situation following the War of Liberation and the 1970 Bhola cyclone, and the steps taken to overcome the challenges. The Key Question ends with a reflection on the social, political and economic achievements during the 1971–75 period.

Focus Point 1: How was political stability restored in Bangladesh during the 1971–75 period?

- The causes and effects of the 1971 parliamentary system, the 1973 election results with the Awami League victory and the 1974 constitutional amendments.
- The presidency of Sheikh Mujibur Rahman (Bangabandhu) and his assassination in 1975.
- The political achievements during the 1971–75 period.

Focus Point 2: How successfully was the country, damaged by the war and the 1970 Bhola cyclone, restored by 1975?

- What was Bangladesh like in 1971 as a result of the War of Liberation and the 1970 Bhola cyclone?
- Response to the urgent issues: hunger, lack of housing, lack of law and order and shortage of medical resources to meet the needs of a population with many refugees.
- The effectiveness of the government's programmes to increase production in agriculture and industry and to foster national unity.
- The First Five-Year Plan.
- The role of literature and the arts during the period of reconstruction.
- Social and economic achievements during the 1971–75 period.

2 How did Bangladesh develop socially, politically and economically between 1975 and 1982?

This Key Question starts with a study of the political situation during the 1975–82 period, followed by a study of the effectiveness of social, economic and political policies during the period.

The Key Question ends with a reflection on the social, political and economic achievements during the 1975–82 period.

- The establishment of military rule.
- The presidency of Ziaur Rahman, the BNP and the 1977 Martial Law Decree.
- The effectiveness of policies of mass irrigation and food production, free markets to promote trade, freedom of the press and free speech, and educational reform.
- Social, political and economic achievements during the 1975–82 period.

3 How did Bangladesh develop socially, politically and economically between 1982 and 1990?

This Key Question starts with a study of the political situation in 1982. This is followed by a study of the effectiveness of social, economic and political policies during the period.

The Key Question ends with a reflection on the social, political and economic achievements during the 1982–90 period.

- The causes and effects of the 1982 military coup.
- The presidency of Hussain Muhammad Ershad; the effectiveness of administrative and constitutional reform.
- The effectiveness of economic reform: irrigation and education programmes, the 1983 Development Programme, privatisation, foreign investment, land reform and domestic decentralisation (living and working in villages, towns and cities).
- Why and how the 1982–90 period of government ended.
- Social, political and economic achievements during the 1982–90 period.

4 How did Bangladesh develop socially, politically and economically between 1990 and 1996?

This Key Question focuses on the return to parliamentary democracy and the social, political, economic and international relations achievements during the 1990–96 period.

- Why and how there was a change of government in 1991.
- The return to parliamentary democracy.
- The premiership of Khaleda Zia. The importance for Bangladesh of having a female prime minister.
- Social achievements: compulsory and free primary education for all and compulsory education for girls until tenth grade. The impact of this change.
- Political achievements: direct election of mayors, the introduction of a two-tier system of local government and an increased role for Thanes economically. The impact of these changes.
- Economic achievements: banking controls, agreements on tariffs and trade and the growth of inward investment. The impact of these changes.
- International relations achievements: presidential visits to China and India and the importance of agreements reached; working with the United Nations as peacekeepers.

5 How did Bangladesh develop socially, politically and economically between 1996 and 2001?

This Key Question focuses on the effectiveness of international relations and the social, political and economic achievements during the 1996–2001 period.

- Why and how there was a change in government in 1996.
- The premiership of Sheikh Hasina.
- Social and political achievements: progress towards self-sufficiency in food.
- Economic developments: developing new telecom and digital industries; privatisation of electricity and its success; the role of remittances.
- The effectiveness of international relations: working with India; treaties with India about water and trade.

6 How much political, social, cultural and economic change was there in this period of Bangladesh's history, 1971–2001?

- What changed and what remained the same between 1971 and 2001.

7 How does Bangladesh remember its past?

This Key Question focuses on how modern Bangladesh remembers its past.

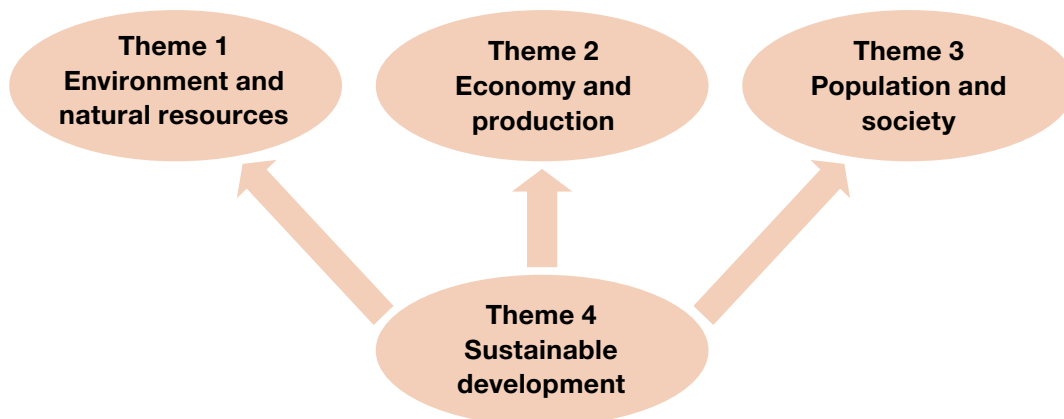
- Present-day religious and cultural festivals, giving rural workers access to trade.
- The rural past through cultural dance.
- Literature, stories and poems such as the work of poets, in particular Rabindranath Tagore; journalists, political writers and novelists, in particular Kazi Nazrul Islam and Begum Rokeya.
- Art and the work of artists such as Zainul Abedin evidencing social and political struggles.
- Monuments and memorial days such as the National Monument of Bangladesh and Shaheed Minar and International Mother Language Day on 21 February.
- Commemorating the Bangla language.
- The strength of support for the new Bangladesh.

Paper 2 – Environment and Development of Bangladesh

Paper 2 has four themes:

- Theme 1 Environment and natural resources
- Theme 2 Economy and production
- Theme 3 Population and society
- Theme 4 Sustainable development.

Sustainable development content is also integrated into Themes 1, 2 and 3.



Each theme is divided into topics. For each topic:

- There is an introduction and an outline of key content.
- Some background information is provided and, where needed, further guidance on what is expected to be covered in each topic. Links to the United Nations Sustainable Development Goals (SDGs) are included where relevant.
- Where relevant, information is provided on the geographical skills and case studies that should be integrated into the teaching of the topic.

Reference to the United Nations Sustainable Development Goals (SDGs) is integrated into Themes 1, 2 and 3, with a further opportunity to study the United Nations SDGs in Topic 11.

In Paper 2 there are many topics linked to the United Nations SDGs. These include, for example, actions taken to reduce the impact of river flooding, progress in achieving food security, and healthcare and educational programmes in Bangladesh.

The content listed for Paper 2 is exhaustive except where the word ‘including’ is used. Where ‘including’ is used, candidates must study everything in the list but may also study other relevant aspects. For example:

- In Topic 1.1, all the hill areas and major rivers you must cover are listed.
- In Topic 5.2, where ‘including’ is used, you may choose to introduce other physical and economic factors as well as the factors listed.

Theme 1 Environment and Natural Resources

Topic 1 Landscape

This topic provides an overview of the physical landscape of Bangladesh and an understanding of two of the main processes (rivers and plate tectonics) which have shaped the landscape of the region and the hazards these processes produce.

1.1 The natural landscape of Bangladesh

Bangladesh has a variety of landforms.

Key content

- Names, location and appearance of the major hills (Chattogram Hills, Madhupur Tract, Borendra Tract and Tippera Surface), flood plains, deltas and coastal plains of Bangladesh.
- Names and location of the main rivers of Bangladesh (Jamuna, Brahmaputra, Padma, Meghna, Surma, Tista and Karnaphuli).

Further guidance

A general knowledge of the main features of Bangladesh landscape. No requirement in 1.1 for knowledge of formation of landforms.

Skills

Use of an atlas/online maps and satellite images.

1.2 Rivers

Rivers play an important role in the life of Bangladesh because of the landscapes they create and the hazards they pose.

River flow varies in volume. Variations in volume affect the amount of load a river can carry before being deposited.

Key content

- How and why the flow of a river can change after precipitation, as illustrated by the hydrograph.
- Seasonal changes in river flow.
- River processes: erosion, transport and deposition.
- The characteristics and formation of the flood plains and deltas of Bangladesh.

Skills

- Introduction to the hydrograph showing a precipitation event and the subsequent discharge of the river.
- Understanding why the shape of the hydrograph can vary.
- Use of diagrams to explain the formation of landforms.

1.3 Plate tectonics

Plate tectonics are responsible for earthquakes in Bangladesh. Plate movements produced the Chattogram Hills and the Himalayas.

Key content

- The structure of the Earth (crust, mantle, outer core and inner core).
- Names of the major tectonic plates of Southeast Asia (Australian, Eurasian, Philippines and Indian).
- How plate movement is responsible for earthquakes in Bangladesh and the formation of fold mountains (Himalayas and Chattogram Hills).

Further guidance

- Focus on the plates of Southeast Asia.
- Focus on the types of plate boundaries which cause earthquakes and fold mountains in Bangladesh and Southeast Asia.

Skills

- Understanding of a geological cross-section through the Earth's structure.
- Maps and cross-sections of the Earth's plates and plate boundaries.

1.4 The challenges created by landscape processes

Rivers and plate tectonics create hazards which pose serious challenges to Bangladesh.

Key content

- The causes and effects of the following and responses taken to reduce their impact:
 - river bank erosion in Bangladesh
 - river floods in Bangladesh
 - earthquakes in Bangladesh.
- Case studies of river flooding and the earthquake hazard.

Case studies required for 1.4

The use of case studies teaches the importance of media sources (newspapers, journals, internet and television) in understanding environmental events and how to extract appropriate information from such sources.

- A case study of a river flood in Bangladesh:
 - 1 Year of flood.
 - 2 Causes of river flooding (natural and human).
 - 3 Impact on people (injuries, loss of homes and loss of life).
 - 4 Impact on economy (agriculture, industry, transport and travel).
 - 5 Responses to the flood (short-term and long-term).
- A case study of an earthquake in Bangladesh:
 - 1 Why is Bangladesh prone to earthquakes?
 - 2 When have there been earthquakes in Bangladesh?
 - 3 What damage has been done by earthquakes in Bangladesh?
 - 4 What actions can be taken to reduce the impact of earthquakes on people and buildings?

Topic 2 Weather and climate

This topic introduces the main features of the weather and climate of Bangladesh and the challenges which weather and climate produce for the country.

2.1 The tropical monsoon climate

The monsoon is caused by seasonal changes in pressure in this region which produce variations in the monthly rainfall and temperature patterns in Bangladesh.

Key content

- The link between pressure and the south-west and north-east monsoons.
- The reasons for the high annual temperature of a tropical climate.
- The variation in monthly temperature and rainfall in Bangladesh.

Further guidance

- How latitude affects temperature.
- In Bangladesh the monsoon winds blow from the north-east in winter and south-west in summer.

Skills

- Interpreting temperature, rainfall and pressure maps.
- Constructing and interpreting a climate graph.
- Calculating a monthly average figure for temperature and rainfall from daily data.

2.2 Climate change

There is a long-term trend of global warming which is having serious consequences for Bangladesh.

Key content

- The global increase in temperature and the reasons for this.
- The effects of global increases in temperature on Bangladesh (sea level rise and increased incidence of weather hazards).
- How the strategies of mitigation and adaptation are used to combat climate change in Bangladesh.

Further guidance

The strategies of mitigation and adaptation used to combat climate change in Bangladesh link to the United Nations Sustainable Development Goal 13 Climate action. There is no requirement to learn the detail of Goal 13.

Skills

- Reading graphs which show change over a period of time.
- Interpreting maps which show predicted impacts of global warming.

2.3 The challenges produced by weather

Cyclones and drought create serious hazards for Bangladesh.

Key content

The causes of cyclones and drought, impact on people and actions to be taken to reduce damage from cyclones and drought, looking at two case studies in Bangladesh.

Case studies required for 2.3

- A case study of a cyclone in Bangladesh:
 - 1 Year of cyclone.
 - 2 Why the cyclone caused flooding.
 - 3 Impact of the cyclone on people (injuries, loss of homes and loss of life).
 - 4 Impact on the economy (agriculture, industry, transport and travel).
 - 5 Responses to cyclones (short-term and long-term).
- A case study of drought in north-west Bangladesh:
 - 1 What is drought and how often does it occur?
 - 2 Why is north-west Bangladesh at risk from drought?
 - 3 What effect does drought have on the lives of people?
 - 4 What effect does drought have on crop production?
 - 5 What actions can be taken to reduce the impact of drought?

Topic 3 Natural resources

Bangladesh has many natural resources crucial to its economic growth but there are also many challenges in using them in a sustainable manner.

3.1 Forests

Bangladesh has two main forest types and they have environmental and economic importance to Bangladesh.

Key content

- The location and characteristics of hill forests and mangrove forests (Sundarbans).
- The value of forests for protecting soil, protecting the coast and maintaining biodiversity.
- The economic exploitation of forests for timber, pulp and paper.
- The impact of deforestation on the ecosystem and rivers.
- The sustainable management of forest areas in Bangladesh.

Further guidance

The sustainable management of forest areas in Bangladesh links to the United Nations Sustainable Development Goal 15 Life on land. There is no requirement to learn the detail of Goal 15.

Skills

Use of atlas and other maps to identify locations of the two main forest types in Bangladesh.

3.2 Fish

Fishing is an important economic activity in Bangladesh that needs to be managed in a sustainable way.

Key content

- Different types of fishing in Bangladesh, inland (including aquaculture) and marine (inshore and deep sea trawling).
- The contribution of the fishing industry to the economy of Bangladesh.
- The causes and consequences of overfishing.
- The sustainable management of fishing in Bangladesh.

Further guidance

The sustainable management of fishing in Bangladesh links to the United Nations Sustainable Development Goal 14 Life below water. There is no requirement to learn the detail of Goal 14.

3.3 Water

Water is a valuable resource in Bangladesh which needs to be managed sustainably.

Key content

- The sources of water in Bangladesh (rainfall, rivers and groundwater) and the advantages and disadvantages of each source.
- The sustainable management of water resources in Bangladesh as the economy grows and demand increases.

Further guidance

- Sources of water supply include dams/reservoirs, wells, tube wells and bore holes and desalination plants.
- The risks from arsenic poisoning as a result of the overuse of groundwater.
- The issue of sustainable water supply as a result of economic development.
- The sustainable management of water resources in Bangladesh as the economy grows and demand increases links to the United Nations Sustainable Development Goal 6 Clean water and sanitation. There is no requirement to learn the detail of Goal 6.

3.4 Energy

There are several energy sources available in Bangladesh but there are many challenges in using them in a sustainable manner.

Key content

- The difference between renewable and non-renewable energy.
- The location of non-renewable energy sources, such as coal, oil and natural gas and their use for generating energy.
- How generation of electricity can cause pollution.
- The location and generation of energy from hydro-electric power (HEP).
- The development of affordable and clean energy in Bangladesh.
- A case study of a renewable energy type or project in Bangladesh.

Further guidance

- Renewable energy sources include wind, HEP, wave, tidal and solar power and biofuels.
- Pollution can include air pollution, water pollution, noise pollution, light pollution and visual pollution.
- The development of affordable and clean energy in Bangladesh links to the United Nations Sustainable Development Goal 7 Affordable and clean energy. There is no requirement to learn the detail of Goal 7.

Skills

Understanding of diagrams showing how electricity is generated by thermal methods and by HEP.

Case study required for 3.4

Renewable energy in Bangladesh.

This can be a study of a particular energy type, e.g. wind, solar, tidal or biofuel, or a specific project.

- 1 Where is this renewable energy generation located?
- 2 How is it funded?
- 3 How does it produce energy?
- 4 How much energy will it contribute to Bangladesh's energy needs?
- 5 What are the advantages and disadvantages of its development?

Theme 2 Economy and Production

Topic 4 Economic development

The economy of Bangladesh has grown and changed significantly since 1971 and this growth has seen significant changes in trade.

4.1 Sectors of the economy and economic growth

The economy can be divided into primary, secondary, tertiary and quaternary sectors.

The Bangladesh economy has grown significantly since 1971.

Key content

- The meaning of each of the four sectors: primary, secondary, tertiary and quaternary.
- The changing contribution of each of the four sectors to the economy of Bangladesh since 1971.
- The meaning of Gross Domestic Product (GDP) and how the GDP of Bangladesh has changed since 1971.
- The economic growth of Bangladesh compared with other countries.

Further guidance

The quaternary sector is defined as the knowledge-based part of the economy including areas such as media, research and development, financial consultation, information generation and searching, blogging and designing.

Skills

- Constructing pie charts showing the different sectors.
- Constructing and interpreting multiple line graphs showing the changes in each sector over time.

4.2 Economic growth and trade

Economic growth in Bangladesh has led to significant increases in international trade.

Key content

The changes in the pattern and volume of international trade in:

- raw materials
- food
- manufactured goods.

Further guidance

The focus is on imports and exports not internal movement of goods.

Skills

Interpreting flow line maps showing volume and direction of flow of goods.

Topic 5 Agriculture and its importance to Bangladesh

Agriculture is the second largest sector of employment. Although the production of food and cash crops has grown significantly since 1971, there are still issues of food security in Bangladesh.

5.1 Agricultural development

There has been enormous expansion in production of crops grown in Bangladesh since 1971.

Key content

- The difference between food crops and cash crops.
- The changes in the production of the main food crops of rice, wheat and pulses since 1971.
- The changes in the production of the main cash crops of sugar cane, tea and jute since 1971.

5.2 Factors affecting agricultural production

There are two groups of factors: physical and economic.

Key content

- The difference between physical factors, including relief, climate and soil; and economic factors, including demand, labour, technology, capital, land fragmentation, chemicals, seeds, irrigation and economic aid.
- How physical and economic factors have influenced the location and development of **one** food crop (rice, wheat or pulses) and **one** cash crop (sugar cane, tea or jute).
- A case study of **one** food crop grown in Bangladesh (rice, wheat or pulses) and **one** cash crop grown in Bangladesh (sugar cane, tea or jute).

Further guidance

The factors described are best understood when linked to the study of the named crops. The crop studies include location and reasons for the location, changes in production volume, production techniques and marketing.

Case studies required for 5.2

- **One** food crop grown in Bangladesh.
The study of only **one** food crop is required (either rice, wheat or pulses).
 - 1 Location of the crop growing area.
 - 2 Physical requirements for growing the crop.
 - 3 Economic factors influencing production.
 - 4 Growing methods.
 - 5 Trends in production.
- **One** cash crop grown in Bangladesh.
The study of only **one** cash crop is required (either sugar cane, tea or jute).
 - 1 Location of the crop growing area.
 - 2 Physical requirements for growing the crop.
 - 3 Economic factors influencing production.
 - 4 Growing methods.
 - 5 Trends in production.

5.3 Food production and the environment

Food production has a significant impact on the environment in Bangladesh.

Key content

- The development of aquaculture in Bangladesh and how it affects the environment.
- How overuse of the land can lead to soil erosion.
- The causes and effects of salinisation in irrigated areas.
- A case study of an irrigation project in Bangladesh.
- The development of sustainable agriculture in Bangladesh.

Further guidance

- Salinisation is the accumulation of soluble salts of sodium, magnesium and calcium in the soil to the extent that soil fertility is significantly reduced.
- The development of sustainable agriculture in Bangladesh links to the United Nations Sustainable Development Goal 2 Zero hunger. There is no requirement to learn the detail of Goal 2.

Case study required for 5.3

A case study of an irrigation project in Bangladesh:

- 1 Name and location of the project.
- 2 Details of the construction features of the project.
- 3 Area irrigated.
- 4 Crops grown.
- 5 Irrigation methods.
- 6 Any problems which have developed/occurred since the project was created.
- 7 Successes of the project.

5.4 Food security

Although Bangladesh has changed from a country with chronic food shortages to one that is self-sufficient, it still faces food security challenges.

Key content

- The meaning of food security.
- The factors influencing food security including population growth, fragmentation of land, natural disaster, political unrest, access to food, income per head and price of food.
- The contribution of the different types of food-to-food security (cereals and pulses and animals, including fish).
- How Bangladesh can end hunger, achieve food security and improve nutrition.

Further guidance

- Food security exists when all people at all times have physical and economic access to sufficient safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. (World Food Summit, 1996)
- How Bangladesh can end hunger, achieve food security and improve nutrition links to the United Nations Sustainable Development Goal 2 Zero hunger. There is no requirement to learn the detail of Goal 2.

Topic 6 Manufacturing industry

The manufacturing industry in Bangladesh is a major driver of economic growth and has a significant impact on employment, trade, public safety, health and the environment.

6.1 Types of manufacturing industry

There are several different types of manufacturing industry in Bangladesh with different conditions which have led to their growth and development.

Key content

- Different conditions for manufacturing industry to grow, including access to raw materials, level of education of the workforce, capital (including investment from transnational companies), development of infrastructure such as the internet, information and communications technology (ICT), transport systems and globalisation.
- How these conditions have affected the growth and development of the following three types of industries:
 - the cottage industry
 - the garment and textile industry
 - the capital-intensive industries (chemicals/pharmaceuticals).
- A case study of a ready-made garment manufacturer in Bangladesh.

Further guidance

- Through the study of the three types of industries specified in the key content, candidates will understand the relative importance of the different conditions for industrial growth.
- Capital-intensive industry is defined as industry that requires large amounts of investment to produce a good or service and thus has a high percentage of fixed assets, such as property, plant and equipment.

Case study required for 6.1

A case study of a ready-made garment manufacturer in Bangladesh:

- 1 Name and location of the ready-made garment manufacturer.
- 2 Source of materials.
- 3 Production processes.
- 4 Workforce.
- 5 Products and markets.
- 6 Changes in production volume.
- 7 Impact of the industry, for example, on environment and employment levels.

6.2 The impact of the growth of manufacturing industry on people and the environment

Industry is associated with economic development and growing employment. Its growth has a significant impact on people and the environment and needs to be managed in a sustainable way.

Key content

- The nature of working conditions in some factories and how these can affect the workforce.
- The importance of factory regulation to help provide decent work.
- How the development of the manufacturing industry can lead to pollution.
- How actions taken, such as reducing pollution, can make manufacturing industry more sustainable in Bangladesh.

Further guidance

- Factory regulation includes health and safety regulations.
- Pollution can include air pollution, water pollution, noise pollution, light pollution and visual pollution.
- The importance of factory regulation to help provide decent work links to the United Nations Sustainable Development Goal 8 Decent work and economic growth. There is no requirement to learn the detail of Goal 8.
- The actions taken to make the manufacturing industry more sustainable in Bangladesh links to the United Nations Sustainable Development Goal 9 Industry, innovation and infrastructure. There is no requirement to learn the detail of Goal 9.

Topic 7 The service sector

The service sector makes up most of the GDP of Bangladesh but there are substantial differences in access to services and income to be earned from the sector.

7.1 The informal sector

The informal sector is an important element in the life and work of many people in Bangladesh.

Key content

- The differences between the formal and the informal sectors.
- The advantages and disadvantages of this sector for workers such as domestic servants, rickshaw drivers, street food sellers and those in informal manufacturing work.
- The difficulty of moving people away from the informal sector to the formal sector.

Further guidance

The informal sector refers to workers who are self-employed or who work for those who are self-employed. People who earn a living through self-employment are usually not on payrolls and so are not taxed. Many informal workers do their work in unprotected and insecure places.

7.2 The financial sector

An effective financial sector is needed to support enterprise and business in an expanding economy like Bangladesh's.

Key content

- The role of this sector in enabling investment and mobilising savings (e.g. private sector banks, public sector banks and microcredit such as Grameen Bank).
- The role of microcredit in empowering women in Bangladesh.

Further guidance

Microcredit, also known as micro banking, is a means of extending credit, usually in the form of small loans with no collateral, to non-traditional borrowers.

7.3 The quaternary sector

The quaternary sector is growing in Bangladesh.

Key content

How the growth of hi-tech knowledge and research development will help the economy of Bangladesh.

7.4 Transport

An effective transport system is important to the growth of the economy of Bangladesh.

Key content

- The relative importance of water, road and rail transport for freight and passengers in Bangladesh.
- The challenges to be managed in improving transport in Bangladesh, including disruption caused by cyclones and floods, traffic volumes, connecting rural areas, numbers of accidents and unlicensed drivers.
- The strategies being developed to provide safe, affordable and sustainable transport in Bangladesh.
- The impact of increased transport in urban areas on atmospheric quality.
- Strategies used to reduce atmospheric pollution caused by transport.

Further guidance

The strategies being developed to provide safe, affordable and sustainable transport in Bangladesh link to the United Nations Sustainable Development Goal 11 Sustainable cities and communities. There is no requirement to learn the detail of Goal 11.

Theme 3 Population and Society

Topic 8 Population structure, growth and impact on quality of life

Bangladesh has undergone huge population growth since 1971 which has been accompanied by changes in quality of life.

8.1 Population structure

Bangladesh has a population structure which reflects its large population growth.

Key content

The changing population pyramid for Bangladesh.

Skills

Understanding and interpreting a population pyramid and how it can change over time.

8.2 Population growth

Population growth is driven by changes in birth and death rates, and these changes are reflected in other population statistics.

Key content

The reasons for changes in population numbers (changes in birth and death rates, infant mortality, dependency ratios and life expectancy).

Skills

- Understanding and interpreting a graph showing changes over time in birth and death rates.
- Understanding and interpreting population data.
- Calculating natural increase/decrease in population from birth and death rates.

8.3 Quality of life

Population growth impacts on quality of life. There are several indicators which show the quality of life in a country.

Key content

- The meaning of the following indicators:
 - literacy
 - numeracy
 - life expectancy
 - per capita income.
- Changes in each indicator in different parts of Bangladesh and the country as a whole since 1971.
- Comparison of Bangladesh with other countries.

Skills

Comparison with other countries using data, graphs and maps such as choropleth maps and scatter graphs.

Topic 9 Migration and urban growth

The growth in population in Bangladesh has been accompanied by the migration of population and urban development.

9.1 Population migration

Bangladesh is experiencing both internal and international migration.

Key content

- The different types of population migration (internal and international, voluntary and forced).
- The factors causing people to leave rural areas and migrate to towns (push factors from rural areas and pull factors to urban areas).
- The reasons for people migrating into and out of Bangladesh, including refugee movements.

Further guidance

- Push factors are negative reasons for leaving and pull factors are positive reasons for migrating somewhere.
- Climate change is increasing the number of migrants.
- The provision of remittances is an important reason for migration overseas from Bangladesh.

9.2 Impact of population migration

Population migration has had an impact on urban and rural areas in Bangladesh.

Key content

- The impact of migration on rural areas (scarcity of workforce, shortage of services and ageing rural population).
- The challenges and benefits of refugee migration within and into Bangladesh.
- Population migration and urban growth: a case study of Dhaka.

Case study required for 9.2

The growth of Dhaka considering the impact of its growth on:

- 1 Clean water supply.
- 2 Power supply.
- 3 Traffic.
- 4 Pollution (which can include air, water, noise, light and visual).
- 5 Employment.
- 6 Housing.

Topic 10 Health and education

Economic growth requires significant changes in health and education as illustrated by the United Nations SDGs.

10.1 Healthcare

A healthy workforce is an essential part of a country's development.

Key content

- The role of the different healthcare providers (government, private sector and non-governmental organisations (NGOs)).
- The importance of disease control programmes in Bangladesh.
- Healthcare as a vehicle to improve the quality of life.
- Healthcare programmes in Bangladesh.
- Further improvements needed to ensure good health and well-being for all in Bangladesh.
- A case study of a healthcare programme in Bangladesh.

Further guidance

- Programmes to control the growth of disease.
- Programmes to improve quality of life such as supporting mothers and guidance on nutrition.
- Further improvements needed to ensure good health and well-being for all in Bangladesh link to the United Nations Sustainable Development Goal 3 Good health and well-being. There is no requirement to learn the detail of Goal 3.

Case study required for 10.1

A healthcare programme in Bangladesh:

- 1 Name of the programme.
- 2 Why is it needed?
- 3 Who does it help?
- 4 What positive impacts and challenges has the programme had?

10.2 Education

An educated workforce is a key driver in a country's development.

Key content

- Access to education and equality of education between genders and between rural and urban areas.
- The progress made in improving literacy, numeracy and overall educational standards in Bangladesh.
- The role of education in helping to achieve gender equality and to empower all women and girls in Bangladesh.
- The need to develop further occupational and professional skills.
- Educational programmes in Bangladesh.
- Further improvements needed in primary, secondary and tertiary education to ensure quality education for all in Bangladesh.
- A case study of an educational programme in Bangladesh.

Further guidance

- Progress made by government, the private sector and non-governmental organisations (NGOs).
- The role of education in helping to achieve gender equality and to empower all women and girls in Bangladesh links to the United Nations Sustainable Development Goal 5 Gender equality. There is no requirement to learn the detail of Goal 5.
- Further improvements needed to ensure quality education for all in Bangladesh links to the United Nations Sustainable Development Goal 4 Quality education. There is no requirement to learn the detail of Goal 4.

Case study required for 10.2

An educational programme in Bangladesh:

- 1 Name of the programme.
- 2 Why is it needed?
- 3 Who does it help?
- 4 What positive impacts and challenges has the programme had?

Theme 4 Sustainable Development

Content on sustainable development is studied in Topic 11. It is also integrated into Themes 1, 2 and 3, examples of which include actions taken to reduce the impact of river flooding, and actions taken to reduce pollution from manufacturing industry.

Topic 11 Sustainable Development Goals

The United Nations Sustainable Development Goals (SDGs) are a driving force for sustainable development in Bangladesh and a way in which its success is being measured.

The United Nations SDGs, also known as the Global Goals, were adopted by all United Nations member states in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

Key content

- The meaning of sustainable development.
- The importance of sustainable development.
- An understanding that action in one area will affect outcomes in others, and that development must balance **social**, **economic** and **environmental** sustainability.
- How successful Bangladesh has been **overall** in working towards the United Nations SDGs.
- The role of the United Nations in helping Bangladesh to achieve the SDGs.

Further guidance

- The United Nations 17 SDGs are:
 - 1 No poverty
 - 2 Zero hunger
 - 3 Good health and well-being
 - 4 Quality education
 - 5 Gender equality
 - 6 Clean water and sanitation
 - 7 Affordable and clean energy
 - 8 Decent work and economic growth
 - 9 Industry, innovation and infrastructure
 - 10 Reduced inequalities
 - 11 Sustainable cities and communities
 - 12 Responsible consumption and production
 - 13 Climate action
 - 14 Life below water
 - 15 Life on land
 - 16 Peace, justice and strong institutions
 - 17 Partnerships for the goals.
- There is no requirement to work through this list. Many of the areas covered by the United Nations SDGs are included in the content of Paper 2 and have already been studied. On the basis of this evidence, candidates should be able to make a comment about the **overall** progress Bangladesh has made towards these targets.
- Content from Topic 11 Sustainable Development Goals can be assessed in any of the questions (1 to 3) in the Paper 2 exam.

Faculty feedback: ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Candidates take Papers 1 and 2.

Paper 1 – History and Culture of Bangladesh

Written paper, 1 hour 30 minutes, 75 marks

Questions are based on the subject content for Paper 1.

Paper 1 has four questions:

- Question 1 tests content in Topic 1 The struggle for control of the Indian subcontinent, 1204–1784
- Question 2 tests content in Topic 2 The years of growing opposition, 1784–1911
- Question 3 tests content in Topic 3 In search of independence, 1911–71
- Question 4 tests content in Topic 4 Post-independence Bangladesh, 1971–2001.

Candidates answer **three** questions from a choice of four. Candidates answer **all** the parts of the chosen questions.

Each question is worth 25 marks and is divided into sub-parts:

- **Part (a)** 9 marks testing AO1 Knowledge and understanding
- **Part (b)** 8 marks testing AO1 Knowledge and understanding (2 marks) and AO2 Analysis, evaluation and decision-making (6 marks)
- **Part (c)** 8 marks testing AO1 Knowledge and understanding (2 marks) and AO3 Change and continuity (6 marks).

Part (a) questions

Part (a) assesses AO1 Knowledge and understanding with a series of sub-questions: (i), (ii), (iii), (iv) and (v), totalling nine marks.

The sub-questions require a one-word or short written-response and are point-marked. Candidates should be aware of the sub-marks for each part question. These are printed on the question paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

Some questions ask for two features/aspects to be given. For example, 'Identify **two** features of the economy during the xxx period'. In these questions one mark is awarded for each relevant point, up to a total of two marks. The number of relevant features/aspects required is indicated in the question, and through the number of bullet points provided.

In questions worth two marks using the command words Describe or Explain, one mark is given for each relevant response. A second mark can be awarded for the development of the response if there is an explanation or further detail to support the response.

For Describe or Explain questions worth three marks, to achieve three marks at least two responses must be stated. Three marks can be achieved by providing two responses, one of which is developed, or by providing three responses without development.

The sub-questions in part (a) will come from a maximum of two Focus Points within the same Key Question.

The following command words and phrases are used for the AO1 Knowledge and understanding questions: Give, Identify, State, Outline, Name, Explain or Describe.

Part (b) questions

Part (b) has two sub-questions:

- (b) (i) One two-mark question testing AO1 Knowledge and understanding on the same theme as (b) (ii). The question is point-marked and requires a short written-response. The question will use the same command words as in the part (a) questions, and the same expectations for answering it will apply.
- (b) (ii) One six-mark extended response question testing AO2 Analysis, evaluation and decision-making on the same theme as (b) (i). Marked with the Paper 1 AO2 Analysis, evaluation and decision-making marking grid.

Part (b) (ii) AO2 Analysis, evaluation and decision-making questions

Candidates should analyse and explain at least **one** factor/side with detailed and relevant supporting evidence. Candidates should answer in continuous prose and structure their response in paragraphs.

A good response will be fully focused on the question and will analyse or examine **two** factors/sides. These factors/sides will be fully supported with detailed and relevant material.

Responses should go beyond an identification or description of the factor/side and should show the impact or consequence of it within the context of the question.

The following command words and phrases may be used in the part (b) (ii) Analysis, evaluation and decision-making questions: Analyse, Discuss or Examine.

The Paper 1 AO2 Analysis, evaluation and decision-making marking grid is published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/7094 and our School Support Hub.

The AO2 marking grid should be read in conjunction with the indicative content for each AO2 six-mark extended response question in the mark scheme.

Part (c) questions

Part (c) has two sub-questions:

- (c) (i) One two-mark question testing AO1 Knowledge and understanding on the same theme as (c) (ii). The question is point-marked and requires a short written-response. The question will use the same command words as in the part (a) questions, and the same expectations for answering it will apply.
- (c) (ii) One six-mark extended response question testing AO3 Change and continuity on the same theme as (c) (i). Marked with the Paper 1 AO3 Change and continuity marking grid.

Part (c) (ii) AO3 Change and continuity questions

Questions on change and continuity require candidates to discuss and evaluate the extent of past changes and to consider what changed and what remained the same in that period. Questions ask candidates to reflect on change within the period in the topic (not across topics).

Each topic in the subject content for Paper 1 has a Key Question that asks: ‘How much political, social, cultural and economic change was there in this period of Bengal’s history?’ It is intended to prompt reflection and enable candidates to address questions of change and continuity.

Questions can ask candidates to reflect on what changed and what remained the same in relation to either an aspect across the whole period of the topic or an aspect for a specific shorter timeframe within the period. Candidates are encouraged to draw on material from across the period specified in the question.

Candidates should answer in continuous prose and structure their response in paragraphs.

The first two paragraphs should state and explain at least one element of change and one element of continuity. These explanations should be supported with relevant and precise evidence.

The final paragraph should be a conclusion providing a clear and well-reasoned judgement which evaluates the amount of change **and** continuity across the period specified in the question. The command phrase requires candidates to consider ‘how far’ and ‘to what extent’, and therefore requires a judgement to be reached as to the extent of the change.

The following command words and phrases may be used in the part (c) (ii) Change and continuity questions: ‘How far did ... change?’ or ‘To what extent did ... change?’ The command phrase requires candidates not only to explain what changed and what stayed the same, but also to reach a judgement on the extent of the change.

The Paper 1 AO3 Change and continuity marking grid is published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/7094 and our School Support Hub.

The AO3 marking grid should be read in conjunction with the indicative content for each AO3 six-mark extended response question in the mark scheme.

Paper 2 – Environment and Development of Bangladesh

Written paper, 1 hour 30 minutes, 75 marks

Questions are based on the subject content for Paper 2.

Candidates answer **three** questions:

- Question 1 tests content in Theme 1 Environment and natural resources and Theme 4 Sustainable development
- Question 2 tests content in Theme 2 Economy and production and Theme 4 Sustainable development
- Question 3 tests content in Theme 3 Population and society and Theme 4 Sustainable development.

Content on Topic 11 Sustainable Development Goals in Theme 4 can be tested on any question in the assessment (Question 1, 2 and/or 3).

Questions 1, 2 and 3 are each worth 25 marks and are divided into sub-questions. They start with short questions building to more open-ended questions requiring a longer response. They consist of a combination of resource-based tasks and free-response writing requiring Bangladesh-specific information.

Candidates should be aware of the sub-marks for each part question. These are printed on the exam paper. Candidates should use them as a guide to the amount of detail and length of response expected and to help them manage their time effectively.

Questions test AO1, AO2 and AO4. Each 25-mark question has:

- 12–13 marks testing AO1 Knowledge and understanding
- 6–7 marks testing AO4 Resources skills
- one 6-mark extended response question testing AO2 Analysis, evaluation and decision-making.

AO1 Knowledge and understanding questions

The question types used to test AO1 Knowledge and understanding include:

- short-answer knowledge recall questions. For example:
Define the term 'aquaculture'. [1 mark]
Name the **two** main food crops grown in Bangladesh. [2 marks]
State **two** pull factors which cause rural to urban migration within Bangladesh. [2 marks]
- knowledge-based Describe questions. For example:
Describe the growing conditions required by **one** of the food crops you identified in (i). [3 marks]
Describe a named healthcare programme you have studied and its impacts. [4 marks]
- Explain questions to show understanding of the knowledge in the syllabus. For example:
Explain why heavy rain occurs between May and September in Bangladesh. [4 marks]
Explain why Bangladesh's population growth rate has decreased. [4 marks]

For questions using Describe or Explain, candidates should answer in continuous prose and provide detail to support their answer.

The following command words may be used in questions assessing AO1 Knowledge and understanding:

- Compare
- Contrast
- Define

- Describe
- Explain
- Give
- Outline
- State
- Suggest.

Candidates should carefully look at the command word used in the question to help them understand what is expected from them in the exam. Please refer to the Command words section. For example, a question using the command word Give has a different requirement to a question using the command word Explain. A question using Give expects candidates to recall knowledge from the syllabus content whereas a question with the command word Explain requires candidates to show knowledge and understanding of the specific topic to explain the reasons why. For full marks to be awarded, candidates need to go beyond stating facts to provide an explanation. They should use their own words to answer the question and where possible provide some supporting evidence.

AO4 Resources skills questions

The question types used to test AO4 Resources skills include:

- using data to complete maps, graphs and diagrams. For example:
Complete the climate graph, Figure 1.2, for October, November and December, using the data in Table 1.1. [2 marks]
Complete the water supply pie chart on Figure 2.1, using the key provided. [3 marks]
- questions to describe, interpret and extract relevant information. For example:
Use the choropleth map in Figure 3.2 to describe the distribution of tuberculosis (TB) in Bangladesh. [3 marks]
Use the multiple line graph in Figure 3.3 to compare Bangladesh's population growth rate with that of Pakistan and that of India. [4 marks]

The following command words and phrases may be used in questions assessing AO4 Resources skills:

- Analyse
- Calculate
- Compare
- Complete
- Contrast
- Describe
- Explain
- Give
- Identify
- Predict
- State
- Summarise.

There is more information on the types of resources used in Paper 2 later in this section.

AO2 Analysis, evaluation and decision-making questions

The question type used to test AO2 Analysis, evaluation and decision-making is a six-mark extended response question. For example:

‘Having a large number of jobs in the informal sector has many benefits for Bangladesh.’
How far do you agree with this statement? Give reasons to support your answer. [6 marks]

‘Dhaka has overcome the challenges created by its rapid growth.’
Evaluate how well Dhaka has overcome these challenges. [6 marks]

Candidates should answer in continuous prose and structure their response in paragraphs. They should support their analysis with evidence and explanations to support their arguments. They should also show an awareness of different points of view and should arrive at a judgement or decision.

The six-mark extended response questions take a range of formats depending on the command words used, but they always present an item for discussion where different points of view can be held and considered by candidates. These are often opposing points of view, for example ‘agree’ and ‘disagree’. Candidates should support each point of view with evidence. Answers should not be descriptive. The focus should be on the specific question. The final statement should be a conclusion providing a firm and clear judgement so that the examiner can see the position the candidate has taken on the issue.

The six-mark extended response questions can be based on a case study. For example:

‘The main causes of river flooding are physical.’
Using an example of a river flood in Bangladesh you have studied, explain to what extent you agree with this statement. [6 marks]

A good response to this question would focus on the candidate’s case study of a river flood rather than the general causes of river flooding. It would:

- provide a clear analysis using evidence from their case study of a river flood that is relevant, detailed and integrated effectively
- consider both the physical and human causes of flooding of their case study river flood
- show awareness of different points of view about the relative importance of physical and human causes of flooding of their case study river flood
- make a well-reasoned decision clearly stating to what extent the main causes of their case study river flood are physical.

The following command words and phrases may be used in the AO2 Analysis, evaluation and decision-making six-mark extended response questions:

- Assess
- Discuss
- Evaluate
- Justify
- How far do you agree?
- To what extent ...

The six-mark extended response questions are marked using the Paper 2 AO2 Analysis, evaluation and decision-making marking grid in conjunction with the indicative content for each six-mark extended response question in the mark scheme.

The Paper 2 AO2 Analysis, evaluation and decision-making marking grid is published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/7094 and on our School Support Hub.

Guidance on resources and skills for Paper 2

Resources are used to assess AO4 Resources skills in Paper 2. Questions can be based on resource material, such as photographs, satellite images, maps, diagrams, drawings, graphs, text extracts, statistics or tables of data.

Candidates should be able to:

- use data to complete maps, graphs and diagrams
- describe, interpret and extract relevant information from resource material.

The resources questions also give candidates the opportunity to show knowledge and understanding of the content being assessed.

Skills are best taught as part of the content. The Skills and Further guidance sections in the Paper 2 subject content section suggest where skills can be integrated with content.

The units used in the resources in Paper 2 are:

- metres (m) and kilometres (km) for height and distance
- degrees Celsius (°C) for temperature
- dollars (\$) and Bangladeshi taka (BDT) for economic data.

Types of resources

Photographs

Questions may be set using various types of photographs, pictorials, aerial photographs and satellite images.

Candidates should be able to:

- give simple descriptions of human and physical landscapes (landforms, natural vegetation, land use and settlement) and other significant features shown on the photograph or image
- extract appropriate information from the photograph or image.

Maps

Various types of maps may be used such as topographical, political, economic, choropleth, isoline (isotherms and isohyets) and flow line (trade). Maps may be at different scales: local, national and global.

Candidates should be able to:

- name specific features on a map, e.g. a city, river or range of hills
- describe patterns and distributions on maps
- use data to complete maps.

Diagrams and drawings

Simplified diagrams or drawings could be of a cross-section of the Earth's structure, a river basin system, landforms, electricity generation (thermal or HEP), etc.

Candidates should be able to:

- identify features on diagrams and drawings
- add information to diagrams and drawings.

Graphs

Various types of graphs may be used, such as line graphs, multiple line graphs, bar graphs, divided bar graphs, histograms, pie graphs, hydrographs, climate graphs, scatter graphs and population pyramids.

Candidates should be able to:

- plot information on to graphs when axes and scales are provided
- describe and analyse trends from the data provided.

Text extracts

Newspapers, magazine articles and internet topics may be used.

Candidates should be able to:

- extract and use appropriate information from the text extracts
- show an understanding of the material provided.

Statistics and data tables

Data tables may provide various types of information such as a comparison table of different types of fishing, climate data, population data, settlement data, agriculture data, GDP data, etc.

Candidates should be able to:

- understand and carry out basic mathematical calculations of adding, subtracting, dividing and multiplying
- make simple statistical calculations such as calculating the range and mean
- know how to convert data into different forms of presentation such as a bar chart, line graph, compound bar graph, scatter graph or pie chart
- extract relevant information from diagrams, graphs, tables, tabular data and charts.

Questions are set using the types of resources listed above, which are all important ways of representing data. Resources may be used to illustrate a basic principle which candidates must be able to interpret. For example, a population pyramid may be used to illustrate the age and gender structure of Bangladesh.

Equipment

Candidates should have the following in the examination room:

- pencil
- rubber
- ruler
- protractor
- calculator.

Guidance on case studies for Paper 2

Case studies may be used in the examination to assess AO1 Knowledge and understanding, AO2 Analysis, evaluation and decision-making and AO4 Resources skills. For example:

Describe a named healthcare programme you have studied and its impacts. [4 marks] AO1

Use your knowledge of a ready-made garment manufacturer in Bangladesh to identify the main features of the ready-made garment factory shown in the photograph. [4 marks] AO4

‘Dhaka has overcome the challenges created by its rapid growth.’

Evaluate how well Dhaka has overcome these challenges. [6 marks] AO2

A case study is a detailed example used to illustrate a topic being studied. Case studies form an important feature of Paper 2. Case studies give teachers and candidates the opportunity to look at contemporary sources such as newspaper or magazine articles, internet topics or video clips as well as older sources where appropriate and relevant. However, case studies from within the lifetime of the candidates are often seen as the most engaging.

Case studies link syllabus content with the lives of people. A case study can be used as:

- a stimulus to introduce a topic
- homework to introduce/illustrate a topic
- a summary of a topic
- assessment for the learning which has taken place.

Case studies are an excellent way to develop independent research and learning in candidates.

In this syllabus, the specified case studies are:

- 1 A river flood in Bangladesh (Topic 1.4)
- 2 An earthquake in Bangladesh (Topic 1.4)
- 3 A cyclone in Bangladesh (Topic 2.3)
- 4 Drought in north-west Bangladesh (Topic 2.3)
- 5 Renewable energy in Bangladesh (Topic 3.4)
- 6 One food crop grown in Bangladesh (rice, wheat or pulses) (Topic 5.2)
- 7 One cash crop grown in Bangladesh (sugar cane, tea or jute) (Topic 5.2)
- 8 An irrigation project in Bangladesh (Topic 5.3)
- 9 A ready-made garment manufacturer in Bangladesh (Topic 6.1)
- 10 The growth of Dhaka (Topic 9.2)
- 11 A healthcare programme in Bangladesh (Topic 10.1)
- 12 An educational programme in Bangladesh (Topic 10.2).

The content you select for the case studies should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Assess	make an informed judgement
Calculate	work out from given facts, figures or information
Comment	give an informed opinion
Compare	identify/comment on similarities and/or differences
Consider	review and respond to given information
Contrast	identify/comment on differences
Define	give precise meaning
Demonstrate	show how or give an example
Describe	state the points of a topic / give characteristics and main features
Develop	take forward to a more advanced stage or build upon given information
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount, or value of something
Examine	investigate closely, in detail
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
Justify	support a case with evidence/argument
Outline	set out the main points
Predict	suggest what may happen based on available information
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations
Summarise	select and present the main points, without detail

Phrases such as ‘How far did ... change?’, ‘How far do you agree ...?’ and ‘To what extent ...?’ may also be seen in the assessment for this syllabus.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied Bangladesh Studies.

Guided learning hours

We design Cambridge O Level syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/7094

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

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

Making entries

Exams officers are responsible for submitting entries. 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 access to this guide.

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 an 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.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook*

www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been updated. This is version 1, published September 2025.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Changes to syllabus content

- Topic 10.2 Education, bullet point 6:
The content has been clarified so that it specifically includes improvements in primary, secondary and tertiary education.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Any textbooks endorsed to support the syllabus for examination from 2025 are still suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge O Level.

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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