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BANGLADESH STUDIES **7094/02**

Paper 2 Environment and Development of Bangladesh **May/June 2026**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning	Use
✓	Correct point	Point-marked questions only
✗	Incorrect point	Point-marked questions only
L3	Level 3	Levels-marked (6-mark) questions only
L2	Level 2	Levels-marked (6-mark) questions only
L1	Level 1	Levels-marked (6-mark) questions only
0	Award 0 mark	Levels-marked (6-mark) questions only
Highlighter	Highlighting areas of text	Levels-marked (6-mark) questions only
EVAL	Evaluation	Levels-marked (6-mark) questions only
^	Omission mark	All questions
REP	Repetition	All questions

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Annotation	Meaning	Use
DEV	Development	All questions
EG	Appropriate example or case study reference	All questions
BOD	Benefit of the doubt	All questions
TV	Too vague	All questions
NAQ	Not answered question	All questions
SEEN	Page or response has been noted	All questions
✓d	Using data from a graph or other resource	
On-page comment	Allows comments to be entered in speech bubbles on the candidate response	All questions

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Table A AO2 Analysis, evaluation and decision-making

Candidates should be able to:

- analyse problems and evaluate solutions to environmental, social and economic issues
- show awareness of different points of view
- make reasoned judgements and decisions.

Use this table to give marks for each candidate response for **Questions 1(f), 2(g) and 3(e).**

Level	AO2 Analysis, evaluation and decision-making	Marks
Level 3	• Provides a clear analysis/evaluation using evidence/examples(s) that are relevant, detailed and integrated effectively. • Shows a clear awareness of different points of view. • Makes a well-reasoned judgement/decision.	5–6
Level 2	• Provides an analysis/evaluation using evidence/examples(s) that are relevant and have some detail. • Shows an awareness of different points of view. • Makes a judgement/decision.	3–4
Level 1	• Provides limited analysis/evaluation which uses some evidence/examples(s). • Attempts to show a different point of view. • Attempts to make a judgement/decision.	1–2
Level 0	No creditable response.	0

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Question	Answer	Marks	Guidance
1(a)(i)	**What does the term 'renewable energy' mean?** Energy sources that naturally regenerate / replenish over time/do not run out / get exhausted / infinite	1	**Allow** Can be re-used / used again **Do not award a mark for:** Renew Can be produced again Doesn't pollute/harm Examples (HEP etc.) Not using fossil fuel Is not limited
1(a)(ii)	**Give <u>one</u> example of a renewable energy source used in Bangladesh.** Hydro / solar / wind / bioenergy	1	**Allow** Biomass / biofuel / biogas / HEP / cow dung / water / sunlight **Do not award a mark for:** Geothermal Light / wave / tidal
1(a)(iii)	**State <u>two</u> challenges for the development of renewable energy sources in Bangladesh.** Any **two** from: High initial cost / lack of capital / expensive (to develop) Intermittency / variability / fluctuation / reliance on the weather e.g. solar Low efficiency / low energy producing Lack of government support / subsidies / government policies Need a lot of space / lack of suitable sites e.g. HEP / habitat loss Power storage Transmission Lack of expertise / knowledge / awareness / technology / equipment (in Bangladesh)	2	**Allow** Need to import expertise etc. = lack **Do not award a mark for:** Infrastructure (TV) Weather (TV) Conditions (TV) Maintenance expensive / difficult Can't meet demand (TV) Bangladesh imports energy Poor economy

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Question	Answer	Marks	Guidance
1(b)(i)	**Use Figure 1.1 to identify the date when the river reached its maximum water level.** 2 September	1	**Allow** 2 Sep
1(b)(ii)	**What is the danger level for the river shown in Figure 1.1?** 18.5 Mmsl / metres above mean sea level	1	**Must have units:** mMSL
1(b)(iii)	**Describe how the water level in Figure 1.1 changes from 10 to 24 June.** Rapid / big / significant increase Increase from 14.2 to 18.1 / 18.2 mMSL Increases by 3.9 / 4.0 mMSL	1	**Must have units:** mMSL **Do not award a mark for:** Increase on own Steep gradient **Allow** tolerance of +0.1 and -0.1

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Question	Answer	Marks	Guidance
1(c)	**Describe the impacts on people and the economy of a cyclone in Bangladesh that you have studied.** Any **four** from: <u>People</u> Injuries from … falling trees Deaths from … drowning due to floods Destruction of homes so … people had nowhere to live / were displaced Workplaces damaged / destroyed … causing loss of jobs Roads damaged so … people are unable to travel Schools damaged … so children can't go to school Evacuation / displaced people … due to flooding / extreme danger Food shortages … due to lack of shops Sea water from storm surges affected drinking water Disease / typhoid / cholera / diarrhoea … due to contaminated water People traumatised by … loss of loved ones <u>Economy</u> Crops ruined / loss of agricultural land causing … loss of income Roads damaged so … people can't travel to work Power lines brought down causing … electricity outages Roads flooded or blocked by … debris Airports and ports closed so … trade was disrupted Etc. **2024 Cyclone Remal** >3.75/4.6 million affected 800 000 displaced 18 deaths / > 10 deaths	**4**	1 mark for a named cyclone **RESERVE** 1 mark for people 1 mark for economy Numbers or descriptions needed, not just lots of people died, crops were ruined etc. Allow reasonable estimates of number of people affected **Do not award a mark for:** infrastructure (TV) Note: Kalboishakhir Jhor = monsoon storm not a cyclone

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Question	Answer	Marks	Guidance
1(c)	15 000 homes damaged / 35 000 homes completely destroyed 1200 electricity poles uprooted [20 million trees uprooted] 20 million people affected by power outages US$ 637 million of damages **1970 Cyclone Bhola** >3.6 million affected >300 000 (up to 500 000) deaths Chittagong and Cox's Bazar airports flooded 85% of homes in area of cyclone destroyed 90% marine fishermen in area of cyclone suffered heavy losses 9000 offshore fishing boats destroyed 63 million US$ of crops destroyed 280 000 cattle died Increase in cholera and typhoid due to contaminated water 86.4 million US$ of damages Led to 1971 War of Independence **2022 Sitrang Cyclone** 35 died Fishermen's boats capsized 33 000 ha rice paddy and fish farms inundated 150 000 farmers affected 10 000 people trapped on chars 10 million people affected by power outages US$ 21.6 million damage to electricity sector Internet and digital communications disrupted by 7343 mobile towers downed 20 000 houses damaged Dhaka-Khulna and Dhaka-Barishal highways blocked by fallen trees		

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Question	Answer	Marks	Guidance
1(c)	**2007 Sidr Cyclone** > 3447 deaths / estimates up to 15 000 US$ 2.31 billion of damage Cities of of Patuakhali, Barguna and Jhalokati District hit hard by storm surge of over 5 meters About a quarter of the world heritage site Sundarbans damaged Dhaka was also severely affected, as electricity and water service were cut and significant damage was reported there due to winds and flooding. Many rice crops lost Over 3000 fishermen / > 500 fishing boats reported missing **2009 Cyclone Alia** Damaged or destroyed: 600 000 homes 1 million homeless 8800 km of roads 1000 km of embankments 123 000 hectares (300 000 acres) > 9 million people affected		

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Question	Answer	Marks	Guidance
1(d)(i)	**Explain why groundwater becomes polluted with arsenic.** Any **two** from: Extraction for irrigation / domestic use / overuse of groundwater Groundwater level / water table lowers / groundwater not replenished Oxygen moves into the space created by withdrawal of water which causes changes in arsenic containing rocks / arsenic is released Droughts (accelerate the release of arsenic) Increased soil salinity / alkalinity (mobilises the arsenic) Use of insecticides and pesticides Waste disposal / factory waste Use of arsenic-treated wooden poles for power grids	2	**Do not award a mark for:** Groundwater comes into contact with arsenic

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Question	Answer	Marks	Guidance
1(d)(ii)	**What can be done to provide clean drinking water for everyone in Bangladesh?** Any **three** from: More tube wells in rural areas Regular tube well testing – painted green or red for arsenic Deep tube wells > 100 m or very shallow wells < 20 m Rainwater harvesting Piped water systems Surface / river water treatment / water treatment plants / wastewater treatment / chlorination Pond sand filters Arsenic / water filtration units in homes Supply water purification tablets Education / awareness about … sustainable / responsible use, waste, filtering etc. Desalination of groundwater / reverse osmosis systems Managed aquifer recharge Bangladesh Water Act 2013 WASA – Water Supply and Sewerage Authorities	3	**Allow** 1 mark for filtration if no detail **Allow x1** Specific method to reduce water pollution such as: Improved sanitation / control factory effluent into rivers etc. **Do not award a mark for:** Bottled water Boiling water

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Question	Answer	Marks	Guidance
1(e)	**Describe the pattern of rainfall shown in Figure 1.2.** Any **three** from: Increases from west to east From < 1750 mm in west to > 4001 mm in NE West Bangladesh / Rajshahi and Khulna district has lowest / < 1750 mm NE / Sylhet district has highest / > 4001 mm N and SE / Rangpur and Chattogram have second highest /3001–4000 mm Centre / Dhaka and Barisal district has median / middle / moderate amount / 2001–2500 mm	3	**Must quote units:** mm **Must use** >/greater and </lesser for: < 1750 mm > 4000 mm **Refer to Figure 1.2** to mark more detailed descriptions
1(f)	**'It is impossible to reduce the impacts of river flooding in Bangladesh.'** **Using an example of a river flood you have studied in Bangladesh, discuss to what extent short-term and long-term responses can reduce the impact of river flooding.** Responses will depend on the case study chosen but should focus on reducing the impacts of flooding. Responses should include: • reference to a river flood the candidate has studied • actual short-term and long-term responses used • their effectiveness • different points of view • evaluation i.e. to what extent	6	

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Question	Answer	Marks	Guidance
1(f)	Use Table A to mark candidate responses to this question. **Short-term responses** Evacuation to flood shelters Search and rescue – use small boats to rescue stranded people and livestock from chars Food aid – prevent hunger or starvation WASH – emergency water, sanitation and hygiene – DPHE deploys mobile water treatment plants and temporary floating toilets to waterlogged areas – NGOs mass distribution of water purification tablets – to reduce waterborne diseases such as diarrhoea, dysentery Mobile medical teams – using boats Health kits – hygiene, sanitary, baby kits, soaps, oral rehydration salts (ORS) Embankment reinforcement – sandbags **Long-term responses** Bangladesh Delta Plan 2100 (BDP2100) <u>Hard or structural engineering solutions include:</u> Building embankments River dredging Elevated local access roads Urban drainage programmes e.g. Dhaka <u>Soft or nature-based solutions include:</u> Oyster reefs off the southern coast dampen wave energy, allow mangroves to protect the coast Afforestation to reduce soil erosion, slow down run-off, increase interception <u>Climate-resistant agricultural adaptation includes:</u> Submergence-resistant crops Floating agriculture (dhapi)		

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Question	Answer	Marks	Guidance
1(f)	<u>Transboundary water governance:</u> Upstream hydro-diplomacy with India to control the flow and prevent sudden unannounced water releases during peak monsoon season. Cross-border river treaties such as Ganges Water Sharing Treaty 1996; Teesta River Water Sharing Agreement (still not signed since 2011); Kushiyara River Pact 2022 **Evaluation** Short-term responses save lives and rescues people – data depends on flood example chosen. Long-term solutions focus on climate change adaptation and macro-engineering to transition from disaster management to climate resilience. Bangladesh still suffers from regular river flooding impacting many people. Long-term responses are expensive and difficult to maintain. Climate change is exacerbating river flooding in Bangladesh.		

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Question	Answer	Marks	Guidance
2(a)(i)	**What is the main difference between food crops and cash crops?** Food crops are grown for (direct) consumption / provide food to the people whereas cash crops are grown for sale / as raw materials for processing or manufacturing industry or export	1	**Do not award a mark for:** Sold locally versus exported
2(a)(ii)	**Name one cash crop grown in Bangladesh.** Sugar cane / tea / jute / cotton	1	
2(b)(i)	**Name one irrigation project in Bangladesh that you have studied, and describe the irrigation method or methods used.** **This will depend on the case study chosen.** **Named project = 1 mark** Teesta Barrage (Irrigation Project) Barrage 615 m long / on river Teetsa / at Dalia / Lalmonirhat district Surface / canal irrigation system 4500 km network / in northern Bangladesh / in Rangpur, Dinajpur and Bogra districts The Ganges-Kobadak (Irrigation Project) Pumps lift water from Ganges / river by gravity Surface / canal irrigation system water moved hundreds of kms / by primary and secondary canals / by gravity / in Kushtia, Chuadanga, Jhenaidah and Magura districts	2	**Use an internet search engine to verify other case studies, such as:** Muhuri Project Matamahuri Project Barind Multipurpose Development Authority/BMDA Dhaka-Narayangari-Demra /DND Project Padma Management Project **Allow:** G–K Irrigation Project TBIP Tista for Teesta **Do not award a mark for:** Groundwater

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Question	Answer	Marks	Guidance
2(b)(ii)	**Outline the successes of the project named in 2(b)(i).** **This will depend on the case study chosen.** <u>Teesta Barrage Irrigation Project</u> Largest irrigation project in Bangladesh Lowest cost, TK27 000 per hectare. 540 000 ha irrigated Provides irrigation water in 3 crop seasons Increased agricultural output which improves food security Increased income which has increased school enrolment / improved farmers' health etc. Also provides flood protection / water for industry etc. Provides water in dry season <u>The Ganges-Kobadak Irrigation Project</u> Irrigates 95 500 ha farmland covers 197 500 ha of territory Increase agricultural output which improves food security Increased crop production by 0.3 million tons (per year) Increased income which has increased school enrolment / improved farmers' health etc. More cash crops grown which has increased export earnings Provides water in dry season	**2**	**Use an internet search engine to verify case study** **Allow** 1 general point such as: increases food security, increases cash crops Does not have to be related to agriculture
2(c)(i)	**What does the term 'food security' mean?** Access to food that is nutritious and sufficient in quantity / that is required / affordable / meets their needs / enough food for everyone	**1**	**Do not award a mark for:** The country has availability of food to consume

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Question	Answer	Marks	Guidance
2(c)(ii)	**Explain two different ways Bangladesh could achieve food security.** Any **two** from: Use of agro-chemicals / fertilisers / pesticides / insecticides … to increase production/yield etc. HYVs / drought tolerant / saline tolerant rice varieties Better irrigation to … increase yield, crop more crops, more variety of crops R&D to … to improve seeds etc. Government investment … in food distribution, irrigation projects, livestock farming etc. Education and training for farmers … how to increase production etc. Intensification of land / less single crop / Boro rice farming / more double or triple cropping Urban farming / rooftop farming to … grow more food Floating gardens / agriculture [dhap / baira] … resilient to climate change Vertical farming / hydroponics / aeroponics … in urban areas / is climate resistant / is sustainable More horticulture … to improve variety of food More livestock farming … to improve food variety More fisheries e.g. in Cox's Bazar … increase food / variety of food Better storage to reduce food waste Government subsidies to reduce basic food prices e.g. rice Reduce food exports and / or increase food imports / liberalisation of imports – fruits and grain Grow more food crops instead of cash crops Etc.	2	**Do not credit simple statements** such as: More land Grow more food More crops Increase yield More technology Reduce food prices Reduce population Better food distribution

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Question	Answer	Marks	Guidance
2(d)	**Explain why microcredit is so successful in Bangladesh.** Helps people work their way out of poverty / reduces poverty Creates rural employment Realises untapped potential Enables the poor / women to start their own businesses / buy a sewing machine / cow / rickshaw Provides investment in cottage industries Increases gender equality / reduces inequality Women become financially independent Improves their status / empowers women Women able to contribute to household / economy / strengthens their decision-making power / pay for children's healthcare and education Loans to a group of people – if one cannot repay the others will not get loans in the future so they work together, leading to a high repayment rate. How microcredit works: **Max.1** Provides small loans / with no collateral / at low interest rate / to poor people / mostly women / in rural / underdeveloped areas.	**4**	**Focus on success** **Do not award a mark for:** High loan repayment rate 98%
2(e)(i)	**Use Figure 2.1 to name one product with decreased exports in January 2024.** home textiles / engineering products	**1**	
2(e)(ii)	**Complete Figure 2.1, using the data below for agricultural products.** 1 mark for each bar accurately plotted and shaded	**2**	

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Question	Answer	Marks	Guidance
2(f)	**Compare changes in economic growth for Bangladesh and Pakistan from 2022 to 2024. Use data from Figure 2.2 to support your answer.** Credit any **three** valid comparisons. For example: <u>Overall</u> Both decrease Pakistan decreases more than Bangladesh Bangladesh from 7.2% to 6.2%, Pakistan from 6% to 3.2% Bangladesh decreases by 1%, Pakistan by 2.8% <u>2022–2023</u> Both decrease 2022 to 2023 Bangladesh from 7.2% to 6.1%, Pakistan from 6% to 2% Pakistan decreases more than Bangladesh Bangladesh decreases by 1.1%, Pakistan by 4% <u>2023–2024</u> Both increase 2023 to 2024 Pakistan increases more than Bangladesh Bangladesh from 6.1% to 6.2%, Pakistan from 2% to 3.2% Bangladesh increases by 0.1%, Pakistan by 1.2% <u>Difference between Bangladesh and Pakistan (any two dates)</u> 2022 was 1.2%, 2023 4.1%, 2024 3%	**3**	**Must compare** **Do not award a mark for:** Bangladesh has more economic growth than Pakistan [**as it is not a change**] **Reserve 1** for data mark **Max 1** if just quotes the data year by year

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Question	Answer	Marks	Guidance
2(g)	**'The continued growth of manufacturing industry is more important than protecting the environment from the pollution that manufacturing industry can cause.'** **How far do you agree with this statement? Use evidence or examples to support your answer.** Responses should focus on the importance of manufacturing growth and the need to protect the environment from the pollution manufacturing can cause. Responses should include: • reference to the importance of manufacturing growth • the pollution manufacturing can cause • different points of view • evidence / examples to support their arguments • evaluation i.e. how far do you agree Use Table to mark candidate responses to this question. **<u>Arguments why the continued growth of manufacturing industry is important could include:</u>** Important for overall economic development of Bangladesh Provides jobs in the secondary sector Reduces unemployment and underemployment To provide products for domestic use Expand exports To improve the balance of trade Import substitution	6	**Examples:** RMG Pharmaceuticals Acid Rain Brick kilns Tanneries Paper and pulp **Note:** Environment (natural and built) **not** people

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Question	Answer	Marks	Guidance
2(g)	**<u>Arguments why it is important to protect the environment from the pollution manufacturing industry can cause include:</u>** Air pollution e.g. brick kilns, food industry 39% of industrial air pollution Noise pollution Water pollution e.g. tanneries, textile industry, dyeing, pulp and paper industries produce 47% of water pollution, pharmaceuticals 16% of water pollution from industry Light pollution Visual pollution Greenhouse gases and their contribution to global warming Impacts on rivers, wildlife, habitats, ecosystems Acid rain and its effect on built and natural environment Dhaka is one of the most polluted cities in the world **Etc.**		

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Question	Answer	Marks	Guidance
3(a)(i)	**What does the term 'internal migration' mean?** The movement of people within a country	1	**Do not award a mark for:** an e.g. from rural to urban
3(a)(ii)	**How is climate change increasing the number of migrants in Bangladesh?** Any **two** causes of loss of land / agriculture / food / homes due to: Rising sea level Flat / low-lying / deltaic topography Riverbank erosion (intensified) Storm surges (more common) Flooding (increasing) Drought (intensifying) Intensifying / frequent cyclones Increasing temperatures / (more) heat waves / excessive heat	2	**Do not award a mark for:** Global warming Loss of land Loss of homes Lack of food Flood Drought Cyclone Storm surge
3(a)(iii)	**Describe the main challenges for refugees in Bangladesh.** **Credit descriptive points relating to the challenges of:** Lack of housing / living in tents / temporary shelters Overcrowding in refugee camps Employment – lack of jobs, low pay Food / diet – lack of food, poor diet Education – lack of schools, money to pay for education Medical care – lack of clinics / hospitals Clean water / sanitation – lacking – spread of disease Racial / social discrimination Safety / crime Language /communication difficulties **etc.**	2	**Must be a description** **Do not award a mark for:** Challenges for Bangladesh e.g. draining resources

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Question	Answer	Marks	Guidance
3(b)(i)	**Use Figure 3.1 to describe how the population structure of Bangladesh changes from 2000 to 2025.** Any **three** from: **Credit descriptive points relating to structure:** Older people / over 65 s / older dependants: increase Working age / economically active: increase Young people / young dependants: decrease Dependency ratio: decreasing Sex-ratio: increasing % female	**3**	**Allow** Specific age groups (1 per section if no other point) e.g. the % 0–4 has decreased **Do not award a mark for:** Birth rate Death rate Life expectancy IMR Expanding to contracting Wide base
3(b)(ii)	**<u>Complete Figure 3.2</u> by drawing a simple sketch to show what Bangladesh's population pyramid will look like in 2050.** Credit any **two** correct features: Taller pyramid Broader > 65 Narrower base Broader 16–64 	**2**	**Features do not need to be labelled.**

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Question	Answer	Marks	Guidance
3(c)(i)	**Use Figure 3.3 to compare the life expectancy in Bangladesh with the rest of South Asia.** Any **three** from: Bangladesh is higher than most of South Asia / amongst the highest in South Asia / second highest Bangladesh < Sri Lanka / Maldives / 75–79 whereas Bangladesh 70–74 Bangladesh same as Bhutan / both 70–74 Bangladesh > Nepal / India / Pakistan / 70–74 compared to 65–69 Bangladesh much higher than Afghanistan / 70–74 compared to 60–64 / 10 years more	**3**	**Must compare**
3(c)(ii)	**Explain why life expectancy in Bangladesh has improved.** Health care better – hospitals, doctors, vaccinations, medicines, lower infant mortality rate, less disease (**Max. 3)** Sanitation improved – clean water, hygiene, sewers Nutrition improved – more food, better diet Education about healthier lifestyle, nutrition, exercise, hygiene Poverty reduced – better housing, improved living conditions / pensions No war since 1971 / Bangladesh Liberation War / Bangladesh War of Independence Less famine – no deadly famine since 1974 Economically active population larger – to take care of elderly	**4**	**Allow** **2 marks per line** except health care = Max. 3 **Do not award a mark for:** Better lifestyle Quality of life Less pollution Family planning Birth rate Natural disasters Less accidents Less pollution Better treatments

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Question	Answer	Marks	Guidance
3(d)	**Why is a healthy workforce essential for the development of Bangladesh?** Any **two** from: Increased productivity / output / improved quality which increases GDP / economic growth Fewer sick days / absenteeism Can work longer / harder / more stamina Physical strength / manual work / RMG labour intensive Fewer accidents / injuries	2	**Do not award a mark for:** Improves economy
3(e)	**The United Nations Sustainable Development Goal 5 is 'gender equality'.** **How successful have improvements in education been in helping to achieve gender equality and empowerment of women and girls in Bangladesh?** **Use evidence or examples to support your answer.** Responses should focus on improvements in education and greater gender equality. Responses should include: • reference to improvements in education • how these have helped to achieve gender equality and empower women and girls • different points of view • evidence / examples to support their arguments • evaluation i.e. how successful Use Table A to mark candidate responses to this question.	6	

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Question	Answer	Marks	Guidance
3(e)	**Examples of education initiatives could be by NGOs, the private sector or government:** FSSAP female Secondary School Assistance Program BRAC Education Programme Primary Education Development Programme (PEDP) SHAKTI Foundation scholarships Boat schools Single-room schools Stipends for girls Community learning centres MuktoPaath free government e-learning platform – access anytime from anywhere **Evidence (data) could include:** Improved female literacy rate Decrease in number of girls with no schooling Improved school enrolment rates for girls Falling drop-out rate for girls Increase in number of girls in primary, secondary or tertiary education Increase in number of women employed **Evaluation – different points of view** Improvements in education have been slightly / very / extremely successful in helping to achieve gender equality and empowerment of women and girls in Bangladesh. Bangladesh has gone a long way towards achieving the targets set by SDG 5. BUT Challenges still exist … especially in rural areas – more traditional beliefs etc. Other factors are also important … RMG industry providing jobs for women, microcredit, NGOs etc.		

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Question	Answer	Marks	Guidance
3(e)	Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. Girls who receive education earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families. Girls' education strengthens economies and reduces inequality. It contributes to more stable, resilient societies that give all individuals, including boys and men, the opportunity to fulfil their potential.		

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